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THE SHAW PLAN



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THE SHAW PLAN

Official Catalogue Of

SHAW UNIVERSITY

Raleigh, North Carolina

The Cover

At the beginning of its One Hundredth Year, Shaw University commissioned Chestyn Everett, a member of the Humanities faculty, to create and design a crest which would become an official insignia of the University.

Mr. Everett's creation appears on the cover, and captures the essential philosophy of the institution and communicates its basic objectives.

The *dove*, as a symbol of Christianity, portrays the institution's commitment to the ideals and principles of the Judaeo-Christian faith; the *olive branch*, the pursuit of *excellence*; and the *torch*, the devotion to *truth*. The *human figures* portray *students coming into Shaw* and the *Shaw graduate going forth to serve*. The stained glass pattern connotes the interrelation of *religion* and *learning*, a hundred year tradition at Shaw.



THE SHAW PLAN OF EDUCATION

After more than a year of intensive and careful evaluation of its resources and obligations as an educational institution, the Board of Trustees approved the faculty recommendation to institute a new curriculum with the beginning of the 1965-66 academic year to be known as "The Shaw Plan of Education." In essence, this program recognizes that, in order to meet the continuing needs of the nation in developing its human resources, the opportunity for continued education at the college level must be made available to a larger segment of the nation's youth.

Conceived principally as a program to discover and develop talent, the Shaw Plan of Education provides the opportunity for a student to seek a college education and proceed toward the accomplishment of this goal at a rate commensurate with his background, previous academic preparation and achievement progress. By combining flexible admission requirements with rigid graduation requirements, the Shaw Plan hopes to contribute to the continuing process of discovering new ways to teach and new ways to learn.

A student who is admitted to seek his education at Shaw is provided every possible opportunity to develop his intellectual capabilities and aptitudes to their maximum capacity. Because the Shaw Plan of Education seeks to avoid the classification of students and to emphasize scholastic achievement rather than the accumulation of course credits, the student at Shaw is expected to assume a large measure of responsibility for his learning.

While the average student will complete the program in four years and the superior student, in less time, the student who comes to Shaw with serious academic deficiencies must be prepared to remain in study longer than the traditional four years. However, each student is treated as an **individual**,

and at Shaw, every student has the opportunity to proceed toward graduation as swiftly or as slowly as his initiative, interest, industry, motivation and scholastic accomplishment permit.

The Shaw Faculty steadfastly refuses to recommend any student for the Shaw Degree who in its judgment has not mastered the basic skills and subject matter which a college education represents.

Hence, no student who is interested only in securing a college degree should seek admission to Shaw. Only those students who wish an **education** which will equip them to live a full and abundant life in a rapidly changing social order should enter the Shaw program.

Every student who graduates from Shaw will be required to demonstrate:

1. Effective use of the English language as a medium of both oral and written communication.
2. The ability to read in at least one foreign language.
3. The understanding of basic arithmetic processes, the comprehension and use of quantitative data and expression, and the ability to think logically and critically.
4. A basic grasp of the fundamental concepts, principles, and subject matter in the major fields of human inquiry as found in the Humanities, the Natural Sciences and Social Sciences.
5. A knowledge and appreciation of cultures other than the West and a basic grasp of the fundamental issues in the contemporary world resulting from the international interaction of peoples, cultures and societies.
6. The mastery of a field of specialization which will provide the foundation for continued study

through entrance into graduate or professional school or upon a chosen career.

In addition to these requirements all prospective Shaw graduates must show that they have gained mature insight into the moral, ethical and social issues of contemporary life and have inculcated those values and appreciations which will enable them to become responsible citizens in a free democratic society.

In determining eligibility for the Shaw degree, the faculty gives careful consideration to the following:

1. The quality of performance in course work and/or the standing on prescribed examinations and tests as measured by national norms.
2. The scores attained on comprehensive and standardized tests, administered at prescribed intervals during a student's period of residence.
3. The student's personal development as exemplified in his citizenship, moral integrity and habits of mind.

The University reserves the right to terminate a student's course of study when in the judgment of the faculty a student cannot or will not profit from the educational opportunities and experiences provided at Shaw. In all such instances a student's case will be thoroughly reviewed by the Faculty Committee on Academic Standards before final action is taken.

Since many more students apply each year than can be accepted, every admission is a denial to another student. The University Community is committed to assisting all students who are admitted in accomplishing their educational objectives.

ADMISSIONS

The University carefully selects from its many applicants only those students who, in its judgment, will make maximum use of the opportunities afforded at Shaw. The Admissions Committee considers not only a student's past academic record, but also his promise as a student and a person.

In order to be considered for admission, a prospective student must:

1. File the four-page application form, together with two personal reference forms, transcript of high school record, and health certificate. A ten dollar non-refundable fee must accompany this application.
2. Take the Scholastic Aptitude Test administered by the College Entrance Examination Board. Scores must be sent to Shaw University.
3. Make a matriculation deposit of \$50.00 (resident student) or \$25.00 (non resident) within one month after notification of acceptance. Under no circumstances should a student report to Shaw who has not paid this deposit or received

a waiver of payment from the Dean of Students.

Students who have graduated from non-accredited high schools are required to pass a college entrance examination.

Fifteen acceptable units of high school work must be presented as entrance credit, distributed as follows:

English	4	Mathematics	2
History	1	Science	1
		Electives	7

No student may be admitted with less than fifteen units of acceptable high school work, though there may be a deficiency of two units in some of the particular requirements. All conditions must be removed by the end of the first term of the second year.

An unusually superior student who is advanced in his academic preparation or a mature person who has attained the equivalent of a secondary school education may be considered for admission without a high school diploma. In all such cases, the candidate will be required to take a battery of entrance and placement tests prescribed by the University's Testing Center.

An applicant who seeks admission by transfer from an accredited college or university in addition to the formal application forms, must submit an official transcript from each college or university previously attended. The student will also submit any other records or letters of recommendation the University may require to support his application.

A transfer applicant shall be expected to have maintained a C average for all college work previously attempted. A student who falls below this standard may be considered for admission by taking prescribed examinations and the attainment of satisfactory scores. In such instances the student may be admitted on probation.

TESTING AND PLACEMENT

All students who are admitted to Shaw are given a series of tests and examinations upon entrance. These tests are designed to assist the University in determining a student's level of academic achievement, general cultural exposure, vocational aptitudes and interests, and personality characteristics.

On the basis of scores attained on these tests, together with other admissions data, a student is placed in courses and other activities consistent with his level of achievement, apparent abilities, and needs.

Since the emphasis at Shaw is upon the attainment of skills and mastery of a body of subject matter, students will not be placed in courses where their tests scores indicate that these skills and subject matter have already been mastered at the level required.

In addition to the battery of tests given at entrance, a testing battery is administered to all students at the end of each academic year, and at other times as the student's progress warrants.

Advancement from one level of study to another will be based upon the quality of work done in courses as well as upon the scores attained on standardized tests and comprehensive examinations.

GRADUATION REQUIREMENTS

Inasmuch as the Shaw degree is awarded on the basis of scholastic attainment rather than the accumulation of course credits, statements of requirements in quantitative terms are to be considered minimal.

To be eligible for the Bachelor of Arts or Bachelor of Science degree, a student must successfully complete 30 courses or their equivalent in residence.

Twelve courses comprise the general education core curriculum and must be taken according to the coordinated sequence prescribed by the faculty.

Ten courses must comprise the curriculum of a student's major field of concentration. Although some major concentration programs require the completion of a larger number of courses, all major programs require the completion of at least ten courses of advanced study in a coordinated sequence following the pattern prescribed by the major area.

Eight courses are chosen as electives. These courses may consist of advanced work in a field other than a student's major or may be combined with a field of concentration for the purpose of more intensive specialization.

In addition to the requirements in course, degree candidates must satisfy the following:

1. Successful completion of the requirements in Physical Education and other prescribed out-of-class activities.
2. Successful completion of all requirements for a major as specified by the Division with respect to comprehensive examinations, written work, laboratory, clinical or practical experience.
3. Successful performance on the comprehensive examinations covering the literature prescribed in the Reading Colloquium Program.
4. Attainment of satisfactory scores on the Graduate Record Examination Aptitude, Area and Advanced Tests; and the English Proficiency Test.
5. An overall average of not less than C, and an average of not less than C in the courses prescribed for a field of major concentration.
6. The pursuit of courses in residence at Shaw for a period of at least three consecutive terms with a program of study of at least three courses per term. The last term of residence must immediately precede graduation.

In order to qualify for the degree with Honors a student must be admitted into the Honors Program and successfully complete the course of study prescribed for Honors candidates. Graduation with Honors is by formal vote of the faculty upon the recommendation of a candidate's Honors Study Committee.





PROGRAMS OF EDUCATION

The various programs of education offered at Shaw have been carefully designed and developed to accomplish the purposes and objectives of the Shaw Plan of Education. These programs are two types: **Basic Programs** which embrace the basic educational curricula and **Special Programs** designed for students with special needs, interests and abilities.

General Education Program

The "heart" of the Shaw Plan is the General Education Program which consists of a common core of proficiency and subject matter requirements which must be met by all students. This program is designed to enable a student to attain a higher level of proficiency in reading, in writing, and speaking the English language; the ability to read in one foreign language; the understanding and use of mathematical concepts and data; and to acquire the necessary foundation in understanding and appreciating the content of knowledge in the Humanities, Natural Science and Social Science disciplines.

The major portion of the General Education core curriculum comprises the student's first two years of study, but core programs are prescribed for both the third and fourth years.

This core curriculum is the foundation for all advanced study at Shaw, and students are not permitted to enroll in advanced courses until the coordinated sequence of the first two years has been completed.

Students admitted to Shaw whose high school record, test scores and other data indicate the attainment of skills and mastery of subject matter fundamentals necessary for college work will normally pursue the curriculum pattern indicated below.

TYPICAL CURRICULUM PATTERN

FIRST YEAR — REGULAR

1st Term	2nd Term	3rd Term
English	English	English
Mathematics	Mathematics	Speech
Social Science	Social Science	Foreign Language
Study Skills	Foreign Language	Physical Education

SECOND YEAR

Foreign Language	Foreign Language	Humanities
Humanities	Humanities	Natural Science
Natural Science	Natural Science	Elective
Elective	Elective	Elective

THIRD YEAR

Humanities	Humanities	Humanities
Non-western	Non-western	Non-western
Elective	Elective	Elective
Elective	Elective	Elective

FOURTH YEAR

Humanities	Humanities	Elective
Elective	Elective	Elective
Elective	Elective	Elective
Elective	Elective	Elective

In addition to the courses listed here, all students must participate in the **Reading Colloquium** for a period of at least twelve terms. The literature of the colloquium during the first two years is drawn from works embracing the various fields of human thought and inquiry. During a student's period of major concentration, the literature may be related to his field of major study or interest. Performance in the program is determined by examinations on the literature.

Accelerated Study: A student may accelerate his course of study in two years: (1) by attending all four terms of the academic year and registering for a full term of work, or (2) by being exempted from skills courses on examination. Students whose test scores indicate superior mastery of the basic skills are allowed to follow a course of study during their first two years consisting of advanced and individualized work.

Pre-Baccalaureate Study: In order to provide students of academic promise but with basic skills and subject matter deficiencies opportunity to demonstrate their ability to pursue college study satisfactorily, a coordinated sequence of courses, of experiences and tests have been developed. These courses, which are not credited toward the degree, are primarily clinical in nature and utilize a variety of instructional approaches and media. Students who are placed in this program initially are tested at the end of each term and may be advanced into regular general education courses whenever their performance indicates a satisfactory mastery of the skill (s) required for regular study.

At the conclusion of the completion of six terms, all students are administered comprehensive and standardized tests covering the general education program of the first and second year.



Major Concentration Programs

Students are accepted into a program of major concentration when they have successfully completed the requirements prescribed for the first and second years of general education.

Students who transfer from accredited or junior colleges must have an academic average of C on all college work and must have met successfully comparable requirements in General Education.

The curriculum in a field of major concentration is designed: (1) to prepare students for entrance into a career upon graduation, and (2) to provide preparation for further specialized study in a graduate or professional school.

Curricula and special cognate programs for major concentration are offered in three academic divisions of the College of Arts and Sciences as follows:

- I. **Division of the Humanities:** English, French, Spanish, Music, Religion and Philosophy.
- II. **Division of the Natural Sciences:** Biology, Chemistry, Health and Physical Education, and Mathematics.
- III. **Division of the Social Sciences:** Business, Economics, Education, History, Political Science, Psychology and Sociology.

The particular requirements and sequences of study in these fields are established by the Division and are listed in the section on "Courses of Instruction."

Students planning to seek certification to teach in the public schools should consult the requirements for the program in Teacher Education.



Special Programs

In addition to the program in General Education, and the curricula offerings for a major concentration, cognate programs and curricula are maintained for (1) students of high level ability who are capable of independent and accelerated study, (2) students who wish to supplement a major with special work in international studies, (3) students who wish to qualify for teacher certification to teach in the public schools, and (4) students who need special training in correcting academic deficiencies preparatory to seeking a college degree.

The Honors Program: The Honors Program provides students of extraordinary ability, motivation and interest with an opportunity to engage in independent study. The program is administered by a Director in conjunction with a Faculty Committee on Honors Study.

Students eligible for admission to the program must apply by the end of their first year, and in some cases students may be admitted into the program at the beginning of their college studies.

In order to be considered for admission to the Honors Program, students must prepare a tentative Program of Study in consultation with the Divisional Chairman in the field in which a major concentration is contemplated. Upon approval by the Faculty Honors Committee, a student must pursue a course of study which represents tangible evidence of independent study and research.

If a student is admitted into the program prior to beginning his work in a field of major concentration, he will be required to enroll in the Honors Seminar for three consecutive terms. The *problem* for the Seminar will be stipulated by the Honors Committee each year and students will be required to present tangible evidence of independent study in the form of a critical paper and sustain a written examination on the subject matter of the Seminar.

During the period of major concentration, Honors candidates will be required to (1) present a research paper on a subject or problem related to his major field, (2) sustain a written examination on subject matter stipulated by the Honors Committee, and (3) undergo an oral examination conducted by the Honors Committee.

Students who successfully complete the program will be recommended for graduation with "Honors."

International Studies Program: In addition to the required non-Western core sequence in the General Education program, students with special interest in international studies are provided the opportunity to supplement their major concentration curricula by pursuing curricula in the area of international studies.

The International Studies Program is administered by a Director with the assistance of a faculty

committee on International Studies.

Students interested in the program must apply for admission by the end of their second year, and present a tentative Program of Study approved by the Director.

In addition to specific courses stipulated by the faculty committee, students in the program must meet the following requirements: (1) a research paper on a theme treating some issue or problem of international significance related to a non-Western culture, (2) a written examination on the subject matter comprised in the courses of study; (3) an oral examination conducted by the Committee on International Studies.

Teacher Education Program: Although primarily a liberal arts college, Shaw University conceives as one of its responsibilities as an educational center the preparation of prospective teachers for the public schools and the continued education of the experienced teacher through special workshops, seminars, and other programs which contribute to the development of sound educational methods.

The Teacher Education Program at Shaw has been redeveloped to provide all teacher candidates with a broad but firmly established base of liberal arts combined with the professional courses and experiences necessary for the production of a well qualified teacher.

Students contemplating careers as public school teachers are required to apply for admission into the Teacher Education Program prior to beginning a course of study leading to a major concentration.

Because of the high level of academic ability, emotional maturity, and other personality characteristics required in today's public schools, all candidates for teacher education are rigorously screened before being admitted into the Teacher Education Program.

Curricula which prepare students to meet the requirements for certification to teach in the public



schools of North Carolina and other states are offered in the Division of the Social Sciences in conjunction with the other academic divisions. Professional requirements in course work and Practice Teaching are administered by the Director of Teacher Education, assisted by a faculty committee.

The professional courses have been organized around three areas of study. (1) The pupil, (2) the school, and (3) Teaching and Practicum. The content of each course and the coordinated sequence of study have been developed to avoid unnecessary duplications.

STUDENT TEACHING: Applications for student teacher assignments are received twice each year. In order to be eligible for student teaching, a student must (1) have a cumulative grade average of C and an average of C in his major field, and (2) have completed successfully all courses, examinations and tests prescribed for the third year of study.

PLACEMENT AND CERTIFICATION: The office of Teacher Placement recommends graduates of the University for positions as primary, grammar or secondary teachers to school officials who request this information. Students should file a placement form with the Office of the Dean of Students.

The Teacher Education Curricula at Shaw provides preparation for certification in the public schools of North Carolina. Curricula adjustments will be made for students who plan to teach in other states.

In addition to the general requirements for the Bachelor degree, all candidates for Teacher Certification are required to obtain satisfactory scores on the National Teachers Examination.

Pre-College Program

During the Summer terms, the University conducts a pre-college program designed for (1) high school students in the eleventh and twelfth grades who wish to supplement their preparation for college study and (2) high school graduates who have been provisionally admitted to Shaw and who must strengthen their preparation for college study by enrolling in special courses and clinics designed to remove deficiencies in English grammar, reading, writing and mathematics.

This program is coordinated with the pre-baccalaureate program offered during the Autumn, Winter and Spring terms, thus allowing students with basic skills deficiencies the opportunity of removing such deficiencies before entrance.

All of the academic and physical facilities are made available to students enrolled in the program.

Enrollment in this program is limited and students wishing to be considered for admission should apply no later than April 15 of the year in which they wish to enter.



COURSES OF INSTRUCTION

The courses of instruction are offered in the three academic divisions of the College of Arts and Sciences, and are divided into the following groups:

- 211 - 293 Courses in the basic disciplines in a field of study generally prerequisite to all other courses.
- 311 - 393 Advanced courses designed for third year students.
- 411 - 493 Advanced courses, seminars, workshops and independent study-research designed for fourth year students.

All courses comprising the General Education core curriculum are designed for the first and second years, except the advanced Humanities and Non-Western Studies core. All General Education courses have zero (0) as the second digit.

