

Bulletin of

**St. Andrews**  
Presbyterian College



Bulletin of

# St. Andrews Presbyterian College

1982-83 Catalog

The Bulletin of St. Andrews Presbyterian College/  
Laurinburg, N.C.

*St. Andrews Presbyterian College is an affirmative action institution. As such, it does not discriminate on the basis of race, sex, creed, national origin or physical handicap in the administration of its educational policies, admissions policies, scholarship and loan programs, employment practices, or other college administrated programs.*

The College reserves the right to make changes in particular curricular requirements and offerings, in regulations, and in fees whenever such changes are deemed essential. College catalogs and bulletins are prepared to furnish prospective student and other interested persons with information about the institution. Announcements contained in such printed material are subject to change and may not be regarded as legally binding obligations.

# College Calendar

## 1982

### Fall Term

Faculty Prep Week	Aug. 31-September 3
New student orientation	September 4-5
Fall term registration	September 6
Classes begin	September 7
Last day to drop/add courses	September 14
Registration for winter term off-campus courses	October 7
Fall break	October 9-11
Winter term pre-registration	October 19
Spring term pre-registration	November 17
Thanksgiving holidays	November 24-28
Examinations	December 6,7,8,9,10
Residence halls close	December 10

## 1983

### Winter Term

Winter term begins	January 10
Last day to drop/add	January 13
Winter term ends	February 3

### Spring Term

New student orientation	February 7
Registration	February 7
Classes begin	February 8
Last day to drop/add courses	
Spring break	March 19-27
Good Friday (abbreviated class schedule)	April 1
Fall term pre-registration	April 20
Final exams for seniors	May 6,7,9,10
Study day	May 11
Exams	May 12,13,14,16,17
Commencement	May 15
Spring term ends	May 17
Residence halls close	May 17

### Summer Term

First summer session begins	June 13
First summer session ends	June 29
Second summer session begins	July 4
Second summer session ends	August 5

A more detailed academic calendar can be found in the *Saltire*, the student handbook.

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# 1

## Introduction

St. Andrews Presbyterian College is a four-year, coeducational residential college located on an expansive, modern campus in Laurinburg, North Carolina. Established in 1958 by the Presbyterian Synod of North Carolina, St. Andrews affirms the continuing relevance in higher education of the Christian concerns for truth, justice, and personal worth.

St. Andrews' 771 undergraduates hail from 23 states, Panama, the Virgin Islands, and eight foreign countries. Together they create a cosmopolitan atmosphere in a community that challenges them to do their best intellectually, creatively, and in service to others.

Helping them to meet these challenges are a dedicated staff and a superb faculty — some 75 percent of whom hold doctorate degrees — whose principal commitment is to teaching. St.



Andrews is small by design, to retain the close, informal atmosphere of the community, yet still offers academic, cultural, and social opportunities unsurpassed by larger colleges.

The St. Andrews academic program is innovative in its approach, yet firmly rooted in the liberal arts tradition. The St. Andrews General Education (SAGE) program, which integrates a core curriculum and breadth courses with a student's major concentration, has been used as a model by national education associations.

### Aim

The College expects students to develop the following characteristics and attitudes:

- A disciplined and inquiring mind enabling clear thinking and effective communication.
- An informed awareness of major achievements in our culture and other cultures.
- An increased sensitivity to human needs and concern for social justice.
- A growing refinement of sensibility and taste in the arts and literature.
- A clear understanding of the role of the sciences in creating a humane environment for the world.
- A deepening personal faith that results in responsible living.
- An intelligent concern for democratic values in personal, national and international relations.
- A maturing desire for continued intellectual, moral, and spiritual growth beyond the college years.
- A dedication to physical and emotional health and vitality.
- A clear sense of vocation for stewardship of life.

## Heritage

St. Andrews Presbyterian College was established in 1961 through a merger of two proud colleges with long and respected traditions, Flora Macdonald College (est. 1896) and Presbyterian Junior College (est. 1928).

In the early 1950's Presbyterians of the state, unable to sufficiently fund the state's many Presbyterian colleges, obtained a grant from the Ford Foundation to survey higher education in the Synod of North Carolina. As a result of that study, the Synod decided in 1955 to merge several colleges into one new college at a new site.

Another grant enabled the Synod to plan a new college of high quality and Christian purpose, and with contemporary style and design. In 1960, the new college was named St. Andrews Presbyterian College to mark its Presbyterian heritage and to identify it with the University of St. Andrews, a leader of Christian education in Scotland.

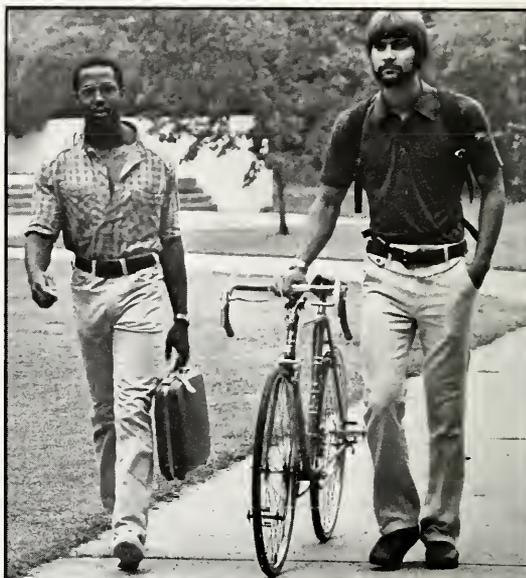
Since its opening in 1961, St. Andrews has distinguished itself as a pioneer in innovative Christian higher education. With its interdisciplinary emphases in the humanities and sciences, its contemporary and award-winning campus design, its openness to the physically disabled and its commitment to value-oriented learning for the future, St. Andrews has become a nationally-recognized new college with a significant history.

## Accreditation

St. Andrews is accredited by the Southern Association of Colleges and Schools. The College is a member of the Association of American Colleges, the North Carolina Association of Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, the Association of Presbyterian Colleges, and the Council of Independent Colleges. The College's women graduates qualify for membership in the American Association of University Women.

## Location

St. Andrews lies on the south side of Laurinburg, an attractive community of 13,000 people. Twice an "All-America" city and the county seat of Scotland County, Laurinburg's location at the edge of the famous Sandhills



region offers students a pleasant setting for study and recreation. Laurinburg's climate is similar to that in nearby winter resorts Southern Pines and Pinehurst, and the area is noted for the beauty of its azaleas, camellias, dogwood, and longleaf pine.

Laurinburg is centrally located at the junction of U.S. routes 401, 15, 501, and 74, about 100 miles from Charlotte, Raleigh, Greensboro, Wilmington and Myrtle Beach. The College is served by the Seaboard Coach Line and Amtrak through nearby Hamlet, Southern Pines and Fayetteville. Piedmont Airlines in Fayetteville provides air transportation.

## Campus

One of the chief attractions of the College is its beautiful contemporary-style campus situated on about 600 acres of rolling land. Leading educational consultants worked with expert architects and landscape designers to translate Christian educational philosophy into modern construction. Design of the campus, which is virtually barrier-free to accommodate those with physical limitations, won its architects a first-place citation in national competition.

Most of the campus buildings are grouped on opposite banks of 70-acre Lake Ansley C. Moore, named in honor of the College's first president. Major academic buildings — the library, teaching auditorium, classrooms, laboratories, and studios — are on the south side. Facilities for student

housing, recreation, athletics and recreational activities are located on the northern side. A causewalk restricted to pedestrians links the two areas. All buildings are air-conditioned, barrier-free, and many are equipped to provide audio-visual instruction.

**The DeTamble Library** is a handsome three-story building at lakeside. Gifts for its construction came from many sources, the largest from the First Presbyterian Church of Winston-Salem out of the F.J. DeTamble legacy, with others from the Z. Smith Reynolds and Mary Reynolds Babcock Foundations.

The library houses more than 95,000 volumes and 15,000 microforms, and over 480 periodicals and newspapers support the intellectual efforts of students and faculty. The library is open more than 80 hours per week, and students have free access to the stacks. A variety of reading and study settings are available.

Special library holdings include a music collection of nearly 1,600 scores and more than 2,260 disc recordings with listening facilities, and the Scottish and Rare Book Collections. The library is a Selective Depository for U.S. Government documents.



**Avinger Auditorium**, made possible by a gift from Mrs. George F. Avinger in memory of her husband, connects the Science Center and the Liberal Arts Building. Designed as a teaching auditorium, it seats up to 400 people.

**The Liberal Arts Building** houses 18 lecture classrooms, six art studios for painting, sculpture, ceramics and photography, a 200-seat theatre, an experimental psychology laboratory, a faculty lounge, two enclosed courtyards, and administrative offices.



**Morgan-Jones Science Center**, including the John Blue Laboratory, is designed to provide facilities for the College's unique science program. On the upper level is the 255 x 80 foot multi-disciplinary laboratory, the instrumentation room containing a nuclear magnetic resonance spectrometer, an electron microscope, and other sophisticated equipment, facilities for radiation experimentation, four large growth chambers, a self-service stock room, shops for woodworking, metal working and glass-blowing, and four seminar rooms. The lower level, facing the lake, contains 14 large faculty teaching offices designed for individual and small group instruction, and six seminar rooms. The building honors two founding trustees of St. Andrews, the late Edwin Morgan and the late Halbert M. Jones.

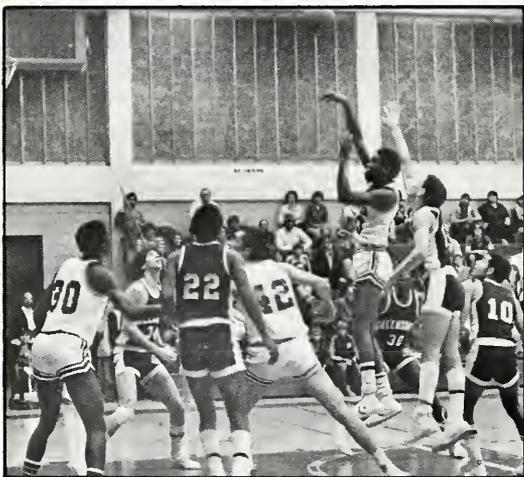
**The Vardell Building** houses faculty offices and contains a choral auditorium, a theatre workshop, music studios and practice rooms, the music library and listening room, and an art gallery.

The Katherine McKay Belk Tower, the campus' centerpiece, is a 16-bell carillon on Chapel Island given to honor a former trustee by her husband, Thomas M. Belk of Charlotte, also a former trustee.

**Pate Hall Conference Center** provides meeting and housing facilities for use by off-campus groups within the context of the college community. The center was named in honor of Mr. and Mrs. Edwin Pate of Laurinburg, longtime contributors to the College.

**The Belk College Center** overlooks the lake on the residential side of the campus. The hub of campus social life, it houses the Carol Grotnes Belk Main Lounge, student government offices, a post office, a student book store, student activity offices, the college cafeteria, and Student Life Offices. The building honors the memory of William Henry Belk of Charlotte.

**Seven dormitories**, single and multi-story to accommodate 96 and 114 students to a building, are arranged in suites, small group units housing 12 to 16 students each. These units include bedrooms, bath, and a lounge. Laundry facilities are located in each dormitory and all have reception areas, common lounges, and residence director apartments. Several dormitories have guest rooms.



**The Physical Education Center** houses Harris Courts, the multi-purpose gymnasium which seats 1,200. Olympic-size O'Herron Swimming Pool is available year-round, as are the bowling alleys, racquetball and handball courts, a game room, and wrestling and weight rooms. Other facilities include physical education staff offices provided by the McNair family, three classrooms, spacious locker rooms and accommodations for

visiting teams. Outside athletic facilities include an all-weather track, Clark Baseball Field, lighted all-weather tennis courts, soccer, softball and hockey fields, a jogging trail, riding stables and a kennel, and a golf practice area with a par-three course of seven holes.



**Burris Rehabilitation Center**, made possible by a gift from Jack R. Burris, Sr., of High Point, N.C., is a 9,000 square foot facility. It provides the central location for the Health and Rehabilitation Services program. This facility includes a modern Health Services Department, consisting of a suite of medical offices and rooms for short-term, in-patient care.

The Highland Hall section of Burris Center is a 22-room facility, designed to provide support and rehabilitation services to orthopedically disabled students. The innovative design of Highland Hall creates a positive environment, considered among the finest in the nation.

Rehabilitation Services is the third unit based in Burris Center. This unit includes offices, specialized support rooms and a lounge.

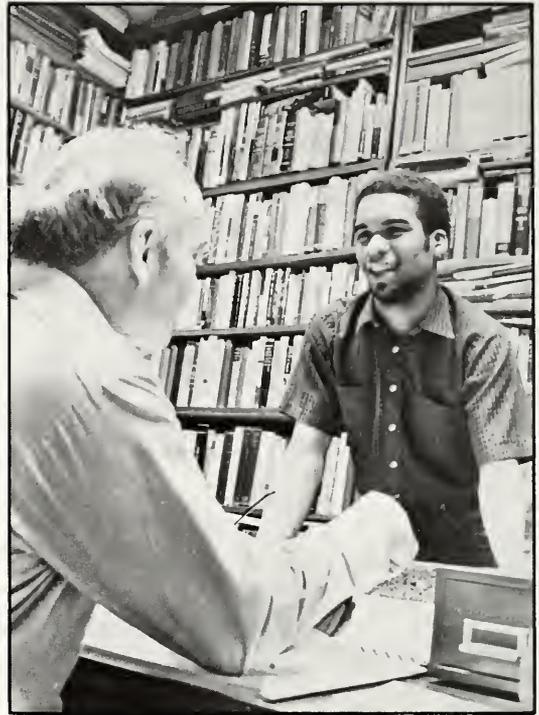
**Farrago**. Located on the edge of the campus near the residence halls, Farrago provides an informal setting for student parties, small performances, pool, video games, and for watching special events on the large-screen television.

## The Faculty

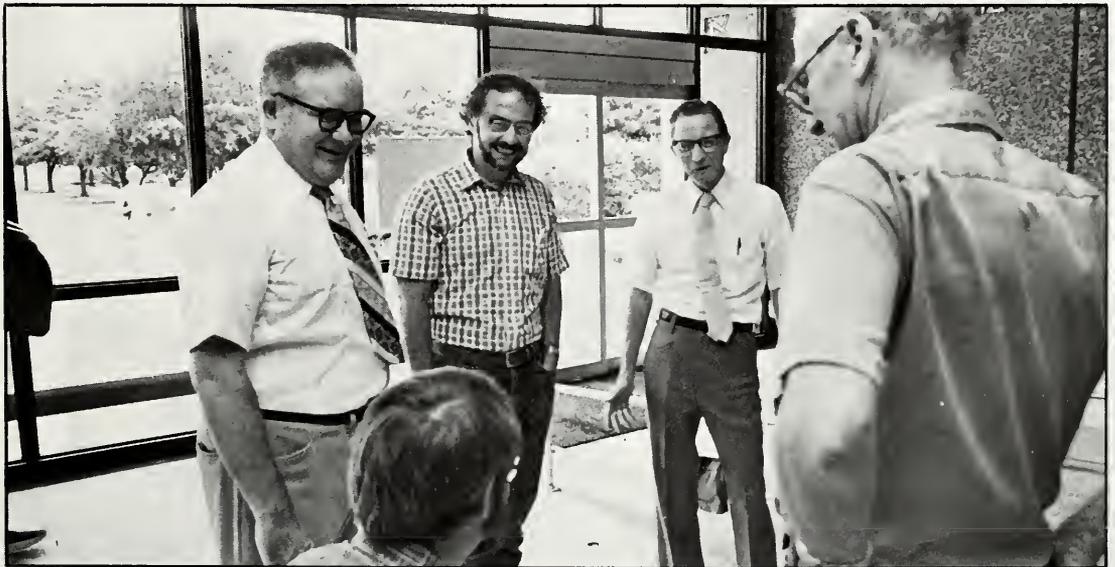
St. Andrews regards its faculty as its most important learning resource. The faculty is a highly qualified group of men and women dedicated to the fullest intellectual and personal growth of students. For its faculty the College seeks scholar-teachers with exceptional preparation in academic disciplines, with interdisciplinary interests and competence, and with a deep commitment to undergraduate teaching.

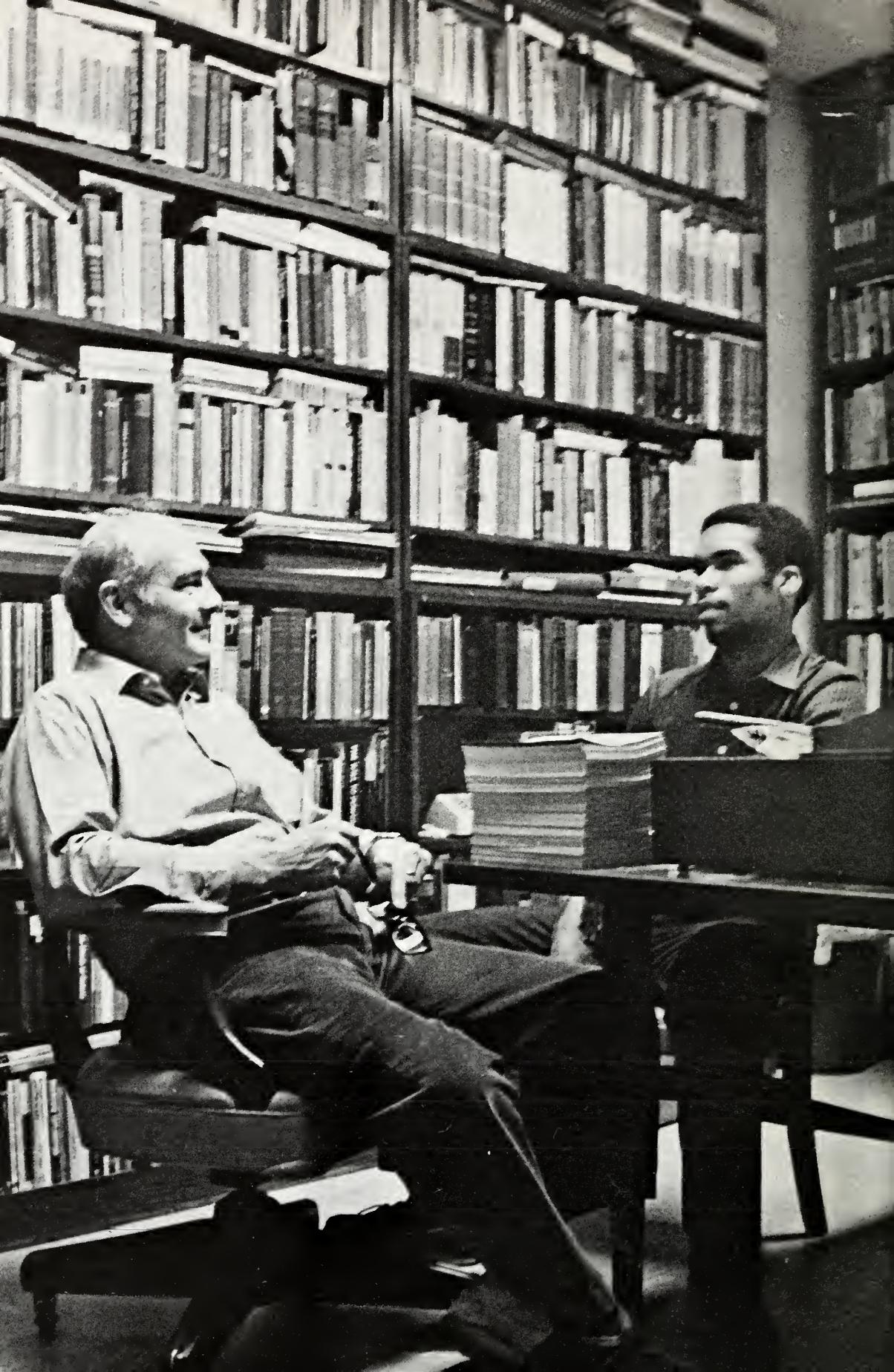
The present faculty of St. Andrews represents a wide array of educational backgrounds and experience. Fifty-one members of the 1981-1982 faculty have earned degrees from more than 80 colleges and universities located in 29 states. They hold 89 graduate degrees including 38 doctorates. More than half the faculty has traveled and studied extensively in Africa, Asia, Europe and Latin America.

But, the faculty is not content to rest on academic laurels. It considers continuing professional growth and scholarly productivity essential for maintaining intellectual vitality and creative teaching. In recent years, members of the faculty have received awards for which there is national competition, including fellowships from the National Endowment of the Humanities, the National Science Foundation, and the Guggenheim Fellowship. Members of the faculty serve as Danforth Associates and as consultants to other colleges in the area of interdisciplinary curriculum development, science education and facilities, and intercultural studies.



Although professional competency and achievements are important to the faculty, excellence in teaching has the highest priority at St. Andrews, where personal relationships with students are valued. Academic discipline tempered by friendship and good humor is the faculty style. A faculty-student ratio of 1:13 and an average faculty age of 40 years encourage this style of teaching and learning.





# 2

## Academic Program

The St. Andrews academic program prepares students for graduate and professional schools or to enter directly into fields such as business, teaching, management, and public service.

### Degrees

St. Andrews offers courses leading to the degrees of Bachelor of Arts and Bachelor of Science.

The Bachelor of Arts degree is offered in Allied Health, Art, Biology, Business and Economics, Chemical Physics, Chemistry, Education, English, Fine Arts (Art or Theatre), French, History, Literature, Mathematics, Mathematics with an emphasis in Computer Science, Modern Language, Music, Politics, Philosophy, Physical Education, Psychology, Religion, and Theatre.

The Bachelor of Science degree is offered for majors in Biology, Chemistry, and Chemical Physics

Students also have the option of developing a Thematic major beyond the disciplinary and interdisciplinary majors offered. See Academic Regulations section for details about Thematic Contract majors.

### St. Andrews General Education (SAGE) Program

St. Andrews seeks to give students a traditional, liberal education that will equip them to successfully live, work, and grow in a constantly changing world.

To fulfill the College's aim that every student develop a disciplined mind and breadth of intellect through their education at St. Andrews, all students must complete SAGE courses in addition to breadth and major courses.

The goals of SAGE are to develop in each St. Andrews student competence in the following area: communication, cultural analysis, esthetic and personal and social responsibility.

Students ordinarily enroll in SAGE courses every fall and spring during their freshman, sophomore, and senior years at St. Andrews.

### Breadth Courses

To acquire the breadth in educational experience which characterizes St. Andrews' view of liberal learning and to build a broad foundation for specialization, all students must complete five breadth courses.

### Academic Calendar

St. Andrews follows an academic calendar popularity known as the 4-1-4 program. The academic year is divided into three terms—two four-month terms, fall and spring, separated by a one month January winter term.

Students ordinarily take four courses during the fall and spring terms and one course in the winter term. The fall term begins early in September and ends with the Christmas break, the winter term extends throughout January, and the spring term begins in February and ends in late May.

### Winter Term

St. Andrews' four-week winter term in January provides a time for experimentation, innovation and variety in learning experiences, and presents subject matter and areas of study not offered in the same form in the fall and spring terms. The winter term offers opportunities to explore new interests, to combine theory and experience, and

to pursue work that lends itself to intensive application.

Winter term courses are required for graduation and are as important as regular term courses. A winter term course occupies a student's full academic time for the month. This means that students are expected to spend as much time on the one course during this short term as they are expected to spend on four courses during a given month in the fall or spring terms.

More than 40 off-campus courses are approved for the winter term each year and provide opportunities to study aspects of a discipline on campus, elsewhere in this country, or Europe, Asia, Africa, or Latin America.

Students in the past several years have studied theatre in London, archaeology in Mexico, marine biology in Puerto Rico, folk music in Scotland, and the secular city in New York. Others had internships in social work and special education through local and regional agencies.

Students have also studied the stock market and investments, African fiction, human genetics, the future, psychopharmacology, transformational grammar, and contemporary British fiction.

Students may also propose independent study projects for the term.

A student must take one winter term course for each full academic year in attendance at St. Andrews. A major program may require one winter term course. A student may choose no more than two winter term courses within the major.

St. Andrews welcomes students in good standing at other accredited colleges and universities, to its winter term. Although it has no formal exchange agreements with other institutions, St. Andrews is willing to waive tuition for students from other institutions which agree to do the same for St. Andrews students. Students interested in attending the St. Andrews winter term may obtain application and registration forms from the Coordinator of the Winter Term.

## **International Programs**

St. Andrews sponsors and cooperates with other institutions in offering courses and programs abroad in international studies. These are primarily conducted in the winter and the summer terms. Independently or in cooperation with other institutions, individual students may work out a junior year abroad.

St. Andrews is an active member of several international consortiums, has a reciprocal

student exchange agreement with Kansai Gaidai University in Japan, and is a cooperating member of the Central College Consortium of Colleges which sponsors semester study programs in England, Spain, France, Germany, and Mexico. St. Andrews has a special affiliation agreement with St. Andrews University and Stirling University in Scotland. This agreement allows special admission, registration, and tuition arrangements for St. Andrews students.

## **Pre-Professional Programs**

St. Andrews offers programs which prepare students for professional studies in such fields as medicine, dentistry, veterinary medicine, law, theology, physical therapy, and engineering. Of course, St. Andrews' liberal arts programs prepares students to enter virtually any other professional program at the graduate or undergraduate level.

## **St. Andrews/Georgia Tech Engineering Program**

The Dual Degree Program of Study in Engineering between St. Andrews Presbyterian College and the Georgia Institute of Technology establishes a plan whereby an undergraduate student will attend St. Andrews for approximately three (3) academic years and the Georgia Institute of Technology for approximately two (2) academic years. After completing the academic requirements of both cooperating institutions, the student shall be awarded a bachelor's degree from St. Andrews and one of several designated bachelor's degrees in Engineering awarded by the Georgia Institute of Technology.

The Dual Degree student's total program of study at St. Andrews shall be at least 27 course credits. Within the 27 required courses must be included all required core, breadth and major requirements as contracted. A major will be designed in the freshman year for all Dual Degree candidates. Core and breadth requirements are those listed in the appropriate St. Andrews catalog at the time of admission of the student to St. Andrews. The student will not be admitted to Georgia Institute of Technology with full third-year standing until this requirement is met.

## **Internships**

Through experimental learning, St. Andrews makes it possible for students to apply classroom education to the demands of a work setting. At St. Andrews, one type of experimental learning is the academic internship, an exciting and challenging part of a St. Andrews education recognized by the faculty for its learning value.

Academic internships are available in every program at St. Andrews for any student possessing the necessary academic and personal background to accomplish the stated internship goals. In recent years, hundreds of students in all disciplines have enrolled for internships.

Internships can occur at any time of the year and in almost any geographical location. In the past, St. Andrews interns have worked in the following: city and county government; national congressional offices; the Smithsonian Institute; Indian Law Center; National Archives; Environmental Protection Agency; hospitals; law offices; social services; NASA; churches; radio and television; at newspapers, art museums, and more.

## **Summer Term**

Attending summer school at St. Andrews is an excellent way for students to experience the purpose of the college in a short time span at a reduced tuition cost. St. Andrews operates two summer sessions and offers a variety of courses in almost all majors. In addition to the regular college courses, many special programs are offered for teachers, high school students, and Laurinburg area residents. For further information, contact the Director of the Summer Term.

## **Continuing Adult Education**

Each term, St. Andrews offers a variety of courses in the evening to serve adults in the Laurinburg community. The courses are usually in business and economics and carry full college credit.

## **Certificate in Business Management (CBM) Program**

The St. Andrews Certificate in Business Management is a program offered for men and women who want to prepare for career

advancement and gain greater job satisfaction. The CBM program is designed for special students to improve their business skills and management competencies.

Certificate candidates must satisfactorily complete a total of seven courses to earn the Certificate in Business Management. Two courses are required of all program students, and five additional courses may be selected from others offered. All courses are regular St. Andrews courses, which carry full credit and have the same work and performance requirements as do regular degree courses. For information regarding CBM admission and requirements, contact the Office of the Associate Dean for Academic Development.

## **Continuing Education Unit (CEU) Courses**

Each summer St. Andrews provides a variety of courses for individual and institutional CEU credit. These courses are primarily designed for public school teachers and can be applied to teaching reaccreditation in North Carolina.

## **Senior Citizen Audit**

Under the terms of this program, local citizens ages 55 and over may enroll in most regular courses at St. Andrews for a \$5.00 registration fee and a \$30.00 tuition per course. During the fall and spring terms there are usually over 50 courses from which to select.

## **College Preview Program**

The College Preview Program for rising high school juniors and seniors provides an opportunity for students ranking in the top quarter of their high school class to enroll at St. Andrews during the summer term for regular college courses. Students earn college credit for the courses, and acquire valuable experience for choosing a college that best meets their needs. For information about College Preview, contact the Associate Dean for Academic Development.



# 3

## Student Life

Students' activities beyond the classroom enhance intellectual, physical, and cultural growth. Opportunities abound at St. Andrews for students to enrich their education through activities, residence hall life, social and recreational activities, civic involvement, and religious endeavors.

### Housing

Since St. Andrews is a residential college, all students are required to live on campus when rooms are available unless they are living with parents, guardians or spouses. Single undergraduate men and women fully admitted to the College but for whom no space can be assured may reside off campus subject to approval by the Office of Student Life Services. Basic college regulations apply to off-campus residents.

Life in the residence halls is an integral part of the overall college experience at St. Andrews. Students learn responsible group living and self-discipline. Moreover, the residence halls are the hub of social activities. Dorms regularly sponsor theme parties, athletic events, contests, poetry readings, Halloween parties, Christmas dances, and the spring beach bash, Extravaganza.

Students live in suites, small units of six or seven rooms grouped around a common lounge. Each suite contains bath facilities and telephones. Residents of each suite establish their own rules about quiet hours, guests, and standards of conduct in accordance with college dorm policy. Optional freshmen suites are available.

Members of the residence life staff live in residence halls as supervisors and cooperate with the residence hall council in planning social

activities and in all general areas of residential life.

The Dean of Students communicates with new students concerning roommates, room assignments, and policies. Residence hall regulations and expectations concerning care of property, maintenance, safety and social conduct are published in the **Saltire**, the student handbook distributed to all students.

### Food Service

The Belk Center Cafeteria serves the three daily meals to resident students throughout the regular academic year. In addition to traditional hot meals, cafeteria fare includes a multi-item soup and salad bar, a sandwich bar and continental



breakfast. Many students enjoy eating their meals at lakeside on the cafeteria terrace, while others prefer the livelier atmosphere inside where the cafeteria stereo system plays popular music.

Students living off-campus may buy a long-term meal ticket from the college food service. Snack bars are operated in Farrago and the Liberal Arts Building during specified hours.

## Student Activities

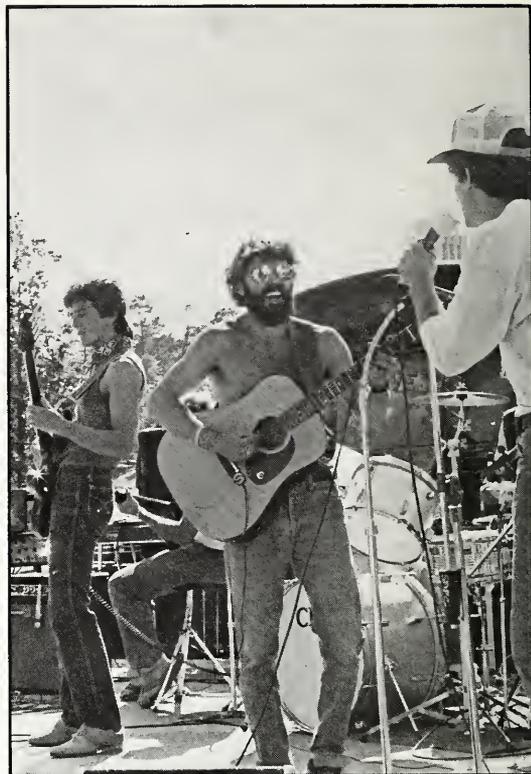
**Social Events.** St. Andrews students traditionally have been very sociable; they enjoy movies, concerts, dances, parties, music, discos, pig pickin's, games, and coffeehouses.

