

Spring 1962

catalog 1962-1963

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PREFACE

This catalogue is primarily for the prospective student, her parents, and her high school counselors. It is the belief of those who prepared it that all of the material will prove important to some prospective student and that most of it will be important to every new student.

Necessary conventional academic and financial information is included; but, in addition, much descriptive material is here, much that is interpretive of the invigorating atmosphere and the democratic, wide-awake, purposeful student life characteristic of The Woman's College of Georgia.

Important divisions of information may be found by referring to the Table of Contents. Specific topics may be located through use of the Index.

LIBRARY
THE WOMAN'S COLLEGE OF GEORGIA
MILLEDGEVILLE, GEORGIA

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1962-1963

Fall Quarter

August	27	Last day to file application for fall quarter
September	16	Arrival of new students
	18	Arrival of upperclassmen
	17-20	Orientation of new students
	18	Registration of freshmen
	19	Registration of upperclassmen—sophomores 10:00-12:00; juniors and seniors 2:00-4:00 p.m.
	21	Classes convene
	21	Formal Convocation, 10:30 a.m.
	26	Last day to make course changes
October	29	Mid-quarter reports
November	21	Thanksgiving holidays begin, 1:00 p.m.
	25	Thanksgiving holidays end
December	3-4	Registration for winter quarter
	10-11-12	Fall quarter examinations
	13	Last day to file applications for winter quarter

Winter Quarter

January	1	Christmas holidays end, 10:30 p.m.
	2	Classes resumed
	5	Classes meet on this date
	7	Last day to make course changes
February	5	Mid-quarter reports
	28	Last day to file application for spring quarter
March	4-5	Registration for spring quarter
	12-13-14	Winter quarter examinations
	14	Spring recess begins

Spring Quarter

March	19	Spring recess ends, 10:30 p.m.
	20	Classes resumed
	23	Classes meet on this date
	25	Last day to make course changes
April	23	Mid-quarter reports
May	22	Last day to file application for summer term
	29-30-31	Spring quarter examinations
June	2	Graduation
	2	Dormitories close

Summer Session

June 10-August 16

Fall Quarter, 1963

September	2	Last day to file application for fall quarter
	22	Arrival of new students
November	27	Thanksgiving holidays begin
December	1	Thanksgiving holidays end
	18	Christmas holidays begin

DIRECTORY FOR CORRESPONDENCE

Requests for specific information should be directed as follows:

General college policy	Robert E. Lee <i>President</i>
Academic policies, and courses of study	Donald H. MacMahon <i>Dean of Instruction</i>
Graduate program	John H. Lounsbury <i>Director</i>
Housing, personal problems, and permissions	Barbara A. Chandler <i>Dean of Students</i>
Admission, records, transcripts, and catalogues	Travis E. Smith <i>Registrar</i>
Expenses, refunds, and other business matters	Herbert A. Meyer <i>Comptroller</i>
Public Relations	Hugh W. Cheek <i>Director of Public Relations</i>
Scholarships, loans, and student employment	Betty Jo Strickland <i>Director</i>
Alumnae affairs	Sara Bethel <i>Alumnae Secretary</i>
Home Study Program	Katherine Weaver <i>Home Study Secretary</i>

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MILLEDGEVILLE, GEORGIA

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January 1, 1956 - January 1, 1963
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January 1, 1958 - January 1, 1965

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Assistant to the President

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ELIZABETH LOUISE MORRIS, *Instructor in Education in Laboratory School*

B.S. (The Woman's College of Georgia)

LOUISE HATCHER NELSON, *Associate Professor of Mathematics*

A.B. (The Woman's College of Georgia), M.A. (University of Georgia)

SARA LOUISE NELSON, *Professor of Mathematics*

B.S. (The Woman's College of Georgia), M.S., Ph.D. (Cornell University)

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A.B. (Iowa State Teachers College), M.A. (Columbia University), Ph.D. (George Peabody College for Teachers)

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BARBARA SIMONS, *Instructor in Library Science*

A.B. (The Woman's College of Georgia), M.Ln. (Emory University)

ANN S. SMITH, *Associate Professor of Home Economics*

B.S. (The Woman's College of Georgia), M.S. (University of Georgia)

TRAVIS EDWIN SMITH, *Professor of Education; Registrar*

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RUTH SNEED, *Professor of Home Economics*

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HAROLD C. STEELE, *Associate Professor of Biology*

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BOBBIE STEWART, *Instructor in Biology*

A.A. (Jacksonville Junior College), B.S., M.S. (Stetson University)

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LUCY UNDERWOOD, *Assistant Professor of Music*

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B.S. (Auburn University), M.A., Ph.D. (Ohio State University)

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A.B. (Huntingdon College), M.A. in Education (Birmingham-Southern College), M.A. in English (Columbia University), Ph.D. (Duke University)

QUILLIAN WHITE, *Assistant Professor of Music*

A.B. (Randolph-Macon Woman's College), M.A. (University of North Carolina)

ROBERT W. WILDMAN,* *Instructor in Psychology*

B.S., Ph.D. (Western Reserve University)

NENA GAMBLE WORD, *Instructor in Education in Laboratory School*

B.S.H.E. (University of Georgia), M.Ed. (The Woman's College of Georgia)

* Part-time

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LL.D. (Mercer University)
President (1934-1953)
- Ethel A. Adams, B.S. (Piedmont College), M.A. (Columbia University)
Dean of Women; Associate Professor of English (1934-1949)
- Euri Belle Bolton, B.S. M.A., Ph.D. (George Peabody College for Teachers)
Professor of Psychology (1918-1954)
- Orion A. Bowden, A.B. (Shorter College)
House Director (1940-1961)
- Mary Burns, A.B. (The Woman's College of Georgia)
Secretary to President (1924-1960)
- Dagnall Frank Folger, B.S. (Clemson College), M.A. (Vanderbilt University),
Ph.D. (Yale University)
Professor of Education (1949-1961)
- Alberta Goff, B.S. (University of Cincinnati), M.A. (George Peabody
College for Teachers)
Associate Professor of Music (1942-1961)
- Julia Mabry Harper, B.S. (The Woman's College of Georgia)
Associate Professor of Home Economics (1911-1945)
- Clara Whorley Hasslock, A.B. (University of Nashville), M.A., M.S.
in Education (Columbia University), Ph.D. (George Peabody College
for Teachers)
Associate Professor of Home Economics (1913-1947)
- Nelle Wommack Hines, Diploma (The Woman's College of Georgia)
Public Relations and Music (1906-1947)
- Amanda Johnson, A.B., M.A. (University of Minnesota), Ph.D. (University of
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Professor of History (1924-1950)
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Professor of Chemistry (1929-1949)
- Artie Bell Lowe, B.S. (The Woman's College of Georgia), M.S. (University of
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- Marie F. Martin
House Director (1925-1949)

* Includes those with a minimum of ten or more years of service and titles at time of retirement.

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- Clara E. Morris, B.S. (The Woman's College of Georgia), M.A. (George Peabody College for Teachers)
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- Alice Napier, B.S., M.A. (George Peabody College for Teachers)
Professor of Mathematics (1893-1946)
- Lutie Neese,
House Director (1937-1952)
- Mamie Padgett, Diploma (Pratt Institute), B.S. (The Woman's College of Georgia), M.A. (Columbia University)
Professor of Art (1912-1958)
- Edwin Hobart Scott, B.S.** (University of Massachusetts), A.B. (Boston University), M.S. (Dartmouth College), Sc.D. (University of Georgia)
Professor of Biology (1908-1950)
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Associate Professor of English (1919-1958)
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Dean of Instruction; Professor of Social Science (1934-1949)
- Kathleen Wilkinson Wood, A.B. (Sullins College), M.A. (Columbia University)
Professor of Health (1917-1953)

* Part-time

** Deceased, March 6, 1962

THE LIBRARY

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Florence H. Bailey, M.S. in L.S.	Assistant Professor of Library Science
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Barbara Ann Simons, M.Ln.	Public Services Librarian
Frances K. Whitlow, B.S.H.E.	Loan Librarian

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Claudia R. Burrus, B.S.	Associate

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Evelyn S. Birchall, B.S.	Primary Supervisor
Edith C. Ivey, M.Ed.	Primary Supervisor
Louise Morris, B.S.	Primary Supervisor
Elsie Hazel Calhoun, M.A.	Fourth Grade Supervisor
Margaret Bass Cresap, B.S.	Fifth Grade Supervisor
Sybil S. Harper, B.S.	Sixth Grade Supervisor
Nena Gamble Word, M.Ed.	Seventh Grade Supervisor
Cecelia L. Peabody, A.B.	Kindergarten Supervisor
Inez M. Garner, M.A.	Exceptional Child Program Supervisor
Louise Horne,* B.S.	Librarian

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Suetta Sims, B.S.	Admission Counselor

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Jewell C. Cumbie, R.N.	Director
Winnie Boyer Thompson, R.N.	Nurse
Jessie May Freeman	Nurse

* Part-time

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Martha W. Rogers.....	<i>Bell Hall</i>
Grace Strickland.....	<i>Ennis Hall</i>
Annie Claire Erwin.....	<i>Sanford Hall</i>
Inez Gray.....	<i>Terrell Hall</i>
Doris Reed.....	<i>Terrell Hall</i>

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PLACEMENT

Mary Bacon Brooks, M.A.....	<i>Director</i>
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Frances H. Butler.....	<i>Secretary to Dean</i>
Ikella O. Gilmore, B.S.....	<i>Secretary to Registrar</i>
Bertha Holt.....	<i>Secretary to Dean of Students</i>
Ruth R. Smith.....	<i>Secretary to Comptroller</i>
Marjorie D. Hudson.....	<i>Secretary to Director of Public Relations</i>
Carol G. Collins.....	<i>Secretary to Education Office</i>
Martha Z. Davis.....	<i>Secretary to Home Economics Education</i>
Mattie Beall B. Hargrove.....	<i>Secretary to Alumnae</i>
	<i>Executive Secretary</i>

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Ethlyn B. Sibilsky	Cashier
Juanita W. Worsham	Bookkeeper