A course is a unit of instruction that comprises five hourly classroom meetings a week or their equivalent during a term, or which is continued for the same number of classroom meetings over two or three terms.

A two or three term course in the General Education curriculum is counted as one course. Cumulative courses in major subject areas are counted as single courses for each term. In order to receive credit for a cumulative course in General Education, the student must complete the core sequence unless exempted by examination.

A term program of four courses is substantially the equivalent of fifteen semester hours in institutions following the semester plan.

Except for physical education, clinical courses, and unless otherwise specified, each course described in this bulletin is a full term course yielding three (3) units of credit.

Although credit units are listed in this bulletin for courses, degree requirements are stated quantitatively in terms of the number of courses required for graduation rather than in terms of credit units. The use of "credit units" is primarily for the purpose of maintaining articulation between the old and new requirements and to facilitate the interpretation of the satisfaction of degree requirements for third and fourth year students. Beginning with the 1967-68 academic year, credit units will no longer be utilized.



Pre-College and Pre-Baccalaureate Course Descriptions

The courses described below are offered for high school students enrolled in the Summer Pre-College Program and Shaw students who need special work and study in basic skills as a foundation for work in the regular program leading to a bachelor's degree. All of the courses offered under these programs meet a designated number of classroom sessions per week in addition to regularly scheduled periods in the various Centers, Laboratories and Clinics. Placement in any of the courses described here will be on the basis of a student's scores on standardized tests.

001. ENGLISH GRAMMAR AND COMPOSITION. A study of the principal grammatical conventions, with special emphasis on sentence structure through the writing of short paragraphs.

002. ENGLISH GRAMMAR AND COMPOSITION. A continuation of English 001, with special emphasis on paragraph structure.

003. TECHNIQUES OF COMPOSITION. Training in style: accuracy, expressiveness, logical clarity, and organization. The writing of a minimum of eight themes is required, ranging from 300 to 600 words.

001. PRINCIPLES OF THOUGHT AND STUDY. Intensive practice in critical thinking, concentration, note-taking, and other techniques to develop independent study.

001-002. SPEECH IMPROVEMENT. Study of and practice in enunciation, pronunciation, word attack skills, and vocabulary; particular attention to oral reading and reporting.

003. GENERAL SCIENCE. Introduction to and study of the basic science concepts, laboratory equipment, and procedure.

001. GENERAL MATHEMATICS. Designed to improve understanding of and functional competence in mathematical operations, with emphasis on basic meanings and concepts. Topics include numeration systems, sets, real numbers, functions, graphs, geometrical configuration, exponentiation, mathematical terminology, and solution of verbal problems.

003. DEVELOPMENTAL READING. Training in the mechanics of reading, comprehension techniques, and the improvement of the reading rate.



The General Education Core Requirements

Below are summarized the General Education core requirements which must be met by all students seeking the bachelor's degree:

English 101, 102, 103.....	9 units
Speech 103.....	3 units
Mathematics 101, 102.....	6 units
Foreign Language 102, 103, 201, 202.....	12 units
Social Science 101, 102.....	6 units
Natural Science 201, 202, 203.....	9 units
Humanities 201, 202, 203, 301, 302, 303, 401, 402.....	24 units
Non-Western Studies 301, 302, 303.....	9 units
Reading Colloquia I, II, III, IV.....	12 units
Physical Education 101, 102, 103.....	Non-credit

General Education Course Descriptions

ENGLISH

101-102 ENGLISH COMPOSITION. Training in organization, unification, effectiveness, and accuracy in theme writing. Emphasis on constant practice in writing. A minimum of eight themes is required each term. Credit 3 units per term.

103 MODERN ENGLISH AND LINGUISTICS. Introduction to and study of the modern approach to English grammar. Intensive reading of the works of major linguists. Credit 3 units.

SPEECH

103 FOUNDATIONS OF SPEECH. Practice in the basic elements of Public speaking, oral discussions, and speech in daily life. Credit 3 units.

READING COLLOQUIA

READING COLLOQUIUM I, II, III, IV. Systematic reading and discussion program, intended to develop an interest in and an appreciation for independent reading. The reading of a minimum of four books each term chosen from a selected list is required. Credit 2 units per term.

FOREIGN LANGUAGE

102-103 ELEMENTARY FRENCH. Intensive development of elementary grammatical principles mainly through oral drill, reading and simple dictation. Special attention to pronunciation. Credit 3 units per term.

201-202. INTERMEDIATE FRENCH. Review of grammar. Reading and oral reproduction of similar French texts, either plays, novels, or short stories. Credit 3 units per term.

102-103 ELEMENTARY GERMAN. A study of German grammar, drill in pronunciation, dictation, practice in conversation and writing. Reading of easy selections both in prose and poetry. Credit 3 units per term.

201-202 INTERMEDIATE GERMAN. The Reading of prose and poetry with practice in oral and written composition. Credit 3 units per term.

102-103 ELEMENTARY SPANISH. The elements of Spanish grammar with abundant oral and written exercises. Special attention to ear training and oral practice. Credit 3 units per term.

201-202 INTERMEDIATE SPANISH. A continuation of course 101, 102 with emphasis on rapid reading of some contemporary authors. Prerequisite: Spanish 101, 102, or two units of high school Spanish. Credit 3 units per term.

MATHEMATICS

101-102 INTEGRATED ALGEBRA AND TRIGONOMETRY. Functions, linear, quadratic, exponential and logarithmic; trigonometric, algebraic and geometric; complex numbers, elementary theory of equations; permutations; combinations; the binomial theorem and probability. The function as a concept will be stressed. Credit 3 units per term.

HUMANITIES SEQUENCE

THE CULTURAL HERITAGE OF WESTERN MAN I, II, III, IV, V, VI, VII, VIII. This is an integrated interdepartmental course in the Humanities. It is concerned with the effect of events upon human attitudes and relationships and attempts to develop the student's discrimination and evoke evaluation. Emphasis is placed upon developing a real understanding of the spirit and meaning of our civilization and a well integrated interpretation of our cultural heritage. The course intends to develop a person who is at home in the world of ideas and in the world of practical affairs and who understands the relationship between the two. This involves participation in the great conversation which has taken place from the ancient to the present period. The liberally educated man understands the distinctions and interrelations of the basic fields of human knowledge. He understands the same method cannot be applied in all these fields; he knows the methods appropriate to each. Thus, this course emphasizes the interrelationship of knowledge by studying developments in each area in connection with influence upon other areas during the same period. The unifying principle is history which provides the framework for the course. We attempt to learn how science, art, philosophy, religion, politics and social movements have grown out of and in turn influenced historical events. The course is a unity and is divided into terms only for the purposes of administration. Credit 3 units per term.

NATURAL SCIENCE SEQUENCE

201, 202, 203. THE FOUNDATIONS OF THE UNIVERSE. The Natural Science Division will provide in the Natural Science Sequence a comprehensive study of the universe in which we live, as well as an understanding of life and the diverse plants and animals which inhabit our world. Ever since the beginning of human history man has asked "why?" and has furnished answers to all his questions. Now, in our present age, for the first time we can give factual answers to most of man's previous questions, keeping in mind always that old questions are solved, new ones are asked.

The theme of our present civilization is, "Atoms and Space"; yet, how many understand the wonders they read about daily: space ships, splitting atoms, wonder drugs, synthetics, news items about possible control of heredity, "thinking" machines, viruses, etc.? All educated people should have a background in the fundamentals of science. In addition to factual matter, the students will also learn which areas of human endeavor properly follow in the sphere of science and which do not; the historical developments of science; and the scientific method.

The study of our universe will be covered by work in Chemistry, Physics, Geology, and Astronomy. Plants, animals, man and the basis of life itself will be reviewed in biology. All present trends in teaching biology are characterized by an orientation called Molecular Biology. Molecular Biology is the result of the search for the common foundations on which all living events are based. Laboratory experience will be provided in all areas. Credit 3 units per term.

SOCIAL SCIENCE SEQUENCE

101, 102. THE SCIENCE OF MAN AND SOCIETY. The adjustments of men to their social environment is the

dominant theme for investigation and interpretation. An attempt is made to investigate and analyze the development and character of human behavior in its social, economic and political expressions, and to understand the role and function of the institutions which have emerged therefrom. Man's response to his social environment and experience will be critically analyzed, with the purpose of developing an understanding of the basic concepts, principles, and points of view of the various social sciences and their interrelationship.

Although man's past social experience is not neglected, primary attention is given to contemporary problems and issues.

Lectures and Seminars. Credit 3 units per terms.

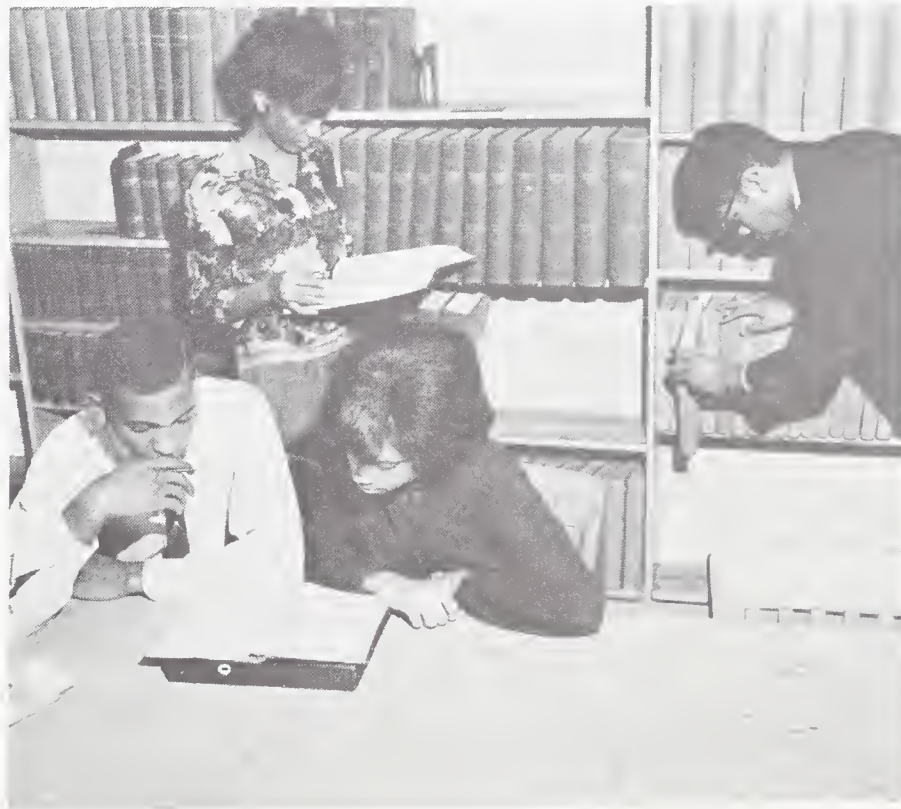
NON-WESTERN STUDIES SEQUENCE

301, 302, 303. AFRICA AND THE MODERN WORLD. The purpose of the African Studies course is to introduce students to the socio-political, economic and cultural systems of the independent and dependent countries of Africa. This is an inter-disciplinary course with courses offered in the History and Political Science areas. Topics include African History; the traditional political systems and the impact of European intrusion; a comparison of the French, British, Belgian and Portuguese colonial systems and the rise of nationalism and political parties; the traditionalist-modernist conflict and the problem of social change; Christianity versus Islam; African thought, Art and Music; Africa in world politics.

PHYSICAL EDUCATION

101-102-103(M) PHYSICAL EDUCATION SERVICE COURSE FOR MEN. Attention is given to learning group games, indoor and outdoor games, and calisthenics. Seasonal sports such as football: speedball, basketball, soccer, fundamental gymnastics, folk dances, and track and field are emphasized.

101-102-103(W) PHYSICAL EDUCATION SERVICE COURSE FOR WOMEN. Activities in this program are selected on the special needs of women students. Emphasis is devoted to the development of body control, some proficiency in group games, indoor and outdoor seasonal sports such as soccer, volleyball, speedball, tennis, basketball, track and field.



DIVISION OF THE HUMANITIES

Courses of study leading to a major are offered in English, French, Music (with a concentration in Music Theory and Literature or in Music Education) and Religion and Philosophy.

ENGLISH: Students planning to major in English are required to complete a minimum of twelve courses in English including the following: 211, 212, 213, 311, 312 or 313 or 323, 332. Speech 312 or 313, and Drama 451.

FRENCH: Students who plan to major in French should elect French as their foreign language in meeting the General Education foreign language requirements. Majors in French are required to complete eleven courses in French including the following: 201, 202, 213, 222, 333, 412, 413; and six courses in Spanish. Students planning to teach may qualify for the North Carolina "A" certificate by meeting the requirements in Education in lieu of the requirements in Spanish.

MUSIC: Students planning to major in music may pursue a concentration in Music Theory and Literature or in Music Education.

(A) **MUSIC THEORY AND LITERATURE:** Requirements for a concentration in Music Theory and Literature are a minimum of seventeen (17) courses including the following distribution:

- a. Music Theory: credit in courses 211, 311, 312, 313, 321, 322 and 323, plus 4 advanced courses in theory of music.
- b. Music History and Literature: credit in courses 212, 441, 442, 443.
- c. Applied Music: credit in courses 331, 332. In addition, the student must demonstrate proficiency in voice or an instrument. The examining committee may require the student to repeat the examination until the proficiency requirement is met.
- d. Ensemble: participation each term in a University performing organization.

(B) **MUSIC EDUCATION:** Requirements for a concentration in Music Education are a minimum of fourteen (14) courses including the following distribution:

- a. Music Theory: credit in courses 211, 311, 312, 313, 322 and 323, plus one advanced course in theory of music.
- b. Music History and Literature: credit in courses 212, 441, 442.
- c. Music Education: credit in courses 362, 461.
- d. Applied Music: credit in courses 331 or 332; 351, 352, 535 (or demonstrated proficiency in an instrument of each area.) In addition, the student must pursue applied music instruction in a major instrument, or voice each term leading to Senior Recital in one performing medium. The student must demonstrate proficiency in piano. The examining committee may require the student to repeat the examination until the proficiency requirement is met.
- e. Ensemble: participation each term in a University performing organization.

RELIGION AND PHILOSOPHY: a student majoring in Religion and Philosophy is required to complete at least ten courses in the Religion and Philosophy subject-matter area. The courses taken must prepare the student to meet comprehensive examinations in the following:

- a. History of Philosophy
- b. Ethics and Value Theory

c. Religion (with emphasis on the Judaeo-Christian literature and tradition.)

Students planning to do graduate work in philosophy or to enter a professional theological school should choose cognate courses distributed as evenly as possible among the Humanities, Natural Sciences and Social Sciences. It is strongly recommended that students planning graduate study have a reading knowledge of French or German and preferably both.

ENGLISH

- 211 **CRITICAL ANALYSIS** — Training in the organization and presentation of analyses and judgment. Introduction to critical analysis through reading. Credit 3 units.
- 212 **ENGLISH LITERATURE** — A study of representative selections of English literature from the Old English Period to that of the Neo-Classical Age, with emphasis on major authors. Credit 3 units.
- 213 **ENGLISH LITERATURE** — A study of representative selections of English literature from the Neo-Classical Age through the Nineteenth Century, with emphasis on major authors. Prerequisites: English 211 and 212. Credit 3 units.
- 311 **THE ENGLISH LANGUAGE** — A treatment of the growth of the language, with special emphasis on the development of the words and forms of English. Prerequisites: 211, 212, 213. Credit 3 units.
- 312 **AMERICAN LITERATURE** — A study of American Literature from its beginning to the late nineteenth century; the Puritan Age, the Neo-Classical Age, and the Romantic Movement. Emphasis on major writers. Prerequisites: 211, 212, 213. Credit 3 units.
- 313 **AMERICAN LITERATURE** — A study of American literature from the late nineteenth century to the present time: the Later Romantics, the Rise of Realism, and Trends in the Realistic Movement. Prerequisites: 211, 212, 213. Credit 3 units.
- 321 **SHAKESPEARE** — A chronological study of the comedies and histories of the late 1590's with the purpose of developing an understanding and an appreciation of the plays of the early middle periods. Prerequisites: 211, 212, 213. Credit 3 units.
- 322 **SHAKESPEARE** — A chronological study of the comedies and the tragedies of the later period 1602-1616, with the purpose of understanding the development of Shakespeare's powers as a dramatist. Prerequisites: 211, 212, 213. Credit 3 units.
- 332 **ADVANCED COMPOSITION AND GRAMMAR** — Expository and narrative writing; principles of prose style; intensive review of fundamentals. Intensive writing. Credit 3 units.
- 333 **DEVELOPMENT OF THE ENGLISH NOVEL** — The development of the English novel from Defoe to the twentieth century. Extensive reading. Credit 3 units.
- 411 **MODERN POETRY** — A study of representative English and American poets of the twentieth century. Credit 3 units.
- 412 **ENGLISH ROMANTIC POETS** — A study of English Romantic poets, with special attention given to Wordsworth, Coleridge, Byron, Shelly, and Keats. Credit 3 units.
- 421 **CONTEMPORARY PROSE** — A study of representative prose writers of the twentieth century. Credit 3 units.
- 422 **VICTORIAN POETRY** — A study of representative poets of the Victorian Era, with emphasis on Tennyson,

Browning and Arnold. Credit 3 units.

432 MODERN DRAMA — World drama from the time of Ibsen to that of Arthur Miller. Credit 3 units.

481, 482, 483 — SEMINAR

491, 492, 493 — INDEPENDENT STUDY AND RESEARCH

FOREIGN LANGUAGE

FRENCH

102, 103 ELEMENTARY FRENCH — Intensive development of elementary grammatical principles mainly through oral drill, reading and simple dictation. Special attention to pronunciation. Credit 6 units.

201, 202 INTERMEDIATE FRENCH — Review of grammar. Reading and oral reproduction of simpler French texts, either plays, novels, or short stories. Prerequisites: French 102 - 103. Credit 6 units.

211, 212 RAPID READING — Designed to give the student some conception of the thought and characteristics of the French people as reflected in selected samples of their literature. Prerequisites: French 201-202. Credit 6 units. (Not intended for French majors.)

