

Honors Program Viewed As Fourth Year Begins

By Charles Sutton

North Carolina College, in opening a new year, also opens its fourth year Honors Program. Many persons do not yet understand the Honors Program on our campus because it has not been given much formal publication.

The Honors Program is an experiment which was instituted and is directed by Dr. C. L. Patterson, an associate professor of English here at North Carolina College. The program is entitled "An Experiment to Determine the Effects of Specialized Instructional Techniques on the Performance of Superior Students."

The program here at NCC has the basic assumption that the performance of North Carolina College graduates as measured by standardized tests, personal impressions, and job requirements leaves room for considerable improvement.

Another assumption underlying the formation of the now three-year-old program is that the performance of even superior North Carolina College graduates is marred not only by a failure to know facts but also by a lack of understanding of those facts and by an inability to apply them satisfactorily to, or manipulate them effectively in specific situations.

Three years ago the program opened here on our campus with four major goals outlined. First, a pressing need was felt to raise the level of performance of superior students at North Carolina College. Secondly, the effect of an integrated system of instruction stressing visual aids, programmed instruction, problem-solving techniques, and methods of thinking on the performance of superior students was to be determined. Also, an indication of the effect of an integrated system of instruction stressing understanding, relating, evaluating, and using subject matter on the performance of superior students was desired, along with a wish to determine the extent to which the techniques developed and adopted in the experiment could be incorporated into the techniques of other teachers.

The program is made up of 25 members from each class. The organization is that 25 top-ranking freshmen be organized into a class under the supervision of one teacher and remain in that class for four school years. This is a special class in addition to the student's usual load. The special course is scheduled for five meetings per week. Three of these meetings are for all participating students and devoted to formal instruction in such areas as methods of study, use of sources of information, techniques of problem-solving, working with symbols, and methods of thinking.

A major feature is the tutorial system. Under a "buddy system," each freshman is paired with a sophomore who has some of the courses the freshman is taking, and each sophomore is similarly paired with a junior to help in solving the

problems posed by the courses. This arrangement serves both to aid the new student master the course and keep the material fresh for the old student. This has proved very helpful in such areas as mathematics, chemistry, and social sciences.

The program further features the provision of practical work for seniors, juniors, and sophomores who plan to teach. These students participate in the planning of lessons both for their own and the other Honors Program classes. They take part in constructing, administering, scoring, and analyzing tests. They also practice interpreting test results and evaluating individual test items, thus putting into practice the theories they are learning in their education classes.

A very successful feature of the program is the "spill-over effect." Materials and techniques that prove beneficial in the honors classes are made available to other classes. Thus, a textbook that was tested for a year in the honors classes has now been adopted for all freshmen. Programs for computer computation of grades and for

the handling of record-keeping chores by automatic data processing equipment have been developed by the Honors Program and made available to other classes. Programmed instruction, pioneered on a large scale by the Honors Program classes, has now been extended to advanced grammar classes and to the entire remedial English program.

Although the Honors Program is designed primarily to meet the needs of our students, it satisfies, in all essential aspects, the requirements of the Inter-University Council on the Superior Student for a full honors program. Liaison with the Council and coordination with other schools who have developed Honors Programs are being employed to insure that as our program develops, it will offer our students experiences and expose them to standards that are not merely local, but national in scope.

The faculty and members of the previous honors groups welcome to the program those 25 freshmen students who became part of the program this year.

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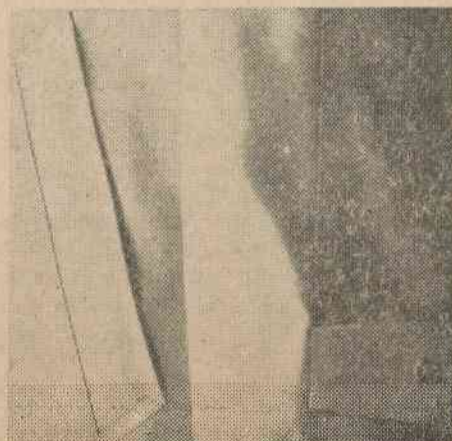
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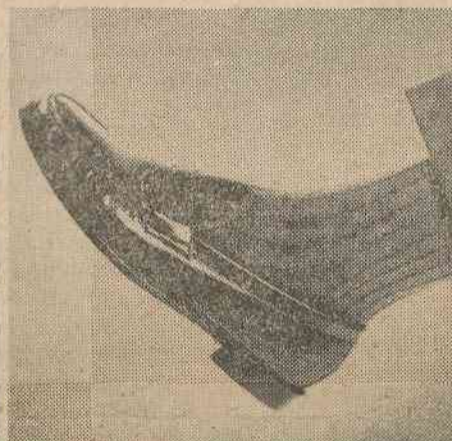
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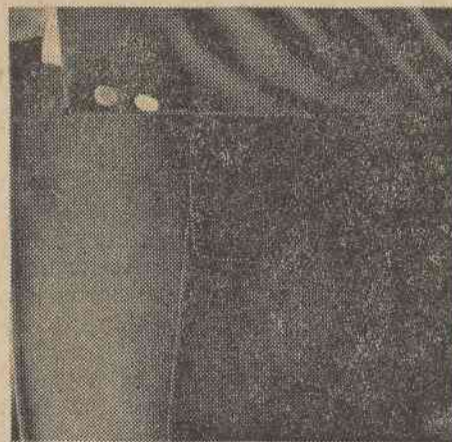
Classic poplin raincoat: 65% "Dacron" polyester, 35% cotton