Besides the social events sponsored by the residence halls, other campus organizations fill the college calendar with activities. Each year the College Union Board (CUB) plans a series of popular movies, dances, concerts, and other entertainment. The College Christian Union (CCU) also sponsors musical events, parties, and mountain and beach retreats each year. Among the social events at St. Andrews in recent years have been singer Mike Cross in concert; Noel Paul Stookey of Peter, Paul and Mary in concert; a Super Dance for Muscular Dystrophy; Bacchanalia, a week of competitive team games; Valentines' Dance; and Extravaganza, a spring beach party by the St. Andrews lake.

**Athletics.** Over half of all St. Andrews students participate in the College's intramural program throughout the year. Intramural competition is sponsored in basketball, soccer, bowling, billiards, tennis, table tennis, racquetball and volleyball for men's and women's teams, and co-ed teams compete in volleyball.

**Intercollegiate Athletics.** Both men's and women's teams at St. Andrews are members of the NCAA Division III and the Dixie Intercollegiate Athletic Conference. The intercollegiate program for men fields teams in soccer, cross country, basketball, baseball, track and tennis. Women's teams compete in volleyball, basketball, softball and tennis.

For the past four years St. Andrews has been awarded the President's Cup by the Dixie Conference for amassing the highest number of points in the conference. The nationally ranked men's basketball team captured conference honors in 1981 and 1982 and earned berths in the NCAA Regionals both seasons. The 1982 women's basketball squad, also nationally



ranked, was the Dixie Conference runner-up and earned a bid to the NCAA regionals.

**Cultural Opportunities.** Under the combined sponsorship of St. Andrews and the Scotland Arts Council, the Scotland Concert Series offers fine arts performances throughout the year. Headliners for the 1982-83 season include The Glenn Miller Orchestra, the North Carolina Symphony, and **A Broadway Revue.**

The St. Andrews Writers Forum hosts weekly poetry readings for students, faculty and guests. James Dickey, Wallace Fowlie, Sam Ragan and Reynolds Price were just a few of the Forum's visiting writers during 1981-82.

St. Andrews art students and faculty present exhibits of their work throughout the year in the College's Vardell Gallery, which also displays guest shows and exhibitions.

The St. Andrews Highland Players present four plays per year, ranging from classical to modern to musical productions. All students are invited to audition for these productions as well as for the St. Andrews Chamber Singers.

The Black Student Union sponsors a Black Awareness Week each spring and other activities throughout the year.

**Religious.** Although St. Andrews is a church-related college it is not sectarian in its religious outlook or activities. Religious activities are ecumenical in emphasis. The College Christian Union, under the direction of the college pastor, sponsors a weekly devotional breakfast, Wednesday evening services, Bible studies, Christian music concerts, special Christmas and Easter observances, and off-campus retreats.

## Student Organizations

In addition to the College Union Board, the College Christian Union, and the Black Student Union, other college organizations and groups include:

The Cairn staff (student literary magazine)

The Lamp and Shield staff (yearbook)

The Lance (student newspaper)

Kennel Club (for students with pets on campus)

Riding Club

St. Andrews Radio Club (Broadcasters of station WSAP)

Public Interest Research Group (PIRG)

The Art Guild

All organizations on campus are open to new students as well as upperclassmen. For instance, a freshman student may play a lead role in a major dramatic production or serve in leadership positions on the Lance or Lamp and Shield staffs.

## Student Government Association (SGA)

The St. Andrews Student Government Association (SGA) enables students to assume roles of responsibility in the organization of campus life. Students implement their own activity programs, enforce standards governing student life, and assist in the development of College policy.

All St. Andrews students are members of the student association. The SGA is composed of a Cabinet, a Senate and a Judiciary system. Faculty and administration advisors serve with students and all matters involving students welfare or interests are carefully considered for the general good.

## Honor Code

The St. Andrews Honor Code is the cornerstone of student life at St. Andrews. Instituted by students in cooperation with the faculty, the honor code attests to a belief in an individual's responsibility for his or her own behavior.

All members of the community bear responsibility for maintaining high standards of conduct and are bound to deal with honor violations in a responsible way.

Upon matriculation at St. Andrews, each student affirms the following pledge:



"As a member of the honor community of St. Andrews, I pledge that I will not lie, cheat or steal, nor will I tolerate this conduct in any other member of the community. I will do all within my power to uphold the high standard of integrity and honor of St. Andrews."

## Student Services

### Career Planning and Placement

St. Andrews maintains a Career Planning and Placement Office to assist students and alumni in developing career plans through workshops, core curriculum and personal counseling.

The Office conducts an on-campus recruiting program that makes arrangements for seniors to meet with representatives of graduate and professional schools and with recruiters from business, industry, and government to discuss career plans. Students must be registered with the office in order to participate. Registration early in the academic year is recommended. (Phone 276-3652 Ext. 396).

SIGI (System of Interactive Guidance and Information) a computer based-aid to Career decision-making is available for the first time this

academic year and the students are encouraged to utilize this service early in the academic career when decisions regarding career goals and majors are being faced.

The office posts jobs openings, schedules recruiting visits and maintains a library containing occupational information, educational directories, government and industrial recruiting literature, a wide selection of graduate school catalogs, resume guides, scholarship information and other pertinent information.

The Career Planning and Placement Office is located in the Belk Center.

### Health and Rehabilitation Services

St. Andrews provides routine medical and first aid services to students at no extra charge, through the College Health Center. Nursing services are available 24 hours daily, seven days a week. The College Physicians are available for consultation on weekdays.

Overnight care in the College Health Center is provided when necessary for students living in the dormitories; however, cases needing special care or more than normal bedside attention are



referred to a local hospital. Such care, special medications, and the services of physicians off campus are financial responsibilities of students and their parents.

The College Physicians and other physicians may be seen for private consultation off campus, or at the specific request of a student or parent. Such services are not provided as part of the Health Center Program.

The College Health Center is part of the Burriss Rehabilitation Center, which also serves as a residence hall for severely disabled students. St. Andrews is fully accessible to the physically disabled. A wide range of services is available, including counseling, aides, rehabilitation nursing, physical therapy, adaptive physical education, driver education, wheelchair repairs, transportation, placement, and independent living experiences.

### **Student Rules and Regulations**

St. Andrews' rules and regulations and the student constitution and by-laws are included in the **Saltire**, the student handbook. A copy of the **Saltire** is given to all new students at orientation.

### **Drug and Alcohol Policy**

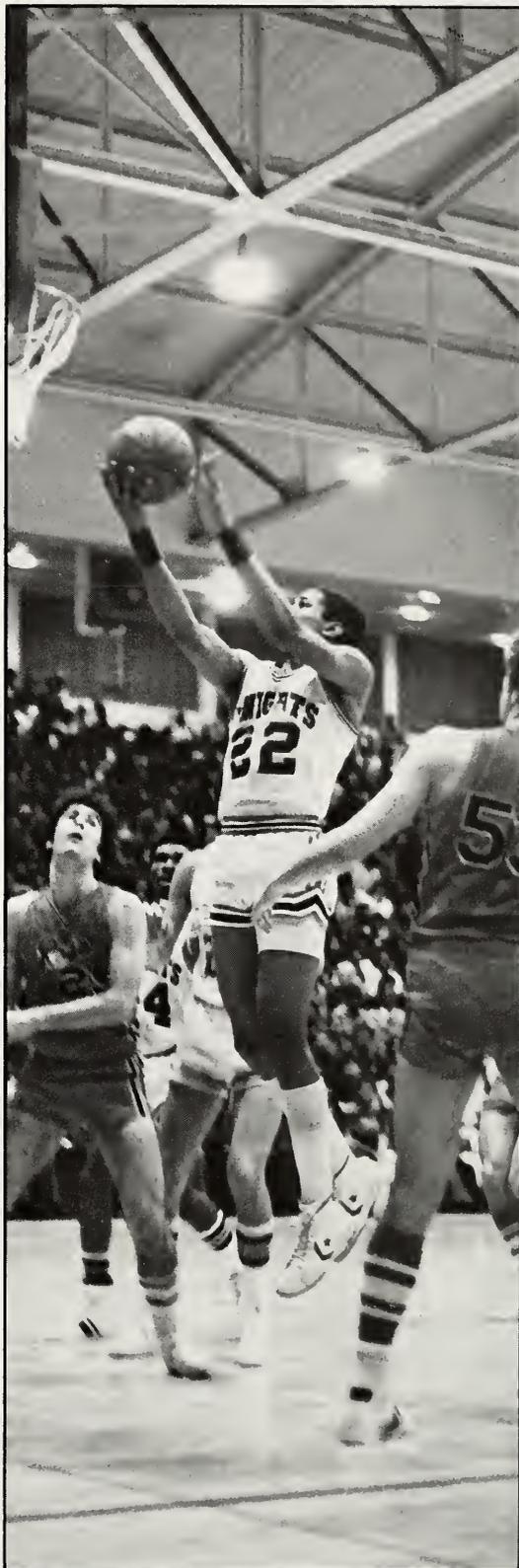
The College cannot condone the abuse or illegal use of drugs and alcohol. Specific information regarding this matter may be found in the **Saltire**.

### **Automobiles**

Students may keep automobiles on campus. They must be registered with the Security Office and a \$10 permit fee is charged.

### **Special Note**

Students are expected to conduct their lives responsibly and with due regard to the right of other members of the St. Andrews community. When any student does not show convincing evidence of being in sympathy with the purposes, policies, and procedures of St. Andrews, the College reserves the right to ask the student to withdraw from the College.





# 4

## Admissions

The Admissions Office seeks to ensure that candidates for admission to St. Andrews possess the characteristics and skills necessary for success and compatible with the programs of the college. Prospective students and their parents are encouraged to visit the St. Andrews campus to discuss the College and its programs. The best time for such visits is generally during the regular academic year when the full complement of students, faculty, and administrators is available to answer questions.

If possible, applicants should make appointments ahead of time with admissions representatives. The Admissions Office is located in the Liberal Arts Building and appointments may be made by writing to the Director of Admissions, St. Andrews Presbyterian College, Laurinburg, NC 28352 or by calling 919/276-8471.

### **Admissions Standards**

No specific grade average in high school or test score assures or denies admission to St. Andrews. Each candidate's total record is evaluated by the college's admissions committee, which approves or denies admission. In addition to high school academic record and test results, the committee considers class rank, subjects studied, proficiency in English, personal attributes, interests, and involvement in school and community activities.

### **Advanced Placement**

St. Andrews participates in both the Advanced Placement Program and the College Level



Examination Program (CLEP) of the College Entrance Examination Board. Students achieving a score of three or higher on any Advanced Placement Program exam will receive college credit in the subject at St. Andrews. Those scoring a two on any of these exams may be placed in an advanced course in the subject. Students may receive course credits for individual CLEP Subject Examinations by scoring at the 50th percentile or above. Students may receive sophomore standing (credit for nine courses) by scoring at the 50th percentile or above on the CLEP General Examinations.

## Transfer Students

St. Andrews welcomes transfer applicants and encourages them to visit the college campus. Transfer students from accredited colleges and universities are accepted into any class.

Graduates of junior colleges and two-year community colleges who have completed a liberal arts program and received the Associate of Arts degree can expect junior standing upon transferring to St. Andrews.

In addition to a regular application, transfer students are also required to submit official transcripts of their academic records from each college or university attended.

## Physically Disabled Applicants

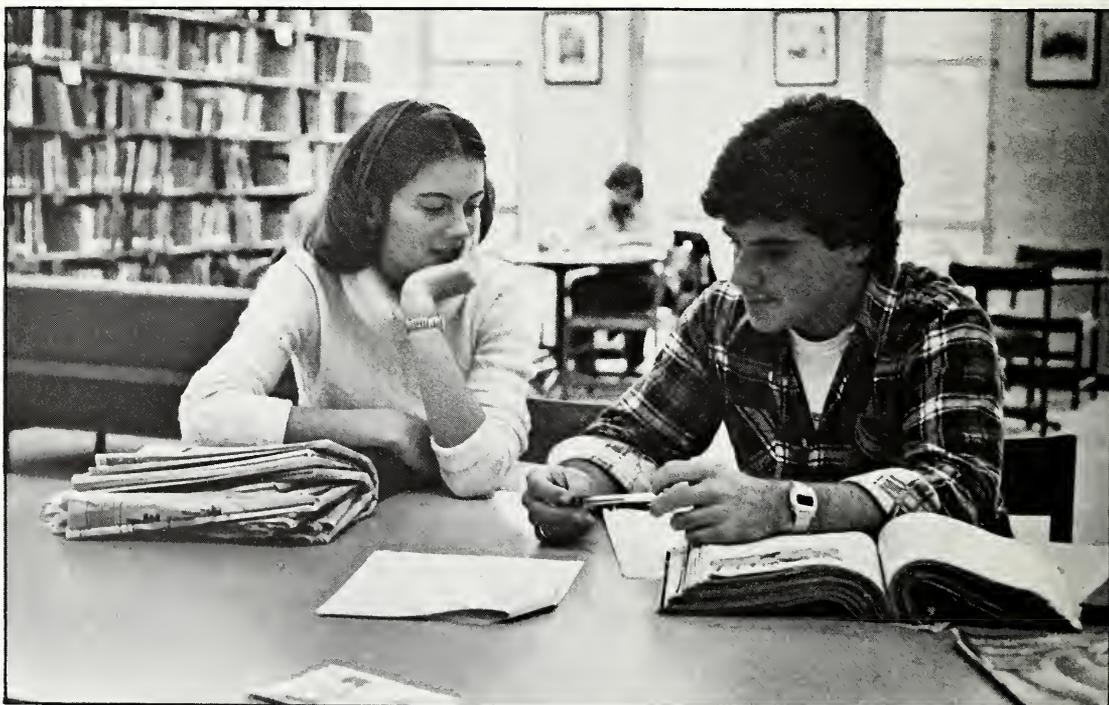
Physically disabled applicants must follow certain additional procedures for admission to St. Andrews. Detailed information may be obtained from the Director of Rehabilitation Services.

## Foreign Students

Foreign students applying for admission to St. Andrews must submit official transcripts of all academic work attempted in the upper levels of their particular region, state or nation. Scores from either the Test of English as a Foreign Language (TOEFL) or SAT/ACT are also required. Once admitted to St. Andrews, students not U.S. citizens must submit a Financial Certificate indicating ability to meet annual college costs before receiving necessary immigration documents from St. Andrews.

## Special Students

Special students are those not enrolled in a regular degree program at St. Andrews. Many senior citizens or students in the Certificate in Business Management Program are classified as special students.





## **How to Apply**

Application forms may be requested from the Admissions Office. The completed application form should be sent to the Admissions Office with a \$15 nonrefundable application fee, an official high school transcript, and scores from either the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Assessment Program. When an applicant's credentials are completed, they are presented to the Admission Committee at its weekly meeting. Notice of the committee's decision is mailed on the following day.

## **Application Deadlines**

The student interested in attending St. Andrews as a freshman should submit an application early in the senior year of high school. While there is no application deadline, places in next year's freshman class are filled throughout the year, but primarily in the fall and winter.

## **High School Preparation**

Applicants for admission to St. Andrews should concentrate on traditional academic subjects. Recommended high school credits include four units of English, two or more units of a foreign language, three units of mathematics (two of algebra and one of plane geometry), two units of social sciences, and two or more units in electives. An applicant who has not completed all the recommended subjects will not be denied admission for this reason alone, provided course credits are reasonably similar for those recommended.

## **Early Admissions**

St. Andrews offers an early admission option for academically strong students with the approval of their high school guidance counselors. A student may seek early admission to the St. Andrews at the end of the junior year of high school if he or she has completed senior English.



# 5 Financial Information

St. Andrews is a private institution. Programs are supported by income from tuition and fees and by gifts from alumni, foundations, the Synod of North Carolina, Presbyterian Church U.S., individual churches, and other friends of the College. Annual charges for attendance remain at the lowest possible level consistent with a quality education program and financially responsible management.

## Reservation Deposit

Each student who plans to enroll is required to make a \$100 reservation deposit. This deposit indicates that the student has accepted St. Andrews' offer of admission and is not covered by scholarship or financial aid. It is credited toward first term fees and guarantees the student space in the College.

Entering freshmen and transfer students should send the \$100 deposit as soon as possible after receiving notice of admission to the College.

## Basic Fees 1982-83

(Costs are the same for both in-state and out-of-state students)

	Regular Year	First 1982 Summer Term per course	Second Summer Term per course
Tuition	\$4,650	\$380	\$380
Room (double occupancy) (single occupancy)	825 1,237.50	65	130
Board (seven days/week)	1,375	145	290

Additional expenses will be incurred for laundry, books and incidentals. (A linen service is available and information describing this service will be sent to students.)

**N.C. Tuition grants.** By action of North Carolina General Assembly, a \$650 grant will be made for the 1982-83 academic year to each full-time North Carolina degree candidate enrolled at St. Andrews.

## Payment Schedule

Resident Students:	Due Date	Amount
Room reservation deposit (nonrefundable after June 1)	Due May 1	\$ 100
Balance of fall/winter fees	Due July 15	\$3,767.50
Spring term fees	Due December 15	<u>\$3,082.50</u>
		<u>\$6,850.00</u>
Non-resident students:		
Fall/winter term fees	Due July 15	\$2,557.50
Spring term fees	Due December 15	<u>\$2,092.50</u>
		<u>\$4,650.00</u>

## Deferred Payment Plan

The St. Andrews Deferred Payment Plan for 1982-83 covers tuition, room and board for the year (\$6,850), not including financial aid awards. The net balance due for the 1982-83 academic year may be paid with 25 percent down by June 15, 1982 and the balance payable in nine monthly installments beginning July 15, 1982 at an interest rate of 1½% per month (18% annual percentage rate).

Financing plans available through private companies have also enabled many students to arrange their payments to fit more conveniently within family budgets.

For more information about deferred payment plans, contact the St. Andrews Business Office. (Note: Continuous non-payment of any fees or charges will result in penalties including withholding of transcripts and preventing

subsequent registration for classes at the College.)

## Security Deposit

Each full-time student is billed a \$50 refundable security deposit along with first term fees. The security deposit will be refunded within one month following the student's graduation or official withdrawal from St. Andrews. Final charges will be deducted from the deposit and the balance will be refunded to the student.

## Other Fees

Music fees (cost per fall or spring term)	
One hour of lessons per week	\$180
One half-hour lesson per week	90
Horseback riding	
(cost per fall or spring term)	150
Late registration fee	25
Change of schedule fee	
(for schedule changes after drop-add period)	
Per course added	10
Per course dropped	2
Course fee for reduced load (per course)	615
(Less than three courses fall and spring terms or one course during winter term.)	
Post Office Box fee	
(required of <i>all</i> students)	2
Graduation fee	
(required of all graduating seniors)	34

These fees are due when they are assessed and are payable at the College Business Office. Continuous non-payment will result in penalties including withholding of transcripts and preventing registration for classes.

## Expenses for Disabled Students

Physically disabled students, their parents, and vocational rehabilitation counselors should contact the Director of Rehabilitation Services at St. Andrews to arrange for special services. Added expenses for special services range from \$595 to \$5,950 for the regular academic year, from \$45 to \$485 for the first summer session, and from \$95 to \$975 for the second summer session. The specific amounts are based on the services required.

## Winter Term Credits

Students are expected to enroll in the winter term and to complete one winter term course for each year in residence. With the permission of the Dean of the College or the Associate Dean for Academic Affairs, a student may be granted a leave of absence for the winter term. Those students granted a leave of absence will be granted credit on their spring term charges as follows:

Tuition	10% of the annual tuition charge
Room	No credit on room charges
Board	10% of the annual board charge

Students who withdraw officially from the College or are withdrawn by College action before the beginning of the winter term will receive a refund according to the above schedule. Students who complete the fall term but do not intend to return to St. Andrews for the winter and spring terms will receive the above refund provided they notify the Registrar in writing of their intentions before the first day of the winter term.

Students who complete graduation requirements at the end of the fall term will not be charged for winter term tuition, room or board. Part-time students will be charged the regular course rates as stated in the catalog for the winter term.

Each boarding student participating in a St. Andrews winter term catalog course in which the enrolled group will be away from campus for more than three days will automatically receive a credit for the meals missed.

Credit will also be given to each boarding student taking an approved winter term exchange course at another institution or a guided independent study off-campus. Prior to the start of winter term, the student must submit a request showing the approval of a faculty adviser and the registrar to the College Business Office.

There is no tuition credit for students enrolled in St. Andrews courses away from campus. All credits will be applied to the student's account in January rather than being refunded prior to the trip. The credit will be calculated at the rate of \$4.42 per day, counting breakfast, lunch and dinner at 1/6, 2/6, and 3/6 of a day, respectively.

## Refunds for Cancellations

Students who register during the advanced registration period will be considered registered for billing purposes unless a formal cancellation

of registration is filed with the Registrar. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure. Information on the procedure for withdrawal from the College and related refunds is given in the Academic Regulations section.

## Room and Board Policy

St. Andrews automatically classifies each student whose permanent residence is beyond commuting distance from the campus as a resident student unless he or she receives written approval as a non-resident student. Students may apply for non-resident status through the Dean of Students. When non-resident status is approved after the beginning of a term, charges are pro-rated according to the time spent in each status.



## Financial Aid

St. Andrews' financial assistance program for students includes grants, workshops, scholarships, and loans. The primary purpose of the program is to see that no academically qualified student is denied a St. Andrews education for lack of funds.

St. Andrews believes that the primary financial responsibility for a student's education lies with the student and the student's family. Even so, St. Andrews' financial aid program meets the demonstrated needs of over 70 percent of the student population.

Most forms of financial aid at St. Andrews are based on need. Students of exceptional academic ability are eligible for certain scholarships and a few special grants regardless of demonstrated need.

Financial assistance at the College is generally awarded as a combination of grants, workshops, loans and/or scholarships in a financial aid package.

## Applying for Aid

To be considered for any kind of financial assistance, a student must first be accepted for admission to St. Andrews. Students are encouraged to apply simultaneously for admission and financial aid.

All financial aid applicants must also submit nationally-used standard forms that determine eligibility for state and federal aid. These forms are available from any high school guidance counselor or you may request a copy from the Financial Aid Office at St. Andrews. St. Andrews will accept either of the two standard forms:

- the *Family Financial Statement (FFS)*, which should be mailed to the American College Testing Program, Box 1000, Iowa City, Iowa 52540 or
- the *Financial Aid Form (FAF)*, which should be mailed to College Scholarship Service, Box 2700, Princeton, N.J. 08541.

There is no deadline for applying for financial assistance at St. Andrews. However, aid packages are awarded on a first-come, first serve basis. The Financial Aid Office will notify each admitted applicant immediately after the determination of the aid package offered by the College.

## Grants

St. Andrews awards three types of grants: (1) those awarded by the College from its own resources, (2) federally-funded Supplemental Educational Opportunity Grants and Pell Grants, and (3) special grants for N.C. residents.

*North Carolina Legislative Tuition Grants* are awarded to all full-time degree candidates who are residents of N.C., regardless of need. In 1982-83, the amount of this grant will be \$650. Students must be enrolled full-time on the tenth day of classes each term to be eligible.

*N.C. Student Incentive Grants* require submission of a financial aid form to either the American College Testing or College Scholarship Service for needs analysis, along with the St. Andrews code number and a processing fee. A supplemental application for the N.C. Student Incentive Grant will be mailed to the student upon receipt of the needs analysis by the College Foundation in Raleigh, N.C. The deadline for applications for this grant is March 31 prior to the academic year for which it is being requested.

## College Workstudy

Workship is the St. Andrews name for workstudy, a part-time campus job with an average work load of 10 hours weekly. A student is paid by check monthly for hours reported worked. If applicable, social security and taxes are withheld from the check. Examples of workships include jobs in the library, as aides in administrative offices, answering the College switchboard, or working in the computer center.

## Loans

There are many loans for which only college students are eligible. These all must be repaid, but the terms are superior to those of non-student loans.

The *National Direct Student Loan (NDSL)* is a long-term, 5% interest loan which is repaid beginning six months after the borrower ceases to be enrolled at the College. Students who qualify may borrow up to \$3,000 for the freshmen and sophomore years, and \$3,000 for the freshmen and sophomore years, and \$3,000 for the junior and senior years, for a four-year maximum of \$6,000. Cancellation of principal and interest is possible for teaching in certain designated areas. Eligibility for the NDSL is determined by acceptable financial aid needs analysis.

The *Guaranteed Student Loan/Federally Insured Student Loan (GSL/FISL)* is available at 9% interest. Full-time, qualifying students may apply for this loan program through banks, credit unions or foundations. Repayment of these loans begins six months after the student ceases to be enrolled in the College.

The *St. Andrews Extended Payment (STEP) Plan* is a College loan fund with a 10-year extended payment plan. Students who need money above the amount awarded in their financial aid package may take advantage of loans administered through the College of up to \$3,000 per year.

The loan fund was established to take care of the needs of students who are unable to acquire educational loans through federal and state sources. Up to ten years will be allowed for repayment of the loans at 12% interest.



## Academic Scholarships

Through scholarship awards, St. Andrews seeks to encourage and formally recognize superior academic achievement. Because of the high standards of selectivity set by the Awards Committee, these prestigious scholarships acknowledge scholarship and leadership, and are granted without regard to financial need.

*St. Andrews Distinguished Scholars Award.* Up to ten competitive scholarships awarded annually to entering freshmen on the basis of superior academic achievement and outstanding citizenship with annual stipends equal to full tuition for each four years.

*St. Andrews Honors Scholarships.* Up to twelve competitive scholarships awarded annually to entering freshmen on the basis of their academic achievements and outstanding citizenship in high school with an annual stipend of \$2,000 for each of the four years.

*St. Andrews Leadership Awards.* Entering freshmen may be eligible for a Leadership Award ranging from \$300 to \$1,500 based on achievement in one of the following areas: leadership, churchmanship, special talent in the arts, natural sciences or humanities.

*St. Andrews Transfer Scholarships.* Up to ten scholarships awarded annually to junior and senior college transfer students on the basis of superior academic achievement and outstanding citizenship. The annual stipend for this scholarship is up to \$1,500.

Other St. Andrews scholarships for qualified students include:

- the Robert C. and Sadie G. Anderson Scholarships
- the Reader's Digest Endowed Scholarship
- the Lettie Pate Whitehead Scholarships
- the Algernon Sydney Sullivan Scholarships
- the Mary Mildred Sullivan Scholarships
- the Lucy Steele Memorial Scholarships (for North Carolina Presbyterians interested in a church vocation)

Academic scholarships are renewable automatically if the recipient continues to meet the scholastic and citizenship conditions outlined for each particular scholarship. As a general rule, academic scholarships recipients must maintain a cumulative grade average of at least 3.0 and must exhibit evidence of good citizenship.

A listing of the current recipients of the Distinguished Scholars Awards and Honors Scholarships may be found in the Academic Honors and Scholarship section.

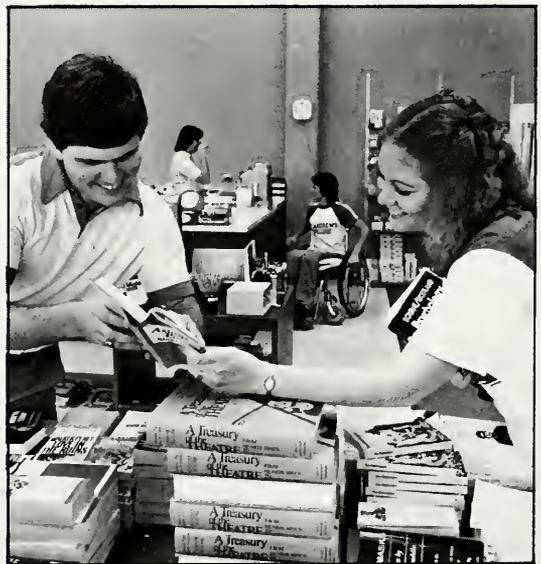
## Renewal of Aid

Students must reapply for financial assistance each academic year by having the Family Financial Statement filed with the American College Testing Student Needs Analysis System or the Financial Aid Form of the College Scholarship Service. Students should request information to reapply for financial assistance before January 1.

Although the Financial Aid Office is happy to assist, each student must exercise initiative to keep the College informed of needs and changes in financial resources. For renewal of financial aid or changes in aid plans, students should observe the following additional requirements:

- All students receiving assistance from the College through grants, loans, or work opportunities are to maintain "satisfactory academic progress" (see Academic Regulations section.) All students must exhibit evidence of good citizenship for continuation of a financial aid plan with the College.
- All students receiving assistance based on need must report changes in financial resources, academic or citizenship problems which affect their status at the College, changes in marital status, and changes in campus or home address.

It is strongly recommended that resident students in need of financial aid avoid the financial burden of maintaining an automobile on campus.





# 6

## Academic Regulations

### Degree Requirements

St. Andrews offers two degrees: Bachelor of Arts and Bachelor of Science. Candidates for each degree are required to complete at least 37 courses, including one winter-term course for each year enrolled and two terms of physical education (counting as the 37th course), with a grade-point average of 2.0 in all work attempted and in the major field.

Faculty advisers help students plan their courses of study. Students are responsible for seeing that the courses taken meet the requirements for graduation. Special attention should be noted that a total of twelve courses at the 300-400 level is required for graduation. This number (12) includes courses in the student's major area as well as electives, but does not include winter-term courses other than the one exception which follows. One winter-term internship course completed during a student's junior or senior year may be counted as a 300-400 level course.



### Bachelor of Arts

St. Andrews General Education	7 courses
Breadth courses	5 courses
Requirement for a major	10-15 courses**
Electives	<u>15-10 courses</u>
	37 courses*

*Majors offered*—The Bachelor of Arts degree is awarded in the following majors: Allied Health, Biology, Business Administration-Economics, Chemical Physics, Chemistry, Education, English, Fine Arts (Art or Theatre), French, History, Literature, Mathematics, Mathematics with an emphasis in Computer Science, Modern Language, Music, Politics, Philosophy, Physical Education, Psychology, Religion, and Religion and Philosophy. Thematic and disciplinary contract majors leading to the Bachelor of Arts degree also may be arranged, in order to allow as much as flexibility as possible in each student's course of study. For information concerning a contract major, see the description under the specific program heading in the curriculum section of this catalog. Additional information may also be obtained by contacting the chairman of a specific major program.

\*At least one course must be completed which deals with a "symbols system" other than the English language. Specified courses in foreign languages, computer science, mathematics, music theory and composition, linguistics and other designated courses will meet the "symbols systems" requirement.

\*\*Foreign language and mathematics requirements are determined by the major program.

Pre-professional programs are also available in pre-law, pre-medicine, pre-dentistry, pre-veterinary, pre-paramedical, and pre-ministerial areas.

## Bachelor of Science

St. Andrews General Education	7 courses
Breadth courses	5 courses
Requirements for a major	14-15 courses**
Electives	<u>11-10 courses</u>
	37 courses*

*Majors offered:* Biology, Chemistry and Chemical Physics. Medical Technology Certification and the Bachelor of Science degree are normally conferred after three years of study at St. Andrews and one year of training at an accredited college of medical technology. A more complete description of this program may be found under the Division of the Mathematical, Natural and Health Sciences.

\*At least one course must be completed which deals with a "symbols system" other than the English language. Specified courses in foreign languages, computer science, mathematics, music theory and composition, linguistics and other designated courses will meet the "symbols systems" requirement.

\*\*This requirement must include 8 courses in Chemistry and 2 courses in each of three of the four areas of Biology, Physics, Math and Computer Science for the Chemistry major. For Biology majors, 7 courses in Biology, 4 courses in Chemistry, and 2 courses in each of two of the three areas of Physics, Mathematics, and Computer Science. For Chemical-Physics majors, 6 courses in Physics, 4 courses in Chemistry, and 4 courses in Mathematics.

## Declaration of a Major

A student may declare a major or area of emphasis any time after the first term at St. Andrews, but must declare a major before completing the registration process for the junior year. Transfer students accepted with junior or senior status must declare a major upon acceptance as a student at St. Andrews. Declaration of Major forms can be secured from the Office of the Registrar.