213 PHONETICS — Practical study of the most important fundamentals of French pronunciation. Analysis of individual difficulties with corrective exercises. Prerequisites: French 201-202. Credit 3 units.

222 CONVERSATIONAL FRENCH — Intensive oral practice to improve the student's learning and speaking abilities and increase his command of vocabulary. Intended to prepare students for French 401-402. Prerequisite: French 213. Credit 3 units.

312 EXPLICATION DE TEXTES — A course designed to observe critically the works of authors studied in high schools and colleges through study of texts. Prerequisites: French 201-202. Credit 3 units.

322 FRENCH CIVILIZATION — A study of the political and historical background of Modern French Civilization with particular attention to current developments in France. Prerequisites: French 201-202. Credit 3 units.

331 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY — A survey of the "Golden Age of French Literature" as illustrated by the works of LaFontaine, Pascal, Descartes, La Rochefoucauld, Corneille, Racine, and Moliere. Prerequisites: French 201-202. Credit 3 units.

332 FRENCH LITERATURE OF THE EIGHTEENTH CENTURY — A survey of the philosophic and social outlook of the eighteenth century as reflected in the writing of the encyclopedists Montesquieu, Voltaire and Rousseau. Prerequisites: French 201-202. Credit 3 units.

333 FRENCH LITERATURE OF THE NINETEENTH CENTURY — A detailed study of the works and philosophies of the following nineteenth century authors: Chateaubraird, Hugo, Balzac, Flaubert, Loti, France, Bourget and poets of the later half of the century. Prerequisites: French 201-202. Credit 3 units.

341, 342 FRENCH SYNTAX — A careful elucidation of French grammar with composition to illustrate. Prerequisites: At least two courses of advanced French. Credit 6 units.

412, 413 FRENCH CONVERSATION — Intended to develop ability to converse in French. Prerequisites: At least two courses of advanced French. Credit 3 units.

GERMAN

102, 103 ELEMENTARY GERMAN — A study of German grammar, drill in pronunciation, dictation, practice in conversation and writing. Reading of easy selections

both in prose and in poetry. Credit 3 units.

201, 202 INTERMEDIATE GERMAN — The reading of prose and poetry with practice in oral and written composition. Prerequisite: German 102-103. Credit 3 units.

211, 212 SCIENTIFIC GERMAN — Intended mainly for premedical students and others specializing in the sciences. Credit 3 units.

SPANISH

102, 103 ELEMENTARY SPANISH — The elements of Spanish grammar with abundant oral and written exercises. Special attention to ear training and oral practice. Credit 3 units.

201, 202 INTERMEDIATE SPANISH — A continuation of course 102-103 with emphasis on rapid reading of some contemporary authors. Prerequisite: Spanish 102-103 or two units of high school Spanish. Credit 3 units.

313 SPANISH ADVANCED CONVERSATION — Intensive practice in the spoken language. Emphasis on the systematic study and use of new vocabulary through oral reports and class discussions based upon contemporary Spanish and Latin American life. Prerequisites: Spanish 201, 202. Credit 3 units.

322 SPANISH CIVILIZATION — This course presents a survey of Spanish culture. The development of Spanish history, thought, art, and literature is stressed. Prerequisites: Spanish 201-202. Credit 3 units.

FINE ARTS

ART

211. SURVEY OF THE ARTS. A course designed to satisfy the need of the general student for a key to understanding and appreciation of the visual arts—painting, sculpture and architecture. Through illustrated lectures, field trips and class projects, the arts of past cultures and modern times are introduced to the student. Credit 3 units.

212. FUNDAMENTALS OF ART. The study of the elements and principles of design and their appreciation to projects in a variety of art media. One lecture-demonstration and four hours of studio per week. Credit 3 units — fee \$3.00.

211. PROJECTS IN ART. Projects and activities suitable for elementary schools, campus and community centers. One lecture-demonstration and four hours of studio per week. Credit 3 units—fee \$3.00.

222. ARTS IN THE ELEMENTARY SCHOOL. A study of the aims of art in the school. Practice in art problems for the classroom teacher, together with the selection, organization, guidance and evaluation of art activities prescribed in the state course of study. Prerequisite: Projects or Fundamentals of Art. Credit 3 units—fee \$3.00.

311. INTRODUCTION TO DRAWING. A studio course in creative drawing and sketching in various media. 5 hours studio work per week—Credit 3 units.

312. INTRODUCTION TO PAINTING. An elementary course in the techniques of oil painting offering the student an opportunity for creative expression. Prerequisite: Fundamentals of Art and permission of instructor. 5 hours studio work per week—Credit 3 units.

313. INTRODUCTION TO COMMERCIAL DESIGN. A course for the student interested in the application of arts to the commercial field. Illustration, fashion drawing, display and advertising are among the projects covered. Prerequisite: Fundamentals of Art. 5 hours studio work per week—Credit 3 units.

321. ART IN CONTEMPORARY LIFE. Consideration of the

principles of art and their application to contemporary life. Art in the home, community, religion and industry are among the areas covered. Field trips, reading and discussions. Credit 3 units.

MUSIC

APPLIED MUSIC

111. UNIVERSITY CHOIR. Membership is open to any student possessing necessary qualifications. Three rehearsals per week, unless otherwise designated; performance as required. Credit 1 unit per term; maximum accumulative credit: 6 units.
121. WOMEN'S CHOIR. Membership is open to all women as approved by the director. At least three rehearsals per week; performance as required. Credit 1 unit per term; maximum accumulative credit 6 units.
131. UNIVERSITY INSTRUMENTAL ENSEMBLE. Membership is open to any student possessing the necessary qualifications. Acceptance and playing position determined by tryouts. Three rehearsals per week, unless otherwise designated; performance as required. Credit 1 unit per term; maximum accumulative credit 6 units.
231. ORGAN. (Individual instruction)
241. PIANO. (Individual instruction)
251. VOICE. (Individual instruction)
261. STRING. (Individual instruction)
271. WOODWIND. (Individual instruction)
281. BRASS. (Individual instruction)
291. PERCUSSION. (Individual instruction)

Individual lessons in courses listed above carry credit of 1 unit per term; maximum accumulative credit for each performing medium: 12 units. Special fee.

331. CONDUCTING I. Choral conducting. Covers the fundamentals of patterns of beats, score reading, and expression. Special emphasis on problems of a capella performance. Conducting rehearsals under supervision of instructor. Credit 3 units. Prerequisite: 211 or 361.
332. CONDUCTING II. Instrumental conducting. Deals with the fundamental baton technique and interpretation of orchestral and band scores from Haydn to the present. Conducting rehearsals under supervision of instructor. Prerequisite 211 or 361. Credit 3 units.
341. PIANO CLASS. Basic keyboard skills including reading and playing melodies, reading and improvising simple chordal accompaniments; principles of transposition. Prerequisite 211 or 361. Credit 1 unit.
342. VOICE CLASS. Practical course in the principles of singing tone, vowel formations, breathing, articulation, song repertory. Prerequisite 211 or 361. Credit 1 unit.
351. ORCHESTRAL INSTRUMENTS: Strings
352. ORCHESTRAL INSTRUMENTS: Woodwind
353. ORCHESTRAL INSTRUMENTS: Brass and Percussion

Music 351, 352 and 353 are studies of the instruments of the orchestra, including practical experience in playing these instruments. Specifically, for Strings: the principles governing correct methods of fingering, bowing and phrasing; for Woodwind and Brass: the principles governing correct embouchure, tonguing and phrasing; for Percussion: muscular control, hand position, rudiments, rhythmic problems, and effects. All instruction in sectional. Each course credit 1 unit. Special fee. Prerequisite 211 or 361.

MUSIC HISTORY AND LITERATURE

212. SURVEY OF MUSIC LITERATURE: Designed to provide a fundamental repertory of the literature through a comprehensive presentation of music from the Middle

ages to the present. Prerequisite 211 or 361. Credit 3 units.

- 371, 372. MUSIC APPRECIATION I, II. This course presupposes no previous knowledge of music. Music fundamentals and media are presented followed by discussions of music of the Middle ages, Renaissance, Baroque, Classical, Romantic eras, and the twentieth century, with special emphasis on musical style. Credit 3 units each term.
- 441, 442. MUSIC HISTORY AND LITERATURE I, II.
441. Middle Ages, Renaissance, Baroque, Classical (to Beethoven); 442. Beethoven, Romantic, Contemporary. Prerequisite 212. Credit 3 units each term.
483. SEMINAR. Concentrated study and research projects on selected topics in music history; bibliographical methods. Prerequisites 441, 442. Credit 3 units.

Theory

211. ELEMENTS OF MUSIC. Designed as an introduction to the study of Music Theory. Deals with rudiments of music: musical acoustics, scale construction, intervals, chord construction, elementary sight singing and keyboard facility. Credit 3 units.
- 311, 312, 313. HARMONY AND KEYBOARD, I, II, III.
311. Fundamentals, harmonic progression, cadences, nonharmonic tones. Prerequisite 211. Credit 3 units.
312. Dominant seventh chords, modulation, ninth-eleventh- thirteenth-chords. Prerequisite 311. Credit 3 units.
313 Neapolitan Sixth, Augmented Sixth chords, Chromatic harmony, late 19th and 20th century techniques. Prerequisite 312. Credits 3 units.
- 321, 322, 323. SIGHT SINGING, EAR TRAINING AND DICTATION I, II, III. Correlated application of Harmony and keyboard I, II, III respectively. Prerequisites: 211 or 311; 321 for 322; 322 for 323.
411. FORM AND ANALYSIS. Basic concepts. Structural analysis of binary, ternary, rondo forms; sonata-allegro, variation and contrapuntal forms. Prerequisite 313. Credit 3 units.
412. CHORAL ARRANGING. A practical course in arranging choral music from the standpoint of the teacher's needs in working with choral groups at various public school levels. Prerequisite 313. Credit 3 units.
413. ORCHESTRATION. A study of the performance characteristics of the orchestral instruments, including scoring for solo, ensemble and full orchestra. Prerequisite 313. Credit 3 units.
421. COUNTERPOINT I. A study of the sixteenth century style with analysis and original work in two or three parts. Prerequisite 313. Credit 3 units.
422. COUNTERPOINT II. A study of the eighteenth century style with analysis and original work in two and three parts. Prerequisite 421. Credit 3 units.
423. COMPARATIVE MUSIC THEORY. A study of various approaches to the theory of music. Prerequisite 313. Credit 3 units.
432. CONTEMPORARY STYLES. A study and analysis of techniques and trends from the late 19th century to the present. Prerequisite 313. Credit 3 units.
433. COMPOSITION. Original work in the small forms, various media. Prerequisite 313. Credit 3 units.

MUSIC EDUCATION

361. MUSIC ESSENTIALS FOR CLASSROOM TEACHERS. A

study oriented towards the acquisition of the musical skills and basic theoretical understanding necessary for classroom teachers. Credit 3 units.

362. **TEACHING MUSIC IN THE ELEMENTARY SCHOOL.** A study of the methods of presentation of music in the elementary grades, utilizing an activities approach: singing, playing, rhythms, listening, reading and creating. Prerequisite 211 or 361. Credit 3 units.

461. **TEACHING MUSIC IN THE SECONDARY SCHOOL.** A study of the techniques of teaching music on both the junior and senior high school levels. Prerequisite 313, 362; 331 or 322. Credit 3 units.

SPEECH AND DRAMA

Students who are interested in dramatics have an opportunity for special training through participation with the **SHAW PLAYERS** and through witnessing the plays of the winners in the Eastern and Western District Tournaments. These winning plays are presented annually at the North Carolina High School Drama Tournament sponsored by Shaw University.

311. **PHONETICS.** A practical course designed to give theory and assurance in the handling of IPA symbols, with emphasis on muscular movement of vowel and consonant in the articulation of General American speech. Credit 3 units.

312. **FUNDAMENTALS OF SPEAKING.** A course in the practical problems of speaking before an audience. Instruction in the theory of speech preparation and delivery. Extensive experience in speaking before classroom audiences. Credit 3 units.

313. **TRAINING THE SPEAKING VOICE.** A course designed to teach the proper use of the vocal anatomy in acquiring smooth breathing for speaking. Physical and verbal exercises of the articulatory organs for improvement of the voice and diction. Credit 3 units.

451. **DRAMATICS IN THE SCHOOL.** A course for students who may wish to conduct high school dramatics. Emphasis is placed on directing, acting, and interpretation. Credit. 3 units.

RELIGION AND PHILOSOPHY

PHILOSOPHY

211, 212 **HISTORY OF PHILOSOPHY.** Development of Philosophical thought from Thales, 6th Century B. C., to the present time, noting its influence in the cultural and general history. Credit 3 units per term.

213 **ETHICS.** A study of value and of the good life. Emphasis will be given to the various classical and modern ethical theories through a survey of ethics from the primitive stages to the present. Credit 3 units.

311 **GREAT PHILOSOPHERS.** Ancient; development of philosophy through the thoughts of great philosophers from Thales to St. Thomas Aquinas. Special emphasis will be given to Socrates, Plato, and Aristotle. Credit 3 units.

312 **GREAT PHILOSOPHERS.** Modern; development of philosophy through the thoughts of great philosophers. Special emphasis will be given to Descartes, Spinoza, Kant, and Hegel. Credit 3 units.

313 **GREAT PHILOSOPHERS.** Contemporary; development of philosophy as expressed in the great philosophers since 1900. Credit 3 units.

411 **FORMAL LOGIC.** Study of methods characteristic of modern deductive logic. The approach will be philosophical and will deal with the nature of terms, propositions, procedures of inference, and fallacies; language and its relation to logic. Credit 3 units.

RELIGION

211 **INTRODUCTION TO THE OLD TESTAMENT.** A study of the historical background of the Old Testament, its types of literature and its moral and religious content. Credit 3 units.

212 **INTRODUCTION TO THE NEW TESTAMENT.** A study of the historical background of the New Testament, its types of literature and its moral and religious content. Credit 3 units.

311 **COMPARATIVE RELIGIONS.** A study of the genesis, development and spiritual core of the major contemporary religions with emphasis on their common elements and interrelationships. Credit 3 units.

312 **CONTEMPORARY RELIGIOUS THOUGHT.** A study of the major ideas of contemporary religious and theological thought as represented by natural, positivist and existential thinkers. Critical examination will be made of the thought of Weiman, Hartshorne, Booth, Barth Bultman and Tillich. An effort will be made to relate the major ideas of each to contemporary moral, political, social and religious issues. Credit 3 units.

313 **THE BIBLE AND CONTEMPORARY LIFE.** A critical-modern approach to the study of the Bible with attention being given to its formation and development and the relevance of its message to the contemporary world. Credit 3 units.

321 **CHRISTIAN ETHICS.** A study of values and the good life based on the ethical insights of Jesus. There will be a two pronged approach: theoretical and practical as they apply to personal and social decisions. Credit 3 units.

322 **THE MESSAGE OF THE PROPHETS FOR CONTEMPORARY LIFE.** A re-evaluation of the concepts of justice, love, the "religious" life, the "will of God," nationalism, universalism and other concepts in the light of the real meaning of the prophetic messages. Each prophet will be placed in proper perspective through an examination of his religious, social and historical milieu. Credit 3 units.

411 **THE MESSAGE OF JESUS AND CONTEMPORARY PROBLEMS.** An investigation of the political, social and religious background of the message of Jesus. An attempt will be made to determine the meaning of the concept "Kingdom of God" and the relation of this concept to contemporary social and religious problems.

421 **CHRIST AND THE FINE ARTS.** A study of major works of art, music, and literature. An attempt is made to assess the influence of Christ as the inspiration of these artistic expressions and to indicate their importance in the development and enrichment of human life.

481, 482, 483 **SEMINAR.** Problems in Religious and Philosophical Thought. 3 credits per terms

491, 492, 493 **INDEPENDENT STUDIES IN RELIGION AND PHILOSOPHY.** 3 credits per term.



DIVISION OF THE NATURAL SCIENCES

Courses of instruction leading to majors are offered in Biology, Chemistry, Health and Physical Education, and Mathematics.

BIOLOGY: Requirements for a major in Biology are (a) Biology 211, 212, 213, 311, 323, 331, 411; and four or more electives, of which at least one must be in Zoology and one in Botany (b) Chemistry 212, 213, 231, 232, 423; (c) Physics 211, 212; (d) Mathematics 221, 313 or 323.

CHEMISTRY: Requirements for a major in Chemistry are: (a) a minimum of ten courses in Chemistry beyond 213 and including 231, 323, 312, 412, 413 and 483; (b) Physics 211, 212; (c) Mathematics 221. Most professional chemists are required to have a reading knowledge of scientific German. Students considering careers in Chemistry should consult with the Division Chairman for additional requirements needed for specific careers.

HEALTH AND PHYSICAL EDUCATION: A student majoring in Health and Physical Education is required to complete a minimum of fifteen courses in theory and three courses in practical skills in the Health and Physical Education areas as follows: 212-213, 222-223, 331, 341, 351, 353, 371, 375, 423, 432, 472, and one term of the Advance Seminar (481 or 483.) Cognate requirements must be met in (a) Education 211, 212; (b) Biology 211, 213, 323. Students majoring in Health and Physical Education who do not plan to teach should consult with their major advisers concerning their specific programs of study.

MATHEMATICS: Requirements for a major in Mathematics are: (a) A minimum of ten courses in Mathematics at the advanced level, including 221, 222, 223, 311, 411, 423 and 450; (b) Physics 211 and 212.

