Liberal Arts

Basis Of All Curricula

Talk by Miss Mary Denny

The subjects in the Liberal Arts program are basic for all other programs of study and help develop the students' capacity to continue to grow in wisdom.

Actually all freshman students in the first year of general college belong to liberal arts, and we welcome you into our fellowship. In all other programs of study — pre-law, pre-medicine and business administration, the first year is devoted primarily to liberal arts subjects — English, history, foreign language, mathematics and science. Engineering differs only in omitting foreign language and requiring additional mathematics and engineering graphics.

In discussing the aims of education, you have all asked, "What should I expect of college?" Many books have been written on the subject, but no agreement has yet been reached. Personally I hold the idea expressed many years ago by a great teacher and poet. "A liberal education is that which best fits a man to perform justly, skillfully, and magnamously all the duties both public and private of peace and war."

That is quite comprehensive, including as it does man's total development: his personal enrichment — both intellectual and spiritual — and his social responsibility. The purpose of a liberal education then is human excellence, both private and public.

The modern concepts of education do not differ essentially. Today we are told we should gain from our college education self-discovery, self-discipline, and the power of independent judgment.

A prominent American educator gives as the proper aim of education in a free society "to prepare the individual to make wise decisions." All that is taught in school is a means to this end. To make a wise choice one must be able to think. The liberal arts subjects provide background and training for intellectual development.

Educators tell us that the gulf between science and the humanities is the greatest educational problem of our time. "The moral, esthetic and religious beliefs can not remain undisturbed while so much is happening in the knowledge of the physical world." These dizzying changes in electronics and technology breed fear and anxiety. Fear is the result of ignorance. It is the business of education to remove ignorance. We believe that the liberal arts help bridge this gulf and bring the humanities and the sciences into the proper relationship.

In the business world, too, the liberal arts play an important part. Recently, the school of Business Administration of U. N. C. reported on replies to questionaires sent 73 leading business and industrial leaders. Here is one reply:

"We believe every graduate should possess a familiarity with other fields such as arts, science, and humanities, which will help him embark upon his career with a sense of humility and a capacity for understanding and growth,"

and another:

"By a broad education we mean a basic foundation in liberal arts plus an understanding of how all the elements of business administration function. We believe this can best be achieved by approximately 50% of the students' work in the area of business administration and the balance in liberal arts."

The second aim of education, social development, is essential in our day. In the present crisis in the world it is necessary for everybody to try to live "at the height of his times." The president of a great university warns us: "The democratic enterprise is imperiled if any of us say 'I do not have to try to think for myself or become a citizen of the world of learning'." The death of democracy is not likely to be inflicted by a foreign foe, but by apathy, indifference and ignorance within our country.

The third and ultimate aim of a liberal education is spiritual development, to help us fulfill a part of the first and great commandment, "Thou shalt love the Lord thy God with all thy mind."

In performing this three-fold function — intellectual, social, and spiritual — liberal arts will help you prepare for a better and more useful life.

But none of these objectives can be attained unless you approach your college life with the attitude of Chaucer's Oxford scholar, "And gladly would he learn." Then your instructors can fulfill their function "and gladly teach."

Business Administration

Talk By Mrs. Edyth Winningham

Opportunities for the trained mind are constantly growing in almost every field of business. The phenomenal industrial development of the South in recent years has produced an imperative need for trained businessmen and women. Government, civic, and professional agencies also are demanding more and more persons who are trained in business. A recent survey made by the School of Business Administration at the University of North Carolina of more than 70 business men and industrialists in North Carolina to determine what kind of education they considered important for an effective business career revealed that they advised that at least 50% of the courses be based on a broad cultural foundation.

The student who is majoring in Business Administration at Charlotte College has an opportunity to broaden his background in elective as well as required courses — music, philosophy, literature, religion, science, languages, social sciences, and others. Every student should carefully select some courses that are outside of those required for his particular field of business.