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Laura Joe Mays, B.S.	Dietitian
Mary B. Grantham, B.S.	Dietitian

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LAUNDRY

Holmes S. Peeler	Manager
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Coressa V. Hornsby	Secretary

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Robert E. Thrower	Inventory Supervisor

ALUMNAE ASSOCIATION
ALUMNAE OFFICE

Sara Bethel, B.S. '39..... *Executive Secretary*

OFFICERS OF THE ALUMNAE ASSOCIATION

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Charlton Street, Milledgeville, Georgia

First Vice-President: Olive Boline (Mrs. James W., Jr.) Wills, '49,
509 East Robert Toombs Street, Washington, Georgia

Second Vice-President: Katharine Butts (Mrs. W. K.) Jordan, '28,
923 High Street, Macon, Georgia

Secretary: Louise Jeanes (Mrs. T. M.) Hines, '34, 529 W. Hancock
Street, Milledgeville, Georgia

Treasurer: Rosalie Sutton (Mrs. Frank) Gormly, '36, 441 W.
McIntosh Street, Milledgeville, Georgia

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Knight, '42, Box 315, Carrollton, Georgia

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Way, N. E., Atlanta 9, Georgia

Sixth District Vice-President: Zipporah Kidd (Mrs. R. L.)
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Charles B.) McGarity, '10, 418 Confederate Avenue,
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Eighth District Vice-President: Martha Barnes (Mrs. Murry)
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Ninth District Vice-President: Mary Lancaster (Mrs. George C.,
Jr.) Dobbs, '51, Rt. 2, Box 269, Flowery Branch, Ga.

Tenth District Vice-President: Carol Pryor (Mrs. Louis) Mangani-
ello, '39, 3028 Bransford Road, Augusta, Georgia

GENERAL INFORMATION

HISTORY

Milledgeville, the home of The Woman's College of Georgia, is on the fall line of the Oconee River, less than a dozen miles from the geographic center of Georgia. It is approximately 100 miles from Augusta, Atlanta, Albany, and Columbus, and 30 miles from Macon. The town, which has a population of over 14,000, is placed in an immediate setting of natural beauty and has long been known as a center of history and culture.

Milledgeville was laid out in 1803 and in the following year was designated as the capital of Georgia, remaining the seat of government until 1868. Its physical layout and the arrangement of public buildings coincided in point of time with the organization of Washington, D. C., and the town is somewhat reminiscent of the nation's capital during the early part of the 19th century.

The community was closely identified with the life and culture of the ante-bellum South. For more than half a century it was the mecca for Georgia's political and intellectual leaders and was visited by many famous foreign travellers, among them the Marquis de LaFayette and Sir Charles Lyell. Although the town was in the heart of the "Burnt County" in 1864 and was one of the principal objectives of Sherman's army in the march to the sea, its residences and public buildings were largely spared. Many of its landmarks remain today as attractions to tourists. The old Governor's Mansion and grounds and two of the original Government Squares are part of the campus of The Woman's College of Georgia. The Executive Mansion, completed in 1838, is the official residence of the president of the College. The buildings and grounds of the old Capitol Square are occupied by the Georgia Military College.

As early as 1825 the Georgia House of Representatives, in session at Milledgeville, passed an act to establish "a public seat of learning in this state for the education of females." On the failure of the Senate to concur, the matter was dropped and was not considered seriously again for three-quarters of a century. In the meantime, a number of academies and colleges for men and women sprang up throughout Middle Georgia. Among them were the Georgia Female College and Oglethorpe University,

established in the vicinity of Milledgeville during the 1830's. This was an era in which the South was building its educational services upon the pattern of young ladies' seminaries and of denominational and military institutions preparing young men to be gentlemen-planters. Most of these institutions succumbed to the War Between the States and were never reopened.

Reconstruction and its aftermath laid the basis for a different type of education. The New South, with its urban-industrial emphasis, slowly displaced the old agrarian ideal. The Georgia School of Technology at Atlanta, founded in 1888, and the Georgia Normal and Industrial College at Milledgeville, chartered the following year, were manifestations of the trend of the times. As the names indicate, these institutions were devoted chiefly to the task of preparing young men and women, on separate campuses, for industrial occupations. The emphasis at that time was largely vocational.

In 1917, in keeping with the economic and cultural changes in the state, the Georgia Normal and Industrial College was given power to grant degrees. With this change the College introduced more cultural courses, and the liberal arts degree was offered. In 1922 the name of the institution was changed to the Georgia State College for Women. Its present name, The Woman's College of Georgia, dates from 1961. While there has been a steady growth of the cultural element in its curriculum, the College has never completely abandoned its traditional dualism. However, with the changing educational needs of the state, the emphasis is shifting somewhat from the vocational to the professional.

Since January, 1932, The Woman's College of Georgia has operated as a unit of the University System of Georgia under one Chancellor and a Board of Regents.

Former presidents of the College were Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J. L. Beeson, Dr. Guy H. Wells, and Dr. Henry King Stanford. Since 1956, Dr. Robert E. Lee has served as president.

GENERAL OBJECTIVES

The Woman's College of Georgia attempts to fulfill its obligations to its students through emphasis on three major divisions of human learning and activity: general culture, effective citizenship, and vocational competence. Education must at least introduce the student to the vast store of knowledge that represents

man's gleanings from the ages. Whatever the student's field of interest, she must know enough of scientific method to respect the objective approach. She must also have a sufficient contact with the great in art, music, and literature to insure a better understanding of human nature in general and of her own emotional nature in particular. Liberal education seeks to enrich living through appreciation based on sound knowledge.

Today's increasingly complex society makes imperative a knowledge of and sensitivity to the problems of human relationship. Citizens who understand social problems and take responsibility for their solution are essential to the survival of civilization. The immediate application of education to society lies in the manner in which the citizen performs the work that is her means of livelihood. The college graduate has the educational background to enable her to learn to do the work of her choice. Specific training for a variety of vocations is given at The Woman's College of Georgia. In general, the students can prepare for almost any work ordinarily done by women.

An educated person touches life and culture at many points, all of which converge in character. The College, having thoughtfully considered its function in the educational system of Georgia, has adopted, in addition to the vocational program, a course of study designed to provide a liberal cultural background in the first two years. Each subject required has been weighed in terms of what it will contribute to the realization of objectives that the College regards as cardinal.

BUILDINGS, GROUNDS, AND SERVICES

The main campus is located in the heart of Milledgeville and occupies approximately twenty-three acres. Two blocks distant another division, Nesbit Woods, covers twenty additional acres; and within a few miles of Milledgeville, a one-hundred acre park, Lake Laurel, supplements the recreational facilities of the College.

The main plant includes more than twenty buildings, most of them red brick with stately, white Corinthian columns and limestone trim and the majority of them situated on the main campus. Of these, five are residence halls.

Nesbit Woods is an attractive wooded area containing an amphitheatre, faculty apartments, and two home-management houses. It is also a bird sanctuary and serves as an excellent nature-study and ornithological laboratory.

Lake Laurel contains a fifteen-acre lake providing facilities for boating, swimming, and fishing. A clubhouse is available for parties, picnics, dances, student-organization "retreats," and over-night student and alumnae campers.

The Charles H. Herty Science Hall, completed in 1954 at a cost of more than a half-million dollars, has many features which make for enriched experience in basic and applied science. Numerous well-equipped laboratories have been designed for the specialized fields. The building has a large air-conditioned science library reading room equipped for convenience and comfort. A modern greenhouse for experimental studies in plant science and a modern animal house for genetic and nutritional investigations aid in vitalizing areas of the science program.

Parks Hall, containing the administrative offices, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." Also in the building are lecture rooms and offices for the staff of the social sciences. The building is named for Dr. Marvin M. Parks, a former president of the College.

The Richard B. Russell Auditorium, named in honor of the late Chief Justice Russell, for many years chairman of the Board of Trustees of the College, has a seating capacity of 1,327 and is equipped with an excellent stage, a public address system and a concert organ. Of special interest is the Americana Carillon made possible by a \$50,000 gift from Bessie Lindenstruth of the class of 1899. The carillon was presented to the College in memory of her parents and in honor of former president Dr. J. H. Chappell.

Chappell Hall, occupied by the Department of Home Economics, was named for Dr. J. Harris Chappell, first president of the College. The original building has been razed and a new building is now under construction. The new building, a two-story concrete frame structure, brick, with cast-stone trim, will contain 32,000 square feet. It will be completely air-conditioned.

In addition to classrooms and offices the new Chappell Hall will contain modern food, clothing and textile laboratories, a workshop for house furnishings, and other modern facilities and equipment for teaching home economics and related disciplines.

Lanier Hall, facing the main entrance to the campus, houses the Department of English, the Department of Business Administration, the Department of Mathematics, and the College Duplicating Service. On the second floor are offices for the College Government Association.

LIBRARY

THE WOMAN'S COLLEGE OF GEORGIA

MILLEDGEVILLE, GEORGIA

The Education Building, situated behind the Library and facing Montgomery street, is headquarters for the Department of Education. In addition to classrooms and offices, there are in this building the Placement Office, the Curriculum Laboratory, and an Audio-Visual Machines Room.

The Peabody Laboratory School, located across the street from Parks Memorial Hospital, consists of a classroom building and an auditorium. The school affords opportunities for all types of laboratory experiences for students in teacher education.

The Nursery School, built in 1957, is adjacent to the Peabody Laboratory School. The modern brick building provides physical and educational accommodations for twenty-four young children of three and four years of age. It is used primarily to provide laboratory experiences for students in Home Economics and Early Elementary Education.

The Health-Physical Education Building houses the Department of Health and Physical Education. The accommodations include a large gymnasium, a smaller one, a standard size swimming pool, a dance studio, a lounge room, showers, dressing rooms, classrooms, staff offices, and the office of the Recreation Association. Ample opportunity is afforded for formal work and for indoor sports.

The Anthony Porter Fine Arts Hall, home of the Departments of Music and Art, was built largely by funds donated by the late Mrs. Louise Minis. It contains a small auditorium, offices, classrooms, a visual-aids studio, a band room, music library, piano practice rooms, the Mamie Padgett Gallery, ceramic laboratories, and art studios. The building was erected in memory of the late Anthony Porter of Savannah.