BIOLOGY

211. **BIOLOGY CORE I.** Principles of Biology. Scientific method, the cell, fundamental principles of living systems. Two 2 hour lectures and 1 three hour laboratory period. Prerequisite: Chemistry 232. Credit 3 units.
212. **BIOLOGY CORE II.** Zoology. A study of the life principles and processes and life histories of invertebrate forms. Prerequisite, Biology 211. 2 two-hour lectures and 1 three-hour laboratory period. Credit 3 units.
213. **BIOLOGY CORE III.** Botany. A study of Morphology, structure, classification and physiology of the plant groups. Prerequisite: Biology 211. 2-two hour lectures and 1 three-hour laboratory period. Credit 3 units.
311. **VERTEBRATE EMBRYOLOGY.** A study of the early embryological development of amphioxus, fish, frog, birds, and mammal. Prerequisite Biology 212. One 2-hour lecture and 2 three-hour laboratory periods. Credit 4 units.
312. **COMPARATIVE ANATOMY.** A study of the forms of various subphyla and classes of Chordates, and comparison of form and struction of the vertebrates. Prerequisite, Biology 212. 2 lectures and 2 three-hour laboratory periods. Credit 4 units.
313. **MAMMALIAN ANATOMY.** A detailed study and dissection of the anatomy of the cat as a representative mammal. Prerequisite, Biology 312. 2 lectures and 2 three-hour laboratory periods. Credit 4 units.
321. **ANIMAL PARASITOLOGY.** A study of animal parasites and the diseases caused by them. Prerequisite, Biology 212. 3 lectures and 1 three-hour laboratory. Credit 3 units.

322. **PLANT PHYSIOLOGY.** An introductory treatment of the chemical and physical processes occurring in higher green plants with emphasis upon the mechanisms, factors affecting, correlations between processes, and biological significance. Prerequisite, Biology 213, Chemistry 212. 2 lectures and 2 three-hour laboratory periods. Credit 4 units.

323. **VERTEBRATE PHYSIOLOGY.** A study of the general principles of physiology and a survey of the structure of the human body. Prerequisite, Biology 313, Chemistry 212. 2 lectures and 2 three-hour laboratory periods. Credit 3 units.

331. **GENETICS.** The physical basis of inheritance; genes as units of heredity and development, qualitative aspects of genetic variation; physical and chemical properties of genetic material. Prerequisite, Biology 211. 4 lectures and 3 hours laboratory period. Credit 3 units.

332. **BACTERIOLOGY.** The principles and techniques of isolation and characterization of bacteria from a wide range of habitats, including enrichment techniques, differential and selective media, and pertinent diagnostic tests that are applicable to particular groups of bacteria. Prerequisite, Biology 213, Chemistry 212. 4 lectures and 4 hours laboratory period. Credit 4 units.

341. **GENERAL ENTOMOLOGY.** Introduction to the morphology, physiology, ecology and classification of insects. Prerequisite, Biology 212. 3 lectures, and 1 three hour laboratory period. Credit 3 units.

343. **APPLIED ENTOMOLOGY.** An advanced study of insects with particular reference to economic importance and methods of control of insect pests of agricultural crops, forest and fruit trees, livestock and man. Prerequisite, Biology 341. 3 lectures and 1 three hour laboratory period. Credit 3 units.

411. **CELL PHYSIOLOGY.** A study of fundamental physiological properties at the cellular level (ultrastructure, bioelectric potentials, energy transformations, permeability and ion transport, osmotic relations, bioluminescences, and temperature relations in living systems). Prerequisite, Chemistry 212, Physics 212, 2 Biology courses beyond core. 2 two-hour lectures and 1 two-hour laboratory period. Credit 3 units.

481, 482, 483. **SEMINAR.** Selected topics. One term required of fourth year majors. Credit 1 unit.

491, 492, 493. **INDEPENDENT STUDY AND RESEARCH.** Permission of staff.

CHEMISTRY

212, 213 **INTRODUCTION TO INORGANIC CHEMISTRY.** Fundamental laws and principles of inorganic chemistry. Structure of matter, atomic energy, gases, solutions, chemical reactions, equilibrium. Properties and behavior of elements in relation to their structure. Qualitative analysis. The interrelationship of experiment and theory as shown by laboratory experiments. *This course may be exempted by a written examination and permission of the Department.* 5 lectures, 1 three-hour laboratory period. Credit 3 units.

221 **QUALITATIVE ANALYSIS.** Analytical reactions from point of view of the laws of chemical equilibrium applied to solutions of electrolytes. Semi-micromethods are used in identifying ions. *To be offered only first term, for students who took Chemistry 101 prior to October 1965.* 2 lectures, 2 three-hour laboratory periods. Credit 4 units.

231, 232, **ORGANIC CHEMISTRY.** The basic principles of the chemistry of carbon compounds: covalent bond-

ing, stereochemistry, reactions of functional groups, introduction to the electronic theory of organic mechanisms, synthetic methods, some qualitative organic analysis. Prerequisite, Chemistry 212, 213. 5 lectures, 2 three-hour laboratory periods. Credit 4 units.

312 QUANTITATIVE ANALYSIS. Theory and practice of gravimetric analysis, standardization of weights and apparatus, acidimetry, oxidimetry, iodimetry, and precipitometry. Prerequisite, Chemistry 212, 213. 3 lectures, 2 three-hour laboratory periods. Credit 4 units.

313 INSTRUMENTAL ANALYSIS. Theory and practice of instrumental methods of analysis. Prerequisite, Chemistry 312. 3 lectures, 2 three-hour laboratory periods. Credit 4 units.

411 ADVANCED INORGANIC CHEMISTRY. The study of atomic structure and the periodic classification of the elements as a basis for the discussion and correlation of the physical and chemical properties and purification of inorganic substances. Prerequisite, Chemistry 313. 2 two-hour lectures and 1 three hour-laboratory period. Credit 3 units.

412, 413 PHYSICAL CHEMISTRY. Study of the kinetic theory and thermodynamics as a basis for consideration of the properties of the three states of matter; dilute and concentrated solutions; equilibria; electrochemistry; kinetics and mechanisms; photochemistry. Prerequisite, Chemistry 313; Physics 212, Mathematics 221. 4 one-hour lectures and 2 three-hour laboratory periods. Credit 4 units.

422. ADVANCED ORGANIC CHEMISTRY. The theories of organic chemistry and their application to the study of the comparative reactions and reactivities of organic compounds; the chemistry of some of the more complex carbon compounds; recent advances in organic chemistry; laboratory work in qualitative organic analysis and synthesis. Prerequisite, Chemistry 232, 412. 2 two-hour lectures and 1 three-hour laboratory period. Credit 3 units.

432. BIOCHEMISTRY. The study of organic and physical chemistry specifically applied to biochemical processes and materials. Prerequisite, Chemistry 212, 312. 5 lectures, 1 three-hour laboratory period. Credit 3 units.

483. SEMINAR. Selected topics in modern chemistry. Required of fourth year majors. 2 two-hour sessions. Credit 3 units.

491, 492, 493. INDEPENDENT STUDY AND RESEARCH. Permission of staff. Credit 3 or 4 units.

HEALTH AND PHYSICAL EDUCATION

211 PHYSICAL EDUCATION FOR TEACHERS. A course designed for elementary teachers. The programs of physical education suitable for the primary, intermediate, and upper elementary grades, dealing with principles, methods and materials are presented. Credit 3 units.

212 INDIVIDUAL AND DUAL SPORTS. Methods and materials and techniques of teaching skills and the coaching of handball, badminton, volleyball, golf, archery, shuffleboard, and recreational games. Credit 3 units. Separate section for men and women.

213 METHODS AND MATERIALS OF TEAM SPORTS. This course deals with the development of skills in team sports such as: fieldball, speedball, softball, basketball, volleyball, and other seasonal sports. Credit 3 units. Separate sections for men and women.

222 TAP, FOLK AND MODERN DANCE. This course deals with the basic skills and techniques for folk, tap and the modern dance. Credit 3 units.

331 PRINCIPLES OF PHYSICAL EDUCATION. This course deals with the theory and history of physical education, and the relation of physical education to general

education, the specific activities of the field; as well as the background and aims of the program. Credit 3 units.

333 METHODS AND MATERIALS IN WOMEN'S SPORTS. This course presents a progressive athletic program for women, stressing methods of supervision and teaching, starting with simple games and leading to the highly organized seasonal games. Skill tests, squad organization, officiating and play day materials are stressed. Credit 3 units.

341 METHODS AND MATERIALS IN COACHING MAJOR SPORTS. Methods and materials, techniques and skills in teaching and coaching football, basketball, baseball, track and field and other major sports are stressed. Credit 3 units.

343 COMMUNITY RECREATION. This course presents the theory of play and efficient methods of organizing, and conducting community recreational activities, such as a community playground, a recreation house, group outings, community swimming pools, parent-teacher entertainment, and church recreational occasions. Credit 3 units.

351 PRINCIPLES AND METHODS OF TEACHING HEALTH EDUCATION. Principles of health and methods to be employed in the teaching of health in the elementary and secondary schools are presented. Credit 3 units.

353 COMMUNITY HEALTH. This course in Community Health, is designed to give a general survey of the science of sanitation with emphasis on the school and community phase of hygiene, and the relation of the teacher to school and community health. Credit 3 units.

363 FIRST AID AND SAFETY. This course covers phases of school safety education, occupational, recreational and home. Lectures, practice and demonstration in the care and prevention of injuries. Credit 3 units.

371 APPLIED ANATOMY. This course is designed to teach the fundamental structure of the human body by means of lectures, demonstrations, charts, drawings, and the study of the human skeleton. The last part of the course will deal with applied anatomy. Credit 3 units.

373 KINESIOLOGY. A study of the principles of human motion. Anatomical and mechanical analysis of everyday physical education activities for the purpose of promoting normal physical development and improvement of performance. Credit 3 units.

423 INDIVIDUAL AND CORRECTIVE PHYSICAL EDUCATION. This course considers problems presented by handicapped persons. The application of appropriate rehabilitation techniques are discussed. Practice in exercise measures will be stressed for remedials. Credit 3 units.

432 ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. This course considers the administrative policies and problems and standards pertaining to the execution of the program of health and physical education in the schools and colleges. Credit 3 units.

472 INTRODUCTION TO TESTS AND MEASUREMENTS IN HEALTH AND PHYSICAL EDUCATION. This course is designed to familiarize students with tests and measurements in the field of health and physical education, test construction, scoring and methods of using results. Credit 3 units.

481, 482, 483 SEMINAR IN PHYSICAL EDUCATION. A terminal course for physical education majors to study physical education as a whole, its place in the elementary and secondary schools. Criteria for the selection of program content, consideration of methods and teaching techniques, construction of teaching units, lesson plans, program planning and evaluation. Credit 3 units per term.

MATHEMATICS

213. MODERN MATHEMATICS. A rigorous study of the fundamental concepts in arithmetic, including sets, and other number bases. Credit 3 units.
221. ANALYTICAL GEOMETRY AND CALCULUS I. The first of a three term unified course. A study of rectangular coordinates; line and equation graphs; algebraic curves; conic sections; differentiation of algebraic functions with applications of derivatives and differentials. Prerequisite: Mathematics 102. Credit 3 units.
222. ANALYTICAL GEOMETRY AND CALCULUS II. Indefinite and definite integrals of algebraic functions and their applications; differentiation of transcendental functions; polar coordinates, parametric equations; curvilinear notation. Motion and curvature; formal integration; partial, substitute and fractional. Prerequisite: Mathematics 221.
223. ANALYTICAL GEOMETRY AND CALCULUS III. Areas, volumes, lengths of curves, centroids, moments of inertia in rectangular and polar coordinates; approximate integration, improper integrals, indeterminate forms; indefinite series and expansion of functions; solid analytic geometry and partial differentiation, multiple integrals in rectangular, cylindrical and spherical coordinates. Prerequisite: Mathematics 222.
311. MODERN ALGEBRA. Topics include residue classes and congruencies, invariants and automorphisms, groups and subgroups, fields, rings, integral domain, isomorphism, equivalence classes and relations, polynomials, matrices and elementary transformations, determinants and mapping. Prerequisite: Mathematics 102. Credit 3 units.
312. LINEAR ALGEBRA. A study of linear spaces, sequence spaces, linear dependence and independence, transformations, mapping, Euclidean and non-Euclidean vector spaces. Prerequisite: Mathematics 311. Credit 3 units.
313. THEORY OF PROBABILITY. Permutations and combinations, discrete and continuous distributions (Bernoulli, Binomial, Poisson, uniform, normal, Chisquare). Testing of hypothesis. Prerequisite: Mathematics 222. Credit 3 units.
323. EXPERIMENTAL STATISTICS. Gathering and presentation of data. Tests of significance, T-test, F-test, Chi-square test. Regression. Some non-parametric tests. Prerequisite: Mathematics 102. Credit 3 units.
411. DIFFERENTIAL EQUATIONS. Linear equations with their applications; linear equations of higher order with constant coefficients, solution by repeated linear first order equations, parameter variations and undetermined coefficients. Prerequisite: Mathematics 223. Credit 3 units.
412. THEORY OF NUMBERS. Elementary properties of integers; prime and composite numbers; Euclid's Algorithm; congruencies; Theorem of Fermat and Wilson; primitive roots; indices; diaphantine equations. Credit 3 units.
413. ADVANCED CALCULUS. A detailed and rigorous discussion of the notions of limit and continuity. Properties of continuous functions, mean value theorem and Taylor's formula. Prerequisite: Mathematics 223. Credit 3 units.
423. MODERN GEOMETRY. Rise of postulational Geometry; Euclid's system, non-Euclidean Geometry, sets and propositions, forms of argumentation, deductive theory, postulational systems; consistency, independence and completeness of a postulational system, Hilbert's postulates. Point transformations, groups of transformations invariance, fields and linears trans-

formations, matrices, the group of motion, projective spaces of dimension one, gross ratio, fixed points and projectivities. Credit 3 units.

481, 482, 483. SEMINAR. Includes materials not covered in the required curriculum. Readings and Problems are assigned each student in consultation with staff members. One term required of all fourth year majors. Credit 3 units.

PHYSICS

211. GENERAL PHYSICS I. Topics include mechanics, heat and sound. Prerequisite: Mathematics 101. Five lectures and one three-hour laboratory. Credit 4 units.
212. GENERAL PHYSICS II. Topics include light, electricity, magnetism and modern physics. Prerequisite: Mathematics 102, Physics 211. Five lectures and 1 three-hour laboratory period. Credit 4 units.
311. INTRODUCTION TO ATOMIC PHYSICS. Topics include x-rays, radioactivity, fission and fusion, and particle accelerators. Prerequisite: Physics 212, Chemistry 213. Credit 3 units.
321. MECHANICS. Statics and dynamics. Prerequisite: Physics 212, Mathematics 222. Five lectures, 1 three-hour laboratory period. Credit 4 units.
322. ELECTRICITY AND MAGNETISM. Field and circuit theory. Prerequisite: Physics 321. Three lectures, two three-hour laboratory periods. Credit 4 units.
323. OPTICS. Geometrical and physical. Prerequisite: Physics 322. Two lectures, 2 three-hour laboratory periods. Credit 3 units.
411. THERMODYNAMICS. Topics include first and second laws of thermodynamics, engines, kinetic theory of gases, and statistics. Prerequisite: Physics 212, Mathematics 222 and 213. Credit 3 units.
412. TRANSISTOR AND VACUUM TUBE ELECTRONICS. Prerequisite: Physics 322. Two lectures, 2 three-hour laboratory periods. Credit 3 units.
413. NUCLEAR PHYSICS. Permission of staff. Two lectures, 2 three-hour laboratory periods. Credit 3 units.
421. INTRODUCTION TO MODERN PHYSICS. Prerequisite: Physics 321 and 322. Credit 3 units.
- 481, 482, 483. SEMINAR. Selected topics. For fourth year students.
- 491, 492, 493. ADVANCED UNDERGRADUATE EXPERIMENTS. Permission of staff.



DIVISION OF THE SOCIAL SCIENCES

Courses of study leading to a major are offered in Business, Economics, Education, History, Political Science, Psychology and Sociology.

BUSINESS: A student may pursue a major in Business with a concentration in Business Administration, Business Education or Secretarial Science.

- (A) *Business Administration:* Requirements for a concentration in Business Administration are: Business 213, 341, 353, 361, 412, 413; Economics 211, 212, 421.
- (B) *Business Education:* Requirements for concentration in Business Education are: (a) Business 211, 212, 213, 311, 312, 313, 323, 341, 342, 412, (b) Economics 211, 212, (c) Education 211, 212, 322, 323, S480 MST.
- (C) *Secretarial Science:* Requirements for a concentration in Secretarial Science are: (a) Business 211, 212, 213, 312, 313, 323, 333, 421, 412, (b) Economics 211, 212.

ECONOMICS: Students planning to pursue a major in Economics are required to complete the following: (a) Economics 211, 212, 311, 312, 313, 411, 421, (b) Business 341, 342, 353, (c) Political Science 223. A student contemplating graduate study in Economics is strongly recommended to take courses in Sociology, History, and Psychology, and to have a reading knowledge of both French and German.

EDUCATION: Students planning to teach in the public schools may pursue a major in Education with a concentration in Elementary Education or in Secondary Education in conjunction with a subject matter field.

- (A) *Elementary Education:* Students concentrating in Elementary Education must meet the following requirements: (a) Education 211, 312, 313, 323, 331, E480MST, (b) History 341, 342, 343, (b) Geography 211, 313, (d) Art 212, (e) Music 361, (f) Physical Education 211.
- (B) *Secondary Education:* In addition to the subject-matter requirements in a major, a student planning to pursue a concentration in Education must complete the following professional requirements in Education: 211, 212, 322, 323, and M480MST.

HISTORY: The requirements for a major in History are (a) a minimum of ten courses in History, including the following: 311, 312, 313, 321, 342, 343, (b) Economics 211, 212, (c) Sociology 211, 212, (d) Political Science 422, (e) Geography 313 or Political Science 422. A student majoring in History who wishes to concentrate in International Studies must complete six courses in the International Studies Program comprising two each from History, Economics and Political Science.

POLITICAL SCIENCE: The requirements for a major in Political Science are: (a) Political Science, 211, 221, 223, 311, 322, 332, 341, 371, 372, 422, 433, and 480; (b) Economics 211, 212; (c) Sociology 211, 212; (d) Psychology 211. A student pursuing a concentration in International Studies is required to complete a minimum of six courses in the International Studies Program. Courses elected in this area must have the approval of the Director of International Studies. A student who plans to prepare for the foreign service should do advanced work in a foreign language.