Slip-on moccasins: uppers of "Corfam" poromeric



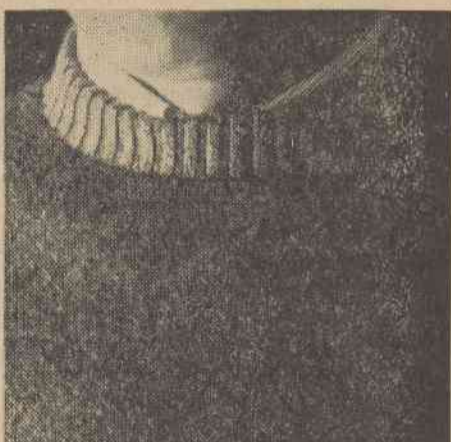
Tapered stretch slacks: "Dacron" polyester, worsted, "Lycra" spandex



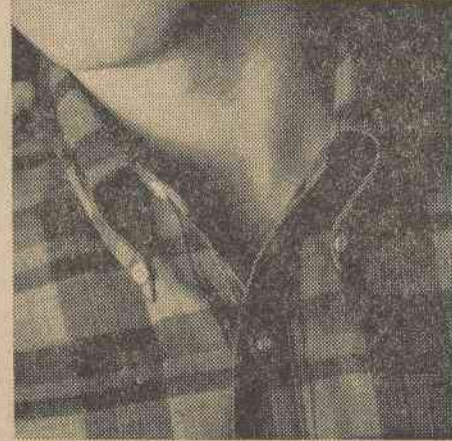
Natural-shoulder blazer: 70% "Orlon" acrylic, 30% wool



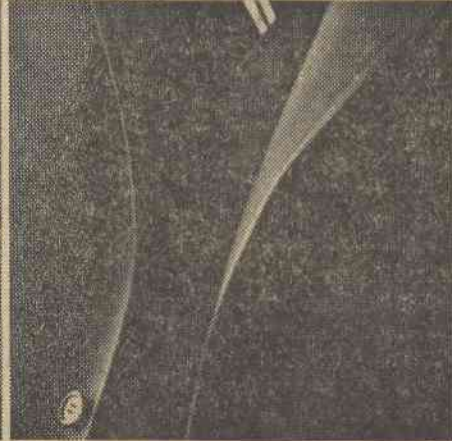
Striped Oxford button-down: 65% "Dacron" polyester, 35% cotton



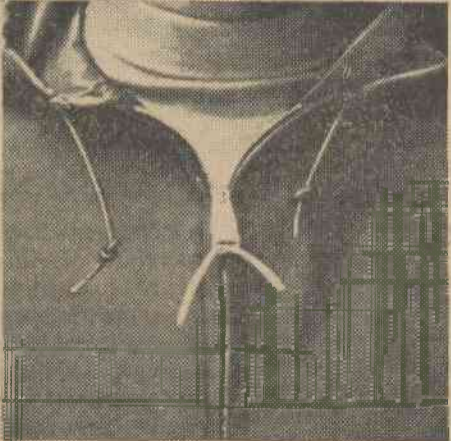
Brushed, crew-neck sweater: 100% "Orlon" acrylic



Button-down plaid sport shirt: 65% "Dacron" polyester, 35% cotton



3-button suit with vest: 55% "Dacron" polyester, 45% worsted



Zip-front ski parka with hood: 100% Du Pont nylon

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Letters

(Continued from page 2)

not violence, but rather guidance in his Local Community.

Sincerely,
Henry Branmwell
Attorney At Law



BETTER THINGS FOR BETTER LIVING . . . THROUGH CHEMISTRY