Charlotte College offers four programs in business training. One program which is known as University Parallel Business Administration parallels closely the usual first two years of the four-year course which leads to the degree of Bachelor of Science in Business Administration. It is very important that the student select the senior college where he plans to complete his work as early as possible to enable him to choose his courses accordingly.

Terminal courses or two-year courses are also offered in Business Administration and Accounting, General Business and Secretarial Science, and Distribution for those who expect to complete their college program in two years and go directly into employment. The Associate Arts diploma is given when this work is satisfactorily completed. Some of the terminal courses are the same as those in the university parallel course and may be used toward a four-year degree if one wishes.

Study in the field of Business Administration like that of other fields can be very rewarding, challenging, and demanding.

America Needs Engineers

Talk by Mr. John H. "Pop" Norman

What America needs most of all is more and more engineers — engineers for national defense and engineers for every day living.

Whether we like it or not, the world in which we live is getting more and more technical. To keep pace with this development, which is actually nothing more than the march of progress, it is necessary that we have three classes of workmen.

FIRST, we need craftsmen. America has many of these but we need more.

SECOND, we need technologists. We do not need as many of these as we do craftsmen, but later on this evening Mr. Darholt will explain to you that we do need more technologists than we now have.

THIRD, we need engineers. Again we do not need nearly as many engineers as we need technologists, but percentagewise, it is in this catagory that America is falling further and further behind.

Recognizing our plight in the engineering field, our national government has been spending millions of dollars each year to encourage young people to choose engineering as a profession. Our government, of course, can only suggest the engineering curriculum and, as the democratic process of gentle persuasion can be very slow, we continue to fall behind.

When the Russians put our scientists to shame by putting Sputnik I into orbit and by being the first to reach outer space, America received a good, healthy jolt. As a result, more students showed interest in engineering that fall than ever before and it appeared that we were well on the way toward reaching our necessary quota of engineers. I am sorry to tell you, however, that at this date we have fallen back to the dangerous position we occupied just before Sputnik.

There are several reasons for our retrogression in the number of engineers being trained, but a main one was the actions of our educators themselves. No sooner had we attained a degree of hope that the science curricula would be strengthened than teachers throughout the country began screaming, "If all of our brightest students go into engineering, what will happen to our culture? If the high school student takes more science, how will he find time to take basket-weaving, and finger-painting, and tidley-winks, and all the other cultural subjects?" Yes, it was the American teachers who nipped the increased science program in the bud. I am proud to say, however, that this was not the case at Charlotte College. We have always strongly encouraged every one who had the interest and aptitude to go into engineering. We hope you too will consider the engineering field. We need you.

If you are wondering whether you are suited to be an engineer, the main requisite, of course, is interest. If, however, you do not know enough about engineering to know whether you would be interested or not, then the best criterion found so far is your score on the "Quantitative Concepts" part of the College Entrance Examination. This percentage is usually called the "Math" score.

Psychologists tell us there are two main ways that a human mind can think, and it is for this reason that your College Entrance Examination is divided into two parts. One method of thinking is by use of words, and the other is by the language of mathematics.

In America, thinking by the use of words is usually the only method taught in public schools. If one makes a high score on this the "L" part of the examination, it is indicated that he will probably do well in such subjects as English, foreign language, history, sociology, and other subjects which require much reading.

Thinking by the language of mathematics, or in other words by the use of quantities, objects, ratios, symbols and graphs, is the method of engineers. If you can think in this manner and if you like mathematics and the other sciences based upon mathematics, you will probably do well in engineering.

Usually the "L" score and the "Q" score run rather close together. If you have a high "L" score and a high "Q" score you can go into any field you like. But, if you have a low "L" and a low "Q" score, then I do not know what you can do — unless you become a politician.

Charlotte College offers two full years of engineering preparation, and with the cooperation of N. C. State College, we can also offer you some of the third and fourth year work.