PSYCHOLOGY: A student majoring in Psychology must complete a minimum of twelve courses in Psychology. The course must include Psychology 211, 212, 323, 411, 413, 481, 482, 483. Cognate requirements will be determined for each student in consultation with two

major advisers. Students planning graduate study in psychology should take additional work in the Natural and Social Sciences and a foreign language.

SOCIOLOGY: A student majoring in Sociology is required to complete at least ten courses in Sociology including (a) Sociology 211, 212, 311, 322, 412, 422; (b) Economics 211, 212; Political Science 211, 223; (d) Psychology 211 (e) History 321 or Sociology 323.

BUSINESS

211. **ELEMENTARY TYPING.** A course designed to acquaint the student with the mechanism and maintenance of a typewriter, to teach touch typing and to give some experience in typing business letters and other matters. Credit 3 units.

212. **ADVANCED TYPING.** Typing skills development continued with additional work in preparation of various forms of business correspondence, manuscripts and documents. Credit 3 units.

213. **PRINCIPLES OF BUSINESS.** Designed to introduce students to the field of business and business concepts. Credits 3 units.

221. **BUSINESS WRITING.** A course concerned with correct and effective business writing. Credit 3 units.

222. **BUSINESS MATHEMATICS.** A course designed to cover exercises and problems of everyday calculations with which business people are confronted. Credit 3 units.

311. **BEGINNING SHORTHAND.** Aims to develop an understanding of the shorthand methods and principles, and the application of them to dictation and transcription. Credit 3 units.

312. **INTERMEDIATE SHORTHAND.** Aims at vocabulary building and the development of the ability to take various types of dictation and make multiple types of dictation and make multiple types of transcriptions. Credit 3 units.

313. **ADVANCED SHORTHAND.** Continuation of development in skill, speed and accuracy in taking dictation, transcribing, typing and mailing reproduced work. Credit 3 units.

323. **STENOGRAPHY.** A course designed to aid the student in coordinating speed and accuracy in the basic skills of stenographic service already learned, with emphasis on dictation, transcription and typing. Credit 3 units.

333. **SECRETARIAL PRACTICE.** A laboratory course on office books and their usage and a study of the operational and mechanical aspects of office machinery. Credit 3 units.

341. **ACCOUNTING I.** Deals with the theories of debits and credits, principles of various accounting records, classification of accounts and problems of balance sheets and income statements. Credit 3 units.

342. **ACCOUNTING II.** More extensive and intensive study of accounting theory and how accounting can be applied to the keeping of records in various types of professional offices. Credit 3 units.

343. **ACCOUNTING III.** Application of accounting to special situations, such as taxation, business associations, factory, and cost accounting. Credit 3 units.

353. **INTRODUCTION TO STATISTICS.** This course relates general statistical concepts and research methods to everyday life. The following topics are considered: methods of obtaining original data — developing instruments and interviewing; presentation of quantita-

tive data — tabular and graphic forms; analysis of data — measures of central tendency, dispersion and linear correlation. Credit 3 units.

361. BUSINESS ORGANIZATION AND MANAGEMENT. Covers the techniques of organizing, financing, and operating any type of business. Credit 3 units.

411. MARKETING. A study of the marketing structure of modern business organizations and the organization and governing principles of the American system of distribution and marketing. Credit 3 units.

412. BUSINESS LAW. A study of the substantive and procedural phases of the law met in everyday business activities. Credit 3 units.

413. BUSINESS FINANCE. A study of the fiscal policy and analysis of the fiscal devices of various types of business establishments, including sources of income and necessities for expenditures. Prerequisite: Economics 211. Credit 3 units.

421. MODERN REAL ESTATE. The theory and practical application of principles relating to modern real estate transactions. Credit 3 units.

431, 432, 433. BUSINESS INTERNSHIP. An advanced job-school apprenticeship system. Business projects and problems will be planned and discussed with the school having only indirect supervisory duties. Credit 4 units per term.

491, 492, 493. INDEPENDENT STUDY. Credit 3 units per term.

ECONOMICS

211. PRINCIPLES OF ECONOMICS I. A study of American economic institutions with emphasis upon the monetary system, employment theory, business fluctuations and price analysis. Credit 3 units.

212. PRINCIPLES OF ECONOMICS II. The subject area of Economics 211 is continued with emphasis upon distribution theory, public expenditures and sources of revenue, fiscal policy, government and business international trade. Prerequisite: 211. Credit 3 units.

311. VALUE AND DISTRIBUTION. The study of price determination in various kinds of market structures. Theories of microeconomics and factors allocation. Prerequisite: 211 and 212. Credit 3 units.

312. INCOME AND EMPLOYMENT. An analysis of the determination of the level of income and employment and the fiscal and monetary policies for economic stabilization. Emphasis on the Keynesian theory. Prerequisite: 211 and 212. Credit 3 units.

313. MONEY AND BANKING. A study of various monetary theories and of the institution and policies of banking. Prerequisite: 211 and 212. Credit 3 units.

322. PUBLIC FINANCE. The study of public expenditures, sources of revenue, public debt and fiscal policy. Prerequisite: 211 and 212. Credit 3 units.

332. THE DEVELOPMENT OF ECONOMIC THOUGHT. A review of the main development of economic theory from the Middle Ages to the present time. Prerequisite: 211 and 212. Credit 3 units.

411. COMPARATIVE ECONOMIC SYSTEMS. An analysis of the leading economic systems, actual and proposed: The Utopian, the English system of Socialism, the Soviet Union, Yugoslavia and China. Prerequisite: 211 and 212. Credit 3 units.

421. LABOR PROBLEMS. Study of the compacts of industrialization on the labor market and resulting economic problem areas of wages, working conditions, unemployment and disability. Labor market institu-

tions — unions and government — and effects of roles played by them on the economy. Prerequisite: 211 and 212. Credit 3 units.

481, 482, 483. SEMINAR. Discussion and analysis of the current issues and controversies in the growth and development of the American economy. Prerequisite: 212, 311, 312. Credit 3 units per term.

491, 492, 493. INDEPENDENT STUDY AND RESEARCH. Permission of staff. Credit 3 units per term.

EDUCATION

211. THE AMERICAN SCHOOL SYSTEM. A general survey of the outstanding trends and problems in education, including their historical developments. Designed to serve as an introductory course to all courses in education. Credit 3 units.

212. EDUCATIONAL PSYCHOLOGY. An introduction to the study of the laws governing learning, instinctive drives and mechanism in relation to educational situations and individual differences. Students are expected to devote definite periods of time studying children under actual school conditions and record findings. Credit 3 units.

311. ELEMENTARY EDUCATION. Principles and Practices. This course deals with the nature, subject matter and organization of instruction in the elementary school. Credit 3 units.

312. PRINCIPLES OF SECONDARY EDUCATION. This course gives special emphasis to the philosophy, functions, and problems of secondary education in the United States. Attention will also be given to secondary education in several of the European countries. Credit 3 units.

313. CHILD PSYCHOLOGY. The purpose of this course is to give prospective teachers a practical and functional knowledge of the physical, social, emotional, and mental natures of children. Students are given many opportunities to observe children under school and out-of-school conditions. In addition, students are given experience in the use of informal child study techniques. Credit 3 units.

321. PRINCIPLES OF GUIDANCE AND ADJUSTMENT. This course deals with the personal, recreational, educational, and vocational guidance of youth. Special consideration will be given to methods of counseling and techniques of gathering pertinent personal data. Credit 3 units.

322. ADOLESCENT PSYCHOLOGY. A comprehensive study of the mental, emotional, social and physical characteristics of adolescents with stress on the implications of these characteristics on personality adjustments. Students observe adolescents in both in and out-of-school situations. Prerequisite: Education 212. Credit 3 units.

323. THE CURRICULUM. Intended as a basic in curriculum-building. Considers the theory and practice of curriculum construction; the determination of major activities and curriculum material. Prerequisite: Education 211 and 212. Credit 3 units.

331. CHILDREN'S LITERATURE. Children's literature including legends, myths, fables, traditional and modern fairy tales, realistic stories, and poetry. The technique of story telling is discussed. Credit 3 units.

332. DRIVER EDUCATION. A course treating the principles and the teaching of basic driving skills, the interpretation and observance of motor vehicle laws, driving conditions, accidents and car care. Credits 3 units.

411. PHILOSOPHY OF EDUCATION. Special emphasis is given to the place of education in a democracy. The philosophies of leaders of the past and present are dis-

cussed with special consideration being given to the views of contemporary leaders and movements. Credit 3 units.

412A. ELEMENTARY EDUCATION. Science. The principles and materials basic to teaching science in the elementary school. Credit 3 units.

412B. ELEMENTARY EDUCATION. Arithmetic. Principles, processes, and materials basic to teaching arithmetic in the elementary school. Credit 3 units.

412C. ELEMENTARY EDUCATION. Social Studies. This course is concerned with the improvement of instruction in social studies. Individuals will concentrate on grade levels of their choice as they study the curriculum, materials and methods. Credit 3 units.

413. ELEMENTARY EDUCATION. Language Arts. This course concerns itself with the problems and materials involved in teaching the communication skills in the elementary school. Listening, speaking, reading, writing and spelling are facets of communication which will be emphasized. Techniques of evaluating pupil progresses and instructional procedures are emphasized. Credit 3 units.

S480MST. A CORRELATED COURSE IN METHODS AND STUDENT TEACHING (SECONDARY-JUNIOR SENIOR HIGH). This course, which is designed to correlate theory with real learning in school situations, presents the objectives, principles and methods of directed observation and supervised teaching. Emphasis is given to general problems of the student and beginning teacher. The student must observe conferences, reports and Saturday morning seminars are held while the student is on the field. Credit 9 units.

480MST. A CORRELATED COURSE IN METHODS AND STUDENT TEACHING (ELEMENTARY). This course is designed for the elementary education major and has the same description as S480MST. Credit 9 units.

490. MATERIALS AND METHODS IN SECONDARY SCHOOL SUBJECTS. (JUNIOR AND SENIOR INSTRUCTIONAL LEVELS.) Students preparing for high school teaching are required to take a special methods course in their major field. Emphasis is given to methods and techniques of teaching on both the junior and senior high school levels.

- 490 B. The Teaching of Business
- 490 E. The Teaching of English
- 490 M. The Teaching of Mathematics
- 490 Mu. The Teaching of Music
- 490 P.E. The Teaching of Physical Education
- 490 S. The Teaching of Science
- 490 S.S. The Teaching of Social Studies

560. TEACHER EDUCATION SEMINAR. This course is designed primarily for Inservice Teachers and persons preparing to teach in the elementary and secondary schools. It has as its objectives the consummation of the findings, experiences, knowledges and materials of their professional preparation to enrich and extend these experiences through research, lectures, discussions and study of the materials and teaching aids found in the public schools. Usually offered in summer sessions. Credit 6 units.

HISTORY

311-312-313 EUROPEAN HISTORY. This course deals with important political, economic, and intellectual events from the 16th century to the present. Credit 3 units per term.

321 NEGRO HISTORY. Intended to acquaint the student with African Civilization, the impact of imperialism upon Africa and the Negro in American civilization. Credit 3 units.

331 LATIN AMERICAN HISTORY. A survey of the grow-

ing importance of the foreign relations of Hispanic America. Credit 3 units.

341-342-343 HISTORY OF THE UNITED STATES. The evolution of America from its European background to date. Credit 3 units per term.

351 THE FAR EAST. A history of the peoples, their cultures, religions, politics, economy and nationalism in the Eastern Hemisphere. Credit 3 units.

352 HISTORY OF CLASSICAL TIMES. A survey of the cultural developments in the ancient countries of the Nile, the Tigris-Euphrates, and the eastern Mediterranean. Credit 3 units.

353 INTRODUCTION TO MEDIEVAL HISTORY. An interpretative from the fall of the Roman Empire to the discovery of America. Emphasis upon the Medieval Church, Feudalism and the rise of national states, commerce and towns. Credit 3 units.

361 ENGLISH HISTORY. A study of the beginning and development of English nationality and the fusion of elements in the making of the English people and their constitutional and legal system. Credit 3 units.

362-363 AFRICAN HISTORY. A general survey of the peoples and civilizations of Ethiopia, and Egypt Sudan, Gahana, Manding, Songhai. Credit 3 units.

411 RENAISSANCE AND REFORMATION. A survey of the period of transition from medieval to modern Europe, Italian Renaissance, development of Arts and Sciences, rise to Protestantism and Catholic reaction. Credit 3 units.

412 THE NEAR AND MIDDLE EAST. A survey of the evolution of contemporary nation, states and other political and governmental units in the world area commonly referred to as the "Near and Middle East." Credit 3 units.

413 ECONOMIC HISTORY OF EUROPE, 1750 TO THE PRESENT. A survey of the role of economic forces in the creation of modern industrial society. Credit 3 units.

423 AMERICAN ECONOMIC HISTORY. A study of the economic development of the United States. Credit 3 units.

433 HISTORY OF THE SOUTH. A survey of the southern region of the United States with emphasis on the role it has played in the fabric of this country. Credit 3 units.

433 RUSSIA. A survey history of Russia from earliest times to the present. Credit 3 units.

451 HISTORY OF THE USSR. An analytical study of the revolution which produced the Soviet Union. Also, a study of the way the USSR has functioned since 1917. Credit 3 units.

452 A HISTORY OF WAR. A study of wars since the days of the ancient Hebrews through the present. Special emphasis is placed on both the long and immediate causes of wars. An interpretative study of treaties ending wars is covered. Credit 3 units.

461 U. S. DIPLOMATIC GEOGRAPHY. A description of the evolution and involvement of U.S. diplomacy from the winning of independence to the present.

GEOGRAPHY

211 PRINCIPLES OF GEOGRAPHY. A study of the natural environment as related to man and his activities. Credit 3 units.

212 GEOGRAPHY OF NORTH AMERICA. A detailed study of the geography of North America by geographic regions. Man's distribution, life and economic activities

discussed from the standpoint of the relation of the natural environment. Credit 3 units.

- 313 REGIONAL GEOGRAPHY. A description and analysis of the major regions of the world with emphasis upon man and his use of the lands. This course is designed especially for persons majoring in elementary education and the social studies. Credit 3 units.

POLITICAL SCIENCE

211. INTRODUCTION TO POLITICAL SCIENCE. A general analysis dealing with the origin and nature of political behavior and institutions. An emphasis is also given to the frame of reference of politics, and the semantics of the science of politics and government. Credit 3 units.
223. U. S. FEDERAL GOVERNMENT. Study of the origin, development and basic features of the government found in this country on the national level. Credit 3 units.
311. STATE AND LOCAL GOVERNMENT. Study of the historical origin, structure, principles and administrative responsibilities of state, rural and local government. Credit 3 units.
312. MUNICIPAL GOVERNMENT AND ADMINISTRATION. A study of the different forms of incorporated city government. Also, an analysis of the administrative organization and responsibilities of urban government. Credit 3 units.
313. PUBLIC ADMINISTRATION. An introductory course which deals with the theory, principles and problems an executive in public office has to confront. Careful attention is given to the many facets of decision making involved in the administration of modern governments. Credit 3 units.
321. ADMINISTRATIVE LAW. A study of the theory, and some cases dealing with the phases of the law more frequently involving public administrators, including the tort liability of public administrative personnel. Credit 3 units.
322. COMPARATIVE POLITICAL SYSTEMS. Comparative study of political behavior and institutions. Emphasis is on major powers, but significant minor systems from various regions of the world are included. Credit 3 units.
332. POLITICAL PARTIES AND ELECTORAL PROCESS. An inquiry into the history, practices and structure of political parties and pressure groups. Credit 3 units.
341. INTERNATIONAL INSTITUTIONS. A study of the social relations and social institutions characteristic of an international society. Credit 3 units.
342. INTERNATIONAL POLITICS. A study guide designed to help one understand better the interests, goals, objectives and strategies utilized by nation-state in their official, open and closed, dealings with each other. Credit 3 units.
343. INTERNATIONAL ORGANIZATION. A world study of the legislative, executive and adjudicative responsibilities of various agencies and organizations of a political or governmental nature. Special stress is placed on the United Nations. Credit 3 units.
351. ELEMENTS OF INTERNATIONAL LAW. A study of the history and theory of international law; some few cases illustrating basic principles of the field are studied. Credit 3 units.
353. U. S. CONSTITUTIONAL LAW. A survey of the law established by the U.S. Constitution, and some commentary on the nature and operation of the U.S. Supreme Court. Credit 3 units.
363. BUSINESS AND GOVERNMENT. A study of the relationship between business and government in the

formulation and execution of public business policy. Credit 3 units.

371. POLITICAL THEORY I. Study and examination of the major political theories and philosophies, east and west, from the ancient Far East, and Plato to Machiavelli. Credit 3 units.
372. POLITICAL THEORY II. A study of the important political ideas and practices throughout the world from the time of Machiavelli to the present. Prerequisite: Political Theory I. Credit 3 units.
411. THE LEGISLATIVE PROCESS. An analytical study of the way governments turn policy into legislation. Special emphasis is placed on the role of parliamentary procedure in deliberative bodies. Credit 3 units.
412. THE LEGAL PROCESS. This course examines the economic, social and moral forces which shape the laws of our society. Attention will be given to legislative and judicial process. Credit 3 units.
413. PUBLIC FINANCE. The study of public expenditures, sources of revenue, public debt and fiscal policy. (Identical to Economics 322). Credit 3 units.
421. LABOR AND GOVERNMENT. Study of the impact of industrialization on the labor market and resulting economic problem areas of wages, working conditions, unemployment and disability; labor market institutions—unions and government—and effects of roles played by them in the economy. (Identical to Economics 421). Credit 3 units.
422. GEOPOLITICS. A study of the theories associated with the geographical determination of military and non-military affairs of nation-states. Credit 3 units.
423. GOVERNMENT OF NORTH CAROLINA. A course designed mainly for students who plan to live and work in North Carolina. The structure of the state's government, as well as an analysis of the political behavior of its people are the major considerations. Credit 3 units.
- 481, 482, 483. SEMINAR. A course required for government majors. The work is designed to enhance the professionalization of government majors and to prepare one for research in the field of political science.
- 491, 492, 493. INDEPENDENT STUDY AND RESEARCH. Permission of staff.