## Thematic Contract Majors

In addition to the standard disciplinary and interdisciplinary majors listed in this catalog, students have the option of selecting a thematic major. A thematic major is an individualized contract major not specified in the catalog, listing a combination of courses from various major programs which are consistent with the theme of the major and with the student's goals and

objectives. Examples of thematic majors include Journalism, Art History, Comparative Cultures, Children's Theatre, Communications, African Studies, Southern Culture, American Studies, Horticulture, Ecological Studies, College Administration, Legal Anthropology, Intercultural Studies, Occupational Therapy, Christian Education, Personnel Management, and Social Work. Thematic majors include guided independent studies, winter-term courses, and internships and other field experience learning projects.

Students interested in thematic majors should confer with the coordinator of thematic majors.

In consultation with the coordinator of thematic majors each student who enters a thematic major contract will select at least two faculty advisors, one of whom will be selected as the principal advisor. The advisors must be approved by the coordinator and the faculty advisors will comprise the student's advising team.

## Disciplinary Contract Majors

In order to allow as much flexibility as possible in each student's course of study, each of the college major programs offers the option of a disciplinary contract major. For information concerning a contract major, see the description under the specific program heading in the curriculum section of this catalog. Additional information may also be obtained by contacting the chairman of a specified major program.

## Academic Minors

Beginning with the 1982-83 academic year, St. Andrews will offer optional academic minors in selected areas. The academic minor consists of 6-8 courses, half of which must be at the 300-400 level. A student must declare an academic major before declaring an academic minor. Details of specific academic minors may be obtained from the program chairpersons.

## Registration

Toward the close of each term, students plan and register for their course programs for the following term in conference with their advisers. New students confer with their advisers during the orientation period and complete registration on a designated date at the beginning of each term.

Students who register in advanced registration period will be considered registered for billing purposes unless a formal cancellation of

registration is filed with the registrar. Cancellations are permitted through registration day. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure.

### System of Grading

Each student receives a grade in each course at the close of the term. the grading system is as follows:

Grade	Grade Points*	Interpretation
A	4.0	A grade in the A range indicates an excellent performance in which there has been distinguished achievement in all phases of the course.
A-	3.7	
B+	3.3	A grade in the B range indicates an above average performance in which there has been a high level of achievement in some phases of the course.
B	3.0	
B-	2.7	A grade in the C range indicates an average performance in which a basic understanding of the subject has been demonstrated.
C	2.3	
C	2.0	A grade of D indicates a passing performance in which despite recognizable deficiencies there is enough merit to warrant credit.
C-	1.7	
D	1.0	A grade of F indicates failure and will be recorded but will not be counted as a course attempted when computing grade-point averages.
F	0	
W	0	A grade of W indicates withdrawal from class and will be recorded but will not be counted as a course attempted when computing grade point averages.
I	0	
P	0	A temporary grade of I indicates an incomplete for a course.
		A grade of P indicates satisfactory performance in a course and will be recorded but will not be counted as a course attempted when computing grade point averages.

\*Grade points are the numerical equivalent of the letter grade. The student's grade-point average is compiled by dividing the number of grade points earned by the number of courses completed with a grade of "D" or above.

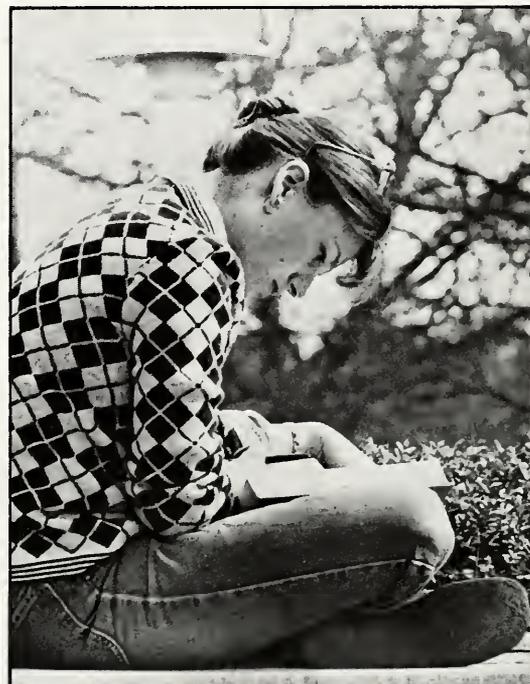
### Grade Appeal Procedure

In the event that a student feels that the grade for a course is not a fair evaluation of the student's effort and performance, the student should make every attempt to resolve the difficulties by discussion with the instructor involved.

If such discussions do not result in satisfactory solution to the problem, the student should seek the assistance of the appropriate program chairman in resolving the problem.

If this fails, a grade appeal committee will be formed by the program chairman. This committee will consist of three faculty members; one selected by the instructor involved, another by the student, and the third (who shall be chairman) by agreement of the first two faculty members selected. It is expected that the committee will receive full cooperation from all parties involved. To take effect, the committee's decision must be ratified by the Dean of the College.

Any formal grade appeal action involving a committee must be initiated by the student at least two weeks prior to the date for clearing incompletes for the term in which the course was taken. The committee shall reach its decision before the date for clearing incompletes for that term. When special conditions exist, this timetable may be altered by the Faculty Executive Committee.



## Pass-Fail Option Grading

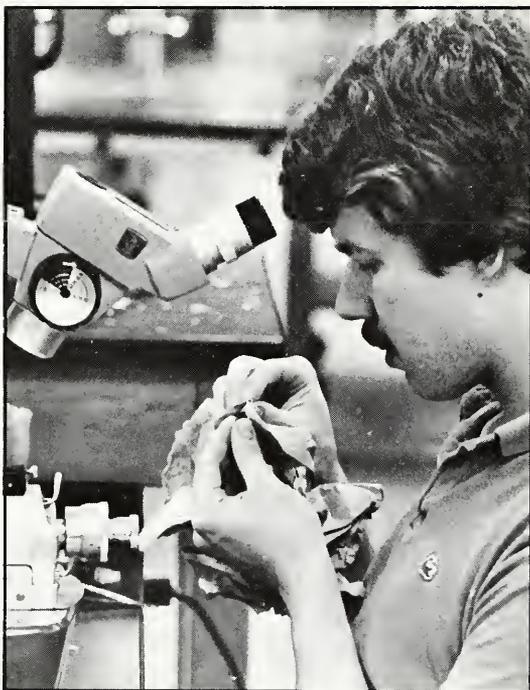
Eligible students may exercise the PASS-FAIL option for no more than four courses including Winter Term and the regular terms.

Students with junior or senior standing may select a total of two elective courses to be graded on a Pass-Fail basis. Courses in a student's academic major or major program may not be selected for the Pass-Fail grading option. Students who wish to designate a course to be graded on the Pass-Fail option must do so in the Office of the Registrar no earlier than four weeks before the end of classes and no later than two weeks before the end of classes.

Students may enroll in a total of two Winter Term courses that are offered on a Pass-Fail option only.

## Course Additions, Withdrawals, Incompletes and Failures

Students are permitted to drop or add courses with approval of their faculty adviser for a period of one week following registration day. After this time, a grade of W is recorded. No student may withdraw from a course during the two weeks preceding the final examinations of the term without the approval of the Faculty Executive Committee.



## Incompletes, Failures and Withdrawals

An incomplete, "I," is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the term following the one in which the incomplete was received. If not, the incomplete becomes a failure, "F."

A failure, "F," cannot be removed from a student's record. If the course is required for graduation or for a major, it should be repeated the next time it is offered. A course for which credit has been received cannot be repeated without the permission of the Dean of the College.

When a student withdraws from a course for any reason before the last two weeks of classes with the instructor's and faculty adviser's approval, a grade of "W" will be recorded.

## Reports of Grades

Parents as well as students receive academic reports at the end of each term and are also informed of any disciplinary action. Students, however, are expected to inform their parents in such cases and not leave the responsibility entirely to officials of the College.

Any student who is not a dependent (for federal tax purposes) of parents and does not want copies of grade reports sent to parents should notify the Registrar's Office. An affidavit certifying that the student is not a dependent of parents may be required.

## Classification of Students

A student's classification depends upon the amount of college credit received. Credit for college work is recorded in courses satisfactorily completed. A student is classified as:

- (1) A senior, upon passing 26 courses.
- (2) A junior, upon passing 17 courses.
- (3) A sophomore, upon passing 8 courses.
- (4) A freshman if the regular admission requirements have been met.
- (5) A special student, if admitted as a non-degree candidate. Regularly matriculated students may not choose this classification to avoid required courses.

## Academic Probation

To maintain satisfactory progress toward a degree, a full-time student classified as a freshman, must have a cumulative grade point average of 1.50; if classified as a sophomore, must maintain an average of 1.70; and if classified as a junior or a senior, must maintain an average of 1.90. Students must pass at least three courses during a regular term to maintain satisfactory progress. Students failing to maintain this progress in grade point average or in courses passed will be suspended, or will be placed on academic probation if allowed to continue. Students failing to maintain a cumulative 2.0 grade point average in a regular term will receive an academic warning letter.

A student on academic probation who fails to show marked improvement in academic work during the following term may be asked to withdraw from the College. A student still on academic probation after two successive regular terms on academic probation is normally ineligible to return. In any case, continuance on this status or dismissal from the College is determined on consultation with the Dean of the College and the Faculty Executive Committee.

## Consideration For Readmission

Students who wish to be considered for readmission should contact the Associate Dean for Academic Affairs.

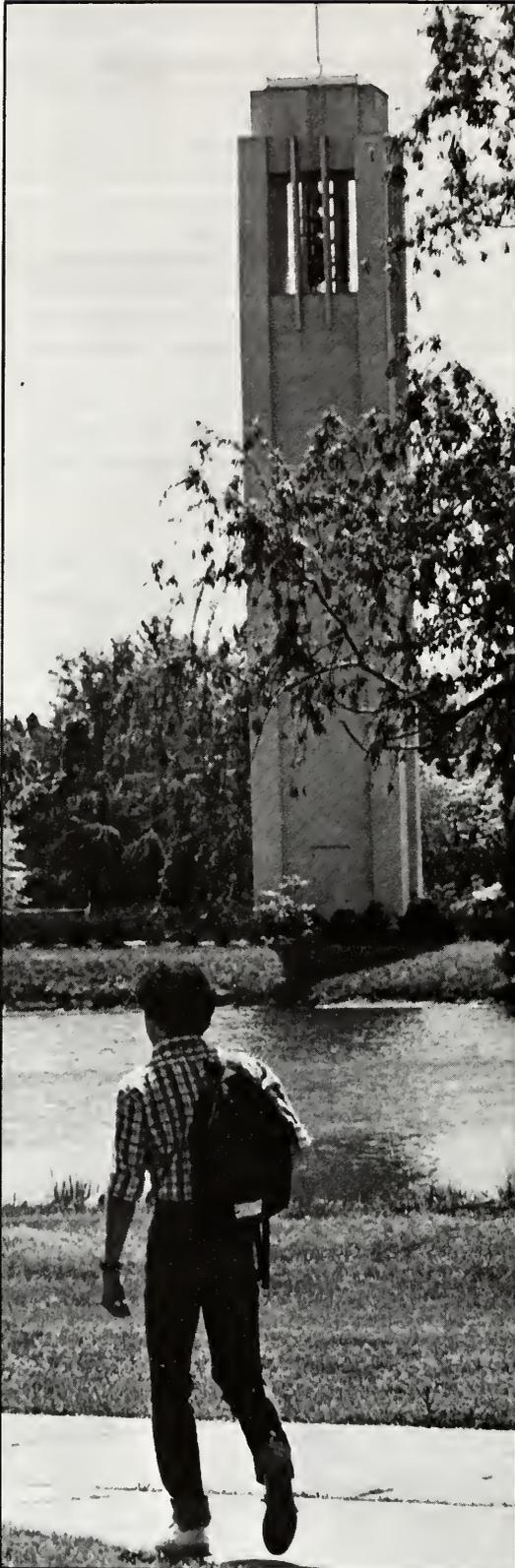
Students who have withdrawn voluntarily from the College, while in good academic and social standing, will normally be readmitted to the College upon receipt of request.

However, students who withdraw from the College while their academic or social records are not in good standing, or students who have been suspended from the College for academic or social reasons, must produce evidence of having corrected such deficiencies, or that they now have the capability of correcting such deficiencies before their request for readmission may be considered.

## Course Load

The College recognizes either three or four regular courses as a full course load for a student. Students must have the permission of the Associate Dean for Academic Affairs to register for less than three courses or more than four courses.





## Class Attendance

Regular class attendance is an important student obligation and a student is responsible for all the work, including tests and written work, done in all class meeting. No right or privilege exists which authorizes a student to be absent from any given number of class meetings.

The instructor in each course will announce and maintain an absence policy in keeping with the nature of the course. Each student should clarify this policy at the beginning of each course.

When absences from class indicate a serious lack of commitment, the Associate Dean for Academic Affairs will send an official warning to the student, upon request from the professor concerned. If attendance does not improve after the warning, the student will be involuntarily withdrawn from the course and will receive the grade of W for the course.

## Residence Requirements

A student must complete at least the last nine courses at St. Andrews in order to obtain a degree from the College.

## Withdrawal from the College

Application for complete withdrawal from St. Andrews should be secured by the student from the Office of the Dean of Students. While the several signatures which need to be obtained on the application form seem laborious to the student wishing to leave the College, they are necessary to assure that the record is cleared before the student leaves.

Students withdrawing during the first week of classes receive no grades.

After the first week of classes, grades of "W" are given under the same procedure used for dropping one course. Students who leave the College without completing the withdrawal procedure will receive failing grades in all courses and will not be entitled to refunds.

Withdrawing students are entitled to refunds, as follows, to be mailed within ten days of completed withdrawal:

a. Tuition:	Amount of Refund
During first week	75%
During second week	50%
During third week	25%
After third week	none

Tuition refund insurance is available on an optional basis to those who wish to insure against contingencies which require withdrawals after the third week. It is described under "Cost" in this catalog.

- b. Board refund is allowed regardless of when withdrawal occurs. It is prorated on the basis of the number of meals served through the day withdrawal is completed.
- c. No refund is allowed for room charges, regardless as to when withdrawal occurs. The College reserves the right to reassign the room of a student who withdraws or goes on leave during any academic term.

## Transfer Credits

Transfer credits from other institutions approved by the appropriate regional accrediting agency will be granted in full provided the courses taken correspond to work offered at St. Andrews. Courses passed with grades of less than "C" are accepted in transfer only if the student's overall record at the previous institution averages "C" or above.

## Summer Work at Other Institutions

Students desiring to receive credits toward graduation for summer courses at another

institution must have the approval of their faculty adviser, the chairman of the division in which the corresponding course is taught, and the Registrar. The institution in which work is taken must be fully accredited. Credit will be granted only for courses of college level which are also allowed toward graduation by the institution conducting the summer school. For credit, the course must be completed at the "C" level; or higher. The student is responsible for requesting the institution to mail an official transcript of summer work to the Registrar at St. Andrews as soon as courses are completed.

## Correspondence Study

Full-time students may be enrolled in extension courses, correspondence courses, and courses for credit from other colleges or universities only if they get approval in advance from the Dean of the College. Credit toward the St. Andrews degree will not be allowed, however, unless the grade earned in the course is "C" or better.

Two approved academic courses taken by correspondence may be accepted by St. Andrews toward meeting graduation requirements. Additional academic information may be found in the student handbook, **The Saltire**.





# 7 Curriculum

The St. Andrews curriculum assumes that education is more than an identifiable body of knowledge and rigid discipline of study. Its core is the general education program, consisting of St. Andrews General Education courses (SAGE) and breadth requirements.

## The General Education Program St. Andrews General Education (SAGE)

Director: Edna Ann Loftus

St. Andrews General Education is a three-year program of studies required of freshmen,

sophomores and seniors. The program moves from skills-oriented courses in the freshman year to courses dealing with the major achievements of world cultures, and concludes with courses involving the ethical aspects of personal and global decision-making. All three levels engage students in the serious consideration of moral values. Each course, through its various sections, offers a variety of options in format, approach, or content. These options, however, will generally vary from year to year. Common learning experiences (festivals, concerts, films, lectures, workshops, etc.) in small and large groups complement these courses.

### 101, 102 Tutoriais in Communication

These courses assist students to develop intellectual, imaginative, and social skills. Learning groups of 15-18 students are taught by teams of faculty members and advanced students who also serve as advisers. The Fall Term tutorial includes orientation to college life and concentrates on informal and formal writing, self-understanding, and the nature of liberal learning. Spring Term tutorials emphasize the continuing development of formal writing skills and one additional communication skill. Tutorials also encourage students to explore academic and career options for the college years and beyond.

### 104, 201, 202 Christianity and World Cultures

These interdisciplinary team-taught courses provide historical and comparative studies of the major achievements of world cultures. Emphasis is placed on the interaction of religious, artistic, intellectual, political, scientific, and social concepts and forces as they are represented in primary documents.

### 401, 402 Human Choices and Global Issues

These interdisciplinary courses provide opportunities for senior students to effect a synthesis of skills, knowledge and values by dealing with major personal and global issues which require ethical decisions informed by humanistic and scientific knowledge. The Fall Term will deal with issues related to individual responsibility. The Spring Term will explore global issues.

## Breadth Requirements

In order to become acquainted with distinctive methods and areas of content in the several academic approaches to learning, each student is required to complete one course in each of five areas:

1. The arts (art, music, theatre, creative writing)

2. The humanities (English, foreign language, history, literature, philosophy, religion)
3. The laboratory sciences (biology, chemistry, physics, psychology)
4. The social and behavioral sciences (anthropology, business, economics, education, history, politics, psychology, sociology)

5. Physical education (one course in health and physical fitness, one activity course in life time sports equaling one course credit)

Each student will complete one course selected from breadth courses or regular courses that deals with symbol systems other than the English language (e.g. computer science, mathematics, logic, foreign languages, music theory).

## Programs and Courses

The following pages list the approved course offerings at St. Andrews for the academic year under the three academic divisions of the College. The divisions and the programs of study under them are:

### Division of the Humanities and the Fine Arts

- Art
- English
- Foreign Languages
- Music
- Philosophy
- Religion
- Theatre

### Division of the Mathematical, Natural, and Health Sciences

- Biology
- Chemistry and Physics
- Health and Physical Education
- Mathematics

#### 190, 290, 390, 490 Special Studies

This course, initiated by the professor, provides opportunity for small classes to do intensive study of research in some special field under faculty direction. The level of work will be indicated by the course number used.

#### 195, 295, 395, 495 Student Internships

This provides for an internship initiated by the student or by the professor. The internship proposal must be submitted to the program and division on the proper

forms for approval. The level of work will be indicated by the course number used.

#### 398, 498 Research/Teaching Practicum

Research and/or teaching experience for advanced students arranged with an individual professor. The work may involve any or all of the following: assistance to the professor in research design, experimental apparatus design, literature review, data collection and analysis, the preparation of manuscripts, the teaching

under supervision of a portion or portions of a course. Instructor's consent required prior to registration.

#### 199, 299, 399, 499 Guided Independent Study

This provides for a project initiated by the student. The project must be submitted to the program and division on the proper forms for approval. The level of work will be indicated by the course number used.

## Division of the Social and Behavioral Sciences

- Anthropology
- Business and Economics
- Education
- History
- Politics
- Psychology

While every effort is made to schedule a well-balanced list of courses each year, some courses are offered only in alternate years.

In general, courses numbered between 100 and 299 are designed for freshmen and sophomores, and those numbered between 300 and 499 for juniors and seniors. Odd numbers are used for courses ordinarily offered in the fall term and even numbers for those ordinarily offered in the spring term. A year-long course is indicated by joining the course numbers for the two terms with a hyphen, e.g. 101-102. The abbreviation "hpw" following a course title refers to the number of hours per week the course meets.

The requirements for majors are outlined immediately preceding the list of courses offered in a given program.

Most programs of study listed in this catalog provide for Special Studies and Guided Independent Study. The college-wide descriptions for each follow and will not be repeated in each program.

Students are urged to familiarize themselves with various divisional requirements for Guided Independent Study and to plan their independent

study projects early in order to meet specific division deadlines for submission of their projects.

## Humanities and the Fine Arts

Chairman: Carl D. Bennett

### Programs

Art  
English  
Foreign Languages  
Music  
Philosophy  
Religion  
Theatre

### Majors

Art  
English  
French  
Literature  
Modern Languages  
Music  
Philosophy  
Religion  
Theatre

## Art

Assistant Professors Linehan and Woodson  
(Chairman)

### 111 Introduction to the Visual

Arts 3 hpw

A foundation course designed to develop the student's ability to respond to visual images created by man. It is intended to enable the student to recognize and describe his or her *own* physical, emotional, and intellectual responses to visual works of art. The course is to be differentiated from an art history survey course, in that the content of the course will not be presented historically. Emphasis is on the observer's awareness of the formal and sensuous aspects of the arts as well as the imaginative content that can be transmitted in this "language." Lecture, discussion, slide presentations, offered Fall Term. Open to freshman and non-majors. Required for majors.

### 122 Drawing I 6 hpw

An introduction to fundamental drawing problems, stressing line, marks, and space using a variety of media. Required for majors.

### 123 Sculpture I 6 hpw

A course to develop, through studio problems, an awareness of the expressive potential of three-dimensional form. Basic modeling and casting techniques.

### 207 Printmaking I 6 hpw

An introduction to printmaking in black

and white with an emphasis on intaglio printing and some consideration of relief printing. Prerequisites: Art 111 and Art 122.

### 211 Painting I 6 hpw

An introduction to the problems and principles of painting in various oil and/or water soluble media. This study will include color theory, composition, and traditional painting techniques as well as viable alternatives. Prerequisites: Art 111 and 122 or consent of instructor.

### 222 Drawing II

A continuation and expansion of Art 122 with additional emphasis on compositional problems. Prerequisite: 122.

### 223 Sculpture II 6 hpw

Further exploration of three-dimensionality using a variety of materials and techniques. Modeling, assemblage, carving. Prerequisite: 123. Six studio hours.

### \*261 Art History Survey I 3 hpw

A study of the sociological, technical, and aesthetic implications of the visual arts produced in their changing historical context from prehistory through the late Gothic periods.

\*offered every other year

## Major in the Visual Arts

The art program offers the art major a balanced program in basic studio courses and art history with more specialized options listed below. For the student interested in art as a vocation, for teaching, or for further study in graduate school, the following courses are required:

Studio Art: 122, and two from the following: 123, 211, 207

Introduction to the Visual Arts: 111

Art History: 261, 262

Seminar in Modern Art: 360

One course in either music or theatre

In accordance with the general college guidelines, the student will work out a contract acceptable to the art faculty. The contract must include at least twelve courses, and four of these courses must be art courses at the 300-400 level.

The non-major is encouraged to take any of the course offerings in art. Students who have an interest in a particular art medium or area of art history not appropriate in a regular course may apply for Guided Independent Study or Advanced Studies in Art. Students with interests related to other fields, such as medical illustration, art restoration, art criticism, or museum curatorship may contract for a thematic major.

### 262 Art History Survey II 3 hpw

A study of the sociological, technical, and aesthetic implications of the visual arts produced in their changing historical context from the early Renaissance to Impressionism.

### 263 Aesthetics 3 hpw

See Philosophy 213 for a description of this course.

### 307 Printmaking II 6 hpw

A continuation of Art 207 with the introduction of serigraphy and color work in intaglio and relief printing. Prerequisite: Art 207.

### 311 Painting II 6 hpw

A continuation and expansion of Art 211 with additional emphasis on individual exploration of various media, surfaces and supports as well as the investigation of scale. Students will be encouraged to develop a rationale for painting. Prerequisite: Art 211 or the consent of Instructor.

### 321 Art in the Elementary School

3 hpw

A course designed to meet the needs of elementary teachers. A study of studio methods applicable to the elementary grades, and a survey of recent thinking with regard to art programs at that level. Combined lecture and studio.

**322 Drawing III** 6 hpw

A further investigation of drawing media and methods concerned primarily with personal investigation and the development of criteria with which to cope with the concerns and parameters of the modern draftsman. Prerequisites: 122, 222.

**323 Sculpture III** 6 hpw

Further exploration of three-dimensional form with special problems in casting techniques, welding, and carving in wood or stone. Prerequisites: 123, 223.

**360 Seminar in Modern Art** 3 hpw

An investigation of the art of the twentieth century. The study of art criticism and aesthetics will be integral to the chronological analysis of art created during this period. Prerequisite: Either 111, 261, or 262.

**407 Printmaking III** 6 hpw

A continuation of the work in Printmaking II with an emphasis on further investigation of traditional and non-traditional techniques. Prerequisites: 207, 307.

**411 Painting III** 6 hpw

Painting III is a continuation of the work in Painting II, with additional emphasis on investigation of materials and various media and the development of a personal metaphor. Prerequisite: Art 311.

**422 Figure Drawing** 6 hpw

A study of the human figure from a live model. Prerequisite: 12 hours studio in any medium.

**380, 480 Advanced Studies in Art**

This course will be a coordinated seminar of independent projects dealing with

advanced problems in various media. Specific objectives and responsibilities will be student formulated at the beginning of the course and pursued within the framework of the elected medium. Prerequisites: both levels of the medium chosen plus instructor's approval.

- Sections: A. Drawing
- B. Printmaking
- C. Painting
- D. Sculpture
- E. Art History

**195, 295, 395, 495 Internships**

**Special Studies**

**190, 290, 390, 490**

**199, 299, 399, 499 Guided Independent Study in Art**



# English

Distinguished Professor Bennett; Professors Bayes (Chairman), White; Assistant Professor E. A. Loftus; Visiting Professor Quinn

## Major in English

The English major provides a concentration in humane learning as an end in itself. It also prepares students for entry into graduate studies in English or for admission to professional studies in law, social services, and theology. When the necessary sciences are also studied it prepares students for admission to schools of medicine and dentistry. Governmental and business agencies desire English majors for executive training. With selection of prescribed courses, an English major leads to teacher certification.

Courses of study within the English major are designed to meet the needs of the individual student. English majors will contract with the English faculty the courses to be taken in their

degree program. Students will be invited to contract English majors of the following kinds, or to propose alternatives that more adequately meet their needs: the major in English and American literature (primarily for persons anticipating graduate study in literature); English for the public schools; English with an emphasis in journalism and other media; English with an emphasis in imaginative writing; English for careers in the Church; English for pre-law; English for business careers; English for pre-medical and health careers; English for civil service careers.

Contracts will be developed that are mutually agreeable to the English faculty and the student, and that include serious studies in English while drawing upon other resources of the College that point toward particular vocations.

No fewer than ten courses must be stipulated in the contract. At least three courses must be lower division offerings in English: 208, 209, 210, 211, 212. At least four English courses at the 300-400 level must be taken.

## Courses in English

### 208 The Bible as Literature 3 hpw

A study of the Bible as literary expression, with attention to its many art forms and its continuing influence on the life and thought of artists and writers in the modern world.

### 209 Survey of the Literature of the United States (See Literature 209)

### 210 Classics of the Western Literary Tradition (See Literature 210)

### 211 Masterpieces of English Literature (See Literature 211)

### 212 Literature of the Non-Western World (See Literature 212)

### 215 Imaginative Writing 3 hpw

Training and practice in the writing of verse, prose, fiction, and drama.

### 251 Black American Literature (See Literature 251)

### 301 Shakespeare 4 hpw

A study of the major histories, comedies, and tragedies of Shakespeare against the background of the English Renaissance. Particular emphasis will be placed on the variety of critical approaches possible in a study of Shakespeare. Prerequisite: Junior standing or consent of the instructor.

### 302 Chaucer 4 hpw

A detailed examination of *The Canterbury Tales* in the context of medieval aesthetics and literary forms. Recordings will be used to introduce the student to the sounds and structure of Chaucer's

language. Prerequisite: Junior standing or consent of the instructor.

### 303 Aspects of the English Language 4 hpw

An introduction to the nature of language, with emphasis on contemporary approaches to the structure of the English language. Prerequisite: Junior standing or consent of the instructor.

### 308 Victorian Literature

A study of the major poets and essayists of Victorian England. Prerequisite: Junior standing or consent of the instructor.

### 310 Modern British and American Poetry 4 hpw

Readings from a wide selection of modern British and American poets. Special attention will be given to Gerard Manley Hopkins, William Butler Yeats, Robert Frost, T.S. Eliot, Ezra Pound, and William Carlos Williams. Prerequisite: Junior standing or consent of the instructor.

### 311 The American Renaissance 4 hpw

A study of the literature of the American Renaissance with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: Junior standing or consent of the instructor.

### 312 Dramatic Literature (See Theatre 312)

### 313 The Art of Teaching English

A study of the art and methodology of teaching English language and literature, including brief teaching experience in a secondary school. Not offered for credit

toward the English major. This course is restricted to English education majors and is taught in conjunction with the student teaching internship.

### 314 Elizabethan Literature 4 hpw

An examination of major poets and dramatists of the English Renaissance excluding Shakespeare. The course will focus on Spenser, Donne, and the Jacobean dramatists. Prerequisite: Junior standing or consent of the instructor.

### 315 American Fiction of the 20th Century 4 hpw

A study of representative American fiction of the 20th century. Analysis of novels by such writers as Norris, Dreiser, Lewis, Hemingway, Faulkner, Dos Passos, Steinbeck, Wright, Warren, Bellow, Malamud, and Oates. Prerequisite: Junior standing or consent of the instructor.

### 316 The English Novel 4 hpw

Representative works of the principal novelists in the English tradition. Analysis of novels by such writers as Fielding, Austen, Dickens, Hardy, Conrad, Woolf, Joyce, and Greene. Prerequisite: Junior standing or consent of the instructor.

### 317 Literature of the Romantic Period 4 hpw

A study of the chief poets and critics of English Romanticism. Prerequisite: Junior standing or consent of the instructor.

### 319 Literature for Children and Youth (See Education 319)

### 320 Playwriting (See Theatre 320)

### 333 Journalism

A practical and theoretical study in editing newspapers and magazines, including examination of problems in editing for radio and television. Prerequisite: Typing ability and consent of the instructor. Seniors will have preference.

### 401 Milton 4 hpw

Intensive reading of Milton's poetry with major emphasis on *Paradise Lost* and

*Samson Agonistes*. Collateral readings from the prose. Prerequisite: Junior standing or consent of the instructor.

### 415 Advanced Imaginative Writing

4 hpw  
Practice in writing in one or more genres directed at the professional level concluding with a book-length manuscript. Parallel readings in contemporary criticism. Prerequisites: English 215 and

consent of the instructor. Seniors will have preference.

**190, 290, 390, 490 Special Studies in English**

**195, 295, 395, 495 Internship**

**199, 299, 399, 499 Guided Independent Study in English**

## Foreign Languages

Associate Professors Geffert (Chairman), Neylans, Loftus

Any student planning a career with international interests (business, politics, etc.) or work in large metropolitan areas may wish to consider a series of foreign language courses to provide another marketable skill. The following group is highly recommended:

*111, 112	F.L. I, II
213	F.L. III
322	Adv. Comp. & Conv.
331	Culture & Civilization

\*Prior language study may allow a student to omit F.L. 111, 112 and begin with the 213 course.

### Contract Majors in Modern Languages

Contract majors involving various combinations of modern foreign languages, or combinations of modern foreign languages with various fields of study which a student wishes to relate to foreign

languages (e.g., history, politics, the sciences, theatre, business, religion, etc.) are available. The program faculty and the student will work out a contract, in accordance with the general college guidelines, which is acceptable to the language faculty and to the student.

The general requirements are that the contract include at least twelve courses:

- a) a minimum of six 300-400 level foreign language courses;
- b) at least one course in linguistics;
- c) a minimum of five other courses, at least one of which must be on the 300-400 level.

### Major in French

The French major consists of eight French courses above the 100 level usually including 213, 322, or 331, 341, 342 and at least three other French courses on the 300-400 level; a course in linguistics; and at least two courses in a second foreign language. With proper courses in education this program will provide for teacher certification.

### Courses in French

#### 111, 112 French Language I, II 3 hpw

Communicating in French on a practical level. The grammar will be presented by means of comparisons and contrasts with the English language. This course assumes active participation by the student, both in and out of class.