The Institute of Languages occupies a unit between Lanier Hall and the Education Building. It contains an up-to-date language laboratory with the most modern audio-visual devices by means of which the student is able to gain proficiency in the oral form of the modern foreign languages taught here.

Parks Memorial Hospital was built largely by contributions of friends of the late President Marvin M. Parks and of the College and was an alumnae-sponsored project. It has a capacity of fifty beds and modern equipment for first aid and for clinical diagnosis and treatment of ordinary diseases.

The Governor's Mansion, the historic and stately home of Georgia's governors from 1838 to 1865, is now the home of the president of the College. As such it is a unit of the College plant.

Miller Memorial Hall, located at the corner of Wayne and Montgomery Streets, houses the laundry and storage rooms. The site for Miller Hall was donated by Mrs. S. J. Stubbs, Sr., and the name of the building honors her parents, the late Captain and Mrs. Andrew Jackson Miller. Adjacent to it are the college shops and a warehouse. In this same unit is Miller Court, consisting of several faculty apartments.

Dormitory Accommodations — There are five dormitories on the campus. Rooms are all modern, convenient, and comfortable. Most of them are arranged in two-room suites with connecting baths. All residence halls contain parlors and recreation rooms for the entertainment of guests.

Atkinson Hall was the first dormitory built on the main campus. The ground floor is used for a dining hall which seats about one thousand. The building was named for the late Governor W. Y. Atkinson, who introduced into the legislature the bill that chartered the College.

Terrell Hall includes the building now known as Terrell and Terrell Annex, arranged in two-room suites with a connecting bath for each suite. Freshmen live in the Terrell group. The original building was named for the late Governor Joseph M. Terrell.

Bell Hall is composed of Bell Hall and Bell Annex. All rooms have a connecting bath for each suite of two rooms. The building was named in honor of the late Miller S. Bell, long a member of the Board of Trustees of The Woman's College of Georgia and until his death a member of the Board of Regents of the University System.

Ennis Hall, across Hancock Street from the main campus, accommodates about one-hundred Senior students. The rooms in this hall are also arranged in suites. The name honors the late Honorable Howard Ennis of Milledgeville.

Beeson Hall, on Montgomery Street between the Education Building and the Hospital, has in it several faculty apartments and accommodations for about seventy-five students. This residence hall was named for the late President and Mrs. J. L. Beeson.

Sanford Hall, the newest dormitory on the campus, fronts on Greene Street and adjoins Nesbit Woods. The name honors the late Chancellor S. V. Sanford.

The Greene Street Home Management Residence, located in Nesbit Woods, is a model urban home, making possible opportunities for home economics students to apply theory to realistic situations.

Parkhurst Hall, located in Nesbit Woods, is a faculty apartment house consisting of twelve family-sized apartments, four efficiency apartments, and three single rooms.

The Student Union is an annex to Atkinson Hall and serves as the informal social center for the campus. It is an air-conditioned unit containing the book and supply store, a snack bar, and the student post office. All mail is delivered through the post office, where the College provides lock boxes for students and faculty.

The Laundry is located on the ground floor of Miller Hall and is operated for the benefit of students and employees of the College.

The Cafeteria is located in the Health-Physical Education Building. It serves noon-day meals to the students of the Peabody Laboratory School.

Mary Gilbert Park is an attractive recreation unit adjacent to Peabody Elementary School. It includes a swimming pool, playgrounds, and athletic fields and courts. The development of the recreational facilities was made possible through the interest and generosity of the late Judge S. Price Gilbert.

BANKING SERVICE

As a service for students and at no cost, the College operates a student bank in the office of the Comptroller in Parks Hall. Regulation banking procedure is followed in that students deposit and withdraw funds exactly as they would in dealing with a standard bank.

THE INSTITUTE OF LANGUAGES AND FOREIGN SERVICE

Under the supervision of a director, the Institute of Languages and Foreign Service conducts a program designed for foreign students wishing to improve their English, foreign teachers of English, American teachers of Spanish, special language students, and students desiring special training for foreign service. Both men and women are admitted to the summer Institute, which has its headquarters in the Institute of Languages.

THE LIBRARY

Ina Dillard Russell Library is the center of the instructional activities of the College. Named for the wife of the late Chief Justice, it stands on the northwest corner of the campus proper. The resources of the Library include over 80,000 books, numerous documents and other pamphlets, and several hundred recordings, slides, and pictures. The subscription list to periodicals includes 275 magazines and newspapers. About 2,000 volumes are added to the book collection each year, with a wide range of subject fields represented.

Special collections include a Georgia library of more than 4,000 items by and about Georgians and more than 400 books and manuscripts by Georgia women authors. There are also a collection of travel books purchased through the Alberta Telfair Gould Memorial Fund and a growing collection of modern books autographed by authors who have appeared on the lecture program of the College.

The Beeson Reading Room is furnished informally to encourage faculty and students to use the Library for recreational and general reading. Fiction is shelved in this room. Displays and special collections of books are frequently exhibited here. Adjoining the Beeson Reading Room is the Music Room where audio-visual equipment and collections are found. Faculty and students have access at all times to the recorder player and recordings, the projector and slides, the Recordak and films, and more recently to the Micro Library Reader and books on cards. Many prints and pictures are also included in this collection.

Students have free access to the book stacks, and most of the books are circulated for an unlimited loan period. Instruction in the use of the Library is available to individual students or class groups, and it is the aim of the librarians and the student assistants to give as much individual help as the reader desires. A printed handbook, *The Library*, showing resources and services is distributed to readers.

The Library is open weekdays and every evening except Saturday for the use of faculty and students of the College, including those of Peabody School. Reference service is available to townspeople and to teachers and students in other local schools.

STUDENT-TEACHING

Student-teaching, the culminating activity of the professional education sequence, is provided in selected off-campus public school centers. The full quarter of student-teaching is arranged

cooperatively by the Education Department of the College, the Public School System, and the supervising teacher. A College Coordinator assists the student-teacher and the supervising teacher in planning, executing and evaluating this experience through frequent visits to the off-campus center where the student lives and works. No other courses can be taken during this quarter. Application for student-teaching should be made to the Director of Student-Teaching during the first quarter of the student's junior year.

Apprentice Centers for students majoring in home economics have been set up through cooperation with the State Board of Vocational Education, which has approved departments of home economics in several Georgia high schools. This provision makes it possible for home economics majors to do supervised teaching under typical school conditions. Under the direction of a supervisor, the student-teacher spends an entire quarter at the teaching center, receiving credit for three courses.

PERSONNEL AND GUIDANCE SERVICES

The philosophy and objectives of the College emphasize the importance of every aspect of college life in providing a broad and meaningful educational experience. Within the over-all program the personnel and guidance services function to help the student grow in self-understanding, achieve satisfactory adjustments, and make choices from the offerings of the academic program, activities, and other experiences so as to derive the greatest benefit from a college career.

ORIENTATION

At the beginning of the fall term, new students spend several days in activities that will better prepare them for life on the campus. During this time both freshmen and transfer students have an opportunity to begin their acquaintance with one another and with the College.

Many of the activities are planned and carried out by leaders in the three major student organizations — the College Government Association, the Young Women's Christian Association, and the Recreation Association. Junior Advisors, elected by Student Council, and Big Sisters, sponsored by the YWCA, also play an important part in the program of adjustment.

During the Orientation period several standardized tests are administered. The results obtained are used in counseling with students.

FRESHMAN GUIDANCE

Further assistance is given to freshmen through a series of experiences known as Freshman Guidance. Transfer students are invited to participate in those phases which concern them. Beginning with Orientation Week and continuing throughout the fall quarter, general meetings are held and discussion in small groups is encouraged. The purposes of these experiences are to acquaint the new student with the history, traditions, and program of The Woman's College of Georgia; to guide her in her adjustment to campus life; and to offer assistance in the exploration of educational and vocational areas leading toward planning her college program and choosing and preparing for her career.

ACADEMIC COUNSELING

Freshman: The College recognizes the abrupt break between home and high school life on the one hand and the demands of dormitory life and college work on the other, and tries to provide as favorable a transition as possible. A group of faculty members serves as *faculty advisers*. Each freshman and transfer student is assigned to one of the advisers for whatever assistance is needed. The advisers help students register and counsel with them periodically concerning their adjustment and progress.

Sophomore: Counseling relations and activities are continued in the student's sophomore year; and, in addition, further attempt is made to assist students in choosing courses for future study and in selecting vocations. This aid is based upon results of freshman and sophomore achievement tests, records of progress in general achievement, student grades on college work, and other information gathered during the first two years.

Junior-Senior: Before the student reaches the junior class she is expected to choose the field of her major interest. The head of the department in which she decides to major then becomes her professional adviser and approves her program of studies. At the beginning of both the junior and senior years the student makes out a program of studies for the year which must be approved by the head of the major department and by the Dean of Instruction. Any modification of this program during the year must have the approval of the head of the major department and of the Dean.

HEALTH SERVICES

Promoting sound physical and emotional health is a major goal of the College. This is accomplished through the health

services and health education. The health services are centered in Parks Memorial Hospital. In charge of the Hospital and its staff of nurses and of the health service is a competent physician.

The primary aim of the medical service is the maintenance of good health among the members of the college community. Preventive medicine is the foremost consideration. However, always available are remedial measures in cases of illness and follow-up treatment for students who are under the care of home physicians. Clinics are held daily to which any student may go for treatment of minor or chronic conditions or for consultation with the college physician.

In case of serious illness or accident, parents are notified by telegram or telephone message. In case of minor disorders a letter is sent to parents following diagnosis.

As a part of the health service arrangements are made each year to provide immunization for polio and influenza.