PSYCHOLOGY

211. GENERAL PSYCHOLOGY. A basic survey of the principles of human behavior emphasizing research and theoretical interpretations. Areas covered will include sensation, perception, motivation and emotion, learning and retention, physiological mechanisms, intelligence, personality, and behavior pathology. This course is a prerequisite to all advanced courses in psychology. Credit 3 units.
212. EXPERIMENTAL PSYCHOLOGY. An introduction to experimental techniques in the areas of motivation, learning, perception and thinking. Credit 3 units.
221. DEVELOPMENTAL PSYCHOLOGY. A study of the general psychological principles of the growth and development of the child with emphasis on prenatal and postnatal development. Genetic, physiological and social influences on the child will be studied. Credit 3 units.
222. DEVELOPMENTAL PSYCHOLOGY II. Emphasis is placed on the physical, psychological and social development of the adolescent. Essentially a continuation of child psychology with greater emphasis placed on personality formation and problems of social adjustment. Problems of the aged will be discussed. Credit 3 units.
312. PSYCHOLOGY OF PERSONALITY. A survey of the

major theories of personality with emphasis on experimental studies. Credit 3 units.

313. **SOCIAL PSYCHOLOGY.** A psychological study of the individual and his relation to social institutions. The development of attitudes and opinions, social influences on motivation and perception, and group interaction will be studied. Credit 3 units.

322. **ABNORMAL PSYCHOLOGY.** A continuation of Psychology of Personality with emphasis on the behavior disorders. An explanation of the nature, origin and development of the neuroses and psychoses with some suggestions for the prevention and remedy of emotional maladjustments. Prerequisite: 312. Credit 3 units.

323. **ELEMENTARY STATISTICAL METHODS.** An introduction to the basic problems of measurement involving the analysis and interpretation of statistical data. Credit 3 units.

332. **TESTS AND MEASUREMENTS.** Further study of the principles of measurement stressing basic concepts. Application of problems to test construction, administration and interpretation. Prerequisite: 323 or consent of the instructor. Credit 3 units.

333. **INDUSTRIAL PSYCHOLOGY.** Application of psychological theories and techniques to problems of personnel selection, industrial and business management. Credit 3 units.

341. **PRINCIPLES OF GUIDANCE AND ADJUSTMENT.** This course deals with the personal recreational, educational, and vocational guidance of youth. Special techniques of gathering pertinent personal data. Credit 3 units.

343. **PSYCHOLOGY OF EXCEPTIONAL CHILDREN.** Study of children requiring special attention and consideration. Various types of children's problems; mental, physical, emotional, and social. Prerequisite: Developmental Psychology I and II. Credit 3 units.

411. **PHYSIOLOGICAL PSYCHOLOGY.** A study of the physiological correlates of psychological phenomena. Emphasis will be placed on sensory processes, brain functions, emotion and motivation. Prerequisite: General and Experimental Psychology. Credit 3 units.

412. **COMPARATIVE PSYCHOLOGY.** A survey of the differences between species as to the processes underlying behavior, including sensation, perception, learning, motivation and intelligence. Prerequisite: 212. Credit 3 units.

413. **HISTORY AND SYSTEMS.** An historical and systematic analysis of psychological thought and points of view. Prerequisite: Four courses in Psychology. Credit 3 units.

481, 482, 483. **SEMINAR.** A reading course covering extensive readings in the current literature. Prerequisite: Four courses. Credit 3 units per term.

491, 492, 493. **INDEPENDENT STUDY AND RESEARCH.** Permission of staff. Credit 3 units per term.

SOCIOLOGY

211, 212 **INTRODUCTION TO SOCIOLOGY.** The nature of society, its fundamental processes and institutions; the nature and significance of group life with the individual. Credit 3 units per term.

213 **POPULATION PROBLEMS.** A study of the theories and problems of population; urbanization and industrialization, migration and the quality of the population. Credit 3 units.

311 **RURAL SOCIOLOGY.** A study of rural society, its backgrounds, problems, recent developments and significant trends. Special attention is given to prob-

lems of ownership and tendency and rural leadership. Prerequisite: Sociology 211. Credit 3 units.

312 **THE AMERICAN RACE PROBLEM.** An objective, balanced treatment of the so-called Negro problem in America will be given. The origins of the problem, its context in contemporary conditions, and probable limits to its solution are presented. Credit 3 units.

313 **SOCIAL RESEARCH.** A study of the application of scientific methods to planning obtaining, recording, interpreting, and publishing research materials in the area of social studies. Credit 3 units.

322 **INTRODUCTION TO STATISTICS.** This course relates general statistical concepts and research methods to everyday life. The following topics are considered: methods of obtaining original data—developing instruments and interviewing; presentation of quantitative data—measures of central tendency, dispersion and graphic forms; analysis of data—measures of central tendency, dispersion and linear correlation. Credit 3 units.

332 **SOCIAL PSYCHOLOGY.** A psychology study of the individual and his relation to social institutions. The development of attitudes and opinions, social influences on motivation and perception, and group interaction will be studied. Credit 3 units.

421 **ANTHROPOLOGY.** The evolution of man; cultural history; anthropological concepts; races and the race problem. Prerequisite: Sociology 211. Credit 3 units.

422 **THE FAMILY.** The development of the family as a social institution; the effect of modern economic and social conditions on family life. Credit 3 units.

432 **PRINCIPLES OF SOCIAL WELFARE.** A history of the principles and practices of planned social helpfulness, and an appraisal of contemporary socio-economic security. Credit 3 units.

433 **SOCIAL WORK METHODOLOGY.** Treats the techniques commonly used in social work practice: casework, group work, community organization, and welfare administration.

481, 482, 483 **SEMINAR.** Sociological Problems.

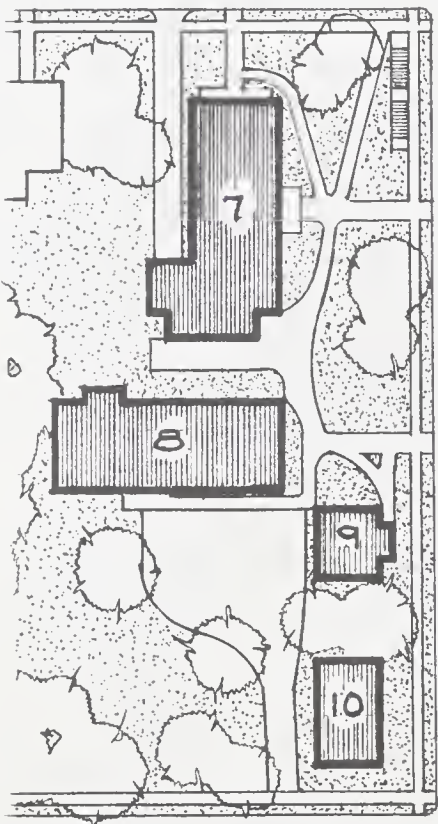
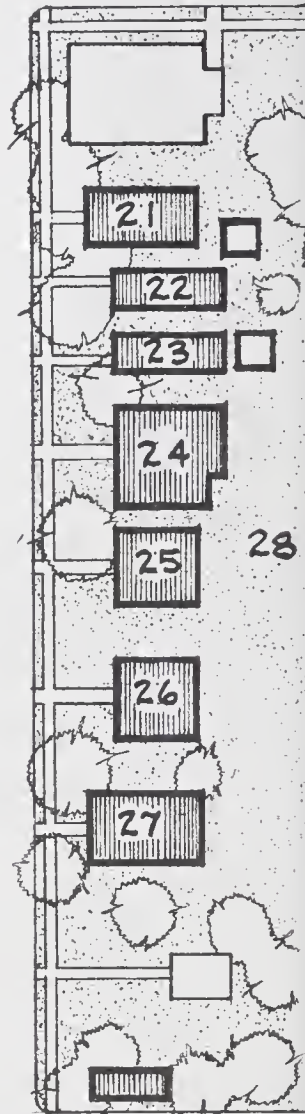
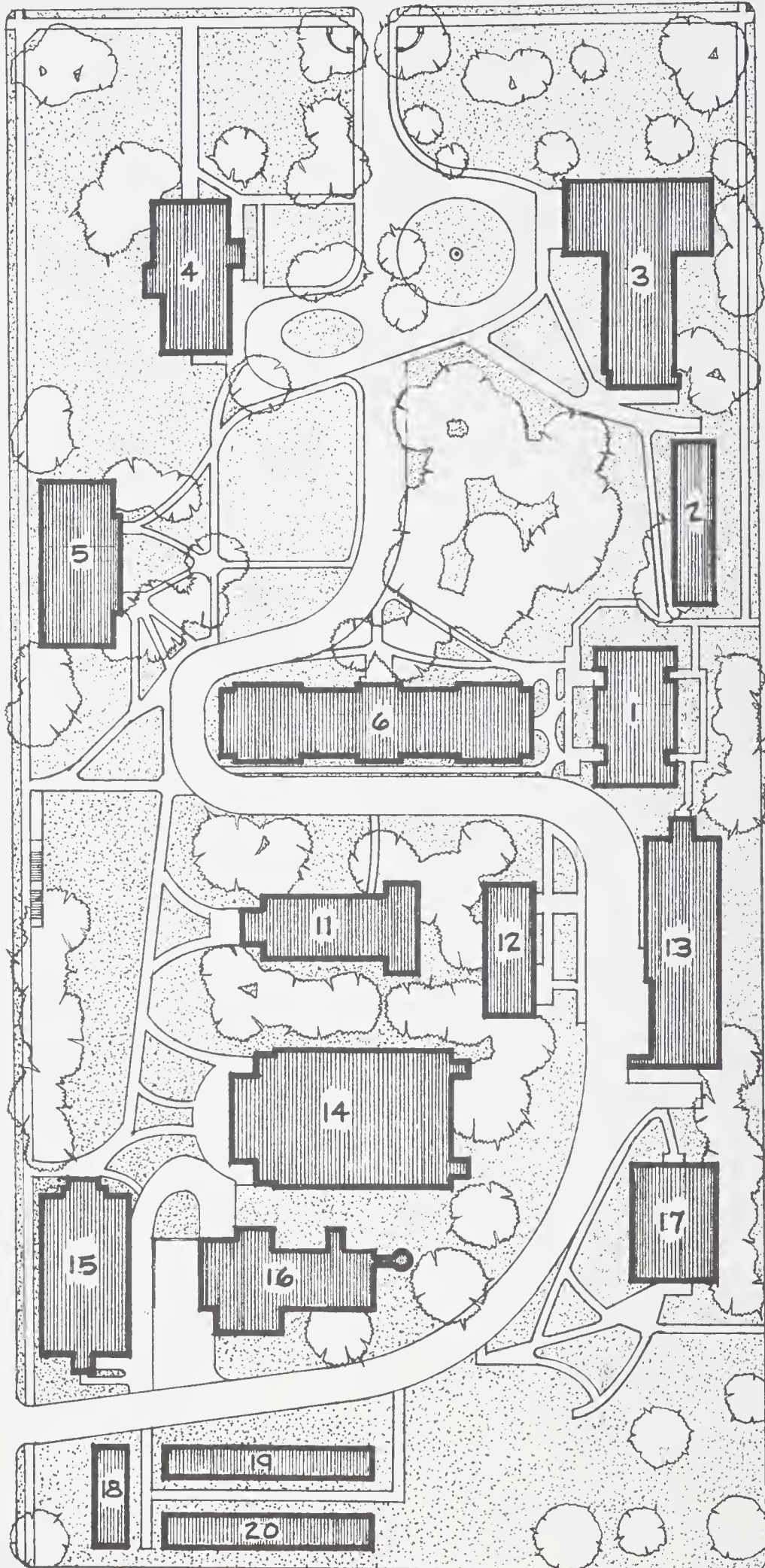
491, 492, 493 **INDEPENDENT STUDY AND RESEARCH.**



CAMPUS LEGEND

1. Administration Offices
2. Recreation Building
3. Estey Hall
4. Meserve Hall
5. Science Hall
6. Shaw Hall
7. Tyler Hall
8. Leonard Building
9. Faculty Home
10. Faculty Duplex
11. University Church
12. Campus Inn-Bookstore
13. Greenleaf Hall
14. Spaulding Gymnasium
15. Tupper Hall
16. Central Heating Plant
17. U. S. Hall
18. West Dormitory
19. North Dormitory
20. South Dormitory
- 21--
27. Faculty Homes
28. Athletic Field

EAST SOUTH STREET



SMITHFIELD STREET

GENERAL INFORMATION AND STUDENT SERVICES



UNIVERSITY REGULATIONS

Class Attendance: Students are responsible for attending classes promptly and regularly. A student who is absent must secure official excuse from the Dean of the College.

Registration: A student is required to consult with his major professor and pre-register before each term. Attendance at the first meeting of his classes is required. Students who register late shall pay a fee of \$5 for each late day of registration.

No student may drop a course without special permission from the academic dean. A student may not drop a course after the final date set for dropping courses. Any student who withdraws from a course without permission shall receive the grade "F."

Examinations: Students are expected to take final examinations in courses as scheduled. Any student absenting himself from the final examination without an approved reason shall receive a grade of "F" in the course. A student who has not obtained a permit from the Business Office may take final examinations, but his grades will not be submitted to the registrar until he has paid his fees for the term. Special examinations will be scheduled only in cases of serious emergencies.

Classification: Students are classed as "lowerclassmen" or "upperclassmen." Lowerclassmen are those who are pursuing primarily courses of study in general education; upperclassmen are students who are pursuing primarily courses of study in a major field of concentration.

Grades and Credits: Although a student is awarded a grade in a course, progress toward the degree is determined by performance on standardized and comprehensive examinations. Hence, the emphasis is placed upon mastery of skills and subject matter rather than upon the attaining of course grades.

Each candidate for graduation must earn an average of at least "C" in courses for which he is registered at Shaw or for which he is given transfer credit.

Shaw University uses the following grade system:

- A 95-100 Excellent
3 grade points for each unit of credit.
- B 85-94 Good
2 grade points for each unit of credit.
- C 75-84 Average
1 grade point for each unit of credit.
- D 65-74 Poor
0 grade points or unit of credit.
- F 64 and below—Failure
0 grade points or unit of credit.
- I Incomplete
- WP Withdrew passing
- WF Withdrew failing
- NC No credit
- P Pass
- F Fail

All "F" and "I" grades reported by instructors must be accompanied by a written statement of the specific reasons for the grade.

An "F" grade can be made up only by repeating the course. When two courses constitute a year sequence, a student who receives an "F" grade on the first course may not register for the second. The making up of work which has received the "F" grade does not expunge the grade from the record. Although credit and grade points are allowed for the repeated work, all courses attempted and grade points earned are counted in computing the student's average.

The grade "D" is poor but not necessarily passing. A student who receives a grade "D" in any general education course receives no credit for the course. He must repeat. On all cumulative general education courses the student will not be allowed to advance to the second or third course until he has obtained a grade "C" or above.

The grade "I" is used in cases of certain emergencies

and only upon recommendation of the teacher. Any student receiving an "I" must remove the "I" by the end of the succeeding term; otherwise the grade becomes an automatic "F."

Student Load: The normal registration is three-four courses for the full time student plus physical education activities for the freshman. Students who are on academic probation may not register for more than three courses.

Transfer of Credits: Courses similar to those listed in this catalogue will be given credit by the University if they have been completed in colleges that are fully accredited by regional accrediting associations in the regions where the colleges are located, and the students have earned grades of "C" or above in transferred work.

Students desiring to take courses at another institution while they are working toward a degree at Shaw must have, in advance, approval of the Dean if they plan to offer the work as credit toward graduation at Shaw University.

Quality of Work: The college may at any time require the withdrawal of a student if the quality of his work seems to warrant such action. Decision in every such case is reached by the action of the Admission Committee in consultation with the student's advisor.

By the middle of each term, instructors are requested to report all students doing unsatisfactory work for the period preceding the date of the report. Advisers receive such reports and take such steps as are advisable in each individual case. Students whose names appear on this report are required to consult with their advisers.

In the evaluation of all academic exercises the quality of English used by the student may be considered. Every student in every course is expected to use English that is grammatically correct and logically sound. Failure to meet such standards as may be set by the instructors for each course may result in a lower grade or failure in that course.

Student Discipline: It is assumed that each student will conform to the recognized standards of good conduct and decorum, that no student will absent himself unnecessarily from University exercises at which he may be due, and that each student will give serious and constant attention to his work as a student. Such detailed regulations as exist at the University may be found in the student handbook.

Students will be requested to leave the University when in the judgment of the Administration their health, scholarship, conduct, or spirit makes it desirable. The continuance of each student upon the rolls of the University, the receipt by him of academic credits, his graduation and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University, which is free to cancel his registration at any time or any grounds which it deems advisable.

The University is not responsible for the loss of personal property in any of its buildings, whether the loss occurs by theft, fire, or otherwise.

EXPENSES

Regular Students

The expenses covered in the schedule of payments include fees charged as follows:

Tuition (\$200.00 per term) Autumn, Winter, Spring Terms.....	\$ 600.00
Room and board, Autumn, Winter, Spring Terms.....	500.00
General Fee.....	83.50
Book Rental Fee.....	40.00
Boarding Students (old).....	<u>\$1,223.50</u>
Initial Matriculation (new students only).....	<u>10.00</u>

Boarding Students (new)	\$1,233.50
City Students (new)	730.00
City Students (old)	720.00

This schedule does not include items such as laboratory fees, supplies, general expenses, and linen service charge for male boarding students, and key deposits for resident students.