#### 213 French Language III 3 hpw

Assumes a basic ability to use French. This course is individualized as much as possible to allow each student to acquire the particular vocabulary and skills necessary to his or her discipline or career objectives. Prerequisites: French 112 or advanced placement.

#### 322 Advanced Composition and Conversation 4 hpw

Designed for students who have acquired a working knowledge of the language, this course offers practice in advanced composition and conversation. Prerequisites: French 213 or permission of the French faculty.

#### 331 French Culture and Civilization 4 hpw

An introduction to French history, art and literature from the Middle Ages to the present, with emphasis on contemporary French and its influence in North America, Africa, and Asia. Prerequisites: French 213 or permission of the French faculty.

#### 341 French Literature: Middle Ages to the 17th Century 4 hpw

An introduction to French literature from the Middle Ages to the 17th century, presenting the major authors, schools, themes and techniques. Wide reading, oral and written reports. Prerequisites: French 213 or permission of the French faculty.

#### 342 French Literature: 18th Century to the Present 4 hpw

An introduction to French literature from the 18th century to the present emphasizing the major authors, schools, themes and techniques. Wide reading, oral and written reports. Prerequisites: French 213 or permission of the French faculty.

#### 421 Advanced French Literature (A,B,C,D,E,F) 4 hpw

Presupposing a broad, general knowledge of the evolution of French literature from the Middle Ages to the present, this course considers particular authors, groups, themes or genres having a significant impact on French literature. The content of the course will vary, on a rotating basis, over a three-year period. Prerequisites: French 341, 342, or permission of the French faculty.

**190, 290, 390, 490 Special Studies in French**

**199, 299, 399, 499 Guided Independent Study in French**

## Courses in German

### 111, 112 German Language I, II 3 hpw

Communicating in German on a practical level. The grammar is presented by means of comparisons and contrasts with the English language. This course assumes active participation by the student, both in and out of class.

### 213 German Language III 3 hpw

Assumes a basic ability to use German. This course is individualized as much as

possible to allow each student to acquire the particular vocabulary and skills necessary to his or her discipline or career objectives. Prerequisites: German 112 or advanced placement.

### 322 Advanced Composition and Conversation 4 hpw

Designed for students who have acquired a working knowledge of the language, this course offers practice in advanced composition and conversation. Prerequisites: German 213 or permission of the German faculty.

### 331 German Culture and Civilization 4 hpw

An introduction to German history, art and literature from the Middle Ages to the present, with emphasis on contemporary German and its influence in North America. Prerequisites: German 213 or permission of the German faculty.

### 190, 290, 390, 490 Special Studies in German

### 199, 299, 399, 499 Guided Independent Study in German

## Courses in Spanish

### 111, 112 Spanish Language I, II 3 hpw

Communicating in Spanish on a practical level. The grammar is presented by means of comparisons and contrasts with the English language. This course assumes active participation by the student, both in and out of class.

### 213 Spanish Language III 3 hpw

Assumes a basic ability to use Spanish. This course is individualized as much as

possible to allow each student to acquire the particular vocabulary and skills necessary to his or her discipline or career objectives. Prerequisites: Spanish 112 or advanced placement.

### 322 Advanced Composition and Conversation 4 hpw

Designed for students who have acquired a working knowledge of the language, this course offers practice in advanced composition and conversation. Prerequisites: Spanish 213 or permission of the Spanish faculty.

### 331 Spanish Culture and Civilization 4 hpw

An introduction to Spanish history, art and literature from the Middle Ages to the present, with emphasis on contemporary Spanish, and its influence in North and South America. Prerequisites: Spanish 213 or permission of the Spanish faculty.

### 190, 290, 390, 490 Special Studies in Spanish

### 199, 299, 399, 499 Guided Independent Study in Spanish

## Courses in Language

### 251 Introduction to Linguistics 3 hpw

Introduction to an understanding of language structures: phonetics, phonemics, and morphology. English syntax and grammatical systems, including transformational grammar, will be considered. The course will include a module encompassing the teaching of reading.

### 313 Modern Foreign Languages in the High School 4 hpw

A study of methods, materials, and problems of teaching modern languages in the high school. Required for teacher certification. Does not count as a major course in French or Modern Languages. Normally offered as a part of the student teaching internship.

## Literature

The faculty members are from the English and Foreign Languages Programs.

### Major in Literature

The literature major consists of two of the following literature courses: 210, 211, 212, French, German, or Spanish 111, 112, 213; and eight literature courses in English, French, German, or Spanish, or foreign literature in translation, at least seven of which must be at the 300-400 level. If appropriate, a course in literature in translation will carry the corresponding number of the foreign language course. It is assumed that a literature major will be interested in exploring a wide range of these literatures.

### Contract Majors in Literature

Literature also offers three contract-major options:

1. Preparation for Comparative Literature
2. Imaginative Writing and Translation
3. Literature with a Linguistics/Language Concentration

General Requirements for the contract-major options:

1. Courses in at least three different national literatures
2. Literature 210; *Classics of the Western Literary Tradition*
3. English 301: *Shakespeare*
4. Two terms of a foreign language

Specific requirements and recommendations for the contract-major option:

1. Preparation for Comparative Literature:
  - a. English 302: *Chaucer* (strongly recommended)
  - b. A second foreign language (strongly recommended)
2. Imaginative Writing and Translation
  - a. English 215: *Imaginative Writing* (required)
  - b. English 415: *Advanced Imaginative Writing* (required)

- c. Similar courses (e.g., Playwriting) are strongly recommended.
3. Literature with a Linguistics/Language Concentration
  - a. English 303: *Aspects of the English Language* (required)
  - b. Language 251: *Introduction to the Study of Language* (required)
  - c. Philosophy 210: *Introduction to Logic* (required)
  - d. Mathematics 110: *Logic, Proof and Systems* (strongly recommended)

## Courses in Literature

**208 The Bible as Literature** (See English 208)

**209 Survey of the Literature of the United States** 3 hpw

An overview of American Literature from Colonial times through the present. (Also offered as English 209)

**210 Classics of the Western Literary Tradition** 3 hpw

Studies in the major formative classics of the West. Emphasis will be on the continuing significance of these texts for understanding the human condition. (Also offered as English 210.)

**211 Masterpieces of English Literature** 3 hpw

A survey of major works of English

literature. Readings will generally be drawn from *Beowulf*, Chaucer, Spenser, Milton, Donne, Dryden, Pope, Johnson, Wordsworth, Shelley, Keats and Browning. Special attention will be given to themes of perennial interest, such as love and death, man and woman, freedom and servitude. (Also offered as English 211.)

**212 Literature of the Non-Western World** 3 hpw

Readings in selections of non-Western literature. Special attention will be given to these texts as indexes of culture, as clues to human values and thought-patterns, and as commentaries on cultural assumptions. (Also offered as English 212.)

**251 Black American Literature** 3 hpw

The mind and spirit of the American Negro as expressed in this literary art. Works by

20th century black Americans such as W.E.B. DuBois, James Weldon Johnson, Claude McKay, Jean Toomer, Langston Hughes, Richard Wright, Ralph Ellison, James Baldwin, Melvin B. Tolson, Gwendolyn Brooks, LeRoi Jones, and Don L. Lee. (Also offered as English 251.)

**253 Modern Japanese Fiction** 3 hpw

Considerations of contemporary Japanese cultural, social and aesthetic values seen through the novel and short story. Kawabata, Mishima, Tanizaki, Oe, and Dazai will be among those studied, as will such American authorities as Hearn, Benedict, and Richie.

**307 A History of the Motion Picture** (See Theatre 307)



## Music

Professor Horn, Assistant Professors Engelson (Chairman), Wadsworth

### Major in Music

The student may choose a contract program in such areas as Music Performance, Music Theatre, and Music Business.

### Courses in Music

#### 210 Fundamentals in Music I

Basic materials and structures of music, approached through analysis and experience. The four-term theory sequence integrates sight-singing and score-reading with the analysis of harmony, form and contrapuntal procedures from the 16th to the 20th century. Open to majors and non-majors.

#### 211 Fundamentals in Music II

Continuation of Music 210. Prerequisite: Music 210.

#### 251 Music Appreciation

A listening course, designed for the non-major, to develop perceptions in listening to music for enjoyment. In addition to learning about the basic elements of music and the instruments of the orchestra, this class will study the artistic characteristics of each musical era and look at representative musical styles and composers of those eras.

#### 253 Voice Class

A course designed to help students develop healthier use of the voice for both song and speech. Topics will include breathing technique, tone production, vocal resonance, diction and basic musicianship. Professor and student will select appropriate song literature of varying styles. No previous training required.

#### 264, 265, 364, 365 Instrumental Performance Seminar

Instrumental performance practices from the Renaissance through the Contemporary eras will be explored. At least two of these areas will be chosen for

an in-depth study through the examination of relative treatises and essays. The ideas in these works will be implemented in actual performance. Some sight-reading proficiency required. Works by such composers as Gabrieli, Dowland, Monteverdi, Telemann, Handel, Bach, Haydn, Mozart, Beethoven, Schubert, Poulenc, Hindemith and Bartok will be performed.

#### 307 Music History I

A historical/analytical study of the characteristics and styles of Western music through the middle of the 18th century, with emphasis on forms and composers of the Renaissance and Baroque periods.

#### 308 Music History II

A historical/analytical study of Western music from the end of the Baroque Era to the present, with emphasis on significant forms and composers.

#### 310 Advanced Studies in the Structure of Music I

Continuation of theory sequence. Prerequisite: Music 211.

#### 311 Advanced Studies in the Structure of Music II

Continuation of Music 310. Prerequisite: Music 310.

#### 353 Music in the Elementary Schools

A study of the fundamentals of music and the methods and materials for teaching music in elementary school. This course is designed for education majors in accordance with the requirements of the state of North Carolina. This class will organize into sections according to musical development, working together at least

one meeting per week in examination of current classroom materials.

#### 404 Practicum in Conducting

Conducting techniques, history of conducting and the study of representative literature, with emphasis on choral music. Students will have opportunities for conducting various ensembles during the course.

#### 451 Piano Pedagogy and Literature

A study of the materials and methods of piano literature and teaching techniques. Lectures will be given on materials, and there will be supervised practice teaching.

#### 453 Instrumental Techniques

This course provides acquaintance with the basic characteristics and historical background of each genre of instruments (woodwinds, brass, strings and percussion). Students will have the experience of working with at least one instrument from each instrumental genre.

#### 455 Vocal Pedagogy and Literature

A study of the methods of solo voice techniques for studio and class teaching. This will include a historical study of solo voice literature from Elizabethan song through the 20th century.

#### 190, 290, 390, 490 Special Studies in Music

#### 195, 295, 395, 495 Internships in Music

#### 398, 498 Research/Teaching Practicum

#### 199, 299, 399, 499 Guided Independent Study

The contract major is designed to meet the needs and preferences of the individual student. Contract majors are individually developed by each student in consultation with his or her advisor and are subject to program approval. The contract must include no fewer than 10 courses, of which at least six must be at the 300-400 level. All music contracts must include the following courses: Music 210, Music 211, Music 307 and Music 308.

### Applied Music

Applied music study is open to all students of the College at the special fee scale listed in the cost section of this catalog. Lessons are available on a half-hour or hour basis. The half-hour lesson is principally designed for the non-major with four terms equaling a course credit. These credits can be interchanged with ensemble credits to create a course credit. (Two half-hour lessons plus two ensembles equal a

course credit). The hour lesson when combined with an ensemble during the same semester will constitute one course credit.

### Ensembles

Ensembles are open to all students of the College. Students enrolled in performing organizations are required to participate in all performances of such organizations. Offered each fall and spring term, ensembles carry one

course credit upon completion of four terms of ensemble work. Ensembles completed as a part of a music lesson do not receive separate credit.

St. Andrews College Chorale  
St. Andrews Chamber Singers  
St. Andrews Women's Ensemble  
Chamber Ensembles

### Music Lessons

000 Non-Credit Study  
100 First Level of Lessons  
200 Second Level of Lessons  
300 Third Level of Lessons  
400 Fourth Level of Lessons

The first digit of the course number represents the level of music lesson; i.e., students who wish to register for a non-credit piano lesson should register for Piano 061, first level piano students should register for Piano 161, etc. Students registering for an hour music lesson for *full credit* must also complete an ensemble which will be assigned by the music faculty. The second digit refers to the applied area: 5 - voice; 6 - piano; 7 - organ; 8 - brass or percussion; and 9 - string or woodwind. The third digit refers to the semester in which the lesson is given.



## Philosophy

Professor Alexander, Associate Professors Crossley, Prust (Chairman); Assistant Professor Throop

### Major in Philosophy

Requirements for the standard major include 12 courses in philosophy including Philosophy 210 and at least eight courses on the 300-400 level. For a student planning graduate work in philosophy the following courses are recommended: Philosophy 301, 302, 303, 304, 401, 403, and 408.

### Contract Major

In addition to the standard major, the philosophy program offers students options of

designing and contracting a major which has an emphasis in some areas of study the student wishes to relate to philosophy (e.g., religion, politics, literature, physics, history, etc.), or with a particular pre-professional emphasis (e.g., pre-law, pre-theology, etc.). The terms of these contracts are negotiated by the applicant and the program faculty; the only general requirements are that 1) they include a minimum of eight courses in philosophy at least five of which are at the 300-400 level, and 2) the contract include twelve courses at least six of which are at the 300-400 level.

### Courses in Philosophy

#### 100 Introduction to Philosophy

3 hpw  
Consideration of basic problems, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the difference between right and wrong, the relation

between the individual and society. Recommended as a first course in philosophy.

#### 210 Introduction to Logic 4 hpw

A study of traditional and Aristotelian logical structures and categories, including the necessary components of an argument, analyses presented in ordinary

language, recognition of arguments containing informal fallacies, and inductive or inferential processes.

#### 212 Ethics

A study of questions about moral judgments, such as whether what one considers good is entirely relative to one's culture and up-bringing, or whether there

is a rational basis for such judgments. The course will also examine a variety of contemporary moral problems such as concern abortion, uses of the environment, treatment of animals, war and pacifism, and treatment of the terminally ill.

### **213 Aesthetics**

A study of the philosophy of the fine arts. The course will examine such issues as what standards, if any, we use when we judge something beautiful, whether beauty and truth are related, whether the same standards of criticism apply to all the arts, and what happens when we come to appreciate a work of art.

### **216 Existentialism** 3 hpw

The philosophy of existence, studied through the works of such thinkers as Nietzsche, Sartre, Jaspers, Berdyaev, Ortega, Buber, and Camus. Existentialism in its influence in political theory, literature, and the fine arts is also treated.

### **217 Philosophy of Mind**

A critical examination of various problems relating to the nature of our minds and our mental states. Topics to be discussed include the emotions, the unconscious, perception, and the relation of the mind to the body. Recommended for students in psychology and biology who want to reflect on the conceptual problems generated by research in these disciplines.

### **218 Social and Political Philosophy**

An examination of the theories of society which are original and most influential. The course emphasizes the essential structures of these theories, which are

contemporary as well as classical. Both problem-oriented and historically oriented methodologies will be used in the study.

### **301 The Beginnings of Philosophy**

The history of Hellenic and Hellenistic philosophy from its beginnings in myth and religion. Emphasis upon the major thinkers and movements of the Greek world, beginning with the pre-Socratics, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle.

### **302 Jewish, Christian and Islamic Philosophy**

A study of philosophy as created by Jewish, Christian, and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contributions of such men as Augustine, Anselm, Averroes, Maimonides, and Thomas Aquinas. Several modern thinkers in these religious traditions will also be considered.

### **303 Modern Philosophy and the Scientific Revolutions**

A study of the impact of modern science on Western philosophy and the response of major thinkers to change in views of the world and man. The course concentrates on the major figures from Descartes to Kant.

### **304 Recent Philosophy and the Social Revolutions**

A study of the development of thought from Kant to Hegel and of the varieties of reaction to Hegelianism, including Kierkegaard, Nietzsche, and Marx. Some consideration will be given to other

nineteenth century philosophers.

### **315 Philosophy of Science**

A systematic and critical study of the methodologies of the social and natural sciences, including an analysis of their presuppositions, sources, concepts and aims. The course also examines problems about the intellectual and ethical limitations of science: to what extent does science give us objective knowledge and to what extent should research be restrained on ethical grounds? Recommended for students in the social and natural sciences, and students in the humanistic disciplines who wish to reflect on the scientific enterprise.

### **401 Contemporary Philosophy of Language Analysis**

An investigation of the various schools of language which have developed in this century. Russell, Wittgenstein, the logical positivists, G.E. Moore, and such contemporary thinkers as Austin, Strawson, and Ryle will be considered. Prerequisite: Philosophy 210.

### **403 Phenomenology**

An examination of the origins of this influential contemporary philosophy in Husserl and a study of its development in other contemporary thinkers such as Max Scheler, Maurice Merleau-Ponty, Erwin Straus, Paul Ricoeur, and John Wild.

### **404 American Philosophy**

An investigation of American contributions to philosophy. Emphasis will be placed on the pragmatist tradition of Peirce, James and Dewey, but works by Whitehead, Royce and Santayana will also be studied.

## **Religion**

Professor Bullock; Associate Professor Crossley; Assistant Professor Paul

### **Major in Religion**

Requirements for the major in religion include 10 courses, of which 6 are required (2 in Biblical studies, 2 in history of religions, and 2 in theology and ethics) plus 4 electives. At least 6 courses must be 300-400 level courses. A contract major in religion in which the student, aided by a faculty adviser, designs a major program acceptable to

the student and the religion faculty is available. The religion program also participates in the development of thematic majors.

Graduate schools usually require reading competence in French and German. Courses in these languages are therefore strongly recommended for anyone planning graduate studies.

### **Courses in Religion**

Courses on the 300-400 level are designed for juniors and seniors and are open to others only by special permission.

### **103 Introduction to the Study of Religion** 3 hpw

An introduction to the fields and methodologies in the study of religion. Descriptions and interpretations of the religious dimensions of human life will be examined in the context of liberal learning.

### **106 Early Christianity**

An historical study of the development of Christianity from its beginnings to 200 A.D.

This will include a study of the New Testament literature, the Apostolic Fathers, the apocryphal gospels, and the varieties of Christianity which developed within the period. Particular emphasis will be placed upon the study of Jesus in relation to the early Church.

### **206 The Old Testament World** 3 hpw

A study of the East Mediterranean coastlands during the Iron Age and

including the Hellenistic Period. The course will examine the geographical, technological, literary, and cultural developments of this 1,000 year span in which many of the Western world's most significant characteristics emerged.

### **213 Christian Ethics and Contemporary Social Issues** 3 hpw

An investigation of the fundamental problems of Christian ethics. This course

seeks to develop the student's ability to make practical ethical decisions as well as to comprehend the basic approaches to Christian ethics. Several areas of moral concern will be dealt with in the form of case studies. Such areas may include human sexuality, racism, sexism, politics, and crime.

### 217 Religions and Philosophies of the East

A study of some of the major religions and philosophies of the non-Western world. Topics covered may include Buddhism, Hinduism, Islam, Confucianism, Judaism, and Zen. Special attention will be given to various religious and philosophical writings and to the social and historical contexts in which they arose.

### 304 The Biblical Prophets 4 hpw

An examination of the roots and development of the concern of Biblical religious faith and society. This course will focus on the Old Testament prophets.

### 307 Christianity before 1500 4 hpw

A study of both the history and the theology of the Christian religion from its origins to the conclusion of the medieval era. Emphasis will vary from year to year, but topics covered will generally include the formation of the creeds, the thought of Irenaeus, Origen, Augustine, and Thomas Aquinas. (This is the first semester of a two-semester sequence.)

### 308 Christianity since 1500 4 hpw

A study of both the history and the theology of the Christian religion from the Protestant Reformation to the present day. Luther, Calvin, Schleiermacher, Barth, and developments in American religion, Roman Catholicism, and modern religious thought will be covered. (This is the second semester of a two-semester sequence.)

### 401 Modern Christian Theology

4 hpw

A careful analysis of trends in modern Christian theology by means of investigating works of such figures as Schleiermacher, Troeltsch, Barth, Bultmann, Niebuhr, and Tillich, culminating in the reading of living theologians such as Langdon Gilkey. Roman Catholic and Jewish thought will also be considered. Prerequisite: At least one course (two are preferred) in Bible, theology, or ethics, or consent of the instructor. (Normally taught in alternate years.)

### 403 Paul 4 hpw

A study of the major ideas of the apostle Paul as these are found in his letters. Particular emphasis will be placed on the doctrines of God, man, and salvation. (Normally taught in alternate years.)

### 405 The Fourth Gospel 4 hpw

A study of the major themes in John with special emphasis on the author's

adaptation to the cultural changes faced by the Church in the Hellenistic world. Attention is also given to the First Letter of John. (Normally taught in alternate years.)

### 408 Religions of South Asia 4 hpw

A study of the many diverse religions and philosophies of the Indian subcontinent over a period of 5,000 years, including Hinduism, Jainism, Buddhism, and Islam. Ancient Scriptures read in this course include the *Bhagavad Gita* and excerpts from the *Vedas*, *Upanishads*, and Buddhist, Jainist, and Islamic texts. Prerequisite: One course in history of religions, a background in anthropology, history, or philosophy, or consent of the instructor.

### 410 Religion in the Contemporary World 4 hpw

A comparative study of religious themes and issues related to modernization processes and contemporary values. Major spokesmen for the major religious traditions of the world will be considered.

### 190, 290, 390, 490 Special Studies in Religion

### 199, 299, 399, 499 Guided Independent Study in Religion

## Theatre

Professor McDonald, Assistant  
Professor Gratz (Chairman)

### Major in Fine Arts with an Emphasis in Theatre

The fine arts major with an emphasis in theatre includes the following major requirements: nine theatre courses (Theatre 201, 203, 205, 305, 306, 311, 312, 404, and one elective), Music elective and an Art elective.

In addition to the standard major, the theatre program offers students options of designing and

contracting a major which has an emphasis in some area of study the student wishes to relate to theatre (e.g., music, English, literature, art, religion, physical education, history, etc.) or with a professional emphasis (children's theatre, religious drama, performance: acting/directing, scenic design, arts and recreation, etc.).

The terms of these contracts are negotiated by the applicant and the program faculty; the only general requirements are that 1) they include a minimum of eight courses in theatre at least five of which are at the 300-400 level, and 2) they include twelve courses at least six of which are at the 300-400 level.

### Courses in Theatre

#### 103 Public Speaking

An introduction to public speaking. The student will prepare and deliver a series of informative and persuasive speeches as well as participate in voice and diction exercises, extemporaneous speaking, and critical analysis of speeches.

#### 201 Introduction to Theatre

An investigation of the production process from the author's imagination to closing night. Designed to increase the student's

aesthetic and critical appreciation of the dramatic art through study of scripts, production styles, and the contributions of theatrical artists.

#### 203 Acting I

An introduction to acting with an emphasis on improvisation, voice and diction, and characterization.

#### 205 Stagecraft

This course seeks to familiarize the student with the basic skills of stagecraft. Set construction, prop construction,

technical terminology, and basic lighting techniques comprise the major emphases of this lecture/lab course. Some production crew work with the Highland Players' presentations will be required.

#### 210 Filmmaking

An introduction to the techniques of filmmaking. There will be projects that will include scripting, motion picture photography, editing, sound recording, and lighting as preparation for the presentation of a film to be produced by each student. The student will furnish his own camera, film and recording tape.

### 305 Scene Design

An introduction to designing settings for the theatre. Through analysis of plays and projects in design fundamentals, the students will create an environment for the action of the play by drawing thumbnail sketches, color renderings, ground plans and other working drawings.

### 306 Stage Lighting/Design

Once mastery of the basic tools and techniques of the light designer are mastered the student will explore light as a fluid, changing element in theatrical design. Light plots and schedules are used to document the combination of practical and theoretical work executed by the student.

### 307 A History of the Motion Picture

An introduction to the film as an art form in the twentieth century. Films by directors such as Griffith, Eisenstein, Lang, Renoir, Bergman, Truffaut, and Welles will be seen, analyzed, and discussed so that the student can gain an awareness of the history of the film and an ability to view films critically.

### 311 History of the Theatre

An introduction to the study of theatrical production in previous ages. Through research, lectures and discussions the

class will examine theatre practices from the Greeks to the moderns with the focus on the actor and the elements (architecture, staging methods, scenery, etc.) that support him as a performing artist.

### 312 Dramatic Literature

A survey of play scripts from the ancient Greeks to the contemporary period. The class will read, analyze and discuss various styles (Greek, Elizabethan, Neoclassic, Romantic, Realistic, Absurd, etc.) of the major forms of drama (tragedy, comedy, and melodrama).

### 320 Playwriting

A beginning course in writing scripts for theatre performance. The course will provide the student with an understanding of dramatic structure and will create a critical environment for the writing of plays. Each student will read from works written and will analyze works prepared by classmates. There will be public performance of some of the plays if possible. (Also offered as English 320)

### 404 Directing

An introduction to the theories and practices of play direction. The class will discuss the tasks of directing in conjunction with workshop scenes to be

staged in the class. At the end of the course each student will stage a play for public performance.

### 380, 480 Advanced Studies in Theatre Production

Directed projects in aspects of acting, directing, theatrical design, management and technical direction. Specific objectives and responsibilities will be formulated at the beginning of the course and pursued by the student.

### 190, 290, 390, 490 Special Studies in Theatre

Topics for Special Studies have included: Pantomime, Puppet Theatre, Scene Painting, Make Up, and Experimental Theatre.

### 195, 295, 395, 495 Internship

Examples of recent internships include: dinner theatre management, outdoor drama production, television production.

### 398, 498 Research/Teaching Practicum

### 199, 299, 399, 499 Guided Independent Study in Theatre.



## Mathematical, Natural, & Health Sciences

Chairman: Thomas R. Blackburn

### Programs

- Biology
- Chemistry & Physics
- Mathematics
- Physical Education

### Majors

- Allied Health
  - Pre-medical
  - Pre-dental
  - Pre-veterinary
  - Pre-paramedical
- Biology
- Chemistry
- Chemical Physics
- Mathematics
- Mathematics with a Concentration in
  - Computer Science
- Physical Education

### Allied Health Majors

The Allied Health major is a multidisciplinary program designed to prepare the student for clinical training experience in one of the allied health professions such as hospital administration, nursing, occupational therapy, physical therapy, or physician's assistant. After four years at St. Andrews obtaining a broadly based educational background, the student enters either a graduate school program or a certificate program.

The Allied Health major consists of fourteen courses, of which seven are junior-senior level courses. All majors are required to take a core of five courses consisting of Biology 211 and 212 (Concepts in Biology I and II), Biology 207 (Human Anatomy and Physiology), Mathematics 205 (Statistics), and Psychology 201 (General Psychology). The remaining ten courses are selected from course offerings listed in the catalog. The entrance requirements of the graduate or certificate program determine which courses are selected. These courses are approved by the academic advisor and the allied health committee.

The winter term enables St. Andrews to provide a unique opportunity to the Allied Health major — a preclinical internship in the chosen area. This internship, lasting one month on a full-time basis, offers the major the opportunity to examine the

profession and to observe how course work relates to the profession. A variety of careers in the health sciences may be pursued at St. Andrews where students can develop expertise in medically related skills such as electron microscopy, nuclear magnetic resonance spectroscopy, and gas chromatography. Pre-medical and pre-dental students can acquire necessary background for professional training by completing courses in chemistry, biology, physics, and mathematics. Each student is urged to design, with the help of the pre-medical advisor, a course of study which will emphasize the student's areas of interest and also satisfy the entrance requirements of professional schools. Participation in the activities of the Health Club will give students a broad view of the health professions. Pre-medical and pre-dental students are encouraged to arrange winter term internships to obtain early experiences in the medical professions. Individualized courses of instruction, coupled with a four-year program designed to broaden the student's career options have enabled a majority of qualified graduates to pursue professional training of their choice.

The Allied Health Committee directs courses of study leading to careers in cytotechnology, hospital administration, nursing, radiation therapy, occupational therapy and optometry. Curricula which will provide for completion of precise requirements for entrance into the above professional programs are designed by the student in consultation with the Allied Health Committee. A complete description of the Allied Health Major is described elsewhere. Medical technology certification and the Bachelor of Science degree are normally conferred after three years of study at St. Andrews and one year of clinical training at an American medical Association-approved school of medical technology. The three-year program at St. Andrews is designed to meet minimal entrance requirements in the medical technology schools. St. Andrews has a special cooperative arrangement in the medical technology program with Cape Fear Valley Hospital, Fayetteville, N. C. (Over the past five years students have been accepted into the medical technology programs at Charlotte Memorial Hospital, Duke University, Medical College of Virginia, University of North Carolina, Chapel Hill, and University of Virginia.)

Curricula which prepare for physical therapy certification usually require two or three years of study at St. Andrews and one or two years of training at a school of physical therapy. The Burris Rehabilitation Center and programs in

paraplegic and quadraplegic education and housing provide a unique experimental environment for the student of the physical therapy at St. Andrews. Students interested in physical therapy will be advised by members of the Allied Health Committee.

Courses of study leading to careers in social medicine, cytotechnology, nursing, inhalation therapy, optometry, and veterinary medicine are also available. Curricula which provide for the completion of precise requirements for entrance into the above professional schools are designed by the student in consultation with the Pre-Medical Committee.

### Dual Degree Program in Engineering

Students who follow a prescribed schedule can receive a Bachelor's degree from St. Andrews and a bachelor's degree in a field of engineering from Georgia Institute of Technology at the end of five years, the first three of which are spent at St. Andrews. Since the sequence of courses to be taken during those three years follows a relatively tight schedule, entering students interested in this possibility should consult with the pre-engineering advisor before registering. Transfer students interested in the program should also contact this advisor as soon as possible.

### Courses in Biology

#### 207 Human Anatomy and Physiology 6 hpw

An introduction to human biology covering anatomical structure and function of various systems: skeletal, muscular, digestive, endocrine, nervous, urinary, reproductive, an integumentary. Intended for physical education, education, allied health, and social science students. Lecture: three hours; laboratory: three hours. Offered in spring term of alternate academic years.

#### 211 Concepts in Biology I 7 hpw

A concept-oriented course in biology that deals with the evolution, function and form of life through the development of the tissue level of biological organization. Lecture: four hours; laboratory: three hours. Offered each fall term.

#### 212 Concepts in Biology II 7 hpw

An investigation of the genesis of diverse forms and functions in living organisms. Interactions among plants and animals and their environment will also be studied. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 211. Offered each spring term.

#### 305 Embryology 7 hpw

Chemical, physical, and morphological aspects of growth and development as exemplified by plants and animals. The concepts and relationships of fertilization, growth, differentiation, morphogenesis, systems control and feedback, and organogenesis are discussed. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 212 or consent of the instructor. Offered in spring term of alternate academic years.

#### 307 Ecology 6 hpw

An introduction to the basic concepts of environmental biology especially emphasizing population problems, ecosystem dynamics, and the mechanisms of evolutionary development. Lecture: three hours; laboratory: three hours. Prerequisite: Biology 212 or consent of instructor. Offered each fall term.

#### 321 Plant Diversity 7 hpw

A study of the major plant division with emphasis on anatomy morphology and evolution of living and extinct forms of algae, fungi, mosses and vascular plants. Laboratory is designed to reinforce lecture material. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 212 or consent of instructor. Offered fall term of alternate academic years.

#### 327 Genetics 7 hpw

The study of hereditary characteristics as determined by eliminating units transmitted between generations in uniform predictable fashion. Topics treated in lecture include classic Mendelian genetics, bio-chemical genetics, developmental genetics and molecular genetics. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 211, 212 or consent of instructor. Offered each spring term.

#### 322 Histology 7 hpw

A detailed study of the tissues of vertebrate animals. The major thrust of the course is toward the identification and understanding of the functions of the tissues of the major organ systems of the vertebrate body. Additional information is offered on a few of the pathological states of human tissues. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 211 or consent of instructor. Offered spring term of alternate academic years.