PHYSICAL EXAMINATION

Before admission to the College, all new students are required to have a thorough physical examination, preferably by the family physician. The Medical Record Form is provided by the Registrar. On it are recorded the family and health history of the student and also the findings of the medical examination. The completed Medical Record Form should be mailed by the physician *directly* to the *Medical Records Section, Parks Memorial Hospital, The Women's College of Georgia, Milledgeville, Georgia*. This record serves as the basic medical record for the student and is used in providing medical care and health guidance, in assigning physical education courses, and in approving sports activities.

Upperclass students are required to have a supplementary physical examination each year. The brief report form used is also mailed directly by the physician to the above address.

PLACEMENT OFFICE

As a service to students and graduates, the College maintains a Placement Office to aid them in finding the kinds of positions which they desire and for which they are best qualified. The Placement Office, through its registry of desirable openings and its contact with potential employers, is able to help students and graduates in securing teacher appointments and business and professional positions.

THE PROMOTION OF GRADUATE STUDY

The screening, selection, and placement of qualified seniors for advanced work in other graduate and professional schools is a responsibility of the Committee on Faculty Research and the Promotion of Graduate Study, of which Dr. J. C. Bonner is chairman. This committee annually has promoted the candidacy of outstanding students and alumnae for scholarships and assistantships which enable them to pursue a master's or a doctor's degree without great financial burden to themselves. In general, those who rank in the upper five per cent in academic standing are recommended for scholarships and assistantships. These stipends range in value from \$700 to \$2,500 each.

ALUMNAE ASSOCIATION

The Alumnae Association of The Woman's College of Georgia is almost as old as the College itself. The purpose of the Association is to promote the interests of the College and to establish mutually beneficial relations between the College and its alumnae. The work of the organization is conducted through an executive board, an executive secretary, congressional district vice-presidents, and chairmen of standing committees. Annual Alumnae Day is observed on the last Saturday of April.

HOME STUDY PROGRAM

The Georgia Center for Continuing Education of the University of Georgia maintains a Home Study Office at The Woman's College of Georgia.

Home Study courses consist of textbooks and library assignments on which written reports are made by the student. Twenty lessons constitute one college course.

For further information write to Miss Katherine Weaver, Home Study Secretary, The Woman's College of Georgia, Milledgeville, Georgia.

INFORMATION CONCERNING ADMISSION AND EXPENSES

ADMISSION

Selection of applicants for the freshman class is made by the Committee on Admission on the basis of ability, character, personality, high school record, and health. School records and tests provide the evidence of intellectual ability and preparation.

The candidates must offer the following 16 units of a high school course:

English	4
Social Studies	2
Mathematics, including Algebra	2
Science	1
Additional academic units	3
Vocational and other units	4

Satisfactory scores on the College Entrance Examination Board's Scholastic Aptitude Test are required of each applicant. Although other testing dates are acceptable, it is preferred that the Scholastic Aptitude Test be taken in December or January.

The College will accept "early decision" applicants on their three year record. The recommendation of the high school principal or counselor and the health record entered by the family physician on forms provided by the College are necessary application credentials.

Applications must be accompanied by a registration fee of \$25.00. Refund is granted in accordance with specifications set forth in the statement of college costs.

Applicants are notified concerning acceptance periodically from December 15.

The following are the procedures necessary to complete the application:

1. Preliminary application
2. Application fee
3. High school record
4. Recommendation by principal or counselor
5. Formal application and life history

6. Scores made on College Entrance Examination Board's Scholastic Aptitude Test
7. Personal interview
8. Medical record

For further information address the Director of Admission, The Woman's College of Georgia.

TRANSFER STUDENTS

1. Transfer students should refer to the foregoing information relative to the admission procedures, requirements, and dates for filing the completed application with the Director of Admission.

2. Transfer applicants must comply with the policy of the Board of Regents in furnishing the certificate described in the college catalog and included in the official application for admission form.

3. The applicant must request that official transcripts showing evidence of studies pursued at all other colleges or universities be sent to the Director of Admission. These transcripts must furnish a statement of honorable dismissal. Completion of ALL application forms is required of each applicant for admission by transfer from another institution before her request for admission can be considered. It should be understood that only those applicants will be admitted whose past records indicate a favorable prospect of successful study at The Woman's College.

A personal interview is considered an essential part of the admission process. Each applicant for admission will arrange with the Director of Admission an appropriate time to appear for an interview. Every transfer student seeking admission will be evaluated for aptitude, achievement, motivation, social and psychological adjustment, scholastic performance, and probability of completing the requirements for a degree. The College reserves the right to examine further any applicant by the use of psychological, achievement, and aptitude tests.

4. The College Entrance Examination Board's Scholastic Aptitude test is required of all applicants for admission. In addition, the applicant must expect to obtain acceptable scores on designated standardized aptitude and achievement tests prior to admission.

5. When a transfer applicant's qualifications are in question, the Director of Admission, at his discretion, will refer the application in totality to the academic dean and/or the Admission Committee for review and recommendations.

6. The total number of hours that may be earned toward a degree by either extension or correspondence courses or both shall not exceed forty-five quarter hours. The College reserves the right to otherwise restrict the acceptance of the above mentioned type of credits.

7. A registration deposit of \$25.00 must accompany each completed application form before it can be given official consideration. This deposit does not bind The Woman's College of Georgia to admit the applicant nor does it indicate acceptance of the applicant's qualifications.

AMOUNT OF CREDIT TRANSFERABLE

The amount of credit that The Woman's College of Georgia will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at The Woman's College of Georgia during that time. A maximum of 90 academic quarter hours from a junior college or 135 academic quarter hours from a senior college may be applied toward a degree.

Courses transferred for credit from other institutions must have an over-all average of C. Not more than 20% of the courses may be of the lowest passing grade.

SPECIAL STUDENTS

Certain courses are open to special students with the approval of the Dean of Instruction and the head of the department concerned. Such students must be over twenty-one years of age and ordinarily may not reside on the campus.

MARRIED STUDENTS

Married students are not housed in the residence halls. Assistance in locating accommodations off-campus may be requested from the Office of the Dean of Students. Students already enrolled who are planning to be married and to continue in college after marriage should consult with the Dean of Students concerning the plans as they relate to the College.

GRADUATE STUDENTS

The graduate program has requirements in addition to those stated above. (See pages 83-85.)

EXPENSES

As a unit of the University System of Georgia, The Woman's College of Georgia is a state-supported college. As such it makes no tuition charge for residents of the State of Georgia.

The basic charges are as follows:

DEPOSITS REQUIRED

Registration Deposit — (\$25.00) Required of all students applying for admission to the College. New students will pay this deposit with application for admission.

Room Reservation Deposit — (\$35.00) Required of all students expecting to live in college residence halls. New students will send this deposit to the Comptroller with Request for Room, Form DS-11. The Request for Room form will be sent to the applicant when all papers have been received and she has been approved for admission. Students already in college residence halls will pay this deposit to the Comptroller in April prior to assignment of rooms, along with application for readmission.

All deposits received will be credited to the student's account.

A REFUND OF THESE DEPOSITS will be made only when:

1. Application for withdrawal is received prior to June 1st for students enrolled for September; or
2. Application for withdrawal is made 30 days prior to the opening dates of the Winter and Spring quarters; or
3. Application for admission is not approved.

GENERAL FEES

Matriculation Fee — Paid by all regularly enrolled students.

Health Service Fee — Paid by all regularly enrolled students. The fee provides for medical care by the college physician and nurses, except in cases of severe or prolonged illness. When another physician is called in consultation or a special nurse is required or hospitalization is necessary, the expense becomes the obligation of the student and her family. A combination blanket

accident and hospital insurance plan is available to students of the College at extra cost. The plan is provided by a reputable insurance underwriter and the cost is reasonable. The College does not in any manner profit from fees or commissions in the plan but will furnish information when requested.

Student Activities Fee — Paid by all regularly enrolled students. This fee is used to finance such student activities as the college newspaper, the annual, the College Government Association, the YWCA, the artist's series, and other college activities.

SPECIAL FEES

Graduation Fee — A Graduation Fee of \$10.00 is charged at the beginning of the final quarter of the year in which a senior student plans to graduate.

Laboratory Fee — Certain college departments charge a laboratory fee in courses requiring extra materials of instruction. These fees are indicated in the course descriptions.

Late Registration Fee — Students who fail to register and arrange for payment of fees and living expenses at the time provided in the college calendar will be charged a late registration fee of \$3.00 for the first day and \$1.00 for each additional day to a maximum of \$5.00.

Special Students — Students permitted to register for fewer than twelve (12) quarter hours, with or without credit, will pay a matriculation fee of \$5.00 per quarter hour. Students who are not residents of Georgia who are permitted to register for fewer than twelve (12) quarter hours will pay an additional fee of \$8.00 per quarter hour. Such students will use a special registration form, will have no class designation, and may not share in the general services of the college without payment of the Health Service and Student Activity Fees.

The above classification includes:

1. Students taking fewer than twelve hours in regular residence classes whether for credit or non-credit.
2. Students registered in Saturday classes taught on the campus.

Music Fees—Private lessons in music are offered by the staff of the Department of Music. The fees are:

Instruction in piano, voice, and orchestral instruments, two one-half hour lessons each week, per quarter ----- \$30.00

Instruction in organ, two one-half hour lessons each week, per quarter.....	\$42.00
Instruction in organ, one lesson each week, per quarter	\$21.00

OUT-OF STATE

Out-of-State Tuition — paid during the registration period at the beginning of each quarter by all students who are not residents of the State of Georgia.

To be classified as a resident of Georgia a student must meet the following qualifications:

(1) If the student is under twenty-one, the supporting parent (or guardian) must have been a *bona fide* resident of Georgia for at least the entire year immediately preceding the student's registration.

In the event that a legal resident of Georgia is appointed guardian of a non-resident student, such student does not become a resident until the expiration of one year from date of appointment, and then only upon proper showing that such appointment was not made to avoid the non-resident fee.

(2) If the student is over twenty-one, *bona fide* residence in the state must have been established for at least one year immediately preceding registration and the student must be eligible to become a registered voter. No person shall be deemed to have gained or lost residence by reason of being a student at any institution of learning.

RESIDENCE COST AND REGULATIONS

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the students agree to follow regulations established by the College.