Part-Time Students

Tuition (per course)	50.00
Registration Fee per course (under 3 courses)	3.00
Library Fee (per term)	5.00

Miscellaneous Expenses

Installment plan payment (each term)	\$ 7.00
Duplicate meal card (in event original card is lost)	5.00
Room key deposit required of all resident students	2.00
Late Registration, per day (maximum charge \$10.00)	2.00
Radio permit, per semester	2.00
Private mail box rental (per year)	4.00
Delayed examinations (for each subject)	1.00
Late examination fee	5.00
Transcript fee (after one transcript is issued)	1.00
Practice Teaching fee in Raleigh	45.50
Practice Teaching fee, out of Raleigh	57.00- 85.00
(according to place)	
Linen Service (for male boarding students each term)	6.00

Laboratory Fees (per term)

(All laboratory fees are due as soon as a student registers for a particular course.)

Music: Individual Instruction Courses (each term)	
231	\$ 13.50
241	10.00
251	10.00
261	10.00
271	10.00
281	10.00
291	10.00
Music: 351, 352, 353 (each)	2.00
Art (according to cost material)	2.00-
	5.00
Typing Fee	5.00
Breakage (deposit each term for courses in Chemistry)	10.00
Key deposit for Chemistry	1.00

*Fees and charges listed are subject to change without notice.

Information Regarding Accounts and Payments

1. Parents and students should study carefully the schedule of payments. Since the expenses at Shaw University rank among the lowest of the liberal arts colleges with which it is usually associated as of comparable high quality in scholastic work, the institution cannot afford delinquent accounts. The University must insist upon prompt attention to bills. Each student's account must be paid-in-full before the student can receive credit or grades from final examinations.

2. Students should be sure to bring with them or send in advance sufficient funds to cover the initial charge according to the schedule of payments selected.

3. All students, old and new, are required to send a registration deposit of \$50.00 if boarding and \$25.00 if day, to the Registrar of Shaw University. This registration deposit will be credited against the entrance payment; however, \$2 of the \$50.00 paid by residence students will be held as a room key deposit.

4. Payments are due on or before first day of each calendar month. Students failing to pay bills when

due will be subject to dismissal from school.

5. In paying bills, parents are advised to send money directly to the Business Manager rather than to their children. Money should be sent by money order, certified check, or registered letter and should be payable to "Shaw University."

6. Annual charges are for the entire school session or any fractional part thereof.

7. Although room and board expenses are assessed on the first day of each month, the charge is designed to cover the average cost of operation over the entire school year. It is not possible, therefore, to give refunds for absences on holidays or any other absences.

8. Registration fee is non-refundable, non-transferable, however, it is deductible from room and board.

9. The University refund policy is as follows:

withdrawal during the first week	80%
withdrawal during the second week	60%
withdrawal during the third week	40%
withdrawal during the fourth week	20%
withdrawal during the fifth week	no refund

10. A student who withdraws for any reason before the end of a term must sign an official withdrawal slip in the Registrar's Office. Computation of charges is based upon date of receipt of official withdrawal slip by the Registrar's Office.

11. If a student is suspended or expelled, no refund will be allowed.

12. Any expenses incurred in an emergency by the school for a student, such as for medicine, outside hospitalization, telegrams, special travel, damages, etc., will become a regular charge against the student's account.

13. The book rental fee of \$40.00 per school year applies to all full time students. Laboratory manuals, dictionaries, and other personal or expendable supplies are not included in the fee and hence must be purchased by the student. In the event a student wishes to purchase any or all of his text books, an average allowance of \$2.08 will be made against the price of each book bought except that in no instance will the allowance exceed the total rental fee.

14. Room key deposit refunds must be called for at the end of the third term. Key deposit refunds called for after this time will be worth only one-half value since the delay will make it necessary for the University to incur the expense of having new keys made for summer school.

15. The right is reserved to change any charge named, if the cost of operation makes it necessary.

16. No student will be given a transcript to another institution until all bills due the University are paid.

17. It is preferred that funds desired for the personal use of students should be sent by money orders (not checks) made payable to the students (not the University).

18. No part of remittance made payable to the University will be given to the students except at the written request of the person making the remittance.

19. The Business Office maintains a student deposit account where students may leave their money and draw it out as occasion requires. Every student is urged to make use of the student deposit to insure safety.

20. A limited number of mail boxes are available for rent to students at a fee of \$4.00 per year per box. These may be rented individually or in a group not to exceed four students per box.

21. Students who, of necessity, are given permission to room in the city because of limitation of dormitory space, can arrange to board in the dining hall. Consult the Business Manager regarding charges for a monthly meal ticket.

22. All students' work credits will be applied to accounts. Payments in cash will not be made at any time.

23. The Accident-Hospitalization Insurance provides the following benefits on a 24-hour basis throughout the nine months school term whether on or off campus.
- Hospital room and board up to \$10.00 a day for 30 days.
 - Hospital confined miscellaneous expenses, such as X-ray examinations, laboratory tests, anesthesia, use of operating room, medications, etc. up to \$100.00 per sickness.
 - Surgical benefits, according to \$250.00 surgical schedule.
 - Out-patient hospital treatment services up to \$50.00.
 - Accident expenses up to \$1,000.00.

FINANCIAL AID

Shaw University believes that no person of ability and motivation should be denied the advantages of a college education because of the lack of sufficient financial resources.

As a means of assisting every deserving student who is admitted to complete his educational objectives, the program of Financial Aid has been developed to provide assistance from a variety of sources. The following forms of financial assistance are provided:

- National Defense Student Loans.* A student may borrow up to \$1,000 each year through the National Defense Student Loan Program. Loans are repayable after a student has completed his education in small monthly payments at a low rate of interest.
- On-Campus Employment (Work-Study Program.)* In conjunction with the Economic Opportunity Act of 1964, Shaw University maintains a Work-Study Program which enables students to earn part of their expenses through employment on the campus. Work opportunities are available as food service workers, clerks, typists, laboratory and library assistants, dormitory proctors, and buildings and grounds maintenance. Campus employment jobs pay up to

\$600.00 a year. Students who are accepted in the Work-Study Program may combine their earnings with a National Defense Student Loan to meet the full cost of their college expenses.

- University Scholarships.* Each year the University offers a limited number of merit scholarships to students of outstanding ability who are recommended by their high schools and achieve satisfactory scores on the SAT of the College Entrance Examination Board. Scholarships range in amounts up to the full cost of tuition and are renewable each year for the four years of study for the Bachelor's degree upon maintenance of a high level of scholarship achievement. Nominations must be received by March 15. Announcements of awards are made during the months of April or May.

In addition, the University has available limited funds which can be used as grants-in-aid for students whose circumstances indicate additional special consideration should be given. This form of assistance normally is not available until after a student has been in matriculation for a year.

The factors of need and good citizenship are considered for all forms of financial assistance. The financial aid program is designed to provide financial assistance to qualified and deserving students who without it would be unable to attend or remain in school. All financial aid awards are renewable on an annual basis and a new application must be filed for each year. The amount of the stipend and form of aid may be modified according to changes in the recipient's need or academic status.

In order to be considered for financial assistance a student must apply for admission to the University and complete all of the forms connected with his application. In addition, the student must also file the Parent's Confidential Statement with the College Scholarship Service.

Applications for financial assistance and information concerning the overall program of Financial Aid to Shaw University may be secured from the Director of Admissions.





FACILITIES AND RESOURCES

All of the facilities and resources of the University are made available to its students to the end that a student's capacities and interests will be developed to their maximum.

Currently the facilities and resources of the University are being expanded and improved as rapidly as circumstances permit.

Under the Centennial Development Program, the University is currently in the process of redeveloping its campus to provide the following facilities, all of which are scheduled for completion by 1970:

Residence Center: Two nine story Residence Halls for women and men students with accommodations for 404 students each, and a Student Union-Dining Hall.

Learning Center: Library with a capacity of 150,000 volumes, Hall of Natural Science, Hall of Liberal Arts.

Fine Arts Center: Auditorium seating 1200 people, Music-Drama Hall, Art Gallery-Studio.

The building comprising the southwest quadrangle will be known as the *Multi-Purpose Center* with the following facilities: Administration Building, Chapel, Infirmary, Gymnasium, Alumni Guest House, Maintenance Building and University Warehouse.

At present, the campus consists of approximately twenty acres of tree covered park-like grounds with more than eighteen buildings used for academic, residence, and service purposes.

LIBRARY SERVICES

The present library collection is housed in Tyler Memorial Library which contains the book collections, reading lounges, seminar rooms, audio-visual aids materials. In addition to the University library, students enrolled at Shaw have available to them the library resources of more than five other colleges and universities located in and near Raleigh, as well as the public libraries of the City.

Other Learning-Teaching Resources

In an effort to provide for its students some of the most up-to-date educational technology available, the following centers and laboratories have been established:

1. *Electronics Learning Center:* This facility is equipped with the latest model audio-lingual equipment designed for instruction in the foreign languages, speech, business and is adaptable for a variety of teaching-learning purposes.
2. *Material Resources Center:* Teaching materials in more than five instructional areas have been programmed. It is so designed that the instructor may control the student's activity or the student on his own motivation may, through automation and selection, draw subject matter as desired that has been programmed.
3. *Automated Learning Center:* This facility is equipped with AutoTutor teaching-learning machines, which enable students to supplement regular classroom instruction with additional exposure to teaching materials. Programmed instructional materials are available in approximately *ten* fields, including English grammar, writing, mathematics, business management. Each instructional program is so designed that students advance in their mastery of the subject-matter or skills at their own individual pace. The facilities of the Center are open to all students during regular classroom hours and after hours during the periods when the Library is open.
4. *Reading Laboratory:* This facility is equipped with reading machines which enable students to pursue practice in reading techniques covering such areas as the expanded line technique, serial tachistoscopic training and perceptual training. Students with deficiencies in reading ability are assigned to the laboratory on a regularly scheduled basis. Other students may use the laboratory at designated periods.

HOUSING AND DINING FACILITIES

All students who are non-residents of Raleigh and the vicinity are required to live in University operated residence halls and take their meals in the University Dining Hall. In unusual circumstances this regulation may be waived but only after a student's parent or guardian has filed a written application with the Dean of Students Office and the circumstances supporting the request have been received. Arrangements for off-campus living should not be made without written authorization from the Dean of Students. Where such authorization is given, the University reserves the right to approve or disapprove all off-campus housing for its students.

Assignments in all residence halls are made for an academic year of three terms (Autumn, Winter and Spring). The assignment of a room obligates the student to retain his room for the period of the assignment. A request for permission to withdraw must be made in writing at least two weeks before a student plans to vacate a room. Refunds for room rental will be made only for the strongest of reasons.

Meals are provided in the University Dining Hall for all resident students, and are available to other students at modest prices. Meals and light snacks are also available in the Campus Inn.

Regulations governing occupancy in University residence halls are provided all students at registration and are published in the **Student Handbook**.



RELIGIOUS LIFE AND WORSHIP

As a church affiliated educational institution, Shaw attempts to develop in its students a mature awareness of the place and importance of religion in the life of man. Through course work, religious activities and worship, students are provided the opportunity for creative expression of religious values in an atmosphere of open inquiry. Through a resident full-time minister, spiritual and personal counseling are provided, with the center of religious life being the University Church where worship services are conducted each Sunday morning and during midweek.



UNIVERSITY CONVOCATIONS

Each year the University sponsors University-wide formal convocations which all students are required to attend. These include the fall convocation for the opening of the academic year and Founder's Day. Other formal convocations are scheduled during the year.

The Convocation for the conferring of degrees is held once a year, and all candidates for degrees are required to attend. Degrees are not awarded *in absentia* except for the most compelling reasons. Permission to receive the degree *in absentia* is granted only by the President and must be requested in writing.

In addition to the formal convocations, the University conducts student-faculty assemblies twice a week. Lowerclassmen are required to attend on Mondays and

upperclassmen on Fridays. Occasionally such an assembly will require the attendance of the entire student body. On such occasions the assembly will normally consist of a program sponsored by the *Public Affairs Forum* at which outstanding representatives of education, government, industry and public affairs address the University community on topics of contemporary concern and importance.

Absence from formal convocations and required assemblies is not permitted. Students who find it necessary to be absent must secure an excuse from the Dean of Students in advance. Failure to attend all such occasions will result in a student being disciplined either through an increase in requirements for the degree or a request to withdraw from the University.



MEDICAL SERVICES

All students may be required to take physical examination including tuberculin test and X-ray, and Wasserman test under the supervision of the school physician at some time during the school year. Whenever possible it is advisable for a student to have a complete physical examination and correct defects before entering.

The University physician is called in case of illness. His professional services are provided to all students at the University Infirmary. Under a special health service plan, the University provides professional services, and hospitalization up to certain limits and conditions as specified in a special bulletin describing the health services made available at the beginning of the school year to each student.

The University maintains a resident registered nurse. The University is not in a position to provide special individual diets in the dining hall. The only special diets arranged are for those required while in the Infirmary. Unusual diets may involve extra expense.

STUDENT ORGANIZATIONS

In addition to the academic pursuits and co-curricular activities, Shaw offers opportunities for its students to be active in religion, cultural, social and student-political groups. Through a variety of student organizations and student led activities, the students have the opportunity to extend their interests in drama, journalism, creative writing, debate, student government, choral and instrumental music. Fraternities, sororities, Honor Societies and special interest clubs are also maintained and sponsored.

ATHLETICS AND RECREATION

Shaw participates in intercollegiate athletics and

is a member of the Central Intercollegiate Athletic Association and the National Collegiate Athletics Association. A full program of intramural athletics is conducted by the Athletic Department. Both intercollegiate and intramural competition are open to all students enrolled who are qualified.

Opportunities are also available for students to pursue individual recreational interests in both University and public facilities.

CAREER COUNSELING AND PLACEMENT

The University maintains a placement service through the Office of the Dean of Students. This service has been established to assist students and alumni who are making career decisions or who desire assistance in changing jobs. Through the placement service, students are provided information on a broad range of job opportunities in business, government and industrial organizations throughout the country.

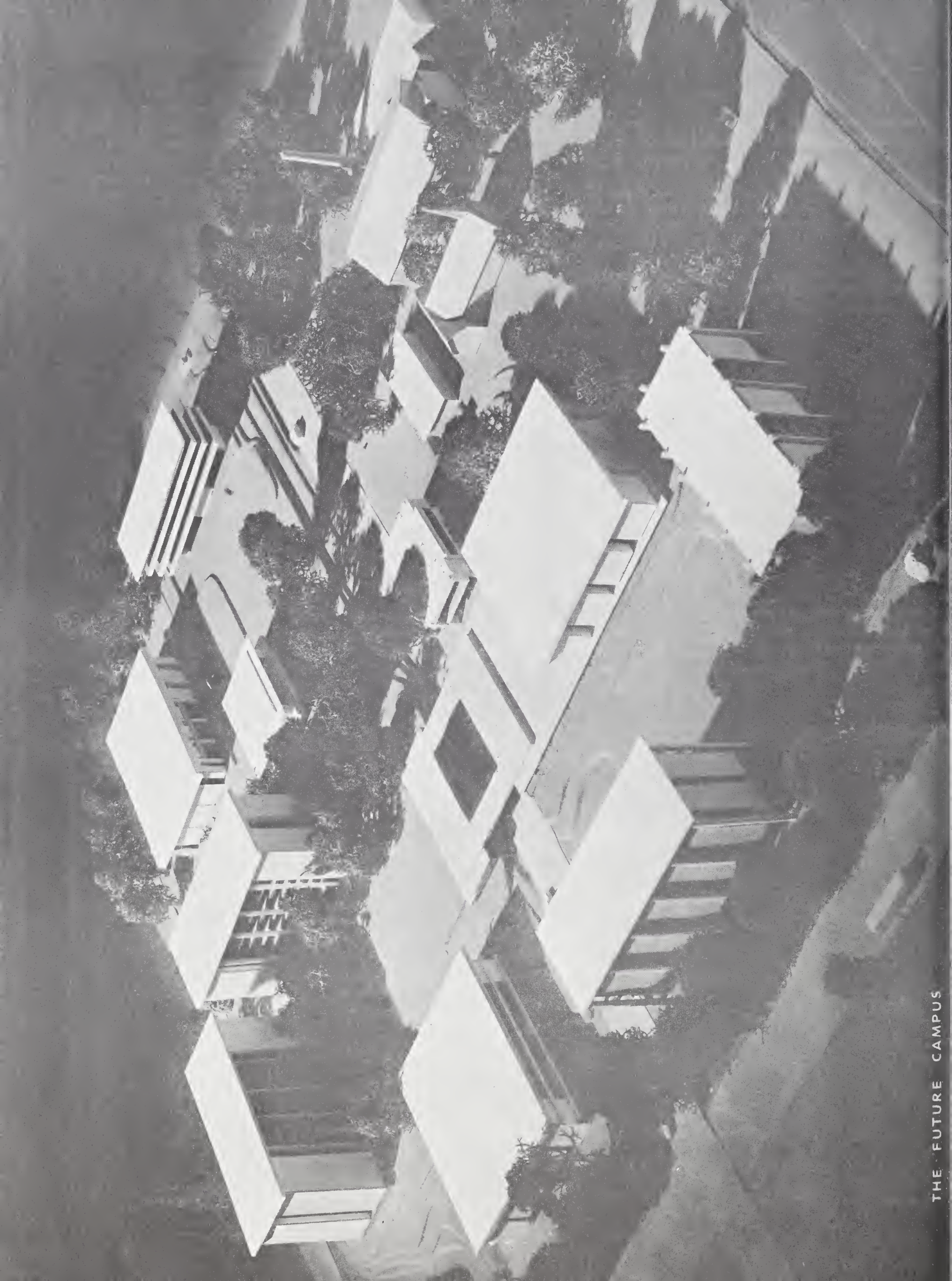
All students are administered a vocational aptitude examination upon admission, and throughout their college careers, counseling and other forms of assistance are given to enable students to prepare for the vocation of their choice.

Each year, hundreds of representatives from industry and government visit the campus to interview interested students and to discuss career opportunities in their organization.

The Placement Service maintains a comprehensive file covering a broad range of career opportunities, job descriptions and requirements.

Special examinations needed to complete applications for particular jobs may be arranged through the placement service.