#### 351 Animal Physiology 7 hpw

The study of animal function with emphasis on integration and homeostatic mechanisms. Both basic physiological mechanisms and adaptive modifications will be considered. Lecture: 4 hours; laboratory: 3 hours. Prerequisites: Biology

### Biology

Visiting Professor Alexander; Associate Professor Applegate (on leave 1982-83), Assistant Professors McCracken, Melvin, Torres (Chairman)

The biology major is a contract major which is designed by the student with the aid of a faculty advisory team. The major requirements for both the Bachelor of Arts and the Bachelor of Science degrees consist of a program mutually acceptable to the student and the advisory team. The student program is then approved by the faculty of the Division of Mathematical, Natural, and Health Sciences. This flexibility enables pre-medical and pre-dental students to construct their major programs to meet the requirements of the specific professional schools of their choice. A student intending to go to graduate school in biology or other related fields such as anthropology, sociology, or psychology may also tailor a program to the requirements of a particular school. Programs may also be constructed by the student who plans to teach in secondary schools or enter industry or government. Students who anticipate not using their biological training in graduate or professional studies may elect a series of courses which best meet the needs of their liberal arts education.

212 and Chemistry 201 or permission of instructor. Offered fall term of alternate academic years.

**353 Vertebrate Zoology** 7 hpw  
A systematic study of vertebrates with emphasis on evolution, physiology, behavior, and ecology. The laboratory is devoted to systematic field and experimental studies. Lecture: 4 hours; laboratory: 3 hours. Prerequisite: Biology 212 or permission of instructor. Offered spring term of alternate academic years.

**355 Animal Behavior** 7 hpw  
The modern discipline of animal behavior as a synthesis of ethology, comparative psychology, and population ecology will be studied. The ecological and evolutionary aspects of topics such as reproductive behavior, territoriality, and predator-prey interactions will be considered. An introduction to sociobiology will also be provided. Labs will involve both experiments and field observations. Lecture: 4 hours; laboratory: 3 hours. Prerequisite: Biology 212 or permission of instructor. Offered spring term of alternate academic years.

**341 Vascular Plant Systematics** 7 hpw  
A course designed to review the higher vascular plants in respect to their family characteristics, speciation, and evolution. Attention will also be given to the major current systematic research methodologies. The laboratory is field oriented and geared towards species identification. Lecture: four hours; laboratory three hours. Prerequisite: Biology 212 or consent of instructor. Offered spring term of alternate academic years.

**401 Phytogeography** 7 hpw  
A study of the major plant communities, their composition, and evolution. Also involved is discussion of paleoclimatologic and paleogeographic factors as they

pertain to plate tectonics, climatic changes and island biogeography as causal agents of past plant migration and current disjunct distribution of plant species. The laboratory is field oriented and designed to study Southeastern plant communities as to their distribution and species composition. Lecture: three hours; laboratory four hours. Prerequisite: Biology 212 or consent of instructor. Offered fall term of alternate academic years.

**431 Microbial Physiology** 7 hpw  
A study of cell form, structure, growth, and population dynamics of microorganisms under the influence of changes in their physical and chemical environments. Special topic covered in addition to the above will be morphogenesis, purine and pyrimidine metabolism, and various other physiological characteristics of microorganisms. Lecture: 4 hours; laboratory 3 hours. Prerequisite: Biology 327 or permission of instructor. Offered fall term of alternate academic years.

**406 Comparative Vertebrate Anatomy** 7 hpw  
A study of cell form, structure, growth, and population dynamics of microorganisms under the influence of changes in their physical and this course is a comparative study of the homologous anatomical features of fish, amphibians, reptiles, birds, and mammals. These anatomical studies attempt to illustrate the commonality of vertebrate body plans as well as probing the rich variety of survival strategies exemplified by differences in vertebrate structure. Lecture: 4 hours; laboratory: 3 hours. Prerequisites: Biology 212, 305, or permission of instructor. Offered fall terms of alternate academic years.

**412 Invertebrate Biology** 7 hpw  
A study of animals without backbones and their adaptations to the vicissitudes of life. The major thrust of the course will be in the area of marine invertebrate biology.

Lecture: four hours; laboratory: three hours. Prerequisite: Biology 212, 307 or consent of instructor. Offered fall term of alternate academic years.

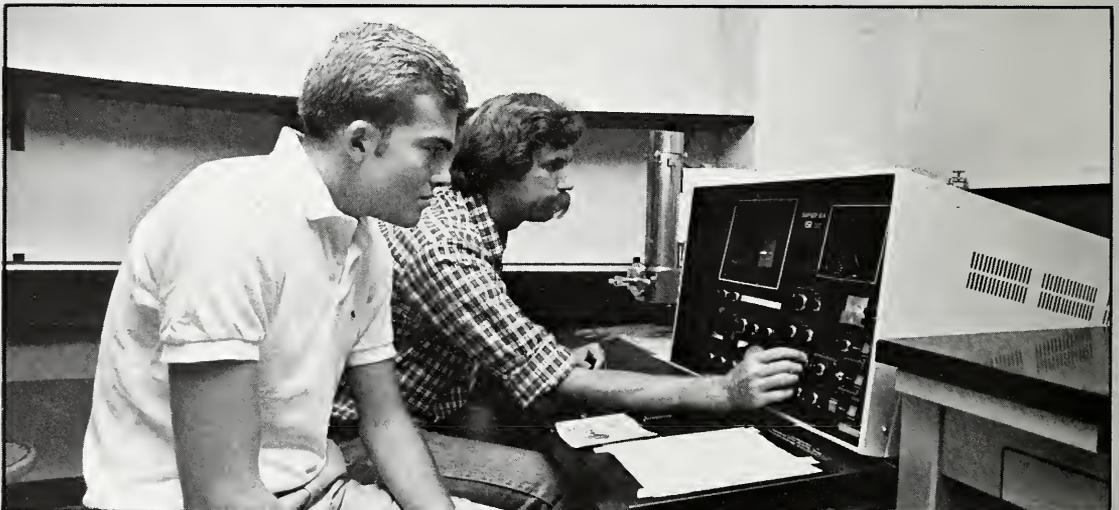
**419 Endocrinology** 7 hpw  
A study of the physiological and behavioral aspects of endocrine control systems. Laboratories will involve surgical or biochemical modifications of systems and monitoring of subsequent physiological and behavioral alterations. Lecture: 4 hours; laboratory: 4 hours. Prerequisites: Biology 212, 351 or permission of instructor. Offered fall term of alternate academic years.

**422 Research Seminar** 3 hpw  
A course for students who have successfully completed at least one term of supervised research. The student will be expected to continue the on-going laboratory or field research and prepare an extensive literature review. Oral presentations (seminar format) of the literature review and results of the research will be given by students. The course will also consist of seminars given by outside speakers in the research areas pursued by the students. Prerequisites: one term of supervised research and junior standing in the biology program. Offered each term.

**190, 290, 390, 490 Special Studies in Biology**  
Given sufficient student interest the biology faculty is prepared to teach a wide variety of special studies such as Economic Botany, Southeastern Ecology, Chromosomes, Cell Biology, Evolution, Pollination Biology, Biochemical Genetics, Population Biology, Behavioral Ecology and Ecological Energetics.

**195, 295, 395, 495 Internship In Biology**

**199, 299, 399, 499 Guided Independent Study In Biology**



## Chemistry and Physics

Professor Blackburn; Associate Professors Dotson (Co-Chairman), Wetmore (On leave 1982-83); Assistant Professor Stephens; Instructor Irvin (Co-Chairman)

### Major in Chemistry

The Chemistry major is a contract major in which courses of study are selected by the student with the aid of a faculty advisor. Once a list of specific courses has been agreed upon, it is submitted to the entire chemistry faculty and subsequently to the Division faculty for approval. Successful completion of the courses in the contract satisfies the degree requirements for Bachelor of Arts or Bachelor of Science. The flexibility of the program allows each student to direct his program towards a specific goal, such as medicine, dentistry, law graduate study, teaching, or industrial employment.

The Chemistry curriculum offers a concept-

centered approach that cuts across many traditional divisions of chemistry. The laboratory program is designed to develop skill and self-reliance in the use of research-quality instruments and in standard chemical measurements, and to illustrate central chemical principles.

### Major in Chemical Physics

The interdisciplinary contract major in chemical physics has been designed by the division to open a field of study which is concerned with understanding matter at the most fundamental levels of inquiry. A student interested in this major consults with the faculty advisor in Chemical Physics to draw up a list of courses to be taken. The wide range of this coursework in Physics, Chemistry, and Mathematics, provides the major with a background characterized by both breadth and depth.

### Courses in Chemistry

#### 201 Structure and Reactivity 6 hpw

An introduction to the basic concepts of bonding and structure with emphasis on chemical periodicity and the atomic and molecular orbital theories of chemical bonding. Lecture: three hours; laboratory: three hours. Offered each fall term.

#### 206 Equilibria 6 hpw

A treatment of inorganic and organic reactions in solution with emphasis on equilibrium calculations and applications to analytical chemistry. Lecture: three hours; laboratory: three hours. Prerequisite: Chemistry 201. Offered each spring term.

#### 311 Organic Chemistry I 7 hpw

An introductory treatment of organic reactions with emphasis on structure-activity correlations. Lecture: four hours; laboratory: three hours. Prerequisite: Chemistry 201 or consent of the instructor. Offered each fall term.

#### 312 Organic Chemistry II 7 hpw

An integrated study of organic reactions emphasizing structure, bonding, mechanisms, kinetics, and thermodynamics. Lecture: four hours; laboratory: three hours. Prerequisites: Chemistry 311. Offered each spring term.

#### 400 Bonding and Structure 4 hpw

The quantitative aspects of the theories of bonding and structure are emphasized. Quantum mechanics at an introductory level is used to examine progressively more complex systems. Theoretical and practical aspects of spectroscopy are explored in the determination of molecular

structures. Lecture: four hours.

Prerequisite: Chemistry 201. Prerequisite or co-requisite: Physics 201. Offered spring term of alternate academic years.

#### 401 Thermodynamics and Kinetics 4 hpw

Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Lecture: four hours. Prerequisite: Chemistry 206, Mathematics 202 or permission of instructor. Offered each fall term.

#### 404 Biochemistry 4 hpw

A study of the principles of chemistry as applied to biochemical systems. Lecture: four hours. Prerequisite: Chemistry 206, 311. Offered spring term of alternate academic years.

#### 406 Thermodynamics and Kinetics II 4 hpw

Applications of classical thermodynamics are investigated in relation to real gases, phase transitions solutions and electrolytic solutions. Relationships between the macroscopic and microscopic are noted in the development of statistical mechanical concepts. The current literature is used to study recent developments in molecular kinetics and dynamics. Lecture: four hours. Prerequisite: Chemistry 401. Prerequisite or co-requisite: Physics 202. Offered spring term of alternate academic years.

#### 411 St. Andrews Integrated Laboratory 4 hpw

A series of experimental studies beginning with brief, well documented

demonstrations and graduating through longer, more open-ended problems, to individual investigations of several weeks' duration that will involve the student in a nearly independent and research-like problem. During the course of these studies increasingly advanced instrumentation will be used, and the student will become familiar with modern means of accessing the current research literature, and of preparing well-written research reports. Prerequisite: Chemistry 312 or permission of instructor. Co-requisite: Physics 201.

#### 190, 290, 390, 490 Special Studies in Chemistry

#### 199, 299, 399, 499 Guided Independent Study in Chemistry

### Courses in Physics

#### 201, 202 College Physics I and II

6 hpw  
Basic concepts in the classical fields of mechanics, sound, heat, electricity, magnetism, and light, plus a brief introduction to modern physics. Lecture: four hours; laboratory: two hours. An average background in high school mathematics will be needed. Offered in fall and spring terms, respectively, of alternate academic years.

#### 211 General Physics I 6 hpw

The fundamental laws of mechanics, sound, and heat, presented at a level appropriate for students planning careers in science or engineering. Lecture: four hours; laboratory: two hours. Prerequisite: Math 201. Offered each fall term.

**212 General Physics II** 6 hpw  
The basic principles of electricity, magnetism, and optics, plus a brief introduction to modern physics. Presented at a level appropriate for science and pre-engineering students. Lecture: four hours; laboratory two hours. Prerequisite: Physics 211, Math 202. Offered each spring term.

**305 Analytical Mechanics** 6 hpw  
Development of new mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies, harmonic oscillator, and introductory Lagrangian and Hamiltonian

mechanics. Lecture: three hours.  
Prerequisites: Physics 212, Math 202.

**306, 307 Waves and Electromagnetic Fields** 6 hpw  
Classical analysis of periodic phenomena leads into the treatment of the electromagnetic field by Maxwell's equations. Systems treated include electro- and magnetostatics, electromagnetic waves and their interaction with matter, and radiation. Lecture: three hours. Prerequisites: Physics 212, 305, Math 310.

**405 Quantum Mechanics** 4 hpw

An introduction to fundamentals of quantum mechanics examining wave function, wave equation, operators, representations and perturbation theory. These tools will be applied to relatively simple systems such as the harmonic oscillator and the hydrogen atom. Lecture: four hours. Prerequisites: Math 310 and Physics 307.

**190, 290, 390, 490 Special Studies In Physics**

**199, 299, 399, 499 Guided Independent Study In Physics**

## Mathematics and Computer Science

Associate Professors Morgan, Rolland, Somerville (Chairman)

### Major in Mathematics

To obtain a major in mathematics the student must satisfactorily complete at least ten courses in mathematics and computer science (excluding Math 207, 208, 313), five of which must be at the 300-400 level. For the sake of breadth of training, there is a further requirement that one of the courses be in probability or statistics; that one be

in computer science; and that one be Math 471, representing pure mathematics.

Students who plan to teach at the secondary level should take Math 330. Math 313 is required for Class A certification as a secondary teacher of mathematics in the North Carolina schools.

### Major in Mathematics with Concentration in Computer Science

A student may have the major designated as Mathematics with Concentration in Computer Science if, in fulfilling the major requirements, four courses in computer science are satisfactorily completed.

### Courses in Mathematics

**110 The Language and Logic of Mathematics** 3 hpw  
The course is designed to give the general liberal arts student (including math and science majors) insight into mathematics by focusing on the language structure and logic rather than specific content areas. Topics include set theory, deductive and quantificational logic, valid arguments, strategies of proof, mathematical and non-mathematical systems.

**121 Calculus I** 4 hpw  
The first course in differential and integral calculus. Primary attention is given to derivatives and differentials although an introduction to both definite and indefinite integrals is also included. Prerequisite: Math 115, Math 110, or permission of the instructor. Offered each spring term.

**202 Calculus II** 4 hpw  
A continuation of the study of differential and integral calculus. While the primary emphasis is on integration, the differentiation of certain functions not covered in Math 121, such as trigonometric ones, is also treated. Prerequisite: Math 121 or permission of the instructor. Offered each Fall Term.

**205 Statistics** 3 hpw  
An introduction to elementary techniques

of statistics. This course emphasizes the use of statistical inference in the study of population parameters and includes both estimation and hypothesis testing procedures. No prerequisite. Offered each Fall Term and Spring Term.

**207 The Real Number System and Its Subsystems** 3 hpw  
An axiomatic study of the real number system is developed through investigation of other systems of numeration, the natural numbers, integers, rationals and irrationals. Emphasis will be on underlying concepts and techniques. This course is especially appropriate for elementary education majors. Students who enroll in this course should have had a year of high school algebra and geometry.

**208 Structures of Algebra and Geometry** 3 hpw  
The fundamental structures of elementary algebra and geometry are studied. Various algebraic and geometric systems are investigated. Students will gain experience in developing abstractions, logical deductions, and applications. This course is especially appropriate for elementary education majors. Prerequisite: Math 207.

**310 Multivariable Calculus** 4 hpw  
The algebra of  $n$ -space, functions of several variables and their derivatives, directional derivatives, chain rules,

extrema problems, multiple integrals, an introduction to line integrals, and Green's Theorem. Prerequisite: Math 202.

**313 The Teaching of Mathematics\*** 3 hpw  
A study of principles and objectives of secondary mathematics, general and specific technique, organization of content and enrichment material including the history of mathematics. Prerequisite: permission of the instructor. Offered each spring.

\*This course does not count toward the mathematics major requirements.

**321 Linear Algebra** 3 hpw  
A study of vector spaces, linear independence, linear transformations, and matrices of linear transformations. Prerequisite: Math 121 or permission of the instructor.

**330 Geometry** 3 hpw  
A re-examination of geometry from a modern axiomatic viewpoint. This course treats both Euclidean and non-Euclidean geometries. Prerequisite: permission of the instructor.

**340 Ordinary Differential Equations** 3 hpw  
A study of methods for the solution of ordinary differential equations. Primary

attention is given to the solution of linear equations and special nonlinear ones and to existence and uniqueness theory for the linear case. Prerequisite: Math 202.

**361, 362 Analysis I and II** 3 hpw  
The real number system, countability, Euclidean spaces, Bolzano-Weierstrass and Heine-Borel Theorems, metric spaces, completeness, continuity, differentiation, integrations, sequences, and series are investigated. Prerequisite for Math 361: Consent of the instructor. Prerequisite for Math 362: Math 361. Offered in alternate years.

**471 Algebraic Structures** 3 hpw  
An introduction to the algebraic structure of groups, rings, integral domains, fields, and graphs. Prerequisite: Consent of the instructor. Offered in alternate years.

## Courses in Computer Science

**110 Introduction to Computer Science** 3 hpw  
A foundation course in computer programming. This course introduces the student to algorithm construction, data structures, computer design and operations, and applications to various areas of study. Requires no previous experience with computer programming.

**202 Artificial Languages** 3 hpw  
A study of the fundamental structures of artificial languages. This course emphasizes formal definitions and specifications of syntax and semantics and compares the structures of a number of programming languages. Prerequisite: Computer Science 110.

**301 Data Structures** 3 hpw  
A study of the basic concepts of data organization. This course concentrates on the study of techniques for the storage and processing of information. Prerequisite: Computer Science 202.

**302 Operating Systems** 3 hpw  
A study of the operation of large computer systems. This course includes the study of real-time, time-sharing, and large multi-programming computer systems. Prerequisite: Computer Science 202 and 301. Offered on alternate years.

**190, 290, 390, 490 Special Studies in Mathematics and Computer Science**

**199, 299, 399, 499 Guided Independent Study in Mathematics and Computer Science**



## Physical Education

Professor J. Smith (Chairman); Associate Professor Williams; Assistant Professor Riley; Instructor Barrett

The Physical Education Program includes the major, the required program, intramural athletics, intercollegiate athletics, and informal recreational activities.

### Major in Physical Education

Requirements for a major: a minimum of ten courses in Physical Education of which five must be at the 300-400 level. The major must include Physical Education 210, 211, 214, 314, and 403, and Biology 207 and Psychology 201. The major offers several career options: Teaching, adaptive work with the handicapped, and coaching.

Contract majors can be developed to suit the interests of individual students. A contract would include certain core courses in physical education, plus additional courses to be worked out with the student's advisor. The minimum number of courses in a contract would be twelve with at least five courses at the 300-400 level.

Students interested in teacher certification must include in their programs specified teacher education courses including an internship. Students with majors in elementary education may elect a concentration in physical education. Students with other academic majors may select appropriate physical education courses to prepare them for coaching interschool sports.

### Required Physical Education

Two terms of physical education activity courses are required of all degree candidates. These two terms count as one of the 37 courses required for graduation and must be completed by the end of the junior year.

The 100 level courses meet three hours per week with one hour per week being devoted to discussion of concepts of physical fitness and to other classroom activities.

The 200 level courses will meet two hours per week for instruction and group participation in a lifetime sports activity. In addition, each student must spend one hour a week in activity on an individual basis.

All students must complete one 100 level course and one 200 level course.

The 200 level course requirement may be satisfied by competency testing in selected

activities or by contract approved by the program chairman. Participation in intercollegiate athletics (P.E. 265) will also satisfy the 200 level course requirement. All competency tests, contracts and P.E. 265 will be graded P/F.

### 100, 200 — Adapted Physical Education

Adapted physical education experiences are available to students with limited physical ability when participation in some part of the regular program is impossible. Each student in the adapted physical education program must complete a 100 level course and a 200 level course.

P.E. 100 — Concepts of Physical Education (Fitness) Required of all freshmen during their first year at St. Andrews.

200 level courses:

- P.E. 210 Beginning Swimming
- P.E. 211 Beginning Tennis
- P.E. 212 Beginning Golf
- P.E. 213 Soccer
- P.E. 215 Volleyball
- P.E. 216 Slimnastics
- P.E. 220 Recreational Games (bowling, billiards, table tennis)
- P.E. 225 Racquetball
- P.E. 226 Gymnastics and Tumbling
- P.E. 230 Handball
- P.E. 235 Handball
- P.E. 240 Advanced Bowling
- P.E. 245 Advanced Tennis
- P.E. 246 Advanced Weight Training
- P.E. 255 Senior Life Saving
- P.E. 260 Equitation
- P.E. 265 Intercollegiate Sports
- P.E. 290 Special offerings in physical education activities

Students enrolled prior to the fall of 1981 register for courses under the numbers listed below (4 terms required):

- Phye 101 Beginning Swimming
- Phye 103 Adaptive Physical Education
- Phye 112 Handball
- Phye 120 Soccer
- Phye 123 Racquetball
- Phye 125 Slimnastics
- Phye 201 Recreational Games (bowling, billiards, table tennis)
- Phye 203 Beginning Golf

Phye 204 Volleyball  
 Phye 205 Beginning Tennis  
 Phye 208 Gymnastics and Tumbling  
 Phye 209 Beginning Bowling  
 Phye 250 Intercollegiate Sports

Phye 262 Equitation  
 Phye 301 Advanced Bowling  
 Phye 302 Advanced Tennis  
 Phye 306 Senior Life Saving  
 Phye 313 Advanced Weight Training

## Theory Courses

(listed as PHED 000 courses)

### 210 Personal and Community Health 3 hpw

A study of health information and basic attitudes toward health practices fundamental to wholesome living for the college student. Recommended for all students.

### 211 Introduction, History, and Principles of Physical Education, Health Education, and Recreation 3 hpw

An orientation to the field of physical education, health education, and recreation. Basic principles of modern physical education and historical background, stressing aims and objectives.

### 214 Sports Medicine and Emergency Case 3 hpw

Basic instruction in first methods for the home, school, and community. There will be further study of the prevention, care, and reconditioning of athletic injuries.

### 300 Principles of Adapted Physical Education 4 hpw

An introduction into physical education for the exceptional student. Special emphasis will be placed upon understanding of physical and mental limitations and adapting the physical education program to these limitations. Two hours per week will be spent working with a handicapped student.

### 310 Organization and Administration 4 hpw

A course dealing with the policies and problems of organization and administration of Health and Physical Education and Athletic programs in schools. It includes program construction in physical education, plant facilities, scheduling load, instruction evaluation, and financing of the program. Taught in alternate years.

### 311 Evaluation in Physical Education 4 hpw

A course designed to inform the student in

construction and effective use of written and skills tests. Emphasis on how to compare and use the results of the test. Taught in alternate years.

### 312 Team Sports: Skills and Techniques 4 hpw

A detailed study of methods, materials, and techniques of teaching team sports. Emphasis on basketball, soccer, and baseball. Taught in alternate years.

### 313 Teaching Physical Education in the Secondary Schools 4 hpw

Development of courses of study, instructional units, and lesson plans for secondary schools. Observations and abbreviated teaching experiences in junior and senior high schools. To be taken in conjunction with Education 420-421 Student Internship.

### 314 Kinesiology 4 hpw

This course offers an analysis of movement to provide the means to understand and apply kinesiological principles of all phases of physical activity. Emphasis includes basic anatomy and motor behavior, analysis of movement, application of kinesiology to skills and psycho-social influence on how an individual learns and improves his performance. Taught in alternate years.

### 316 Individual and Dual Sports: Skills and Techniques 4 hpw

A detailed study of methods, materials and techniques used in the teaching of individual and dual sports. Emphasis on track and field, tennis and golf. Taught in alternate years.

### 401 Recreation Activities and Therapeutic Exercise for the Exceptional Student 4 hpw

A practical approach to the organization and administration of recreational activities and therapeutic exercise programs for the exceptional student. Prerequisite: Physical Education 300. Two hours per week will be spent working with a handicapped student.

### 402 Physiology of Exercise 3 hpw

Physiology of exercise is concerned with human functions under the stress of

muscular activity; thus it provides a basis for the study of physical fitness and athletic training. The course is organized into three parts: (1) selectivity reviews the most pertinent areas of basic physiology; (2) relates this knowledge directly to practice in physical education, and (3) relates the principles of physiology directly to the current problems in physical education and athletics. Taught in alternate years.

### 403 Senior Seminar In Physical Education

Discussion in class will center on current trends and concerns in the field of physical education. Each student will do extensive study in an area of special interest.

### 190, 290, 390, 490 Special Studies In Physical Education

### 195, 295, 395, 495 Internships In Physical Education

### 199, 299, 399, 499 Guided Independent Study In Physical Education

### W41 Teaching Health Education and Physical Education in the Elementary Schools grades 4-9 Winter Term

Principles, practices, and procedures in health education and physical education activities for the elementary school including organizing and conducting such a program. Methods and materials in group games of low organization. Required of all elementary education majors, 4-9. Taught in alternate years.

### W42 Teaching Health Education and Physical Education in the Elementary Schools, grade K-3 Winter Term

This course deals with the techniques of helping children to discover their own solutions to carefully stated problems. Emphasis on helping children understand their own bodies and their movement capabilities. Required of all elementary education majors, K-3. Taught in alternate years.

## The Varsity Program

The athletic program at St. Andrews is approved by and has full membership in the National Collegiate Athletic Association (NCAA), Division 3. St. Andrews is a charter member of the Dixie Intercollegiate Athletic Conference (DIAC), in both men's and women's athletics.

The men's intercollegiate sports program includes:

Fall — cross country, soccer  
 Winter — basketball  
 Spring — tennis, golf, track, baseball

The women's intercollegiate sports program includes:

Fall — volleyball

Winter — basketball  
Spring — tennis, softball

## Social and Behavioral Sciences

Chairman: Cornelius Bushoven, III

### Programs

Anthropology and Sociology  
Business Administration and Economics  
Education  
History  
Politics  
Psychology

### Majors

Business Administration and Economics  
Education  
History  
Politics  
Psychology  
\*Social Studies

### Pre-Law Concentration

St. Andrews offers a pre-law concentration for students interested in legal careers. Pre-law students may major in nearly any discipline. A pre-law adviser in the Division of Social and Behavioral Sciences assists students in planning programs of study.

### Internships

The Programs in the Division offer internships to serve the career needs of St. Andrews students.

### Teacher Certification at the Secondary Level

North Carolina secondary-level teacher certification sequences are included in the academic programs of the Division of Social and Behavioral Sciences. Sequences are included for (1) disciplinary certification in history, politics, anthropology-sociology, and economics, and (2) social studies certification. Students seeking teacher certification in any of these sequences must complete certain professional education requirements, divisional requirements, and disciplinary or major requirements. These requirements are as follows:

\*A teacher certification major only.

**Professional Education Requirements.** All secondary-level teacher education students must have Psychology 201, Psychology 303 or Education 308, Education 202, 315, Education 320 or Language 251, and Education 420-421, the student teaching internship which includes Social Sciences 313 described below.

**Divisional Requirements.** All secondary sequences in the Division must include the following courses: History 201, 202, American Civilization, and Politics 201, Introduction to American Government.

Students may seek either disciplinary certification or certification with a major in social studies. These sequences are as follows:

**Disciplinary Certification.** Certification in any one of four academic disciplines (history, politics, anthropology-sociology, economics) requires completion of the standard academic major in that discipline, plus the professional education and divisional requirements listed above.

Contract majors for certification in any of the four disciplines must have the approval of the social studies adviser. The professional education requirements and the divisional requirements are standard for all secondary-level certification sequences in the Division and therefore may not be contracted.

**Certification in Social Studies.** Certification in social studies requires fourteen courses with a major concentration of eight courses and a minor concentration of six courses. Major and minor concentrations must be taken in either history or in the broad area of social science, including politics, anthropology-sociology, and economics. If the major concentration is in history, the minor concentration shall be taken from among the social science disciplines of politics, economics, and anthropology-sociology. If the major concentration is in social science, the minor concentration must be taken in history. At least six of the fourteen courses in the social studies major must be taken at the 300-400 level. The professional education requirements and divisional requirements listed above must also be taken for teacher certification.

## Social Science

### 313 Materials and Methods in the Teaching of High School History and Social Studies

This course is designed for students seeking North Carolina teacher certification at the secondary level. Consideration for the content, method and technique needed in the teaching of high school history and social studies is undertaken. Credit for this course does not apply toward a major in the Division. Usually offered as a part of the internship term in Education. (See Education 313).



## Anthropology Program

Associate Professor Marks (Chairman)

Although no major currently is available in anthropology, students may enroll in anthropology courses for a variety of reasons including general interest, to meet their breadth course requirements, and for a contract or

thematic major. A thematic major is an individualized contract made in conjunction with the faculty in anthropology and another major which lists a combination of courses consistent with a theme which fits the student's own goals and objectives. Relevant themes include an interdisciplinary mixture of courses from biology, politics, education, history, business administration and religion.

### Courses in Anthropology

#### ANTH 208 Introduction to Physical Anthropology

The study of human evolution and the variation in modern humans including the fossil record, evolutionary processes, the development and dispersal of humankind.

#### ANTH 209 Introduction to Cultural and Social Anthropology

This course introduces beginning students to social and cultural anthropology and to some of its major concepts, methods, and findings. Included are anthropological perspectives on the human experience, anthropological approaches to research and analysis of human groups including economics, technology, politics, ideology, art, language and their interrelationships.

#### ANTH 306 Ethnology

This course begins with a brief survey of topics and approaches of cultural

anthropologists, their questions, their methods and cross-cultural comparisons. It focuses on culture, traditions, and the pervasive processes of change which are applicable to the study of all societies including environment and ecology, the regulation of membership, symbolic messages and rituals, cultural transmission, and control of behavior. The course focuses on questions rather than answers, for students should find things out for themselves in an active way rather than passively through absorbing abstract knowledge. The latter part of the course involves students in identifying and researching a topic of interest in the St. Andrews or Laurinburg communities.

#### ANTH 309 Contemporary Social Problems

A study of the explanations for social change and of the ways divergent values create social problems in complex societies. The major areas of tension

within which contemporary problems arise are considered such as the problems of cities, population and environmental problems, wealth and power in the corporate state, the family, health care, aging, race and ethnic relations. This course is for students in the social sciences who desire a practical emphasis to their disciplinary training.

#### ANTH 421 Anthropological Theory

An upper division course which examines theories about the nature of human societies, culture and people, attitudes toward conflict (harmony or tragedy) and knowledge and action. A variety of viewpoints from anthropologists and sociologists are studied.

#### 190, 290, 390, 490 Special Studies in Anthropology

#### 199, 299, 399, 499 Guided Independent Study in Anthropology

## Business and Economics

Associate Professor H. van Bulck (Chairman);  
Assistant Professors Goodwin, Johnakin, Roper;  
Instructors Busko, M. van Bulck

### Major in Business and Economics

The integrated Business and Economics Program, in keeping with the liberal arts tradition of general education at St. Andrews, blends a

mastery of skills, an exposure to knowledge, and the development of values. This integration strengthens the studies in the business curriculum by drawing on the natural affinity which exists between the world of business and the study of economics. By the use of the track system (areas of concentration), the integrated program allows students interested in economics to prepare for careers in business or government or to pursue advanced work in economics which will prepare them for graduate study. For students

whose primary interest is business, the track system allows career training within the context of a liberal arts education as well as preparation for graduate study. The program is designed to help the student achieve four goals: 1) understanding of the activities of the firm as a whole; 2) understanding the economic environment of the firm; 3) exposure to the most important tools of the professional manager; 4) learning to become a better autodidact, able to understand constantly changing concepts of management.

### Requirements for a Major in Business and Economics:

A minimum of twelve courses is required for a major in Business and Economics (B/E). Six of the twelve courses must be at the 300-400 level. In addition, it is highly recommended that up to three courses in Business and Economics or related disciplines be selected by the student in consultation with the advisor to complement the B/E major.