Rooms may be occupied only upon assignment by the Dean of Students and all exchanges, transfers and vacating of rooms must be approved by that office.

Double rooms are to be occupied by two persons. If one of the occupants vacates the room, the student remaining agrees to accept a roommate assigned or to move to another room upon request. The Dean of Student's Office reserves the right to make all final decisions on assignments.

Room rent and charges for board and laundry are based on current prices and are listed below under Fees and Living Expenses Each Quarter. The right to adjust these charges to meet changing conditions is reserved by the College.

A Student who formally withdraws from the College during any quarter will be charged for board, room, and laundry at the rate of \$3.00 per day from the date of the student's arrival. Refund regulations are subject to revision at the beginning of any quarter.

All approved refunds will be paid within thirty days after the date of formal withdrawal.

PAYMENT OF COLLEGE EXPENSES

College accounts are due and payable on the first day of each quarter. If necessary, students may make advance arrangement with the Comptroller to pay for the quarterly cost of room, board, and laundry in installments. A student may not secure honorable dismissal, obtain a transfer of credit, be admitted to final examinations, or be graduated until all accounts are paid. Deposits paid in advance will be deducted from the college account.

FEES AND LIVING EXPENSES EACH QUARTER

	Dormitory Students	Day Students
Matriculation Fee	\$ 60.00	\$ 60.00
Health Service Fee	6.00	6.00
Student Activity Fee	8.00	8.00
Board	115.00	
Room Rent	65.00	
Laundry	15.00	
	<u>\$269.00*</u>	<u>\$ 74.00*</u>

*Non-residents of Georgia add \$100.00 to cover Out-of-State Tuition.

REFUNDS

Formal withdrawal from the College must begin with a written approval from the Dean of Students. At the time this approval is granted specific instructions will be given for completion of formal withdrawal.

Regulations of the Board of Regents of the University System of Georgia provide that an approved applicant who registers and withdraws during the first quarter of her attendance shall forfeit not less than the amount of her registration deposit before a computation is made of the refund to which she may be entitled.

The following regulations apply to the Matriculation Fee when formal withdrawal is approved:

One Week	80% refund
Two Weeks	60% refund
Three Weeks	40% refund
Four Weeks	10% refund

No refund will be made of the Student Activity Fee or the Health Service Fee.

A student who discontinues private lessons in music after six weeks of a quarter has expired will not be entitled to a refund except for illness certified by the college physician.

TEXTBOOKS AND SUPPLIES

Textbooks and school supplies, as well as other student needs, are available in the college bookstore. The cost of books and supplies will vary with the courses elected by the individual student. A fair estimate of this cost is from \$40.00 to \$50.00 for the initial quarter of attendance. Subsequent quarters will cost less depending upon the student's schedule of class work.

FINANCIAL ASSISTANCE

The College offers financial assistance to students who will profit most in the realm of need and ability through the National Defense Student Loan Program, through scholarships and loan funds made possible by friends of the College and through part-time student employment. Details of the various aspects of the financial assistance program are found on the following pages. For further information write the Director of Scholarships, Loans, and Student Employment, The Woman's College of Georgia.

SCHOLARSHIPS AND ENDOWMENTS

REGENTS' STATE SCHOLARSHIPS

This fund is available to residents of Georgia who have need of financial assistance to attend an institution of the University System of Georgia. High academic potential and achievement are primary considerations in making these awards.

THE J. L. BEESON SCHOLARSHIP FUND

The J. L. Beeson Scholarship Loan Fund, established in 1939 by Dr. J. L. Beeson, third president of the College, was made available for scholarships in 1953.

ANNA BROWN SMALL SCHOLARSHIP FUND

This fund was established in 1912 by Mrs. Clem Steed Hardman of Macon, as a memorial to her mother.

CORRIE HOYT BROWN FUND

The Corrie Hoyt Brown Loan Fund was established in 1919 by Mr. George M. Brown, who was born in the Executive Mansion at Milledgeville, in memory of his wife, Corrie Hoyt, and his daughter, Corrie Hoyt Brown. Preference is given to residents of Atlanta and of Baldwin and Liberty Counties.

THE J. HARRIS CHAPPELL MEMORIAL SCHOLARSHIP FUND

The former J. Harris Chappell Memorial Loan Fund, established by faculty and students as a memorial to Dr. Chappell, first president of the College, was made available for scholarships in 1953.

THE FACULTY SCHOLARSHIP FUND

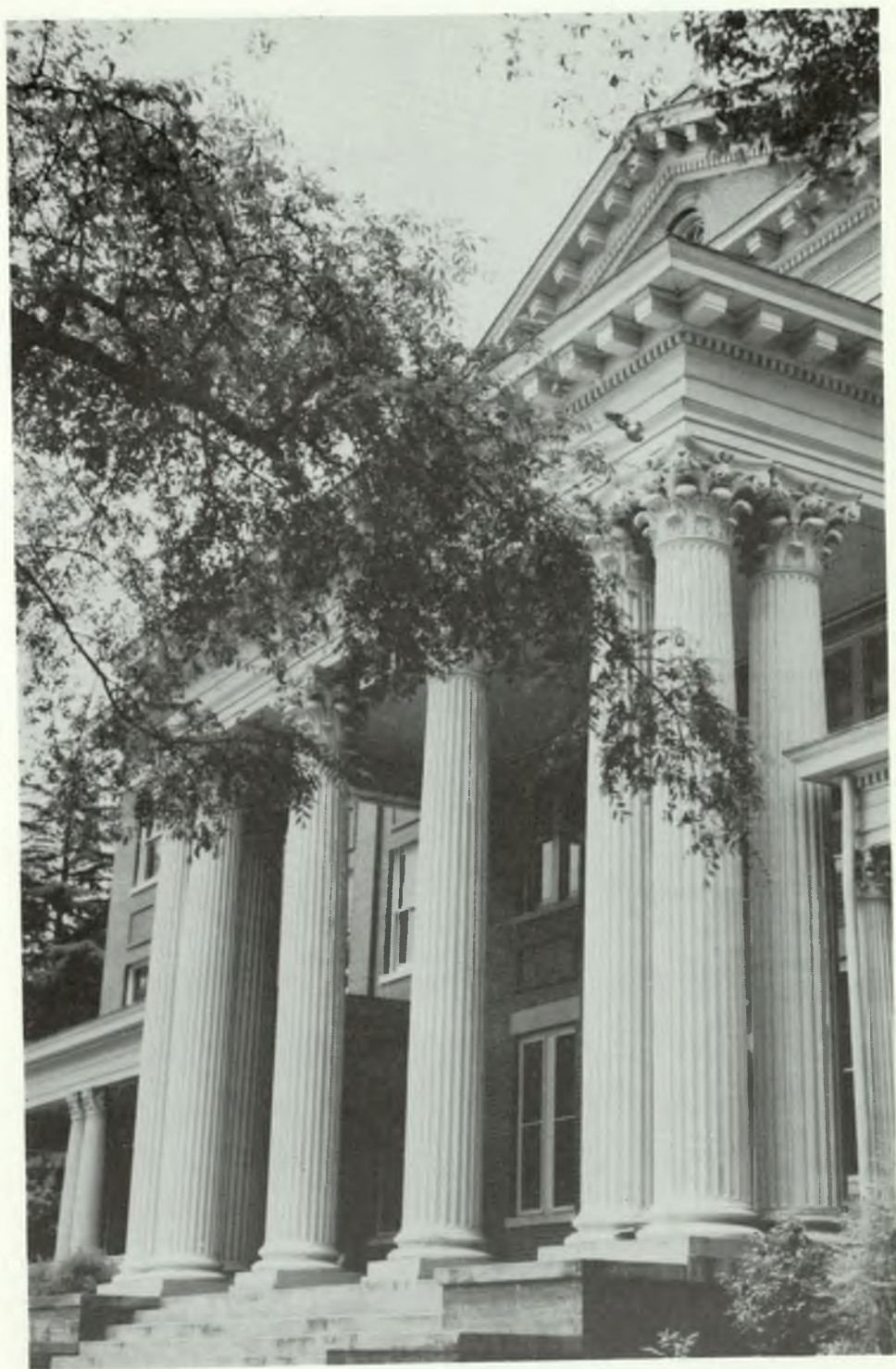
This fund, originally a loan fund, was established by the faculty in 1903-1904 as a memorial to deceased members of the faculty. It has been increased by voluntary contributions from the faculty and by donations from several senior classes and now serves as a scholarship fund.

THE WOMAN'S COLLEGE OF GEORGIA ALUMNAE SCHOLARSHIPS

From the Alumnae Loyalty Fund the Alumnae Association of the College grants scholarships to assist students of high scholastic ability. Information may be obtained by writing the Alumnae Secretary, The Woman's College of Georgia.

A. A. LOWE SCHOLARSHIP FUND

This scholarship fund, established by Bettie Harris Lowe, is used to defray the expenses of students who need financial assistance in order to attend The Woman's College of Georgia. Preference is given to students of Pulaski County first and Macon County second; however, students from any other Georgia county may apply.



Parks Hall (Administration Building)



Corinthian Columns on porch of Atkinson Hall (oldest residence hall on campus)

THE THOMAS E. MITCHELL FUND

In 1926 Dr. Thomas E. Mitchell of Columbus made a gift of \$125,000 to a fund one-fourth of which is to be used for loans to students at The Woman's College of Georgia. A limited number of scholarships is granted from this fund annually.

THE SYLVESTER MUMFORD MEMORIAL FUND

In the will of the late Goertner E. Mumford Parkhurst of Washington, D. C., The Woman's College of Georgia was one of the residuary legatees. The fund amounts to approximately \$200,000. The earnings are to be used to educate students from Brantley County, Georgia, as selected by college officials.

THE HALLIE CLAIRE SMITH SCHOLARSHIP FUND

Established in 1953 by faculty, students, and friends of Miss Hallie Claire Smith as a memorial to her, this scholarship fund is available to students needing financial aid.

THE BLANCHE TAIT SCHOLARSHIP FUND

Established in 1953 by the faculty, students, and friends of Miss Blanche Tait as a memorial to her, this scholarship fund is available to students needing financial aid.