THE FUTURE CAMPUS

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Representative, Board of Education, American Baptist Convention
- E. THEODORE JONES, M.A., B.D., D.D., Valley Forge, Pa.
Assistant Director, Department of Collegiate Education, American Baptist Convention
- WILLIAM H. RHOADES, Ph.B., A.M., LL.D., Valley Forge, Pa.
Executive Secretary, American Baptist Home Mission Societies

EXPIRING 1966

- WARREN CARR, A.B., B.D., Winston-Salem, N. C.
Minister, Wake Forest Baptist Church
- J. JASPER FREEMAN, A.B., B.D., D.D., Norfolk, Va.
Minister, Queen Street Baptist Church, Official Alumni Representative
- RUFUS HAIRSTON, Ph.G., Winston-Salem, N. C.
Pharmacist
- JOHN R. LARKINS, A.B., M.S.W., LL.D., Raleigh, N. C.
Consultant, North Carolina State Department of Public Welfare
- HOWARD L. MITCHELL, A.B., B.D., Gatesville N. C., *Assistant Secretary*
Minister, Mill Neck Baptist Church
- WILLIAM C. RAINES, A.B., LL.B., LL.M., New York, N. Y.
Attorney-at-Law
- E. L. SPIVEY, A.B., Th.M., Ph.D., Raleigh, N. C.
Director, Division of Missions, Baptist State Convention of North Carolina

EXPIRING 1967

- JOHN N. COFFEY, B.S., Raleigh, N. C.
Contractor
- C. MELVIN CREECY, JR., A.B., B.D., Rich Square, N. C.
Moderator, Beulah Association, General Baptist State Convention

- JOHN W. DAVIS, A.B., LL.D., New York, N. Y.
Special Director, Teacher Information and Security, NAACP Legal Defense and Educational Fund, Incorporated; President Emeritus, West Virginia State College
- CHAUNCY R. EDWARDS, A.B., B.D., D.D., Fayetteville, N. C.
Treasurer, General Baptist State Convention; Minister, First Baptist Church
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President, Summit Trust Company
- PAUL H. JOHNSON, A.B., B.D., D.D., Raleigh, N. C.
Minister, Martin Street Baptist Church
- ASA T. SPAULDING, B.S., M.A., LL.D., Durham, N. C., *Chairman*
President, North Carolina Mutual Life Insurance Company
- JOHN W. WHITE, A.B., B.D., D.D., Asheville, N. C.
Vice President, General Baptist State Convention of North Carolina, Incorporated. Minister, Mount Zion Baptist Church

EXPIRING 1968

- MRS. ELLEN S. ALSTON, A.B., LL.D., Raleigh, N. C., *Secretary*
Executive Secretary, Woman's Baptist Home and Foreign Missionary Convention of North Carolina
- J. MELVILLE BROUGHTON, JR., A.B., LL.B., Raleigh, N. C., *Vice Chairman and Legal Counselor*
- JONATHAN DANIELS, A.B., M.A., Litt.D., Raleigh, N. C.
Editor and Publisher, NEWS AND OBSERVER
- J. W. GOODLOE, A.B., LL.D., Durham, N.C., *Treasurer*
Senior Vice President and Secretary, North Carolina Mutual Life Insurance Company
- WILLIAM H. JONES, JR., A.B., M.A., LL.D., Raleigh, N. C.
Principal, Pasquotank County School
- TERRY SANFORD, A.B., LL.B., LL.D., Fayetteville, N. C.
Attorney-at-Law, (Former Governor of State of North Carolina)
- MRS. MARY DUKE SEMANS, A.B., Durham, N. C.
- JOHN W. WINTERS, Raleigh, N. C.
Real Estate Broker and Builder

OFFICERS OF ADMINISTRATION AND STAFF

- JAMES EDWARD CHEEK, A.B., B.D., Ph.D. *President*
KING VIRGIL CHEEK, JR., A.B., M.A., J.D. *Acting Dean of the College*
- THOMAS EDWARD KEE, A.B., M.A. *Dean of Students*
JOHN VERNON PARHAM, A.B. *Business Manager*
CLIFFORD CARLETON COLES, A.B., M.S. *Director of Development and Public Relations*
-
- ROBERTA FAIR LIGHTNER *Assistant to the President*
North Carolina College At Durham
- LENOIR HALL COOK *Director of Special Services*
A.B., Dartmouth College; M.A., Columbia University
- MARTHA WILLIAMS WHEELER *Registrar*
B.S., Shaw University; M.S., Tennessee State
- ZITA HILL DAWES *Librarian*
B.S., M.A. in L.S., Carnegie Institute of Technology
- VELMA GREENE CLARKE *Director of Testing*
A. B., M.A., Fisk University
- JAMES ZACHEUS ALEXANDER *University Minister*
A.B., Shaw University; B.D., S.T.M., Andover Newton Theological School
- JAMES ELLIS LYTLE *Director of Athletics*
A.B., Shaw University; M.A., Columbia University

- ELIZABETH BIAS COFIELD *Acting Dean of Women*
B.S., Hampton Institute; M.A., Teachers College, Columbia University
- BENJAMIN FRANKLIN DANIELS *Dean of Men*
A.B., B.D., Shaw University
- GEORGE CLYDE DEBNAM *University Physician*
B.S., Shaw University; M.D., Meharry Medical College
- MATTHEW LONG, JR. *Superintendent of Building and Grounds*
B.S., Hampton Institute
- JOHN ANDERSON HOLLEY *Director of Publicity*
A.B., North Carolina College At Durham

- RENA MAE BLYTHER *Clerk-Typist*
Goodwill Rehabilitation Center
- JENNIE STEWART BROWN *Clerk-Typist*
Kittrell College
- GLORIA SANDERS CUMBO *Secretary to the Registrar*
B.S., A. and T. College
- LILLIE MAE DUNN *Secretary to the Dean of Students*
Payne's Business College
- LILA LEE FLOWERS *University Nurse*
R.N., St. Agnes School for Nurses
- JOE LANIER GIBBS *Bookkeeper*
Shaw University

- EARNESTINE PEGUES HAMLIN Clerical Assistant
Cheyney Teachers College
- LOVERN HICKS Clerk-Typist
Durham Business College
- JUSTINE WILKINS HILLIARD Accounts Receivable Clerk
Payne's Business College
- ANNIE LOUISE HORTON HOOKER Clerk-Typist
- MILDRED HUNTER HOOKER Secretary to the Dean
of College
A. B., Saint Augustine's College
- PRISCILLA BOWLES HUNT Dormitory Counselor
Shaw University
- NANNIE BRADFORD INBORDEN Director of
Secretarial Services
South Carolina State College
- ELIZABETH TOMLINSON JILES Accountant
A.B., Saint Augustine's College
- MACIE OMEGA JOHNSON Assistant Nurse
Mary Potter School
- GERTRUDE R. JONES Dormitory Counselor
B.S., Shaw University
- HARRIETT SMITH JONES Dormitory Counselor
- LAURA HARPER KAY Receptionist
- ELNORA MCCRIMMON KEE Cashier
A.B., Shaw University
- LOUISE WILSON LEWIS Secretary to the Director
of Development
Payne's Business College; Butler University
- MARY ANNETTE LEWIS Secretary to the Business
Manager
B.S., North Carolina College at Durham
- IMOGENE EVELYN LONG Secretary to the President
Drake University; Hampton Institute
- WILLIE PURNELL PARKER Director of Food Services
B.S., Tuskegee Institute
- HAROLD LEONARD TAYLOR Supervisor of Campus Inn
A. and T. College
- ARCELIA BRYANT THOMAS Dormitory Counselor
A.B., North Carolina College At Durham

LIBRARY

- ROBENA BRADLEY Catalog Librarian
A.B., Shaw University; M.L.S., North Carolina College At
Durham
- ELLENOR GAILLARD Reference Librarian
A.B., Spelman College; B.L.S., University of Michigan
- BEATRICE MARTIN Library Assistant
A.B., Shaw University
- †BERNICE FELTON RAINBOW Circulation Librarian
A.B., Spelman College; B.S. in L.S., Atlanta University
- MARJORIE SHAW Assistant to the Librarian
A.B., Shaw University
- MINNIE D. TURNER Assistant to the Librarian
A.B., Shaw University; M.A., New York University

FACULTY

- JAMES EDWARD CHEEK President
A.B., Shaw University; B.D., Colgate Rochester Divinity
School; Ph.D., Drew University
- KING VIRGIL CHEEK, JR. Acting Dean
of the College and Assistant Professor of Economics
and Business
A.B., Bates College; M.A., University of Chicago; J.D., Uni-
versity of Chicago Law School; Ph.D. (candidate), University
of Chicago
- MARGUERITE MINOR ADAMS Professor of Education
A.B., M.A., Howard University; Ed.D., Columbia University
- HERBERT COLLINS Visiting Professor of Sociology
A.B., Brooklyn College; M.A., Ph.D., Duke University
- LENOIR HALL COOK Professor of Foreign Language
A.B., Dartmouth College; M.A., Columbia University
- RAJENDRA KUMAR DE Professor of Biology
B.Sc., M.Sc., University of Calcutta; Ph.D., North Carolina
State College, Raleigh
- *CARL ELROD DEVANE Professor of Political Science
A.B., Shaw University; M.A., Atlanta University; Ph.D., Uni-
versity of Pennsylvania
- JESUS DANIEL FARIAS Professor of History
B.S.L., Havana Institute; Sc.S.D., LL.D., University of Havana
- HARRY GIL-SMYTHE Professor of Music
A.B., Howard University; Mus.M., University of Michigan; Pea-
body Conservatory of Music; The Julliard School of Music;
Baltimore Institute of Musical Art
- WALTER GUSTAFSON Professor of English
A.B., Upsala College; M.A., Columbia University; Ph.D., New
York University
- MAX HALPEREN Visiting Professor of English
A.B., City College; M.A., Ph.D., Florida University
- ELIZABETH B. LAIZNER Professor of Humanities
Ph.D., Vienna University
- NAMAN M. McMILLAN Professor of Education
B.S., Elizabeth City State College; M.A., North Carolina Col-
lege; Ed.D., New York University
- SAVITRI RANI BHATNAGAR Associate Professor
of Sociology
B.S., M.S., Ph.D., Agra University, India; M.A., Lucknow Uni-
versity, India; M.A., Punjab University
- ZITA HILL DAWES Associate Professor
B.S., M.A. in L.Sc., Carnegie Institute of Technology
- JOHN WILSON FLEMING Associate Professor
of Humanities
A.B., Shaw University; B.D., S.T.M., Oberlin Graduate School
of Theology
- URA HIGH JONES Associate Professor of Education
A.B., Shaw University; M.A., Teachers College, Columbia Uni-
versity

†PART-TIME

*On leave 1965-66

- THOMAS EDWARD KEE.....Associate Professor of
Foreign Language
A.B., Shaw University; M.A., Columbia University; Diploma
d'Etudes Francaises; Degre Superieur, University of Bordeaux
- JAMES ELLIS LYTLE.....Associate Professor of
Physical Education
A.B., Shaw University; M.A., Columbia University
- †BERNICE FELTON RAINBOW.....Associate Professor
A.B., Spelman College; B.S. in L.S., Atlanta University
- KATHERINE YOUNG SHEPARD.....Associate Professor
of Education
A.B., Shaw University; M.A., Teachers College, Columbia Uni-
versity
- SHIRLEY RUTH TOVE.....Associate Professor of Biology
B.S., Cornell University; M.S. and Ph.D., University of Wis-
consin
- MADEYLN ELIZABETH WATSON.....Associate Professor
of English
A.B., Shaw University; M.A., University of Pennsylvania
-
- MALLAPPA AMRAVATI.....Assistant Professor of Political
Science and International Studies
B.A., Nizam College; M.A., Delhi University; Ph.D., Indian
School of International Studies, New Delhi
- CLYDE ROBERT APPLETON.....Assistant Professor of Music
A.B., Park College; M.Mus.Ed., University of Arizona
- ROBENA BRADLEY.....Assistant Professor
A.B., Shaw University; M.L.S., North Carolina College At Dur-
ham
- NORMAN CLEZESTER CAMP, III.....Assistant Professor
of Chemistry
B.S., Shaw University; M.N.S., Arizona State University; M.S.,
North Carolina College At Durham
- DALE KANDELL COLLINS.....Assistant Professor of Art
A.B., Hunter College; M.A., Teachers College, Columbia Uni-
versity
- FRANCES SEGALL DUBNER.....Assistant Professor of
Speech and Drama
A.B., M.A., Queens College
- CHESTYN EVERETT.....Assistant Professor of
Speech and Drama
A.B., Howard University; M.A. The Johns Hopkins University
- AMALIA ISABEL VILLOCH FARIAS.....Assistant Professor
of Foreign Language
B.S., Ph.D., Ed.D., University of Havana, Cuba
- LILLIAN VENABLE GOULD.....Assistant Professor
of Mathematics
A.B., Fisk University; M.S., Pennsylvania State University;
Ed.D. (candidate) Pennsylvania State University
- LEUNG WANG LAU.....Assistant Professor of Physics
B.S., University of Oklahoma; M.S., University of North Caro-
lina, Chapel Hill; Ph.D. (candidate), North Carolina State Uni-
versity)
- PAUL PING-YIU KIANG.....Assistant Professor
of Mathematics
B.S., Chung-Chi College of the Chinese University; M.S., North
Carolina State College
- HOGAR A. NICOLAS.....Assistant Professor of
Foreign Language
A.B., B.S., Lycee Petion, Port-au-Prince; M.E., University of
Port-au-Prince; M.A., Catholic University; LL.D., University of
Haiti; Ph.D. (candidate), Catholic University
- SUZANNE TOWNSEND PURRINGTON.....Assistant Professor
of Chemistry
A.B., Wheaton College; A.M., Radcliffe College; Ph.D., Harvard
University
- VELMA GREENE CLARKE.....Assistant Professor of
Psychology
A.B., M.A., Fisk University
- CHARLES BENJAMIN ROBSON.....Assistant Professor of
History and Political Science
B.S., Shaw University; M.A., Teachers College, Columbia Uni-
versity
- VIVIAN MERRICK SANSOM.....Assistant Professor of
Physical Education
A.B., Talledega College; M.Ed., Boston University
- WILLIAM MACK SPANN.....Assistant Professor of
Physical Education
A.B., Shaw University; M.A., Columbia University
- ESTA BERG THOMAS.....Assistant Professor of
Psychology
A.B., Brooklyn College; M.A., University of Wisconsin; Ph.D.
(candidate) University of Wisconsin
- CLEON FRANKLYN THOMPSON, JR.....Assistant Professor
of Biology
B.S., M.S., North Carolina College At Durham
-
- JAMES ZACHEUS ALEXANDER.....Instructor in Religion
A.B., Shaw University; B.D., S.T.M., Andover Newton Theo-
logical School
- EKANEM ITA EKANEM.....Instructor in Political Science
and International Studies
B.S., University of Oregon; M.A., University of Minnesota; B.L.,
Inns of Court School of Law, London, England
- NURRY TURNER JOHNSON.....Instructor in Business
A.B., Bennett College; M.A. in L.S., North Carolina College At
Durham
- NANCY DENT KENDALL.....Instructor in English
B.A., Gettysburg College; M.A., University of North Carolina,
Chapel Hill
- KAY KINARD MAVES.....Instructor in English
A.B., Centenary College of Louisiana; M.A., University of
Oregon
- CHARLES MEBANE.....Instructor in Biology
B.S., M.S., North Carolina College At Durham
- SHODAVARAM BHASKAR RAJU.....Instructor in Mathematics
and Physics
B.Sc., Sui Venkatesivara University; M.Sc., Andhra University
- JOY ROSEMARY ANN REEKIE.....Instructor in Chemistry
B.Sc., M.Sc., Manchester University; M.Sc., Nottingham Uni-
versity
- LEE ALTON ROYSTER.....Instructor in Physical
Education
B.S., Florida A.&M. University; M.S., Kansas State Teachers
College
- †CAROLYN WEDIN SYLVANDER.....Instructor in Music
B.S., Gustavus Adolphus College; M.A., Kansas University
- STEFAN OLOF SYLVANDER.....Instructor in Music
B.S., M.M., University of Kansas
- *NANCY BROWN MOORE THOMPSON.....Instructor in
French
A.B., M.A., University of North Carolina
- †MARY LEWIS WEST.....Instructor in Religion
A.B., Randolph Mason Woman's College; B.D., Yale University
Divinity School

ON LEAVE 1965-66

PART-TIME

Enrollment 1964-65

COLLEGE OF ARTS AND SCIENCES

CLASSIFICATION	MEN	WOMEN	TOTAL
Freshmen	112	138	250
Sophomores	78	96	174
Juniors	62	79	141
Seniors	53	79	132
Unclassified	1	2	3
Part-Time	23	29	52
TOTAL	329	423	752

SUMMER SCHOOL, 1964

First Session	56	110	166
Second Session (Special)	0	1	1
TOTAL	56	110	166
(Without Duplications)			

EXTENSION, 1964-65

First Semester	22	1	23
Second Semester	24	1	25
TOTAL	24	1	25
(Without Duplications)			

ENROLLMENT SUMMARY

Regular Session 1964-65	329	423	752
Summer School 1964	56	110	166
Extension 1964-65	24	1	25
TOTAL	409	534	943

GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

STATE/COUNTY	MEN	WOMEN	TOTAL
Alabama	2	2	4
Connecticut	4	4	8
District of Columbia	11	5	16
Florida	5	5	10
Georgia	2	2	4
Illinois	1	1	2
Louisiana	1	0	1
Maryland	2	6	8
Massachusetts	2	1	3
Missouri	0	1	1
New Jersey	30	23	53
New York	34	15	49
North Carolina	177	288	465
Ohio	0	1	1
Pennsylvania	13	14	27
South Carolina	11	25	36
Tennessee	1	1	2
Virginia	26	27	53

FOREIGN:

China	1	0	1
Haiti	1	0	1
Kenya	3	0	3
Liberia	2	2	4
TOTAL	329	423	752