All majors are required to take: Introduction to Business and Economics, Microeconomics, Macroeconomics, Financial Accounting, Managerial Accounting, Statistics or Calculus, and Senior Policy and Strategy Seminar. It is strongly recommended that Introduction to Business and Economics be taken prior to Microeconomics, Macroeconomics, Financial Accounting, Managerial Accounting, and it is required that students pass Introduction to Business and Economics prior to declaring Business and Economics as a major.

In addition, the business and economics major, in consultation with his/her advisor, must select at least one course from each of the three tracks ("management track," "marketing track" and "economics track") and at least three courses from the track which will be the student's area of concentration.

The Business and Economics Program requires all of its majors to develop skills in human relations. This requirement may be fulfilled by courses such as Principles of Management, Supervisory Management, or

selected Psychology and Anthropology courses. Close consultation with the advisor will be important in planning the fulfillment of this requirement.

Courses which may be selected for the management track: 225/325, 321, 331, 341, 433, 441, 442.

Courses which may be selected for the marketing track: 312, 333, 335, 430, 433, 446.

Courses which may be selected for the economics track: 302, 303, 306, 307, 308, 326, 425.

### Contract Majors in Business Administration and Economics:

For the student whose needs are different from the standard tracks in B/E, contract majors in "International Business" or in "General Business" may be arranged. Additionally, interdisciplinary contract majors may be arranged. Examples of interdisciplinary contract majors include: business and computer science; B/E and political science; hospital administration; theatre management; business and psychology; business and languages. A B/E contract should have a minimum of twelve and a maximum of fifteen courses. Of this total at least seven courses must be in business and economics. At least six courses should be at the 300-400 level. Contract majors should take the same required courses as other B/E majors.

Many students from other majors take business and economics courses as electives. Such students are encouraged to consult with the program faculty to determine which courses are most appropriate to their goals. Applications for declaration of a business and economics major and contract majors are reviewed by the entire program faculty.

### Recommended Course Sequence:

It is strongly recommended that students follow this course sequence: first, B/E 120, then complete Math 201 or 205, B/E 209, B/E 210, B/E 231, and B/E 232 prior to courses listed in the several tracks.

### Courses in Business Administration and Economics:

**120 Introduction to Business and Economics** 3 hpw  
An introduction to basic concepts in

business and economics, including: microeconomics, macroeconomics, management, marketing, accounting and finance, and risk management and insurance. The course will be offered by means of four course modules.

**209 Financial Accounting** 3 hpw  
An introduction to accounting. The study

of the basic accounting equation, transaction analysis and financial statements. Emphasis is on understanding basic concepts and the logic of accounting principles and their application to specific accounting problems.

**210 Managerial Accounting** 3 hpw  
An introductory study of internal

accounting with emphasis on interpretation and application of accounting data. The course stresses the "attention-directing" and problem-solving function of accounting in relation to planning and control, evaluation of performance, analysis and decision making. Prerequisite: B/E 209.

**225/325 Principles of Management** 3 hpw

An introduction to the basic theories and practices within the management profession. Areas stressed are human relations, organizations and their structure, delegation of authority.

**231 Microeconomics** 3 hpw

A survey of microeconomic theory. The theory of the pricing and allocation of resources will be applied to current issues.

**232 Macroeconomics** 3 hpw

A survey of macroeconomic theory including discussions of unemployment, inflation, and other current issues. It is recommended that 231 be taken before 232.

**302 Economics Philosophy: The Development of Economic Thought** 4 hpw

A survey of the development of economic analysis from Mercantilism to the post Keynesian era. Emphasis will be placed on Smith, Ricardo, and the British Classical School: Jevons, Marshall, and the development of Marginalism; Austrian Capital Theory, and the Neoclassical theory of money, interest and prices.

**303 Intermediate Price Theory** 4 hpw

An examination of economic principles and theory underlying value and distribution. Application will be made of these principles particularly to the problems of perfect and imperfect competition. Prerequisite: 231.

**304 Financial Management** 4 hpw

A consideration of both internal and external facets of management of corporate finances. Risk, cost of capital, and capital markets are explored along with governmental controls over such financing. Prerequisite: 210.

**306 Money and Banking** 4 hpw

A study of monetary policy and the banking system. Includes the basics of macroeconomic theory; the theory of economic policy in general, the mechanism of monetary policy in particular; advantages and disadvantages of monetary policy in comparison with fiscal policy. Financial institutions and instruments, and asset portfolio management will be introduced. This will form a basis for the examination of the regulation of banking and promote monetary policy and financial stability and efficiency. Prerequisite: 232.

**307 Environmental Economics** 4 hpw

The application of the tools of modern welfare economics to the problems of

environmental decay and external costs. A re-examination of the desirability of maximizing economic growth rates. Problems of pollution of the environment and measures that have been or can be used to achieve optimal economic solutions will be emphasized. Prerequisite: 231 or 232.

**308 International Trade and Institutions** 4 hpw

A study of international trade, including the gains from trade, the use of tariffs and quotas, the international monetary system and the problems associated with exchange rates and balance of payments difficulties. Prerequisite: 231 and 232.

**312 Marketing** 4 hpw

A functional analysis of marketing and its importance as an economic activity. Current and potential institutions through which marketing is carried on are studied. Additional managerial orientation is provided through case studies and decision making practice. Prerequisite: 231, or permission of the instructor.

**315 Business Law** 4 hpw

A study of the functional nature of law and of laws that determine the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, employment and agency, commercial paper, sales, and government-business relations.

**321 Labor and Management Relations** 4 hpw

Covers the institutional framework of labor unions and their practical operation in today's society. The areas of collective bargaining, seniority, grievances, and wage policies are examined through case studies of both union and management positions.

**326 Economics of Growth and Development** 4 hpw

Analysis of the forces inhibiting economic growth in underdeveloped countries. Includes discussions of growth models, theories of growth, development planning, economics of foreign aid, and the role of technological progress. Prerequisites: 231 and 232.

**331 Supervisory Management** 4 hpw

The role of the supervisor in the industrial complex. Includes major functions of management as they apply to the supervisor, his responsibilities as well as his authorities. The course uses cases from both large and small business enterprises.

**333 Advertising** 4 hpw

The role of advertising in the economy and its place in the media of mass communications. Advertising appeals, marketing and product research, media selection and effectiveness testing will be studied. Some copy writing for various media will be required. It is recommended that students take 312 in preparation for this course.

**335 Retailing** 4 hpw

A study of the significance of retailing institutions in our society and the special characteristics of retail operations. Includes franchising, location theory, merchandise planning, purchasing, and pricing. It is recommended that students take 312 in preparation for this course.

**341 Social Responsibility of Management** 4 hpw

Examines the interrelatedness of the modern corporation, society and government. Major ethical issues will be raised using case studies, problem situations and term papers. Consumer responsibility will also be an underlying issue throughout the course.

**425 Managerial Economics** 4 hpw

Application of microeconomic analysis to managerial decision making, using numerical examples, problems and cases. Topics include: applications of the demand function and elasticity of demand, theory of production, cost, and profit maximization, theory of markets and behavior of the firm, risk analysis, and public-sector decision making. Prerequisite: 231.

**430 International Marketing** 4 hpw

Analysis of international markets, international promotion, product mix and distribution problems. The course will be conducted with cultural, environmental and political considerations as a background in which specific marketing topics will be studied. Research paper required. Prerequisite: 312.

**433 Logistics Management** 4 hpw

A systems integration approach to physical distribution management, materials management, and inventory control. Studies materials requirement planning and places emphasis on logistics as a discipline. Prerequisite: 312 or permission of the instructor.

**441 Issues in Advanced Management** 4 hpw

A study of areas of concern to managers in the work force today. Students will become involved with problem solving, organization theory, labor market trends and social responsibility. Case studies and contact with managers comprise a major part of the course. Prerequisite: 225 or 325, or 331.

**442 Senior Policy and Strategy Seminar** 4 hpw

The combination and integration of business and economics principles in sophisticated analysis applied to case histories of a variety of firms and institutions. Includes a study of the formulation of organizational strategy. Emphasis will be on problem solving, analysis and decision making. Requires senior standing.

**446 Marketing Management** 4 hpw

Application of marketing principles and scientific analysis to solving complex

marketing problems. Managerial areas include: product management, pricing strategies, promotion, and distribution management. Professionalism is stressed. Prerequisite: 312.

**190, 290, 390, 490 Special Studies in Business Administration and Economics**

**195, 295, 395, 495 Internship in Business Administration and Economics**

**198, 298, 398, 498 Research and Teaching Practicum in Business Administration and Economics**

**199, 299, 399, 499 Guided Independent Study in Business Administration and Economics**

## Education

Professors Daughtrey and Decker; Associate Professor O. E. Smith, Chairman; Assistant Professor Kass

### Teacher Education

The Teacher Education Program at St. Andrews attempts to bridge the gap between the theoretical world and the practical-professional world by providing a number and a variety of field-based experiences. The basic objectives of the program are:

1. To provide academic and professional preparation for K-3, Intermediate (4-9), and Secondary Education students desiring to meet the requirements for Teacher Certification under the approval program standards and Guidelines of the North Carolina State Department of Public Instruction.
2. To provide an understanding of the learner; the learning process; the school; the community; the reason for education; and the activities, materials, methods, and techniques of instruction.
3. To provide competent and effective professional teachers for the children of North Carolina, the nation, and/or the world.

The teacher education programs described here and at other appropriate places in the catalog are approved by the State Department of Public Instruction and the North Carolina Board of Education as meeting the requirements for initial public school certification. The college also maintains an active student chapter of the North Carolina Association of Educators.

### Teacher certification programs available at St. Andrews:

Regular Certification: Early Childhood; Intermediate Education with level emphases in Languages Arts, Social Studies, Mathematics, and Natural Science; and Secondary Education with majors in Biology, Chemistry, English, French, Spanish, Mathematics, Social Studies,

History, Politics, Economics, and Sociology-Anthropology. Physical Education is also available as a K-12 program.

**Supplemental Emphases:** Gifted and Talented; Physically Impaired; Cultural Arts; and Cross Categorical. These special education emphases require enrollment in any one of the above major programs plus additional course requirements as follows:

### For Resource Teacher with Gifted and Talented

EDUC 355	Nature and Needs of Exceptional Children
PSYC 314	Counseling Principles and Theories*
EDUC 390	Special Studies in G/T Education
EDUC 451	Educational and Psychological Evaluations
EDUC 453	Psychology and Education of the Gifted and Talented Student
EDUC 480	Special Education Internship-Public Schools

### For Resource Teacher with Physically Impaired

EDUC 355	Nature and Needs of Exceptional Children
BIOL 207	Human Anatomy and Physiology
PHED 300	Principles of Adapted Physical Education
PHED 401	Recreational Activities and Therapeutic Exercises
PSYC 314	Counseling Principles and Theories*
EDUC 480	Special Education Internship-Public Schools

\*Teachers, who already hold a degree, will register for EDUC 454 when taking this course in the supplemental areas of gifted and talented and physically impaired.

### For Resource Teacher of Cultural Arts

A six course program including Art 321 and Music 353 or the equivalent and

A four course sequence in *one* of the following:

- ART: 111; a two course sequence in Drawing, Sculpture, Printmaking, Painting, or History; and one elective
- MUSIC: 100, 251, 334, and one elective
- THEATRE: 203; 205; 311 or 320; and one elective

### For Cross/Categorical Resource Teacher

- EDUC 355 Nature and Needs of Exceptional Children
- EDUC 390 Special Studies in Learning and Behavioral Problems
- EDUC 451 Educational and Psychological Evaluations
- PHED 300 Principles of Adapted Physical Education  
or
- EDUC 453 Psychology and Education of the Gifted
- PSYC 304 Behavior Pathology and Therapy
- EDUC 480 Special Education Emphasis Internship-Public Schools

All Students in Teacher Education are Expected to Meet the Following Requirements:

- I. To be completed before entering the internship: Education 202; Psychology 201; Psychology 303 or Education 308; Education 315; Education 320 or Language 251.
- II. To be completed during the full-term internship: Materials and Methods in major area; Education 420-421 and S.A.S. 402. Students are eligible for admission to the internship, presently offered during the fall term, upon completion of at least 24 course credits and a SCAU of at least 2.30.
- III. To have successfully completed the St. Andrews graduation requirements for the appropriate major; a SACU of at least 2.50; satisfactorily demonstrated competence in pre-service experiences; and to have minimally attained the expected and prescribed North Carolina scores on the N.T.E. (National Teachers Examination).

The teacher education faculty recognizes that some students may bring previous experiences and preparation to St. Andrews or acquire them

on a "non-academic" basis that should be recognized in lieu of generally expected course requirements. Other students, not primarily concerned for teacher certification, may also wish to incorporate selected Education courses into a thematic major. We welcome the opportunity to discuss the options appropriate to the interests and objectives of the student.

The North Carolina State Department of Public Instruction, with its policy emphasis on competency-based teacher education, provides institutions the flexibility to deal with experience, competencies and educational needs of students so as to maintain a balance between the integrity of each program and the individual objectives of the student. On the basis of these factors, the student may develop alternative means, through the use of competency check lists, to complete the various education components.

### Early Childhood-Intermediate Education Major

#### A. Early Childhood Education (K-3)

Major Core Requirements:

- Anthropology 205 — Archeology  
Anthropology 209 — Cultural Anthropology  
Education 320 — Reading and Other Language Arts  
History 201, 202, or Politics 201 (any 2) or equivalent courses  
Math 110 — Logic, Proof, and Systems or Math 207 — Real Number System and Its Subsystems

Additional Early Childhood Requirements:

- Art 321 — Art in the Elementary School  
Education 209 — Early Childhood Education  
Education 319 — Literature for Children and Youth  
English 303 — Aspects of the English Language  
Mathematics 208 — Structures of Algebra and Geometry  
Music 353 — Music in the Elementary School  
PHED W42 — Health and P.E. for Grades K-3  
Speech or Acting (one course)

#### B. Intermediate Grades Education (4-9)

Major Core Requirements:

Same as K-3 plus, Art 321 or Music 353, and PHED W41 Concentration Options — select one of the following areas; a further minor concentration may be elected in any of the remaining areas:

1. Language Arts — six courses
  - Education 319 — Literature for Children and Youth
  - English 303 — Aspects of the English Language
  - Two electives from 300/400 level English offerings
  - Two electives from Literature 210, 211, 212, 251, 253 or two electives from Theatre 103, 203, 205, 307, or 311
2. Social Studies — six courses
  - Complete History 201/202, Politics 201 sequence not taken in Core Sequence
- Two electives in 300/400 level History
- Two electives in 300/400 level Politics Business/Economics 231 or 232
3. Mathematics — six courses
  - Math 208 — Structures of Algebra and Geometry
  - Math 115, 201, 321, 330 and one elective — Math or Computer Science 110
4. Natural Sciences — five courses
  - Biology 211; 207 or 307
  - Chemistry 201; 206 or 311
  - One elective from Physics or other natural or physical science as available

## Courses in Education

### 202 The American School: Foundation and Issues 3 hpw

A presentation of the historical, philosophical, and sociological foundations of the American school, together with consideration of the current trends and issues with which the future teacher should be confronted. Observations and/or projects in the public school will be included in the course. Required for all students in teacher education programs.

### 209 Early Childhood Education 3 hpw

An introductory study of the organization, administration, standards, equipment, program, and parent-teacher relationships of all preschool programs through grade three. Attention is given to the organization and curriculum of a state-approved program, both public and non-public supported. A variety of field work experiences at all levels is required.

### 308 Early Childhood Development 4 hpw

A study of the development needs of a child from birth through adolescence with particular emphasis on physical, mental, emotional and social growth. Guided experiences with children and a case study of one child are expected. This course is recommended for primary and elementary majors; either this or Psychology 303 is required. Prerequisite: Psychology 201 or its equivalent.

### 313 Secondary Level Materials and Methods

Each student in a secondary or K-12 level program will enroll during the fall internship in this course as listed in his or her respective academic division. Consideration for the content, methods and resources needed in the teaching of the major subject in the public school is undertaken prior to beginning the public school assignment. All secondary level and K-12 students will also have completed Education 320 or Language 251.

### 315 Educational Psychology 4 hpw

A study of learning theories, process, evaluation, and strategies will be the major focus of the course. Practical application of these emphases will be included so as to prepare the student for the internship experience. Required for all students in teacher education programs. Prerequisite: Psychology 201 or its equivalent.

### 319 Literature for Children and Youth 4 hpw

A survey of traditional and contemporary literature suitable for children from preschool through intermediate age levels, together with its place and significance in the integrated curriculum. Brief teaching experiences in local public schools will be a part of this course.

### 320 Reading and Other Language Arts 4 hpw

A study of the development of the language art skills, particularly reading, but including listening, speaking and writing as experienced by the elementary school child. Brief teaching experiences in local public schools will be part of this course. Students who elect this course may not take Language 251 for credit.

### 322 Methods and Materials: Grades K-3

Methods and materials suitable for use in Kindergarten through third grade programs. Required for North Carolina Early Childhood certification. Generally offered as a part of the fall internship prior to beginning the public school assignment.

### 324 Methods and Materials: Grades 4-9

Methods and materials suitable for use in Grades 4 through 9. Required for North Carolina upper grade certification. Generally offered as a part of the fall internship prior to beginning the public school assignment.

### 355 Nature and Needs of Exceptional Children 4 hpw

This course is designed to combine readings and field experiences concerned with learning needs of an exceptional nature (gifted, talented and learning deficiencies). Both general considerations

as well as special needs will be examined with particular emphasis on dealing with such learning problems in the "regular" classroom setting. Prerequisites: Psychology 201 and 303 or its equivalent and/or permission of the instructor.

### 420-421 Student Teaching Internship 4 hpw

Under the direction of a qualified public school cooperating teacher and the college, a full-time, continuous teaching experience is carried out. Student internships will usually take place during the fall term. It will begin during workdays at the assignment location and be concluded at the Thanksgiving break. Presently, students are assigned to the Charlotte/Mecklenberg, Moore, Richmond, and Scotland County Schools. This program carries two course credits and is equivalent to eight semester hours credit.

### 451 Educational and Psychological Evaluation 4 hpw

A course designed to study the concepts, techniques and instruments for appraisal and assessment of personal needs, achievement, and potential. In addition to this fundamental emphasis, particular stress will be placed upon these applications in diagnosing, placing, and teaching the emotionally handicapped, learning disabled, and gifted and talented student. Prerequisite: Education 315 and 355 or their equivalents and/or the permission of the instructor. (Also offered as Psychology 451.)

### 453 Psychology and Education of the Gifted and Talented Student 4 hpw

A study of research findings on gifted, talented, and bright underachieving students. The social, emotional, physical, and intellectual characteristics of such persons will be investigated in order to focus upon appropriate teaching/learning requirements in special mainstreaming learning environments. This course is usually taught during the spring and summer terms. Prerequisites: Education 315 and 355 and/or the permission of the instructor. (Also offered as Psychology 453.)

#### **454 Counseling Principles and Theories** 4 hwp

The purposes, processes, organization and resources for guidance and counseling are considered. Special attention will be given to understanding and dealing with adjustment problems, including consideration of some case studies, and a practicum in counseling techniques on an advanced level. Prerequisites: Education 451 and/or permission of the instructor. (SPECIAL NOTE: This course will be offered to teachers who already hold a degree and

are desiring supplemental certification in Gifted/Talented Education.)

#### **480 Supplemental Certification internships**

This experience involves serving a 100 hour internship in teaching the Physically Handicapped or Gifted/Talented students. Under the supervision of a qualified cooperating teacher and the college, the intern may be placed during any term, including summers, where appropriate sites are available. Certified and presently employed teachers whose assignment is

with Gifted and Talented or Physically Impaired will be able to complete this requirement through teaching related assignments. Prerequisites: Education 420 and Education 421.

#### **190, 290, 390, 490 Special Studies in Education**

#### **195, 295, 395, 495 Internships in Education**

#### **199, 299, 399, 499 Guided Independent Study in Education**

## **History**

Professors Harvin and Melton (Chairman); Associate Professors Anderson and Schulz; Assistant Professor Roper

Central to humanity is the impulse to find a place in time; to take account of and deal with change; to sift through the sands of the past for the occasional bright gem which is timeless. History is the study of such things, and the program at St. Andrews encourages students to sift through sands from many places: from Scotland County to Peking, from Tudor England to modern Zaire, from Brasilia to Periclean Greece. Students are offered courses which provide a base of knowledge along with exposure to the many techniques in historical research. The faculty in the program, through the History Club, bring their own research before students, and advanced students also use the History Club to display their own works in a variety of topics.

### **Major in History**

A standard major in history consists of twelve

#### **101 Western Civilization I**

A study of the main trends in western civilization from late Roman times to 1650, including medieval civilization, the Renaissance, the Protestant Reformation, the Age of Discovery, and the formation of the Nation States.

#### **102 Western Civilization II, Comparative Revolutions**

This is a course in modern western civilization organized around the theme of comparative revolutions. Emphasis is placed on the comparative study of the English Revolution, the American Revolution, the French Revolution, the Russian Revolution, and the Nazi Revolution.

#### **201, 202 American Civilization** 3 hwp

An introduction to the historical discipline designed to develop (1) a cognitive

knowledge of the process of historical change in America from colonization to the contemporary era; and (2) basic skills in the principal methodologies of historical research and analysis from the perspective of both the humanities and the social sciences. Term I: Colonization to Reconstruction; Term II: Reconstruction to Contemporary. Freshman and sophomore standing required.

#### **204 Modern Asia** 3 hwp

The political history of Asia in the modern period with emphasis on responses to the West, such as passive resistance in India, militarism in Japan, and revolution in China. (Offered also as Politics 204.)

#### **213 Psychohistory** 3 hwp

In this new and exciting field of history, the insights of psychology and psychoanalysis are used to understand the motivations of

individuals such as Luther, Gandhi, Hitler, Wilson and Nixon; group processes; the history of the family, stressing the manner in which children have been treated.

#### **302 History of Economic Thought**

4 hwp  
A history of the main currents of economic thought since the eighteenth century, including such economists as Adam Smith, Karl Marx, John Maynard Keynes, and Milton Friedman. (Offered also as B/E 302.)

#### **311 The Founding Fathers** 4 hwp

A study of the men called "the Founding Fathers" who wrote the Declaration of Independence, the United States Constitution and the Bill of Rights. What kind of men were they, what were their ideals and self-interests, and what were their worldviews? Did their personal lives

courses in history, including six history courses at the 300-400 level. One winter term history course may be included as a part of the history major.

### **Contract Major in History**

A contract major in history consists of twelve to fifteen history and related courses carefully selected to meet the individual needs of the student. At least half of the courses in the contract must be history courses. A minimum of six history courses at the 300-400 level is required. Typical contract options are as follows: American Studies, European Studies, History for Pre-Law, History for Journalism, History for Government Service, History for Divinity Studies, and History for Careers in Business.

### **Courses in History**

Courses will not carry prerequisites except that those courses numbered 300 and 400 levels are restricted to juniors and seniors except by consent of the instructor.

help or hinder their contribution? How were they alike and how were they different?

**331 The New South** 4 hpw

Defeat in the Civil War not only wrecked the economy of the old plantation system, but it also marked "the surrender of a point of view." The violent race relations, the brutal poverty of the farms, the class warfare in the mill towns are counterbalanced by marvelous achievements in literature and the arts. This course serves up the whole New South, "the best of times, the worst of times."

**332 Slavery in Comparative Perspective** 4 hpw

A study of slavery in the Americas, with emphasis on the Southern United States, utilizing the methodologies of various disciplines in the humanities and social sciences. The course is developed cognitively around five general areas: 1) Slavery as a Philosophical Problem; 2) Comparative Analysis of Slave Societies; 3) The Historiography of Slavery; 4) Afro-American Folklife under Slavery; and 5) Slavery in Microcosm.

**334 Civil War and Reconstruction** 4 hpw

A study of the era of the American Civil War. The causes of the war, the military campaigns, and the era of Reconstruction will be considered. Special emphasis will be given to interpretations of the era, the impact of military technology and doctrines of war on the campaigns, and the significance of Reconstruction for the South.

**353 The Age of the French Revolution** 4 hpw

A study of continental Europe between 1763 and 1850 with emphasis on the decline of the Old Regime, the crisis of the French Revolution, the reorganization of Europe under Napoleon and the Congress of Vienna, and European revolutions of 1820, 1830, and 1848.

**355 The Turn of the Century and World War I** 4 hpw

A history of Europe from the 1870's until 1918 with emphasis on the causes of World War I, the military campaigns of 1914-1918, the Russian Revolution, and the impact of science, technology, and industrialism on the late nineteenth and early twentieth centuries.

**356 The Age of the Second World War** 4 hpw

A study of the backgrounds of World War II, the military campaigns of 1939-1945, the home fronts, Nazi occupation regimes, resistance movements, propaganda, wartime diplomacy, the role of science, and the impact of total war on modern society.

**371 Soviet Russia** 4 hpw

A study in depth of the Russian Revolution of 1917 and the evolving Communist state, dealing with both the internal developments of the Soviet state and its foreign relations.

**405 The Roaring Twenties and the Great Depression: the American Experience, 1919-1941** 4 hpw

This course will examine United States culture, politics, and American influence in

world affairs from the end of World War I to the American entry into World War II. Topics covered will include the Red Scare, Prohibition, Jazz, the 1929 Crash, and the Ku Klux Klan.

**406 The United States in the Atomic Age** 4 hpw

The atomic explosion at Hiroshima in 1945 opened a new era in history when weapons of mass destruction can obliterate mankind in a matter of hours. This course will examine American involvement in the world, including the United Nations, NATO, Korea, and Vietnam. Equal time will be spent on internal developments in the United States, including civil rights, music, economic policies, the influence of technology, permissiveness, and the Moral Majority.

**190, 290, 390, 490 Special Studies in History**

These courses are offered at irregular intervals to meet changing student needs. Examples of the type of courses offered from time to time as the need arises are England under the Tudors and Stuarts, Latin American History, the Ancient World, Renaissance and Reformation, English Constitutional History, and the Old South.

**395, 495 Internships in History**

**199, 299, 399, 499 Guided Independent Study in History**

## Politics

Associate Professors Anderson, Bushoven (Chairman), Fouke, Schulz; Assistant Professor Johnakin

### Major in Politics

The major in Politics is just that — a major in the polis — the community. It is not a major in political science as a rigid methodology. Although any person wishing to enter graduate school can acquire more than the necessary methodological knowledge and skills, that is not the primary focus of the major. The Politics major at St. Andrews is a study of needs, of cooperative ways for individuals and groups (large and small) to fulfill those needs, of accomplishment through caring and through leadership, and of personal fulfillment through interaction with oneself, others and the planet. While concerned with helping the student prepare for an entry level work position, the Politics faculty is much more concerned with

preparing the student to be a leader in his or her personal and civic life. The commitment of the program is to respect students, help sharpen their opinions, aid them in acquiring skills and knowledge which will result in mature decisions, help them to develop self-confidence and self-awareness — so that as mature adults their education does not fail them, and they do not fail their education.

The Politics Program has no set program to which all majors must adhere. Instead the Politics Program operates a contract system under which students can initiate major programs tailored to their own academic needs and goals. The major requirements in politics therefore consist of a standard or individualized contract which includes all other degree requirements and which is mutually acceptable to the student and to the faculty in politics. The acceptance of a student as a major in politics includes the acceptance of his or her contract. The contract will become part of the student's permanent record and any changes in the contract must be approved by the student and the faculty in politics.

The standard contract in politics establishes a program of study which requires the completion of ten to fourteen related courses. When appropriate, a major will be encouraged to develop skills in computer use, mathematics and/or language. Students have initiated contracts in such areas as International Studies, Practical Politics, Political Psychology, Politics and Business, and Pre-Law (see below). They have also combined their interests with other disciplines such as Anthropology, History, Education, Economics, Philosophy, and Psychology. The faculty in politics will supply additional information on the major.

### For Pre-Law Students

St. Andrews offers a pre-law concentration as a preparation for law school and career opportunities in state and local governments, public administration, criminal administration and rehabilitation, becoming an attorney, and becoming a paralegal assistant. Pre-law students may elect any major program, and are encouraged to take courses in a wide variety of subjects.

In politics the student may take Introduction to Law, Legal Reasoning, Constitutional Law Advanced Studies (with selected emphasis on the judicial process), and Special Studies in Criminal Justice. The student is strongly encouraged to work closely with the pre-law

advisor and to take internships with an agency or with a practicing attorney.

### Internships

The politics program has placed over 40 state and local interns in government and various agencies in the past three years. Students are regularly placed as interns with Congressional offices, the Laurinburg City Planning and Community Development Offices, County Agencies and law offices. Work has included the preparation of bills, testimony before committees, study of the possibilities of waste recycling in the county, and the consolidation of various planning reports into one overall plan for the city. Application is made to the Politics program and those selected enroll in Politics Internships.

### Honors in Politics

The Politics Program offers a three-fold track of study at the honors level for majors. Freshmen and sophomores work at the competency honors level (skill attainments), sophomores and juniors at the academic honors level (systematic and sustained research), and seniors at the life honors level (enriched experiences in a joint academic-government for academic-business environment). Students should express an interest to the Politics faculty. Participation is by invitation.

### Courses in Politics

#### 201 Introduction to American Government 3 hpw

An introduction to American government and to the discipline of political science designed (1) to develop an understanding of how the American political system functions, (2) to indicate possible changes which may occur in the American political system, (3) to stimulate an awareness of why some political events occur and others do not, and (4) to encourage the development of a perspective from which political events can be evaluated.

#### 202 Introduction to Politics 3 hpw

Intended as a first course in Politics. An introduction to the important issues and methodologies of political science. The content will consist of a series of related modules on such topics as: the individual as a political actor, the group basis for politics, the societal environment of attitudes and values, and the global dimensions of political life.

#### 204 Modern Asia 3 hpw

The political history of Asia in the modern period with emphasis on responses to the West, such as passive resistance in

India, militarism in Japan, and revolution in China. (Offered also as History 204).

#### 211 Introduction to International Politics 3 hpw

An introduction to the political relations of nations, including theories and levels of analysis. Use of case studies and simulation gaming to explore normative issues in both contemporary and preferred future global systems.

#### 231 Introduction to Law 3hpw

A study of the nature of law and its most general functions. Areas covered include certain aspects of the law of civil and criminal procedures; the law of contracts; legal reasoning; and labor law and the law regarding race relations. Field trips to trials, films, guest speakers, etc.

#### 253 European Governments 3 hpw

A comparative study of institutions and functioning elements, such as political parties and elections, in similar and dissimilar political systems. Methods of comparative political analysis with primary focus on European nations.

#### 266 Politics of Sex

An exploration of the political nature of the

roles and relationships of males and females in the United States. Analysis of human sexual conduct and reproduction as defined in the laws of the United States.

#### 276 Politics of Behavior 3 hpw

An introductory analysis of the psychological factors which influence and condition individual political behavior.

#### 301 Public Administration

A survey of public service; an examination of the problems of public service; acquisition and allocation of public funds; bureaucracy and public policy formation; methodologies used in public administration.

#### 303 Urban Politics 4 hpw

Analysis of contemporary urban politics and problems.

#### 312 Legal Reasoning 4hpw

An intensive study of case law and legislation to introduce students to the tasks and modes of thought of lawyers and to gain insights and skills required in case analysis and the interpretation of statutes. Areas studied include: the analysis and synthesis of judicial decisions in the federal courts.

**321 Western Political Thought: Classical to Modern** 4 hpw

A study of the classics in Western political thought from Plato to the present. Emphasis is placed on their relationship to contemporary conditions. Original texts are used.

**323 Marxian Political Analysis** 4 hpw

A study of the historical, psychological and social roots of war and the contemporary issues of peace, introduction to problems of research in peace and conflict studies. Areas investigated include arms control and disarmament, international organization, and preferred futures modeling.

**339 War and Peace** 4 hpw

A study of the historical, psychological and social roots of war and the contemporary issues of peace, introduction to problems of research in peace and conflict studies. Areas investigated include arms control and disarmament, international organization, and preferred futures modeling.