LOAN FUNDS

CALLIE CHRISTIE BELLE D. A. R. LOAN FUND

This fund was established by the Hawkinsville Chapter of the Daughters of the American Revolution in memory of Mrs. Belle. The loans from this fund are made to students from Pulaski County.

PHILO SHERMAN BENNETT LOAN FUND

In 1909, \$500 was received from the estate of Philo Sherman Bennett through Mrs. W. J. Bryan, administratrix. Interest on this fund is available for loans.

LIZZIE DENNARD WIMBERLY BRIDGES LOAN FUND

A fund in the amount of \$200 was contributed by the Hawkinsville Chapter of the Daughters of the American Revolution for aid to students from Pulaski County.

HISTORY CLUB LOAN FUND

The original donation to this fund was made by the History Club in 1934. Loans are administered at the discretion of the College.

KNIGHTS TEMPLAR EDUCATIONAL FOUNDATION

The National Order of the Knights Templar has an education foundation of several million dollars to aid students throughout the nation. Each year the foundation lends to several students in the junior and senior classes at The Woman's College of Georgia. The fund is administered by the Knights Templar Educational Foundation, 136 Forrest Avenue, Atlanta, Georgia.

MOREL FUND

In 1934 Miss Elizabeth Morell, a former member of the faculty, gave \$1,500 to be used to purchase books for the library or to be used for loans to students. Loans are available through the loan officer of the College.

PICKETT AND HATCHER EDUCATIONAL FUND

This fund was created by the late Claude Adkins Hatcher of Columbus, Georgia, founder of the Nehi Corporation and its predecessors. In his will Mr. Hatcher set aside a substantial sum to assist students. Immediate response will be given to requests for information. Correspondence should be addressed to: Pickett and Hatcher Educational Fund, P. O. Box 1238, Columbus, Georgia.

SYLVESTER MUMFORD FUND

This fund was established in 1936 by the daughter of the late Mr. and Mrs. Sylvester Mumford, of Waynesville, Georgia, as a perpetual memorial to her parents. Returns from the investment of funds are to be used for educational loans to worthy students of this state. The fund is administered by the College.

ALICE WALKER SHINHOLSER MEMORIAL FUND NO. 1

This fund was established in 1925 by Mr. John W. Shinholser in memory of his wife, Alice Walker Shinholser. Both principal and interest are available for loans to seniors.

ALICE WALKER SHINHOLSER MEMORIAL FUND NO. 2

Funds provided in the will of the late Mrs. Clara B. Walker became available in 1940 to be administered as educational loans according to the regulations of the College.

JOSEPH M. TERRELL LOAN FUND

This is a donation of \$5,000 provided in the will of the late ex-Governor Joseph M. Terrell. The principal is to be kept intact and the income from the fund is available for loans.

FANNIE TRAMMELL D. A. R. FUND

This fund was established in 1940 by a gift from the Georgia Chapter of the Daughters of the American Revolution. The prin-

capital of \$4,000 is kept intact, and the interest is lent to worthy students.

GRACE BEATTY WATSON LOAN FUND

This fund was established by the Hawkinsville Chapter of the Daughters of the American Revolution and is available to students from Pulaski County. The loans are administered by the College.

NATIONAL DEFENSE STUDENT LOAN PROGRAM

The "National Defense Education Act of 1958" was designed to develop to the fullest the "mental resources and technical skills" of the young men and women of the nation. In conjunction with the participating colleges, government funds were made available for the "making of low interest loans to students in need thereof to pursue their course of study" in institutions of higher learning.

In selecting students to receive loans special consideration is given to:

- (a) students with a superior academic background who express a desire to teach in elementary or secondary schools, and
- (b) students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering or a modern foreign language.

In addition to academic ability and achievement, consideration is given to the student's need of financial aid. Determination of need is based upon an evaluation of the financial circumstances of both the applicant and her family.

The recipient of a loan is expected to maintain an above average academic standing. The College reserves the right to review the approved loan each quarter.

Applications should be filed with the Director of Loans at least 60 days prior to the quarter for which the loan is desired.

STUDENT AID FOUNDATION

In 1908 a group of Atlanta women who were interested in the education of women formed what is now known as the Student Aid Foundation. This foundation makes funds available to young women of academic ability and personal integrity. The fund is administered by the Student Aid Foundation, 1025 Clairmont Avenue, Decatur, Georgia.

PART-TIME STUDENT EMPLOYMENT

Students of limited financial means find assistance in the part-time student employment program. Part of the work in the dining rooms, dormitories, offices, the library, and the academic departments is done by student employees. This work is reserved for those who have good high school records, who continue to maintain satisfactory records in college, and who are capable of performing the work involved.

STUDENT LIFE

The campus of The Woman's College of Georgia is treated as a community, and the program of the College is planned to develop all-around individuals in a democratic environment. While students are encouraged to become increasingly self-reliant through active participation in campus organizations and dormitory life, the College realizes the advantage of providing advisory assistance in developing individual interests and abilities.

The Woman's College of Georgia is a residential college. Living conditions in the houses are designed to supplement the academic program of the student. Life in the dormitories seeks to approximate the best type of home situation. Each residence hall is in the charge of a house director, a woman whose chief interest is the well-being of the individual student.

The dormitories are organized and operated under House Councils as functioning parts of the College Government Association. Each council is responsible for planning the program of the dormitory, for setting up and supervising house routine, and for administering disciplinary measures if needed.

STUDENT GOVERNMENT

The College holds as one of its chief aims the development of students as effective citizens in a democratic society. Toward this goal and in keeping with the nature of the College as a dynamic, democratic community, the responsibility for the government of the student body is vested in the students themselves and functions through the student government organization.

THE COLLEGE GOVERNMENT ASSOCIATION

At its name implies, the College Government Association includes both students and faculty in its personnel. Students become members of CGA upon their matriculation, hold all the offices, comprise all the committees; faculty members act as advisers of the various student groups. Students sit on faculty committees without vote; and faculty advisers, on student committees without vote.

College Government trains students in good citizenship, in individual initiative, in self-dependence and self-control, and in responsibility for group living. Its major subdivisions are the

Student Council, the Judiciary, the Board of House Presidents, and the Honor Council.

The *Student Council* has vested in it the supreme legislative powers of CGA. It recommends rules and regulations to the Faculty Committee on Student Relations; submits suggestions in the interest of students; has charge of all CGA elections; formulates Association policies and plans its meetings; calls student body meetings; has general supervision of the work of the Board of House Presidents and the Honor Council; hears reports and takes responsibility for seeing that the system of government works.

The *Judiciary* has vested in it the general judicial powers of the Association. The Judiciary organizes and supervises the Dormitory Councils; considers and passes on all cases submitted directly to it or referred to it by the Dormitory Councils; hears all cases that do not come under the jurisdiction of the lower courts; refers to the Faculty Committee on Student Relations all cases involving possible dismissal; interprets the Constitution of the College Government Association; and handles cases of academic dishonesty through a program of rehabilitation.

The *Board of House Presidents* assumes leadership in planning constructive programs for dormitory residents; considers the operation of the various House Councils to maintain uniformity of procedure; and cooperates with the House Councils in fostering the Honor System through dormitory living.

The *Honor Council* realizes that the success of the College Government Association depends upon the personal honor of each individual student and her willingness to share responsibility for the conduct and integrity of her fellow-students. The aim of the Honor Council is to maintain and strengthen the college community in which the honor of the group is an enlargement of the integrity of the individual. The work of the Honor Council is directed toward helping the inexperienced student to adjust to the best interests of all students. The Woman's College of Georgia believes that its honor system is doing much to develop character in the individual and to promote higher morale in the college community.

THE DAY STUDENT ORGANIZATION

The Day Student Organization, the association for local and commuting students, is responsible for the welfare and government of its members. Its functions are carried out through the Day Student Council which operates within the framework of the College Government Association.

SOCIAL LIFE AND RECREATION

A variety of social and recreational activities on the campus and at the nearby Georgia Military College provides opportunities for recreation and entertainment and for the cultivation of social skills. The events at the Georgia Military College which students attend include ball games, dress parades, company parties, and formal and informal dances. Besides the local activities, on weekends, students of The Woman's College attend ball games, dances, and social and cultural events on other campuses and in the city of Atlanta.

On The Woman's College campus, the recreation halls and living rooms in the dormitories serve as centers for formal and informal social and recreational activities including receptions, teas, mixers and informal dances. The Dining Hall offers opportunities for social occasions and for entertaining guests. Under the leadership of the College Government Association students dress more formally for dinner at announced times. On weekends and other special occasions students may invite their dates for dinner. The Student Union is open on weekends for informal gatherings and for special groups. Lake Laurel, the College recreational area, including a spacious lodge, a fifteen acre lake and a large wooded area, provides facilities for boating, swimming, fishing, picnicking and also for spend-the-night parties, mixers, informal dances and student-organization retreats.

Highlights of the school year are the formal dances held in the College gymnasium, bringing to the campus nationally known orchestras. Porter Auditorium is used for smaller dances and for social gatherings.

THE RECREATION ASSOCIATION

The Recreation Association, a major campus organization, gives leadership in providing a variety of recreational and sports events. Through its program it affords opportunities for every student to enjoy and develop interest and skill in sports, the dance and related activities. The Association sponsors seasonal intramural sports, four skill clubs (Modern Dance, Penguin, Tennis and Tumbling Clubs), and special events such as sports days, play nights, demonstrations, meets, movies, and informal dances. The program is organized and executed by an Executive Board and a General Board consisting of the various sports managers, skill club presidents, dormitory and class managers

and committee chairmen. The members of the staff of the Physical Education Department act as advisers for the various phases of the program.

RELIGIOUS LIFE

The development of the religious phase of life is recognized as an essential aspect of the total growth of the individual, and the College seeks to provide an atmosphere and experiences that will foster the student's religious development.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The YWCA is primarily a religious organization. It is campus-wide in program and membership. Its chief administrative officers are students elected by the student body. The College assists the organization in maintaining a full-time secretary to coordinate the program.