We hope you will choose the engineering curriculum, and we hope you will work hard and enjoy the engineering curricula.

Technical Terminal Program

Talk by Mr. Jerome O. Darholt

As a result of the tremendous increase of scientific knowledge in recent years, engineering colleges are raising the level of engineering instruction. Certain laboratory and shop courses are being eliminated and are being replaced by more theoretical work. The engineering profession is being upgraded, and the engineering technician, a new industrial job classification, is being trained to fill the void left by engineers. The Technical Terminal Division of Charlotte College has been established to provide training for engineering technicians.

Charlotte College offers two-year, technical training in three main fields, Civil, Electrical and Mechanical. There are two options in Civil Technology—Construction and Surveying, and there are two options in Electrical Technology—Electronics and Power. The subjects studied in these courses might be grouped in three categories: mathematics and physical sciences, communications (including English, technical writing, and engineering graphics), and the technical specialties (including surveying, electronics and shop courses).

Upon graduation the engineering technician will find that he is able to fill a number of jobs in industry. It has been estimated that to utilize engineers most efficiently, industrial concerns need an average of *five* technicians for every *one* professional engineer. If he has studied Civil Technology, the engineering technician may work as an architectural draftsman, construction superintendent, estimator, assistant to a civil engineer or licensed surveyor. A great need exists for surveyors in North Carolina today since a number of counties do not even have a county surveyor. Surveying is an old and respected profession. As a graduate of Electrical Technology, one may work as a communication technician, electric motor specialist, electrical draftsman, laboratory technician, technical-sales representative or engineering aide. The Mechnical graduate may work as an estimator, mechanical draftsman, technical salesman or tool designer.

The person who will succeed as an engineering technician must have an interest in a technical field and must have some mechanical aptitude. If you are undecided as to your life's work, are unable to pursue a complete 4-year engineering program, and are interested in the practical application of scientific principles, you may do well to consider training as an engineering technician. I am always available to discuss the technical programs with you.

Shadow In The Hall

Freshman Theme?

The Shadow is again haunting CC halls. The article printed here, possibly a freshman theme, was found by our not-so-friendly spirit—in a waste basket.

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I scribble a few line, read them, pick up the paper I have written on, and tear it in shreds.

What is wrong with me? No one else seems to have the trouble I do with english. Speaking the language every day, it should come easy. Why, then, do I shudder every time I enter english class?

I remember my thoughts of high school days. "I do not see any point in learning the parts of a sentence and their uses. As long as I am able to carry on a decent conversation, why should all of that stuff matter?

I remember my surprise when I passed grammar in high school. It did not matter that my grades were below average; I could graduate with my class.

Now, in college, I fully realize the importance of english—I need to pass english to get an engineering degree.

I listen patiently to the teacher when she explains in class. I read words over and over in my english book. I really try, for the first time, to learn. It all seems in vain. Everything seems to go straight through my head with nothing inside. Am I so illiterate that they can't learn me anything? Will nothing penetrate my brain? Themes I get back with red marks—mistakes—all over. I try so hard, but it seems to no avail.

I close my eyes and see the word "fragment," in red, staring at me. On my last two themes, I added sentence fragments to fragments. Anyone should be able to write a sentence. A fragment, in english, to me is a mortal blunder.

I look at the clock, and wonder how I can possibly write a correct theme in 30 minutes. What will I write about?

A sentence is a unit of expression that may stand alone. It contains both a verb and its subject, or at least these are implied. A sentence must make complete sense. Adjectives and adverbs are modifiers. Modifiers should be placed near the word they modify. I keep repeating phrases over and over to myself as I hurriedly start to write.

Some 350 words later, I stop writing and put my pen down. After re-reading my theme several times, hunting mistakes, I reluctantly sign my name to it.

"Please," I plead silently, as I pass the paper to the front of the room, "Please, dear teacher, do not find a sentence fragment on this one."