**342 Foreign Policy Processes** 4 hpw

Detailed study of the governmental machinery and external influences on the formulation and implementation of foreign policy.

**356 Asian Politics** 4 hpw

A critical examination of modernization theory and a comparative analysis of

political structures and processes of change in selected countries of Asia.

**357 African Politics** 4 hpw

A comparative analysis of the politics, history, and culture of Africa.

**380 Advanced Studies in American Politics** 4 hpw

A rigorous examination of American politics with selected emphasis on such topics as the presidency, federalism, mass media, parties and pressure groups, legislative behavior, and judicial process.

**401 Competency Honors**

Open by invitation of the Politics faculty only. Exceptional work done by the student, working independently under faculty supervision, in acquiring skill in using methodologies basic to political science, such as use of government documents, cost-benefit analysis, etc.

**402 Academic Honors**

Open by invitation of the Politics faculty only. Exceptional work done by the student, working independently under faculty supervision, in traditional, comprehensive, systematic research over an extended period of time; analogous to a senior theses of high merit.

**403 Life Honors**

Open by invitation of the Politics faculty only, an enriched policy making experience of the highest rank, involving the student in decision-making, compromise, coalition building, under the tutelage of executives of major corporations or public agencies; analogous to a "fellowship" at the graduate level.

**190, 290, 390, 490 Special Studies in Politics**

**195, 295, 395, 495 Internships**

The assignment to a private, public or quasi-public official for an on-the-job experience. Interns have served with the city manager, the county manager, the county attorney, a state representative, the State Commission on Women, lawyers, and other institutions and organizations. Selected by the staff of the politics program.

**398, 498 Research/Teaching Practicum**

**199, 299, 399, 499 Guided Independent Study in Politics**

## Psychology

Professor A. Smith; Assistant Professors Johnston (Chairperson), Knight, Franz.

### Major in Psychology

Requirements for a major in Psychology: Eleven courses in Psychology as follows: All Psychology majors are required to take 201 and 202.

The Psychology Major in consultation with his/her advisor should select three (3) courses from one of the following areas and at least one (1) courses from each of the other two areas:

Area I	Area II	Area III
Psychology 220	Psychology 211	Psychology 304
Psychology 301	Psychology 307	Psychology 314
Psychology 303	Psychology 316	Psychology 360
Psychology 420	Psychology 407	
	Psychology 418	

Six (6) of the eleven courses (11) courses should be at the 300-400 level, including two (2) courses at the 400 level.

In addition Psychology majors must select from the following:

Mathematics 205 is required of all Psychology Majors.

Computer Science 110\*

Two additional (2) courses in Mathematics and/or Computer Science\*

\*Competence in a foreign language (four (4) courses for students with no previous coursework in that language) may be substituted for the requirements marked by an asterisk\*.

### Contract Major in Psychology

For students whose needs are different from the standard major in Psychology, a contract major may be arranged. The contract major requires Psychology 201, 202 and at least six courses in Psychology at the 300 or 400 level. The contract major is arranged in consultation with the faculty advisor and the psychology faculty. Some examples of contract majors might be, Biopsychology, Psycholinguistics, Psychology and Business, Psychology and Music, and others as appropriate to the needs of individual students.

## Courses in Psychology

### 201 Introduction to Psychology

6 hpw

An introduction to the basic concepts, methods, issues, and theories of psychology including such topics as the biological bases of behavior, perception, learning and memory, human development, motivation, personality, social influences, and pathological behavior. Lecture: Three hours; laboratory: Three hours.

### 202 Experimental Methods in Psychology

6 hpw

Methods of research design employed in psychology. Includes experimental investigation of selected topics presented in Psychology 201. Lecture: three hours; laboratory: three hours. Prerequisite: Math 205 or its equivalent; Psychology 201.

### 211 Introduction to Perception

4 hpw

Current theories and research in perception with applications for the visual arts, music, and theater. Basic perceptual processes in vision, audition, tactile, and kinesthetic areas will be presented. Prerequisite: Psychology 201.

### 220 Social Psychology

3 hpw

A survey of theory and research concerning the behavior of individuals in a social context. Topics include: social perception, attitude formation and change, conformity, aggression, prosocial behavior, leadership and social power, cooperation and competition, group dynamics, privacy, and environmental psychology. Application of social psychological principles to health care, politics, business, education, and interpersonal communication are considered. Prerequisite: Psychology 201.

### 301 Personality Theory and Research

4 hpw

An overview of current and classical theories of personality, assessment of personality, and research on individual differences. Issues in theory construction as well as assumptions underlying specific theories will be examined. Research topics will include stability and change in personality, reliability and validity of personality assessment, individual differences in dealing with stress, and the interaction of personality and social context in the behavior of individuals. Prerequisites: Psychology 201 and Psychology 202 or consent of the instructor.

### 303 Developmental Psychology

6 hpw

A general survey of change during the lifespan of the individual from conception to death. The course of development is described and biological, cognitive, and psychosocial determinants of change are explored. Lecture: four hours; laboratory: two hours. Prerequisite: Psychology 201; Psychology 202 encouraged.

### 304 Behavior Pathology and Therapy

4 hpw

An investigation of the factors, processes and conditions which cause personality deviations (neuroses, psychoses, mental deficiencies). Also, abnormal behavior patterns are identified and appropriate therapeutic techniques are considered. Prerequisite: Psychology 201 or consent of instructor.

### 305 History and Systems of Psychology

4 hpw

A careful study of the history of psychology and the approach of the various systems of psychology to the study of human and animal behavior. Prerequisites: Psychology 201, 202, or consent of instructor.

### 307 Physiological Psychology

7 hpw

An investigation of the biological bases of behavior. The course begins with discussion of the basic neurosciences (neuroanatomy, neurochemistry, and neurophysiology) to provide a foundation for discussion of the biological processes that control the sleep-waking cycle; regulation of food and water intake; sexual, maternal, and aggressive behavior; reward and punishment; learning and memory; and language. The biological basis of mental disorders will also be discussed. Lecture: four hours; laboratory: three hours. Prerequisites: Psychology 201 and consent of the instructor.

### 314 Counseling Principles and Theories

4 hpw

The purposes, processes, organization and resources for guidance and counseling are considered. Special attention will be given to understanding and dealing with adjustment problems, including consideration of some case studies and a practicum in counseling techniques. Prerequisites: Psychology 201, 2 other courses in Psychology and consent of instructor.

### 316 Human Learning and Cognition

6 hpw

An investigation of the theories and empirical findings of human learning and cognition including such topics as conditioning, verbal learning and memory, language, motor-skills learning, and problem solving. Lecture: three hours; laboratory: three hours. Prerequisites: Psychology 201 and Psychology 202.

### 320 Experimental Social Psychology

5 hpw

Students enrolled in this course will complete assignments required for Psychology 220. In addition, a weekly lab/seminar meeting will be devoted to in-depth analysis of selected research in social psychology. Prerequisites: Psychology 201. Psychology 202 is recommended.

### 360 Educational and Psychological Evaluation

4 hpw

A survey of the concepts, techniques, and

instruments for the assessment of personal needs and potential. Special emphasis is placed on these applications to teaching the emotionally handicapped and the gifted and talented students (Offered also as Education 451). Prerequisites: Psychology 201, Math 205, and consent of instructor.

### 407 Advanced Physiological Psychology

7 hpw

Advanced study of research and methods in physiological psychology. Lecture: four hours; laboratory: three hours. Prerequisites: Psychology 201, 202, and 307. Offered alternate years on demand.

### 411, 412, 413, 414 Psychology Seminar

Each time this course is taught, there will be a different set of problems to be considered. In general, the focus will be upon contemporary problems in Psychology, with emphasis upon professional concerns, ethical problems, debates in Psychology, current issues in research and other matters of concern to the class. This course may be taken more than once for credit. Prerequisites: At least 4 courses in Psychology, and consent of the instructor.

### 416 Advanced Experimental Psychology

6 hpw

A continuation of Psychology 202 with special emphasis upon advanced experimental designs and advanced experimental techniques for conducting psychological research. The student will be expected to conduct at least one major experimental project as a part of this course. Prerequisites: at least six courses in Psychology including 201 and 202. Offered on demand in alternate years.

### 418 Advanced Perception

6 hpw

An advanced study of the theories and empirical findings of perception introduced in Psychology 211. Prerequisites: Psychology 201, 202, and consent of instructor. Offered on demand in alternate years.

### 420 Advanced Social Psychology

6 hpw

An advanced study of the psychological processes in Social Psychology 220 with an emphasis upon research investigation of social processes and the study of individual and group social behavior. Prerequisite: Psychology 220. Offered on demand in alternate years.

### 190, 290, 390, 490 Special Studies in Psychology

### 391, 491 Junior and Senior Honors in Psychology

An investigation of research literature in Psychology, or a research investigation of a Psychological Topic. Admission by nomination only.

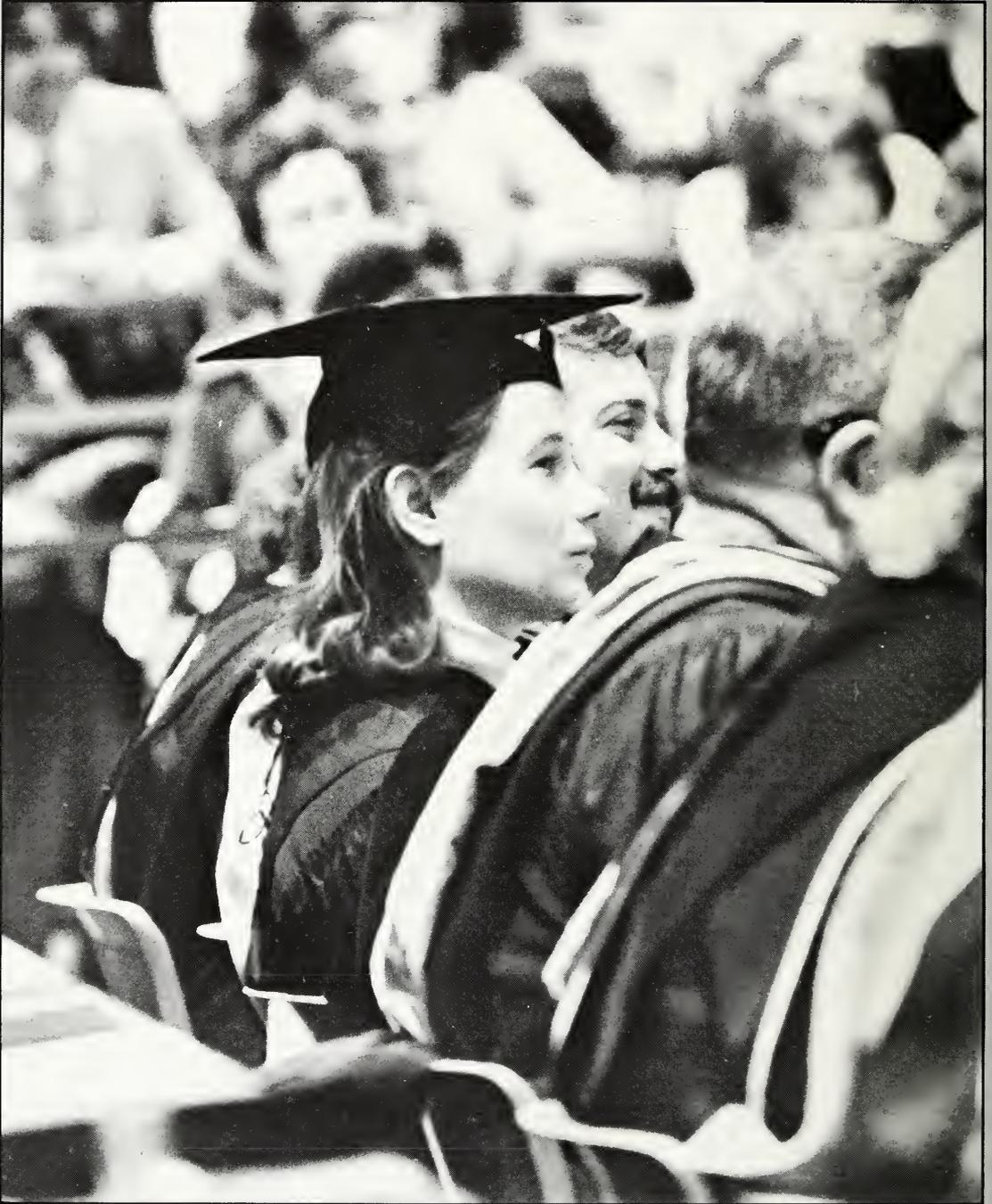
### 195, 295, 395, 495 Internships

**398, 498 Research/Teaching Practicum**

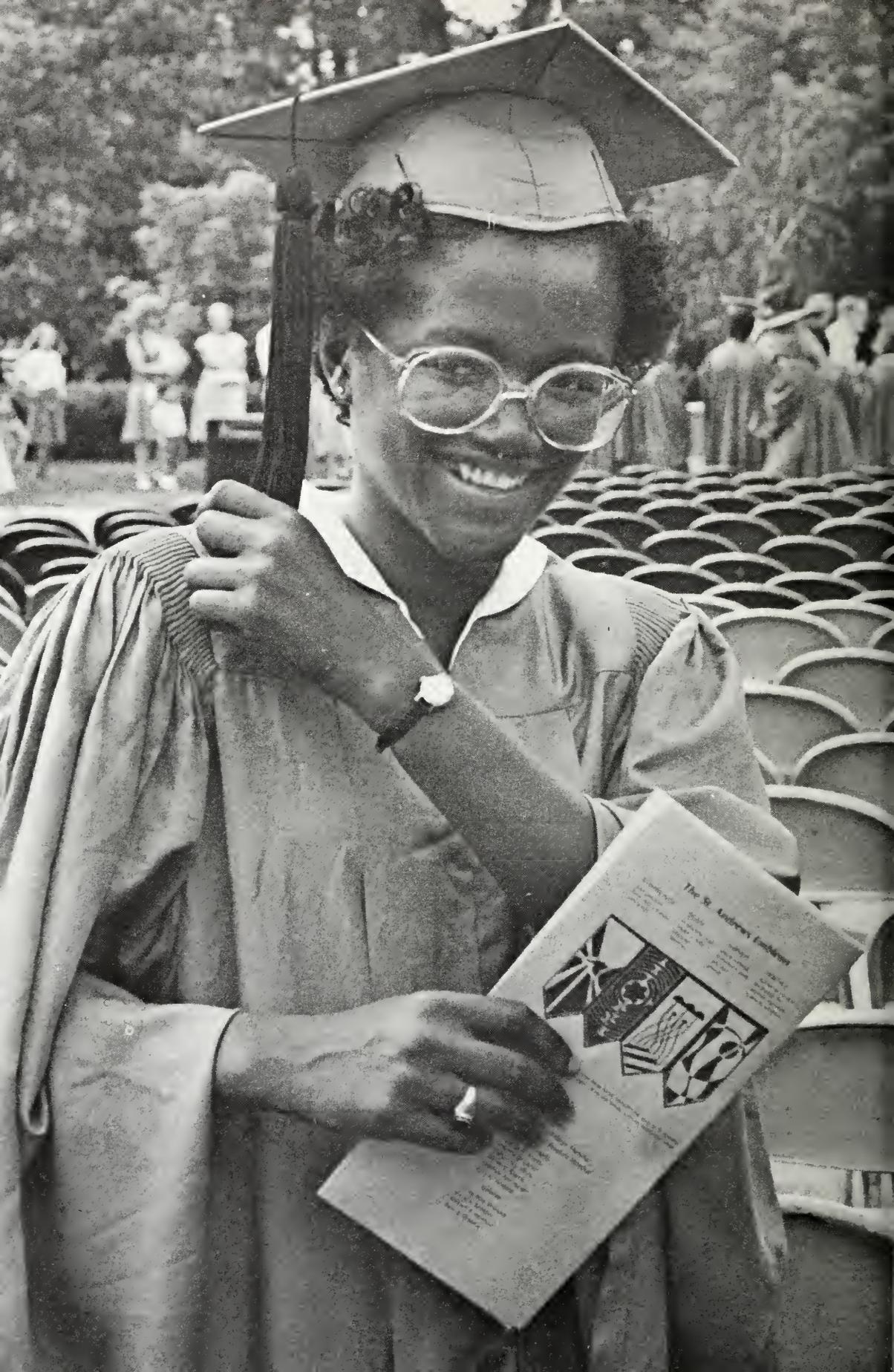
Research and/or teaching experience for advanced students arranged with an individual professor. The work may involve any or all of the following: assistance to the professor in research design,

experimental apparatus design, literature review, data collection and analysis, the preparation of manuscripts, the teaching under supervision of a portion or portions of a course. Instructor's consent required prior to registration.

**199, 299, 399, 499 Guided Independent Study in Psychology**







# 8

## Academic Honors and Scholarships

The College seeks to encourage and formally recognize superior academic achievement. To that end, the College awards several academic honors:

*St. Andrews Distinguished Scholars Awards* — The College annually makes these awards to approximately 10 members of the incoming freshman class. These four-year scholarships, the highest academic awards of the College, are based on academic record, character, and leadership potential.

*Dean's Honor Roll* — The Dean's Honor Roll recognizes freshmen and sophomores who have at least a 3.25 grade-point average, and juniors and seniors who have at least a 3.50 grade-point average, at the end of the Fall and Spring terms. In addition to the grade-point requirement, students must complete at least three regular courses during the term, must not make below a grade of "C" on any course, and must not receive a grade of "incomplete" on any course during the term.

*Dean's High Honor Roll* — The Dean's High Honor Roll recognizes students at the end of the fall and spring terms who have at least a 3.75 grade-point cumulative average for at least six courses at St. Andrews and have met the requirements for the Dean's Honor Roll.

*Sophomore Honors* — Each spring the College awards Sophomore Honors to students who have earned a grade-point average of 3.25 or better through the winter term of the sophomore year.

*St. Andrews Honor Society* — Membership in the Honor Society is awarded to juniors and seniors enrolled during the spring term who have

earned an overall average of 3.25 or better on a minimum of 14 courses at St. Andrews. Eligibility for membership will be determined at the end of each winter term.

*Honor Graduates* — St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. Degrees are awarded with honors to those with a grade-point average of 3.50 and with high honors to students with a grade-point average of 3.75 or better. Transfer students will be evaluated for honors on an individual basis by the faculty.



## Academic Honors and Scholarships

### St. Andrews Distinguished Scholars for 1982-83

#### Mattie McLean Baldwin Scholarship

Holli Haddix '83, Statesville, North Carolina

#### John Blue Scholarship

Pam Donaldson '84, Tucker, Georgia  
William Ricks Hanna, Jr. '85, Smithfield, North Carolina

#### William Flowe Brown Scholarship

James Monroe Boyte, Jr. '86, Carthage, North Carolina

#### Della Martin Campbell Scholarship

Maureen Ingalls '84, Fayetteville, North Carolina

#### William Ralston Campbell Scholarship

Stephanie Fore '84, Chapel Hill, North Carolina

#### R. Don Carson Scholarship

Philip Alexander Leist '85, Smithfield, North Carolina

#### Robert F. Davidson Scholarship

Nancy Lynn Prosser '86, Richmond, Indiana  
James L. Wheeler, Jr. '86, Gainesville, Florida

#### Ruth and Mary Fitzgerald Scholarship

M. Alison Boyd '86, Jackson, Mississippi

#### Samuel Hewitt Fulton Scholarship

Sharon Stanley '84, Fishersville, Virginia

#### Grace Whitaker Kehaya Scholarship

Mark Stanley '83, Fishersville, Virginia

#### Senah C. and Charles A. Kent Scholarship

Laura G. Durfee '86, Raleigh, North Carolina  
Kathryn Henry '83, Prospect, Kentucky  
Philip Scruggs '83, High Point, North Carolina

#### Edward J. Mack Scholarship

To be named

#### Almena Currie McLean Scholarship

Leslie Ruth Palmer '85, Carthage, North Carolina

#### Robert L. McWhorter III Scholarship

John Kirkland Gilmer '85, Banner Elk, North Carolina

#### Frank Mizell Scholarship

Vince Bonfanti '83, Fayetteville, North Carolina

#### L. Richardson Scholarship

Reeta Roy '86, Winston-Salem, North Carolina  
Jennie Mae Wilhelm '84, Winston-Salem, North Carolina

#### Frances Ley Springs Scholarship

J. Stuart Coale '86, Columbia, South Carolina  
Mary Dom '83, Charleston, South Carolina  
William Andrew Hayes '85, Ft. Mill, South Carolina  
Corey Ingold '84, Charlotte, North Carolina

#### Anne Blue Tucker Scholarship

Catharine Jane Yearick '86, Winter Park, Florida

#### Unnamed Scholarships

Timothy Carter '83, Jacksonville, Florida  
Jay A. Jackson '85, Milburn, Georgia  
Charles Kinston Williams '83, Gibson, North Carolina



## Honors Scholarship

### Class of 1983

Charles Booker, Richmond, Virginia  
Diane Davis, Wilmington, Delaware  
Lori Dye, New Bern, North Carolina  
Nancy Dyer, Johnstown, New York  
Ann Franklin, Warrenton, North Carolina  
David Helms, Matthews, North Carolina  
Jerry Hudgins, Red Springs, North Carolina  
Sabrina Kirk, Warner Robins, Georgia  
Mitchell Merritt, Rose Hill, North Carolina  
Herman Moyers, Morganton, North Carolina  
Jennifer Solt, Cheraw, South Carolina  
Lisa Wall, Greensboro, North Carolina  
Richard Wohlfarth, Lighthouse Point, Florida

### Class of 1984

Jan Davis, Clearwater, Florida  
Jenny Gleach, Richmond, Virginia  
Michelle Kleven, Fayetteville, North Carolina  
Jane Newkirk, Wadesboro, North Carolina  
Keziban Shevket, Pompano Beach, Florida  
Suzanne Walker, Burgaw, North Carolina  
Martha Whitlock, Stanley, North Carolina

### Class of 1985

Mark Elvin, Durham, North Carolina  
Maria Franklin, Rockingham, North Carolina  
Mark Altman, Hemingway, South Carolina  
Katherine Hodges, Roanoke, Virginia  
David Pauley, Roanoke, Virginia  
Addison Andrews, Wilmington, North Carolina  
Juan Morejon, Pompano Beach, Florida  
Janice Dent, Baltimore, Maryland  
Bevin Wall, Newport, North Carolina  
Kelly Simmons, Atlanta, Georgia

### Class of 1986

Elizabeth Anne Delicate, Lynchburg, Virginia  
Jeffrey Scott Dixon, Charlotte, North Carolina  
Debora Drane, Atlanta, Georgia  
Laura Lynn Kiefer, Plantation, Florida  
Charles Edward Scott, St. Petersburg, Florida  
Nancy Lillian Shupe, Florence, Kentucky  
Karen Grace Simpkins, Atlanta, Georgia  
Lisa Annette Tomlin, Concord, North Carolina

Sophomore Honors — Each spring the College awards Sophomore Honors to students who have earned an average of 3.25 or better through the winter term of their sophomore year.

St. Andrews Honor Society — Honor Society membership is awarded to junior and senior students who have earned an overall average of 3.25 or better on 14 courses at St. Andrews. Members serve as marshalls at convocations

## Sophomore Honors for 1981-1982

Cheryl L. Bailey, Winston-Salem, North Carolina  
Jesse Cornelius Bowes, Jr., Roxboro, North Carolina  
Robert Glenn Capps, Fayetteville, North Carolina  
Nathalie B. Christophe, Greensboro, North Carolina  
Robert Beatty Dascombe, Raleigh, North Carolina  
Julia Frances Dixon, Richmond, Virginia  
Stephanie A. Fore, Chapel Hill, North Carolina  
Rosalind Rene Hodge, Hartsville, South Carolina  
Ann Moragne Holmes, Laurinburg, North Carolina  
Corey D. Ingold, Charlotte, North Carolina  
William M. Lide, Atlanta, Georgia  
Rebecca E. Martinsen, Charlotte, North Carolina  
Allison Leigh Morris, Winston-Salem, North Carolina  
Sophia Jane Mott, Bowling Green, Ohio  
Roger Clark Pate, Laurinburg, North Carolina  
Sally Schiel, Charlotte, North Carolina  
Keziban Shevket, Pompano Beach, Florida  
Sharon Gettys Stanley, Fishersville, Virginia  
Brenda C. Thompson, Troy, North Carolina  
Stewart W. Timmerman, II, Harrisburg, Pennsylvania  
Penny Todd, Charlotte, North Carolina  
Robert Paul Turpin, Fayetteville, North Carolina  
James Burnley Vest, Vienna, Virginia  
Suzanne Sullivan Walker, Burgaw, North Carolina  
Wendy Eileen Wenck, Laurinburg, North Carolina

## Sophomore Honors for 1980-81

Martha Lynne Allen, Laurel Hill, North Carolina  
Vincent G. Bonfanti, Fort Bragg, North Carolina  
Charles Andrew Booker, Richmond, Virginia  
David James Brangenberg, Absecon, New Jersey  
Joseph Edward Carter, Morehead City, North Carolina  
Timothy David Carter, Jacksonville, Florida  
William E. Carson, Jr., New Richey, Florida  
Denise Rene Dalton, Fayetteville, North Carolina  
Robert Raymond Dukes, Greensboro, North Carolina  
Catherine J. Elkins, Wilmington, North Carolina  
William Edmund Etchison, Jr., Charlotte North Carolina  
Paul Anthony Flowers, Bennettsville, South Carolina  
Susan Gaye Gaffney, Fayetteville, North Carolina  
Mehrin Ghanizadeh-Moshiri, Tehran, Iran  
Gene H. Henderson, Kinston, North Carolina  
Kathryn Helene Henry, Prospect, Kentucky  
Jerry Colman Hudgins, Red Springs, North Carolina  
Kathleen Ann Kaiser, Chapel Hill, North Carolina  
John Christopher Matthews, Charlotte, North Carolina  
James Mitchell Merritt, Rose Hill, North Carolina  
Edwin Bass Perritt, Wilmington, North Carolina  
Steven Frank Rogers, Tarboro, North Carolina  
Philip D. Scruggs, High Point, North Carolina  
John Mark Stanley, Fishersville, Virginia  
William David Wagner, Mt. Lebanon, Pennsylvania  
Wendy Jean Wilkinson, Broadalbin, New York  
Brent T. Williams, Farmingdale, New York

and special events, and members who are juniors serve as marshalls at Commencement. Eligibility for membership in the society is determined at the end of each winter term.

## Honor Society Members for 1981-1982

Martha Lynn Allen  
Geraldine Frost Baker  
Vincent G. Bonfanti  
Charles Andrew Booker  
David James Brangenberg  
Carolyn G. Briggs  
Denise D. Byers  
Lynn Carol Cadmus  
Joseph Edward Carter  
Timothy D. Carter  
Janet Dunn Clark  
Jenny L. Clark  
Karen Joy Clayton  
Kathryn Dianne Cox  
Paul Jaime Dosal  
Robert Raymond Dukes  
Catherine J. Elkins  
William Edmund Etchison  
Paul Anthony Flowers  
Susan Gaye Gaffney  
Jayne Ellen Gloster  
Mehrin Ghanizadeh-Moshiri

Mitra Ghanizadeh-Moshiri  
Richard Leslie Gilbert  
Holli Fae Haddix  
Debra Jeanne Hart  
Gene H. Henderson  
Kathryn Helene Henry  
Kathleen Olivia Holmes  
Jerry Coleman Hudgins  
Maureen A. Ingalls  
Kathleen Ann Kaiser  
John Howell Krantz  
Amanda Beth Londeree  
Michael F. Lytle  
Sandra Kay Martin  
Jennifer Anne McCallum  
Joseph Tom McGoogan  
Deborah Smith McKenzie  
Lisa D. Mielenz  
James M. Merritt  
Andrew Wright Montgomery  
Michelle A. Moore  
Grady B. Mullis, Jr.

Alvin Page Perkinson, III  
Teresa Chenell Robin  
Steven Frank Rogers  
Philip D. Scruggs  
Karen L. Shumate  
Patricia Ann Smeal  
John Mark Stanley  
Katherine R. Stanley  
Nancy Henry Stanley  
Franz G. von Stillfried  
Tamara Gail Strigo  
Rosemarie Sutton  
Richard Alan Thomas  
William David Wagner  
Jennie Mae Wilhelm  
Martha Lois Whitlock  
Carol E. Whittier  
Brent T. Williams  
Wendy Jean Wilkinson  
Matthew Scott Woollens  
Jill M. Wright  
David Carroll York

Honor Graduates — At Commencement St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. To those with an average of 3.50 or better, degrees are awarded with honors.

Those with an average of 3.75 or better, degrees are awarded with high honors. Transfer students will be evaluated for honors on an individual basis by the Faculty.

## High Honors for the Class of 1981

Joni Jay Buck, Greenville, North Carolina  
James Thomas Cornwell, Wadesboro, North Carolina  
Karen Alice Eades, Raleigh, North Carolina  
Charlotte Ann English, Hampstead, North Carolina  
Aubrey Lynn Helms, Jr., Matthews, North Carolina  
David Wayne Knott, Cherry Hill, New Jersey  
Lynda S. Smith, Laurinburg, North Carolina

## Honors

George Charles Anderson, Cabot, Arkansas  
William Brettford Bass, Raleigh, North Carolina  
Ann Madelyn Francis Caimi, Aragua, Venezeula  
John Michael Carrigg, Endwell, New York  
Malcolm McLeod Doubles, Hartsville, South Carolina  
Clyde Thomas Dutton, Ash, North Carolina  
Janet Rose Ferrell, Fayetteville, North Carolina  
Jerry Stephen Harms, Aberdeen, North Carolina  
Jon Stephen Johnson, Matthews, North Carolina  
Granville Marion Keys, Churchville, Virginia  
Mary Scott King, Dennyshotso, Arizona  
Robert Booth Whiting Lowery, Camden, South Carolina  
Mildred Parks, Wallace, North Carolina  
Carol Buxton Small, Elizabeth City, North Carolina







# 9 Directory

## Board of Trustees

Lindsay C. Warren, Jr. ('82), Goldsboro, N.C.,  
*Chairman*

Douglas W. Oldenburg ('83), Charlotte, N.C.,  
*Vice Chairman*

Andrew G. Williamson ('83), Laurinburg, N.C.,  
*Vice Chairman*

Joseph B. Mullin ('82), Greensboro, N.C., *Vice  
Chairman*

James H. Pou Bailey, Jr. ('83), Laurinburg, N.C.

Thomas M. Barnhart, III ('85), Charlotte, N.C.

Mrs. Victor E. Bell, Jr. ('85), Raleigh, N.C.

William H. Bergquist ('86), Walnut Creek, CA

David E. Betts ('86), Atlanta, Ga.

Emmett W. Bringle ('84), Greensboro, N.C.

Charles G. Buie, Jr. ('85), Laurinburg, N.C.

W. Lamont Brown ('86), Southern Pines, N.C.

Mrs. Jack B. Burris, Sr. ('82), High Point, N.C.

Stewart Mott Dansby ('86), Durham, N.C.

Sam P. Douglas, Jr. ('85), Wilson, N.C.

James S. Ferguson ('84), Greensboro, N.C.

William E. Graham, Jr. ('86), Raleigh, N.C.

Mrs. Ira M. Hardy, II ('84), Greenville, N.C.

Robert L. Hatcher, III ('86), New Canaan, Ct.

William F. Hohman ('82), Winston-Salem, N.C.

Joseph W. Hotchkiss ('83), Greenwich, Ct.

Billy S. Howell, Jr. ('86), Charlotte, N.C.

Robert B. Jones ('85), Wilmington, N.C.

Ery W. Kehaya ('85), North Palm Beach, Fla.

Edward J. Mack ('82), Greensboro, N.C.

Hector MacLean ('85), Lumberton, N.C.

W. Robert Martin, Jr. ('84), Princeton, N.J.

Mrs. W. Gaston McBryde ('85), Gibson, N.C.

Mrs. R. F. McCoy ('83), Laurinburg, N.C.

James L. Morgan ('86), Laurel Hill, N.C.