The Y Sponsors all religious activities on the campus, some of which are vesper programs, Bible study classes, and nightly worship services in the residence houses. The Y also supervises study and discussion groups on social problems and current affairs.

During Religious Focus Week outstanding speakers are brought to the campus for lectures, seminars, and personal conferences.

DENOMINATIONAL GROUPS

Students attend local churches of their choice. In addition, local churches have organized college groups in young people's work. The Baptist Student Union, the Wesley Foundation, the Westminster Fellowship, the Canterbury Club, and the Newman Club give to students a broadening experience in church centered programs while they are in college.

ACADEMIC CITATIONS

PHOENIX

Phoenix is an honor society established in 1939. Members are selected from the Senior Class on the basis of scholarship. To be eligible, a student must be in the highest seven per cent of her class.

DEAN'S LIST

A student who makes an average of 3.3 on fifteen or more hours of work in any quarter and who has an all-college average of 2.5 shall have her name placed on the Dean's List during the following quarter.

PHI SIGMA

Freshmen who have carried a full academic program and have made a general average of B or higher and have qualified for the Dean's List at least once are eligible as sophomores for membership in Phi Sigma.

CGA SCHOLARSHIP CUP

CGA awards quarterly custodianship of a gold loving cup to the freshman residence hall with the highest general average for each preceding quarter.

NATIONAL HONOR SOCIETIES

PI GAMMA MU

Pi Gamma Mu is a national honorary society open to juniors and seniors who have made exceptionally high records in the social sciences.

ALPHA PSI OMEGA

Alpha Psi Omega, a national honorary dramatic society, recognizes and rewards outstanding work done by students in the College Theatre.

PHI UPSILON OMICRON

Phi Upsilon Omicron, a national honorary fraternity open only to home economics students, limits its members to students who rank scholastically among the upper two-fifth of the seniors, juniors, and third-quarter sophomores and who give evidence of leadership ability.

PI OMEGA PI

Pi Omega Pi is a national honorary fraternity in Business Education. It is limited to majors who have made exceptionally high records in business and education courses.

SIGMA ALPHA IOTA

Sigma Alpha Iota is a national professional fraternity in music. Its membership is made up of professional musicians and college students whose work is outstanding.

INTERNATIONAL RELATIONS CLUB

IRC, with national affiliations, encourages interest in and knowledge of international affairs. Membership requirements stipulate that a student must have a general average of B and the recommendation of the faculty.

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES

Ten per cent of the Senior Class are eligible for membership in Who's Who. Final selection is made by the faculty from a list of seniors recommended by the Junior Class.

DEPARTMENTAL AND OTHER CLUBS

There are numerous departmental clubs on the campus to which majors in the department concerned are eligible. There are many other clubs, not connected with any department, that attract students of varied interests and personal needs. Clubs meet usually once a month for study, discussion, and experience in leadership.

CONCERTS AND LECTURES

Students hear symphonies and artists of national and international reputation in a series of three or four attractions during the year. In addition, several lecturers of equal standing are brought to the campus, annually. Guest speakers also appear regularly on Assembly programs.

COLLEGE THEATRE

Once each quarter the College Theatre presents a student production of a well-known drama.

ART EXHIBITS

The Department of Art sponsors annually several exhibitions of pictorial and plastic arts. On display in the Mamie Padgett Gallery during the year are loan collections as well as faculty and student work.

CARILLON CONCERTS

A series of carillon concerts is offered throughout the year. The carillon, a recent acquisition, can produce 305 bell tones with 61 tones available in Flemish, harp, celesta, quadra, and minor tierce bells. The college carillonneur provides programs for Christmas, Easter, Commencement and other special occasions.

THE MILLEDGEVILLE COLLEGE CHOIR

The Milledgeville College Choir, composed of approximately sixty students, has a wide musical repertoire of both early and modern composers. The Choir goes on an annual out-of-state tour and on many concert trips within the state.

THE MODERN DANCE CLUB

The Modern Dance Club, a creative, performing arts group, stresses the disciplined purposeful control of the body so that it can radiate an energy of rhythm and design, culminating in the making of its own dance compositions. This club presents a number of programs in the Dance Studio, and its annual production in Russell Auditorium is a featured event of the winter quarter. At times it makes tours in the state.

INDIVIDUAL RECITALS

Particularly during the spring quarter there are many public recitals presented both in Russell Auditorium and in Porter Auditorium, featuring student vocalists and instrumentalists. Each contributes to the general program of entertainment of the College.

PUBLICATIONS

The *Spectrum*, the yearbook, is an annual pictorial record of student life.

The *Colonnade* is a student newspaper.

The *Student Handbook* is an annual publication of the College Government Association. It contains a detailed account of the purpose, functions, and programs of the three major organizations, the governmental routine of the campus, and the official personnel of the major groups.

Columns, issued quarterly by the Alumnae Association, gives to graduates the latest news from the campus and interesting items concerning former college friends.

Thirty is published weekly (exclusive of holidays and vacations) by the Public Relations Department. This publication provides a summary of faculty and student activities for the community.

A series of *Bulletins* giving information about the College is published each month except July and August. They are coordinated through the Public Relations Department.

GENERAL REGULATIONS

RESIDENCE IN DORMITORIES

All students are required to room and board on the campus unless they live with parents or near relatives in or near Milledgeville. Exceptions will be made only following written permission of the president of the College.

JURISDICTION OF THE COLLEGE

A student arriving in Milledgeville to enter college or one returning from trips away from college comes under college regulations as soon as she reaches town, and she must report *at once* to the house director of her dormitory. Upon leaving college at the end of the quarter or upon taking trips away from the campus, the student must leave town according to the schedule approved by the Dean of Students.

TRIPS AWAY FROM THE COLLEGE

In accordance with the wishes of their parents and the regulations of the College, students may leave the campus for weekend visits or, during the week, may make trips for special occasions. Parents or legal guardians use a printed form, which is provided by the College, to indicate items that meet with their approval. This sheet when properly signed is then mailed to the Dean of Students. Special permits sent directly to the Dean of Students are required for approval of trips or requests not covered by the printed form.

VISITORS TO DORMITORY ROOMS

Students may receive visitors in their rooms as provided by the regulations in effect in the various dormitories. In each residence hall the house director is the official hostess and should be informed of the presence of overnight visitors. Mothers, near relatives, and close friends of students may spend the night in the dormitories on Friday and Saturday as guests of the students. Arrangements for meals for their guests should be made by the students with the dietitian.

CLASS ATTENDANCE

Students should attend regularly and promptly all scheduled classes and assembly programs. Attendance is counted from the first day of class meeting in the quarter. Absences caused by illness are excused on certification of the college physician. Certain absences which are due to mitigating circumstances may be excused by executive order from the Dean of Instruction or the Dean of Students. *Requests for excuses must be filed within one week after the student returns to classes.*

To enable students to budget their time more effectively and take advantage of off-campus interests of an educational nature, some freedom is permitted in the matter of class attendance. The absences which may be taken without penalty vary with the maturity of the student.

A freshman may be permitted two unexcused absences in each course for which she is registered during any quarter.

A sophomore may be permitted three unexcused absences in each course for which she is registered during any quarter.

A junior may be permitted four unexcused absences in each course for which she is registered during any quarter.

Seniors are granted permission to formulate a Senior Code. Under the Code class attendance is a student responsibility. Seniors not under the Code will be granted four unexcused absences per course per quarter.

Class attendance for all students making the Dean's List will be a student responsibility.

Regular attendance at bi-weekly chapel is expected of all students. A maximum of two unexcused absences per quarter is allowed.

Absence from class on the first day of any quarter or on the day preceding or following a campus-wide holiday is not permitted.

GRADE POINT DEDUCTION

Excess absences for the year will result in a deduction of 2.25 grade points for each unexcused absence.

FIELD TRIPS

For professional activity under faculty guidance any student may plan out-of-city trips to the total extent of three class days

absences per quarter. Class absences for such out-of-city activities in excess of three days must be drawn from the student's unpenalized absences.

SCHOLARSHIP REQUIREMENTS FOR EXTRA-CURRICULAR ACTIVITIES

To be eligible to hold an office in a student organization or to receive work assignments under college assistance, a student must have made an over-all average of C, or 2.0 grade points.

ACADEMIC REGULATIONS

THE QUARTER SYSTEM

The college year is divided into four quarters of approximately twelve weeks each. The summer quarter is further divided into two terms of five and one-half and three and one-half weeks each.

Under the intensive quarter system classes in general meet every day Monday through Friday.

CREDIT

The credit assigned to a subject is expressed in quarter hours. A passing grade on a subject requiring five one-hour recitations a week (or the equivalent) for one quarter gives credit for five quarter hours. Two hours of laboratory work count as one hour of recitation.

GRADES AND POINTS

Grades are assigned and recorded in letters with the following evaluations and points:

<i>Grade</i>	<i>Points per Quarter Hour</i>
A—Excellent	4 per hour
B—Above average	3 per hour
C—Average	2 per hour
D—Lowest passing grade	1 per hour
F—Failure	0 per hour
WP—Withdrawal from course while doing passing work	
WF—Withdrawal from course while doing failing work	
X—Incomplete	

INCOMPLETE GRADE

An X or "incomplete" grade may be assigned when the student, because of illness or other acceptable reasons, is unable to take the final examination or to complete some other part of the course by the end of the term.

An "incomplete" grade automatically becomes F unless made up within the next term that the student is in residence.

Upon recommendation of the head of the department and with permission of the Dean of Instruction, a student may repeat a course she has passed with a grade of D. When such a course is repeated, the student does not receive additional credit, and the last grade becomes the official grade for the course.

CLASSIFICATION

Freshmen and sophomores are expected to complete forty-eight quarter hours a year; juniors and seniors, forty-five quarter hours a year. No more than five D's in academic courses may count toward graduation. D's in excess of this number must be made up by taking additional courses.

However, for easier class organization and room assignment, a student is classified with her class if she has acquired credit in *graduation* hours as follows:

Sophomores	43
Juniors	91
Seniors	136

DEAN'S LIST

A student who makes an average of 3.3 on fifteen or more hours of work in any quarter and who has an all-college average of 2.5 shall have her name placed on the Dean's List during the following quarter.