Edward M. O'Herron, Jr. ('85), Charlotte, N.C.

Richard L. Sommers ('84), Fayetteville, N.C.

S. Pinckney Stowe, Jr. ('86), Belmont, N.C.

J. Randolph Taylor ('84), Charlotte, N.C.

John T. Warmath, Jr. ('83), Greensboro, N.C.

## Administration

### President

A. P. Perkinson, Jr., B.A., LL.D.

Jacqueline H. Singleton, B.A., *Administrative  
Assistant to the President*

### Vice President and Dean of the College

Ronald C. Crossley, B.A., B.D., Ph.D.

James F. Stephens, B.S., M.S., Ph.D.,  
*Associate Dean for Academic Affairs,  
Registrar, and Director of Institutional  
Research*

Robert G. Anderson, B.A., M.A., *Associate  
Dean for Academic Development*

Elizabeth A. Holmes, B.S., M.A. in L.S., *College  
Librarian*

Prentiss W. Odom, A.S., *Manager of the  
Computer Center*

### Vice President for Business Affairs

C. Parker Umstead, B.S., C.P.A.

Jerry G. Surface, B.A., *Business Manager*

Bradley M. Williams, B.S., *Chief Accountant*

Vickie H. King, *Director of Financial Aid*

Dave Aulakh, *Director of Environmental  
Services*

Steve Tutchen, *Director of Food Services*

Prentiss W. Odom, A.S., *Manager of the  
Computer Center*

Theiron H. Young, *Chief of Security*

### Vice President for Development

Barrett H. Carson, B.A., M.A.

Peggy J. Floyd, B.A., *Director of Annual Giving*

### Dean of Students

Craig W. Hannas, B.A., M.A.

Rodger W. Decker, B.A., M.A., Ed.D., *Director of Rehabilitation Services*

Veronica H. Newman, B.S., M.S., Ph.D.,  
*Director of Career Planning and Placement*  
W. Robert Martin, Jr., B.S., B.D., D.D., *College Pastor*

Michael E. Salmon, B.S., M.S., *Assistant Dean of Students*

**Director of College Relations**

W. Dudley Crawford, B.A., M.Div.

Libby Turner, B.A., M.A., *Assistant Direct of College Relations.*

James B. McDuffie, B.A., *Director of News Services*

Margaret E. Windley, B.A., *Director of Alumni Relations and Pate Hall Conference Center.*

**Director of Admissions**

Margaret Gamble Anderson, B.A., M.Ed.

Margaret W. Abrams, B.A., M.A.T., *Associate Director*

Vernetta Nelson Bridges, B.A., M.Ed.,  
*Associate Director*

Jean L. Lyerly, B.A., *Associate Director*

Mary Kay Ollis, B.S., *Associate Director*



## The Faculty (1981-1982)

### Emeriti

- Robert F. Davidson, *Dean Emeritus*  
B.A., Davidson College; M.A., Oxford University; Ph.D., Yale University
- Louis C. LaMotte, *Professor of Greek and Director of Summer School Emeritus*  
B.A., Presbyterian College of South Carolina; M.A., University of South Carolina; B.D., Columbia Theological Seminary; Th.M., Princeton Theological Seminary; Th.D., Union Theological Seminary; D.D., Presbyterian College
- James E. Carver, *Professor of English Emeritus*  
B.A., University of Richmond; M.A., University of North Carolina at Chapel Hill; Ph.D., New York University
- Ethel Bateman, *Associate Professor of Physical Education Emeritus*  
B.A., Winthrop College; M.A., Columbia University
- Margaret W. Bowen, *Associate Professor of Religious Education Emeritus*  
B.A., Mary Baldwin College; M.A., Columbia University
- Genevieve M. Neighbors, *Associate Professor of Education and Social Science Emeritus*  
B.A., Flora Macdonald College; B.A., University of North Carolina at Chapel Hill
- Leta W. McIntyre, *Associate Professor of Business Education Emeritus*  
B.S., Winthrop College; M.Ed., University of North Carolina at Greensboro

### Distinguished Professors

- Carl D. Bennett, *Distinguished Professor of English* (1959) B.A., M.A., Ph.D., Emory University

### Professors

- William M. Alexander, *Professor of Philosophy and Religion* (1961) A.B., Davidson College; B.D., Louisville Presbyterian Theological Seminary; S.T.M., Harvard University; Ph.D., Princeton Theological Seminary
- Ronald Bayes, *Writer-in-Residence and Professor of English* (1968) B.S., M.S., Eastern Oregon College; University of Pennsylvania, 1959-60
- Thomas R. Blackburn, *McGraw Professor of Chemistry* (1978) B.A., Carleton College; M.A. Ph.D., Harvard University

- Philip Leslie Bullock, *Professor of Religion* (1948) B.S., North Texas State College; B.D., Th.M., Th.D., Union Theological Seminary in Virginia
- John P. Daughtrey, *Professor of Education and Psychology* (1956) B.S., University of Virginia; M.S., University of North Carolina at Chapel Hill; Ed.D., University of Florida
- Rodger W. Decker, *Director of Rehabilitation Services and Professor of Education and Psychology* (1952) B.A., Hope College; M.A., State University of New York at Albany; Ed.D., Columbia University
- Harry L. Harvin, *Professor of History and Politics* (1960) B.A., Wofford College; M.A., Ph.D., Duke University
- Herbert A. Horn, *Professor of Piano* (1963, 1969) B.M., DePaul University; M.M., D.M.A., University of Southern California
- Arthur W. McDonald, *Professor of Speech and Theatre* (1962) B.A., University of Georgia; B.D., Union Theological Seminary in Virginia; M.A., University of North Carolina at Chapel Hill; Ph.D., Indiana University
- George E. Melton, *Professor of History* (1968) B.S., Davidson College; M.A., Ph.D., University of North Carolina at Chapel Hill
- Alvin H. Smith, *Professor of Psychology* (1965) B.A., M.Ed., Ph.D., University of Missouri; B.D., University of Dubuque
- Julian L. Smith, *Professor of Physical Education* (1972) A.B., M.A., University of North Carolina at Chapel Hill; Ph.D., Ohio State University
- W.D. White, *Professor of English and Religion* (1965) B.A., M.A., Baylor University; Ph.D., University of Texas; M.A., Ph.D., Princeton University

### Associate Professors

- Robert G. Anderson, *Associate Dean for Academic Development and Associate Professor of History and Politics* (1979) B.S., St. Andrews Presbyterian College; M.A., American University
- Arthur L. Applegate, *Associate Professor of Biology* (1970) B.S., Wake Forest University; M.S., University of South Carolina; Ph.D., Emory University
- Margaret W. Bennett, *Serials Librarian and Cataloger* (1960) B.A., Valdosta State College; A.B. in L.S., Emory University
- Cornelius Bushoven, III, *Associate Professor of Politics* (1969) A.B., Davidson College; M.A., Ph.D., Duke University

Ronald C. Crossley, *Dean of the College and Associate Professor of Religion* (1968) B.A., Samford University; B.D., Southern Baptist Theological Seminary; Ph.D., Duke University

Allen C. Dotson, *Associate Professor of Physics* (1981) B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill

George L. Fouke, *Associate Professor of Politics* (1969) B.A., Lafayette College; M.A., University of Pennsylvania; Ph.D., University of Colorado (on leave 1981-82)

Carl W. Geffert, *Associate Professor of German* (1963) B.A., University of Virginia; M.A., University of California

Elizabeth A. Holmes, *College Librarian* (1966) B.A., M.A. in L.S., Florida State University

William James Loftus, *Associate Professor of French* (1974) B.A., University of Scranton; M.A., Ph.D., Pennsylvania State University

Stuart A. Marks, *Associate Professor of Anthropology* (1970) B.S., North Carolina State University; M.S., Ph.D., Michigan State University

William H. Morgan, *Associate Professor of Mathematics* (1961, 1970) B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Georgia

Catharine E. Neylans, *Associate Professor of French* (1958) B.A., Wesleyan College; M.A., Ph.D., University of North Carolina at Chapel Hill

Richard C. Prust, *Associate Professor of Philosophy* (1967) B.A., University of Wisconsin; B.D., Yale University; Ph.D., Duke University

William W. Rolland, *Jefferson Pilot Associate Professor of Computer Science* (1968) B.A., King College; Ph.D., Duke University

Lawrence E. Schulz, *Associate Professor of Politics* (1971) B.A., University of Redlands; M.A., Ph.D., Claremont Graduate School and University Center

William H. Somerville, *Associate Professor of Mathematics* (1971) B.A., King College; Ph.D., University of North Carolina at Chapel Hill

David E. Wetmore, *Associate Professor of Chemistry* (1967) B.A., Park College; M.A., University of Kansas; Ph.D., Texas A & M University

Hendrikus E. J. M. L. van Bulck, *Associate Professor of Business/Economics* (1980) Undergraduate Degree, The Netherlands Institute for International Business; M.S. and Ph.D., University of Georgia

JoAnn Williams, *Associate Professor of Physical Education* (1966) B.A., High Point College; M.Ed.; University of North Carolina at Chapel Hill

### Assistant Professors

Robert A. Engelson, *Assistant Professor of Music* (1981) B.A., Augsburg College; M.F.A., University of Minnesota

Jonathan R. Franz, *Assistant Professor of Psychology* (1981) B.A., Hiram College; Ph.D., State University of New York

Thoma R. Goodwin, *Assistant Professor of Business* (1979) BGS, University of Nebraska; M.B.A., College of William and Mary

Paul L. Gratz, *Assistant Professor of Theatre* (1981) B.A., Allegheny College; B.D., Episcopal Theological School; M.A., West Virginia University

Jesse S. Johnakin, *Assistant Professor of Politics and Business* (1981) B.A., Fisk University; J.D., University of Detroit Law School

Peggy Ann Johnston, *Assistant Professor of Psychology* (1979) B.A., University of Michigan; M.A., Ph.D., Miami University

Cathy A. Kass, *Assistant Professor of Education* (1981) B.S., Memphis State University; M.S.E., University of Central Arkansas; Ed.D., University of Georgia at Athens

Martha L. Knight, *Assistant Professor of Psychology* (1979) B.A., Trinity University; M.S., Ph.D., Purdue University

James E. Linehan, *Assistant Professor of Art* (1978) B.F.A., Arizona State University; M.A., M.F.A., University of Wisconsin-Madison

Edna Ann Osmanski Loftus, *Assistant Professor of English and Director of St. Andrews General Education* (1977) A.B., Sweet Briar College; M.A., Ph.D., Princeton University

Norman Melvin, *Assistant Professor of Biology* (1980) B.S., Presbyterian College; M.S., Clemson University; Ph.D., Miami University

Dennis McCracken, *Assistant Professor of Biology* (1981) B.S., East Tennessee State University; M.S., East Tennessee State University; Ph.D., Wake Forest University

Garrett E. Paul, *Assistant Professor of Religion* (1976) A.B., Wabash College; A.M., Ph.D., University of Chicago

Douglas G. Riley, *Assistant Professor of Physical Education* (1977) B.S., Morehead State University; M.A., Miami University

John H. Roper, *Assistant Professor of History and Economics* (1979) B.A., University of South Carolina; M.E., (Economics) North Carolina State University; Ph.D., (History) University of North Carolina at Chapel Hill

O. Eugene Smith, *Assistant Professor of Education and Chairman of Teacher Education Program* (1975) B.S., M.A., West Virginia University; Ph.D., University of Maryland

James F. Stephens, *Registrar, Associate Dean of the College and Assistant Professor of Chemistry* (1969) B.S., West Virginia University; M.S., Marshall University; Ph.D., University of Tennessee

William M. Throop, *Assistant Professor of Philosophy* (1981) B.A., Lehigh University; Ph.D., Brown University

Michael A. Towes, *Assistant Professor of Biology* (1977) B.S., Angelo State University; Ph.D., Texas A & M University

Laurie N. Wadsworth, *Assistant Professor of Music* (1981) B.A., University of Pennsylvania; M.M., New England Conservatory of Music

B. Anne Woodson, *Assistant Professor of Art* (1977) B.A., Southwestern at Memphis; M.A., Villa Schifanoia, Florence, Italy

## Instructors

Peter Barrett, *Instructor in Physical Education and Soccer Coach* (1979) B.S. and M.Ed., Springfield College

Robert W. Busko, (1979) T.T., M.A., Appalachian State University

Rooney L. Coffman, *Director of Logistics and Instructor in Science Laboratories* (1968) B.A., St. Andrews Presbyterian College

Elizabeth Graham, *Instructor of Physical Education* (1981) B.A., Emory and Henry College; M.S., Radford University

Benjamin Reid Irvin, *Instructor of Chemistry*, (1979) B.A., St. Andrews Presbyterian College, Ph.D. (candidate) Florida State University.

Margaret van Bulck, *Instructor of Economics* (1980), B.S., University of South Carolina, M.A. Clemson University.

## Adjunct and Visiting Professors

Paul S. Alexander, *Visiting Professor of Biology and Zoology* (1982) B.A., Indiana Central University; Ph.D., Indiana University

Mary de Rachewiltz, *Adjunct Professor of Literature* (1982) Litt. D., University of Idaho

S. W. de Rachewiltz, *Adjunct Professor of Literature* (1982) University of Bologna; Harvard University

G. Tyler Miller, Jr., *Adjunct Professor of Chemistry and Human Ecology* (1966) B.S., Virginia Military Institute; M.S., Ph.D., University of Virginia

Joel Oppenheimer, *Adjunct Professor of Literature* (1982) Black Mountain College

Elbert R. Patton, *Adjunct Assistant Professor of Psychology and Associate Director of the Career and Personal Counseling Center* (1966) B.S., Concord College; M.A., Marshall University; Ed.D., Duke University

Sr. Bernetta Quinn, *Visiting Professor of English* (1981) Ph.D., University of Wisconsin; M.A., Catholic University of America; B.A., College of St. Teresa

Samuel Talmadge Ragan, *Adjunct Professor of Literature* (1982) B.A., Atlantic Christian College; Lit.D., Atlantic Christian College; Litt. D., Methodist College

Alfred E. Thomas, *Director of the Career and Personal Counseling Center and Adjunct Associate Professor of Psychology* (1970) B.A., Davidson College; B.D., Union Theological Seminary in Virginia; Ph.D., University of North Carolina at Chapel Hill



## **Endowment Funds — General and Student Aid**

Through the generosity of friends of St. Andrews, together with funds established earlier at Flora Macdonald College and Presbyterian Junior College, either as living tributes or memorials, the College is building an endowment that is providing a measure of permanent support helping to insure the ongoing work of the College.

### **General and Restricted Funds**

The following named endowment funds of at least \$10,000 have been established:

The H.B. Ashley Memorial Fund  
The H.T. Atkins Fund  
The Board of Christian Education — Chair of Bible  
The E. Hervey Evans Visiting Fellows Program  
The Warner L. Hall Chair of Religion and Philosophy  
The Jefferson-Pilot Distinguished Professorship  
The McGaw Chair of Science  
The Beulah Averitt Parker Memorial Fund  
The Kate Bitting Reynolds Fund  
The Scottish Fund  
The Wachovia Fund for Excellence  
The Women of the Church — Chair of Bible

Other funds of at least \$1,000 have been given for endowment purposes in the name of the following:

Katherine S. Boyd  
Wendy Ann Crapsey Memorial Library Fund  
Margaret J. Denny  
Elise Academy  
Frank Fisler  
Mr. and Mrs. Hiram Grantham  
George M. Wilcox  
James Wilson and Emma Holt White

### **Endowed Scholarship Funds**

The following named scholarship funds of at least \$10,000 have been established:

The David Leon Alexander Scholarship Fund  
The Alumni Scholarship Fund  
The Robert C. and Sadie G. Anderson Fund  
The Mattie B. McLean Baldwin Scholarship Fund  
The Belk Memorial Scholarship Fund  
The John Blue Scholarship Fund  
The William Flowe Brown Scholarship Fund  
The Edith Williams Bullock Scholarship Fund

The Della Martin Campbell Scholarship Fund  
The William Ralston Campbell Scholarship Fund  
The C. Fred Carlson Scholarship Fund  
The R. Don Carson Scholarship Fund  
The Church in the Pines Scholarship Fund  
The Letha Copeland Educational Fund  
The Robert F. Davidson Scholarship Fund  
The Ruth and Mary Fitzgerald Student Aid Fund  
The Samuel Hewitt Fulton Scholarship Fund  
The E. L. Gaither Scholarship Fund  
The Ernest Eugene and Mattie Lee Gillespie Scholarship Fund  
The Elma and Price H. Gwynn, Jr. Scholarship Fund  
The Jane Flow and Joseph Eli Henderson Scholarship Fund  
The Emma Lillian Keigwin Scholarship Fund  
The Senah Critz and Charles A. Kent Scholarship Fund  
The Knight Foundation Scholarship Fund  
The Joseph H. Lansinger Scholarship Fund  
The Edward H. Little Memorial Trust  
The Lumberton First Presbyterian Church Scholarship Fund  
The A. H. MacLeod Scholarship Fund  
The Oscar Blue McCormick Scholarship Fund  
The Mary and Foster McGaw Scholarship Fund  
The McLaurin Brothers (J.W., Thomas H., Roy and Ed) Scholarship Fund  
The Almerna Currie McLean Student Aid Fund  
The Mildred McLaurin McLean Scholarship Fund  
The Ellen McNeill Scholarship Fund  
The Robert L. McWhorter, III Scholarship Fund  
The Frank Mizzell Scholarship Fund  
The Ansley C. Moore Scholarship Fund  
The Edward M. O'Herron, III Scholarship Fund  
The Charles W. Perry Scholarship Fund  
The Robert C. Quantz Scholarship Fund  
The Reader's Digest Endowed Scholarship Fund  
The Frances Ley Springs Scholarship Fund  
The St. Andrews Covenant Presbyterian Church Scholarship Fund  
The Lucy Steele Scholarship Fund  
The Charles H. Trexler Scholarship Fund  
The Anne Blue Tucker Scholarship Fund  
The Roy Edward Watts Scholarship Fund  
The J. Harvey White Scholarship Fund  
The Wilmington First Presbyterian Church Scholarship Fund

Other funds of at least \$1,000 have been given for scholarship purposes in the name of the following:

Dr. and Mrs. Robert Anderson  
Lillie Graham Auman  
William M. Baker  
Mrs. James F. Blue  
James Boyd  
Harry L. Brockmann  
Rowland A. Brown  
Andrew Bryson  
Burlington, Women of First Presbyterian Church  
Nancy Boyle Caballero  
Duncan G. Calder, Jr.  
Carolina Telephone and Telegraph Company  
Chadbourn Presbyterian Church  
Currie and Patterson Memorial  
William Drake  
Warren M. Ficklen  
N. N. Fleming  
Berry G. French  
Alma Green Frye  
Elizabeth Monroe Taylor Gilmour  
Margaret Fraser Gluck  
Mr. and Mrs. Ernest Graham, Sr.  
Kate Fields Grannis  
John Wesley Hall  
Sally McCall and Robert Pickett Hamer  
Margaret Johnston Hay  
John L. and Janie J. Henry  
Martha A. Holt  
Andrew J. Howell  
Huntersville Presbyterian Church  
Franklin L. Hyndman  
Minnie Melvin Johnson  
Paul Guthrie Jones  
Junior Service League of Laurinburg  
Grace Whitaker Kehaya  
Sarah H. and Louis C. LaMotte  
Lenoir First Presbyterian Church  
Katherine Mary Patterson and Mattie Livingston  
Hattie McBride  
Dr. David McBryde  
Daniel Archibald McCormick  
Bessie McNeill McEachern  
Daniel John and Evaline Stafford McKay  
John W. McLaughlin  
Antress McLean  
David A. McLean  
Andrew Calhoun McLeod  
Flora McLean McLeod  
Mr. and Mrs. George F. McMillan  
J. L. McMillan  
James L. McNair

Laurin McQueen  
William and Ida Carmichael McQueen  
Angus McKinnon Morgan  
Mark Morgan  
Harry H. and Lois R. Munroe  
Olney Presbyterian Church  
Orange Presbytery  
Osteen-Woodson  
Evelyn Butler Phillips  
Fannie Bullock Pullen  
Rockingham First Presbyterian Church  
Jessie Schoelkoff  
The Sinnott Scholarship  
Henry Lee and Delia O. Sneed  
Thomas Stamps  
Leroy A. Stadler  
Statesville First Presbyterian Church  
Mr. and Mrs. J. D. Stewart  
William Mills Taylor  
Thomasville First Presbyterian Church  
Charles G. Vardell  
Katherine Allen and Jane Dickson Bell Vardell  
Linda Vardell  
Leo and Ella Wallace  
White Hill Presbyterian Church  
Mary Gale Carter White  
Jessie Chandler Willard  
Marion Stokes Williamson  
Wilmington Presbytery Women of the Church  
Elizabeth Yongue

#### **Loan Funds**

The following loan funds of at least \$10,000 have been established:

The Jennie E. Alexander Loan Fund  
The George Washington Braddy Loan Fund  
The Dr. Darius Flinchum Loan Fund  
The James Madison Graham Memorial Loan Fund  
The T. M. Stanback Loan Fund

Other funds of at least \$1,000 have been given for loan purposes in the names of the following:

Andrew Bryson  
J. F. McNair  
J. L. McNair  
The Masonic Order  
Dr. O. L. Parker  
The Smyth Family  
Julia Stewart  
Mrs. J. D. Swinson  
Mrs. Emma G. Thorpe

## FORM OF BEQUESTS

Since each state has special statutory regulations regarding wills, it most important that all testamentary papers be signed, witnessed, and executed according to the laws of the state in which the testator resides. In all cases, however, the legal name of the corporations must be accurately given. The following sample provisions may be helpful to you and your attorney.

### Unrestricted Gift

"I give, devise, and bequeath to ST. ANDREWS PRESBYTERIAN COLLEGE, INC., a non-profit North Carolina corporation, located in Laurinburg, North Carolina, the sum of \$ \_\_\_\_\_ (or \_\_\_\_\_% of my estate; or the property herein described) to be used by its Board of Trustees as they may deem advisable for the benefit of the College."

### Restricted Gift — Current Operations

"I give, devise, and bequeath to ST. ANDREWS PRESBYTERIAN COLLEGE, INC., a non-profit North Carolina corporation, located in Laurinburg, North Carolina, the sum of \$ \_\_\_\_\_ (or \_\_\_\_\_% of my estate; or the property herein described) to be used for (specify purpose) \_\_\_\_\_."

### Restricted Gift — Named Endowment Fund<sup>1</sup>

"I give, devise, and bequeath to St. ANDREWS PRESBYTERIAN COLLEGE, INC., a non-profit North Carolina corporation, located in Laurinburg, North Carolina, the sum of \$ \_\_\_\_\_ (or \_\_\_\_\_% of my estate; or the property herein described), the same to be known as 'The \_\_\_\_\_ Fund', the income therefrom shall be used by its Board of Trustees as they may deem advisable for the benefit of the College (or describe the specific purpose, if desired)."

### RESIDUARY LEGATEE

"All the rest, residue, and remainder of my estate, both real and personal, I give, devise, and bequeath to ST. ANDREWS PRESBYTERIAN COLLEGE, INC., a non-profit North Carolina corporation, located in Laurinburg, North Carolina, to be used by its Board of Trustees as they may deem advisable for the benefit of the College."

### CONTINGENCY GIFT

"I give, devise, and bequeath the residue of my property owned by me at my death, real and personal and wherever situate, to my spouse, \_\_\_\_\_, if surviving. If not surviving, I give, devise, and bequeath my residuary estate to ST. ANDREWS PRESBYTERIAN COLLEGE, INC., a non-profit North Carolina corporation, located in Laurinburg, North Carolina, to be used by its Board of Trustees as they may deem advisable for the benefit of the College."

### FINAL CONTINGENT BENEFICIARY

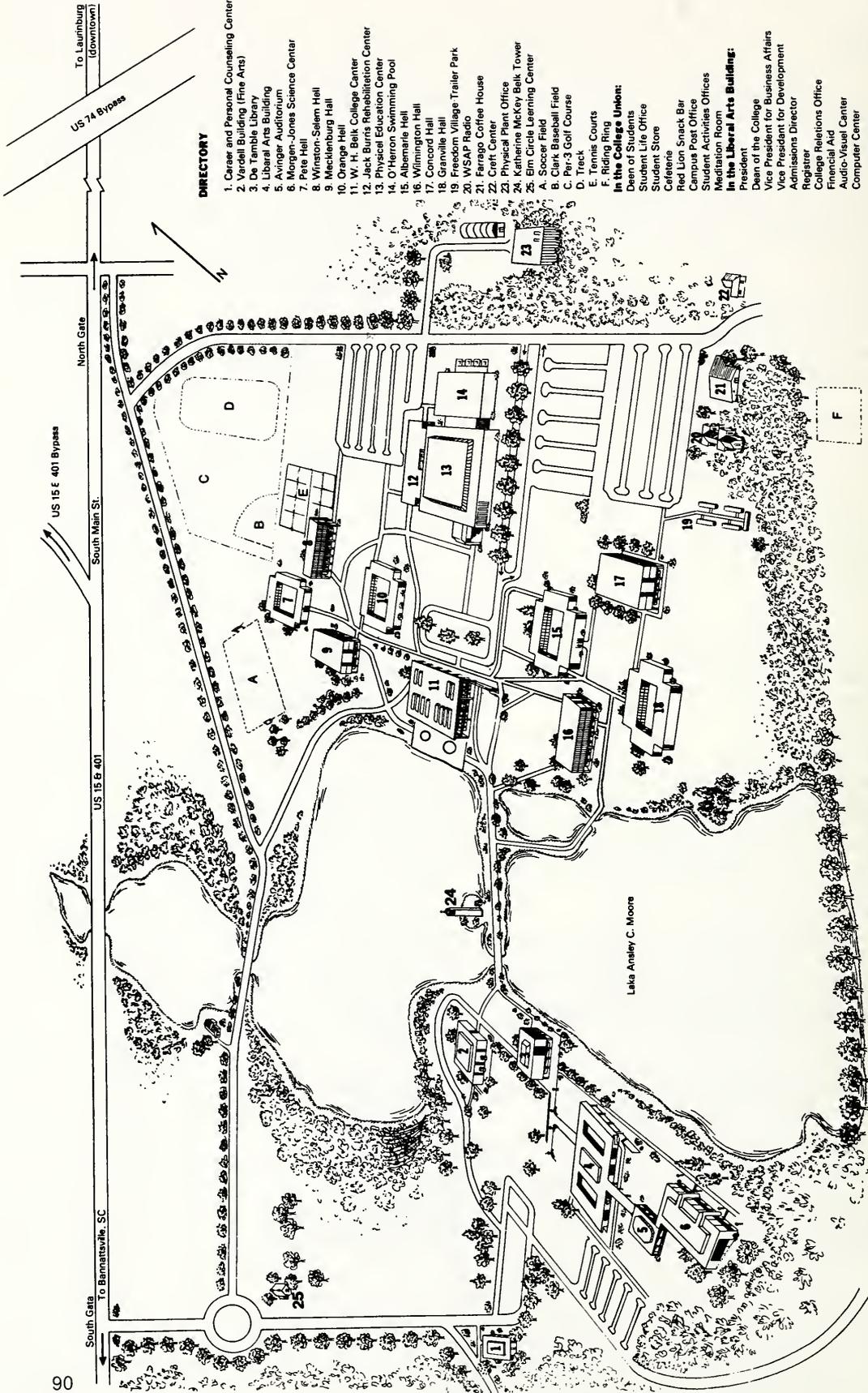
"I give, devise, and bequeath the residue of my property owned by me at my death, real and personal and wherever situate, to my above named beneficiaries, if they survive me. If they do not survive me, I give, devise, and bequeath my residuary estate to ST. ANDREWS PRESBYTERIAN COLLEGE, INC., a non-profit North Carolina corporation, located in Laurinburg, North Carolina, to be used by its Board of Trustees as they may deem advisable for the benefit of the College."

<sup>1</sup>It should be noted that the establishment of a named endowment fund requires a principal of not less than ten thousand dollars (\$10,000).

For further information contact: Office of Development  
St. Andrews Presbyterian College  
Laurinburg, North Carolina 28352  
(919) 276-3652

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**DIRECTORY**

- 1. Career and Personal Counseling Center
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  - 3. De Tamble Library
  - 4. Liberal Arts Building
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  - 6. Morgan-Jones Science Center
  - 7. Pate Hall
  - 8. Winston-Salem Hall
  - 9. Mecklenburg Hall
  - 10. Orange Hall
  - 11. W. H. Balk College Center
  - 12. Jack Burns Rehabilitation Center
  - 13. Physical Education Center
  - 14. O'Herron Swimming Pool
  - 15. Albemarle Hall
  - 16. Wilmington Hall
  - 17. Concord Hall
  - 18. Granville Hall
  - 19. Freedom Village Trailer Park
  - 20. WSAP Radio
  - 21. Fargo Coffee House
  - 22. Craft Center
  - 23. Physical Plant Office
  - 24. Katherine McKay Balk Tower
  - 25. Elm Circle Learning Center
  - A. Soccer Field
  - B. Clark Baseball Field
  - C. Par.3 Golf Course
  - D. Track
  - E. Tennis Courts
  - F. Riding Ring
- In the College Union:**  
 Dean of Students  
 Student Life Office  
 Student Store  
 Cafeteria  
 Red Lion Snack Bar  
 Campus Post Office  
 Student Activities Offices  
 Meditation Room
- In the Liberal Arts Building:**  
 President  
 Dean of the College  
 Vice President for Business Affairs  
 Vice President for Development  
 Registrar  
 Academic Director  
 College Relations Office  
 Financial Aid  
 Audio-Visual Center  
 Computer Center

## **Directory of Correspondence**

St. Andrews Presbyterian College  
Laurinburg, North Carolina 28352  
919/276-3652

### **General Information, Alumni Affairs, Publications**

Office of College Relations

### **Admission, Scholarships, Financial Aid**

Director of Admissions

### **Financial or Business Matters, Methods of Payment**

Vice President for Business Affairs

### **Student Activities, Residence Halls**

Dean of Students

### **Courses of Instruction, Academic Matters**

Dean of the College

### **Transcripts, Records of Students**

Office of the Registrar

### **Employment of Seniors and Alumni**

Director of Life Planning and Placement Services

### **Gifts and Bequests**

Vice President for Development

### **Continuing Education and Summer School**

Associate Dean for Academic Development

Visitors to the campus are welcome. The offices of the College are open from 9 a.m. to 5 p.m. Monday through Friday. Appointments in the Office of Admissions are scheduled from 9 a.m. to 4 p.m. weekdays and on Saturday mornings.





**St. Andrews**  
**Presbyterian College**  
Laurinburg, NC 28352  
919-276-3652

Evening Courses, Spring 1983

B/E 210 B	Managerial Accounting	6:30-8:00 p. m.	MW	Coates
B/E 210 C	Managerial Accounting	6:30-8:00 p. m.	TTh	Coates
B/E 225/ 325 B	Principles of Management	6:30-9:20 p. m.	M	Busko
B/E 433 A	Logistics Management	6:30-8:30 p. m.	MTh	Goodwin
Educ 453A	Psyc & Educ of G/T (N/N)	6:30-9:20 p. m.	W	Staff
Engl 215 A	Imaginative Writing	6:30-9:00 p. m. 8:00-9:00 p. m.	M & Th	Bayes
Engl 390 B	Journalism: News Writing & Reporting	6:30-9:20 p. m.	T	McDuffie
Hist 390 A	Women & History	6:30-9:20 p. m.	Th	Bumgarner
Poli 380 A	Public Opinion	6:30-9:30 p. m.	M	Broaden

Rel 408 A Religion of South Asia 6:30-9:30 p.m. Th Paul

Stamp: SEAS

Stamp: 6:30-9:30 p.m.

\* Art 290/390 Drawing & Watercolor 6:30 -9:30 p.m. TTh Linehan

B/E 390 A Productivity & Quality Circles 6:30-9:20 p.m. T Gibson

Poli 270b Basics of American Govt. & Politics for Citizens 6:30-9:20 p.m. T Bushoven