THE STUDENT PROGRAM

The normal amount of work taken for credit is fifteen hours each quarter. Freshmen and sophomores are required to take prescribed courses in physical education each quarter.

Certain students, unless the college physician refuses permission, are allowed to carry more than the normal program:

- (1) Students on the Dean's List may register for twenty hours.
- (2) Seniors within twenty hours of graduation, if they have a minimum average of C, may register for twenty hours.

Students, regardless of the number of hours carried, may take any of the one or two-hour courses in music without credit. A student who is not taking other extra work may take a one or two-hour course in music for credit, but must continue the same course for three quarters before such credit may be counted toward a degree.



Open stacks in the Ina Dillard Russell Library



Colonnade of Porter Fine Arts Building

Certain students, with special permission from the Dean of Instruction, will carry less than the normal program:

- (1) Students working more than eighteen hours a week will take not more than ten hours.
- (2) Students working full time will take not more than five hours.

No student may drop a course for which she is registered without special permission from the Dean of Instruction.

SCHOLARSHIP STANDARDS

The minimum standards for eligibility to remain in this College are as follows:

1. A freshman who earns no credit during her first quarter will be placed on probation for the succeeding quarter.
2. Sophomores, juniors and seniors earning fewer than ten hours of credit in the Fall or Winter Quarter may, with special permission, remain in college on probation during the following quarter.
3. A student on probation who earns only ten hours of credit will remain on probation during the succeeding quarter. She will be restored to full student status only when she earns fifteen hours of credit during a quarter.
4. Any student registered in college for three quarters—September to June—must earn a 1.5 average to be eligible to register for the Fall Quarter.
5. A student who at the end of the Spring Quarter is deficient in hours or who has not a 1.5 average for the academic year may re-establish eligibility by earning ten hours of credit with a 2.0 average *in a six-weeks summer term*.
6. A student who is ineligible to register because of a deficiency in hours may be readmitted on probation after she has withdrawn from college for one quarter or longer. During the first quarter after her readmission the student must earn at least ten hours of credit and have a 1.33 average or better to be eligible to register for the following quarter. A student deficient in hours or average a second time will be readmitted only at the discretion of the administration.

7. A student who wishes to transfer from another institution is also subject to the above regulations. In addition, a student who is ineligible to return to a college which she has been attending will be ineligible to transfer to The Woman's College of Georgia until such ineligibility has been removed.

REQUIREMENTS FOR GRADUATION

In order to receive a degree from the College the candidate must satisfy the following conditions:

1. Complete a total of one hundred and eighty-six hours of college work, one hundred and sixty-one of which must be of C grade or higher—including transfer credits from other institutions. Below C grades in home study or extension courses will not be accepted for credit. Seventy-five of the total number of hours should be in courses numbered 300 to 499, at least sixty of which must be taken after the student is classified as a junior.

2. Complete the general education requirements prescribed for the degree chosen.

3. Fulfill the requirements for majors and minors. In all subjects both the major and the minor must be in courses numbered 300 to 499. At least one subject in the major should be taken during the senior year.

4. Complete in residence one of the last two years of work and forty of the last sixty hours required for the degree.

5. Present to the Registrar a written application for a degree at least one month before the date of graduation.

No student may receive credit for more than forty-five hours of extension or home study courses.

The College reserves the right to withhold a degree from any student whose record in conduct is unsatisfactory.

SPECIAL REQUIREMENT IN ENGLISH

At the beginning of the junior year all students are given a standard test in English usage. Those who show in the test that they have not mastered the fundamentals of the language are required to attend special classes adapted to the aspect of language in which they are weakest. These remedial classes meet four times a week during the winter quarter.

GENERAL DEGREE REQUIREMENTS

The requirements for degrees described in this catalogue will be applicable to students who are currently enrolled. Students who began their work prior to the last approved programs of the College will approximate the new requirements. However, no student will be placed under undue penalty in meeting them. The College reserves the right to change the degree requirements at any time, but no such change will be administered to cause a loss in credit for work already taken.

SPECIAL LEGISLATIVE REQUIREMENT

An act of the 1953 session of the Georgia legislature provides that no student in any school or college supported by public funds "... shall receive a certificate of graduation without previously passing a satisfactory examination on the History of the United States, the History of Georgia, and upon the provision and principles of the United States Constitution and the Constitution of Georgia."

There are four requirements of this law: (1) History of the United States, (2) History of Georgia, (3) Constitution of the United States, and (4) Constitution of Georgia. The first two requirements may be met by a special examination or by the completion of any one of the following history courses: History 211, 307, 308, 422, 432, or 520. The last two requirements may be met by special examination or by taking any one of the following courses: Social Science 104, Political Science 324, or Political Science 326.

Students who do not satisfy the state law through the passing of appropriate courses may qualify by passing a special examination covering all or any part of the material on which they lack credit. Suggested reading covering this material may be obtained from the department concerned. These examinations are administered about the middle of each quarter.

Students who have satisfied the requirements of the law at another institution will be given credit at The Woman's College of Georgia for these special requirements.

TRANSCRIPT OF RECORD

One full transcript of work and credit recorded will be furnished without charge. A fee of one dollar will be charged for any additional single copy.

TEACHER'S CERTIFICATES

To be eligible to teach in the public schools of Georgia a person must hold a certificate. The basic professional teacher's certificate (T-4) will be issued to students who complete an approved planned program which includes a field of specialization and the professional sequence as well as general education. Since 1960 no certificate has been issued for less than four years of college work.

Programs leading to certification in fourteen different areas have been approved by the State Department of Education. See page 66 for details.

DEGREE PROGRAMS

The subjects offered by the College are divided into general education courses and courses designed for substantial major and minor programs.

Freshman and sophomore courses are numbered 100 to 299. They should be taken only by students having less than two years of college credit. Courses numbered 300 to 499 are courses for major and minor programs and should be taken only by students having two or more years of college credit, unless such courses have already been included in a particular program. Any variation from a prescribed program requires written permission from the Dean of Instruction.

GENERAL EDUCATION

The College believes that ideally the work of the first two years of college should be devoted to acquiring general cultural background. Students are given opportunity to explore several fields of knowledge.

The general education program of the College therefore seeks:

1. To aid the student in the continued development of her understanding of the discipline and meaning of the principal branches of learning.

2. To foster in the student appreciation of the basic values upon which civilization and culture rest and through which they may be improved.

3. To give the student a heightened awareness of her relationship to society.

4. To provide the student with opportunity to take work in several fields of knowledge which may be helpful in future study.

5. To assist the student in choosing and preparing for a vocation that will make optimum use of her talents and enable her to make an appropriate contribution to the needs of society.

6. To aid the student in developing a resourceful and independent mind that can assess its own strength and weakness, that can use knowledge creatively, and that can discern the best in aesthetic experience.

7. To encourage the student to appreciate the relationship between mind and body with a view to maintaining physical and mental health.

8. To provide the student with experiences that will conduce to the building of character based on integrity, humility, and spiritual strength.

GENERAL EDUCATION PROGRAM

The following courses are designed to meet the objectives outlined on page 61. *These courses or equivalent courses in the same department are required for all degrees.*

	<i>Hours</i>
Art 103—Introduction to Art or Music 100—Introduction to Music.....	5
Biology 123—Principles of Biology.....	5
*English 100, 101, 102—General College Composition.....	10
English 200—Literature of the Western World.....	5
English 206—Romantic Poetry.....	5
Health 100—Personal and Community Health.....	5
History 210, 211—History of Civilization.....	10
Mathematics 100—Introduction to College Mathematics **or Mathematics 201—Plane Trigonometry.....	5
Physical Science 101T or 102T or 103T—Introduction to Physical Science or Chemistry 101—General Chemistry	5
Social Studies 103, 104—Contemporary Civilization.....	10
Choice of one	5
Biology 124—Principles of Biology	
***Biology 221—General Botany	
***Chemistry 102—General Chemistry	
**Mathematics 222—College Algebra	
Physical Science 101T or 102T or 103T—Introduction to Physical Science	
Physical Education 100, 200—Physical Education Activities	6
	<hr/> 76

- * If English 100 is required, the total number of hours in the General Education Program becomes 81.
- ** Recommended for majors and minors in Mathematics.
- *** Recommended for majors and minors in the Natural Sciences.

IRREGULAR GENERAL EDUCATION PROGRAM

Any student who has been graduated from a standard junior college or has completed the first two years of work in a standard four-year college will be allowed to take courses numbered 300 to 499 without regard to the general education requirements. She must, however, fulfill all major, minor, and special requirements for the degree for which she applies.

A student who transfers from another college before she has earned twenty course credits will ordinarily be required to take those courses in the general education program for which she does not offer an equivalent in credit. Exceptions may be made upon the written approval of the Dean of Instruction.

A resident student who becomes irregular in her academic program must complete the general education courses, or approved substitutes, in order to comply with the requirements for any degree.

No freshman or sophomore should omit any of the general education courses without special permission from the Dean of Instruction.

DEGREES

The degree a student takes will be determined by the groupings of courses chosen.

The following degrees are given:	Pages
Bachelor of Arts	
Curriculum for Liberal Arts	64
Curriculum for Secondary Teachers	67
Bachelor of Science	
Curriculum for Medical Technology	80
Curriculum for Medical Record Library Science	81
Curriculum for Physical Therapy	81
Bachelor of Science in Education	
Curriculum for Elementary Teachers	68
Curriculum for Secondary Teachers	67
Curriculum for Health and Physical Education Teachers	69
Bachelor of Science in Music Education	71
Bachelor of Science in Home Economics	71
Curriculum for Home Economic Education	71
Curriculum for Institutional Management (Dietetics)	72

Curriculum for School Lunchroom Management and Supervision	74
Bachelor of Science in Business Administration	75
Curriculum for Business Education	75
Curriculum for Executive Secretary or General Business	76
Curriculum for Medical Secretary	76
Curriculum for Legal Secretary	77
Master of Education	83

BACHELOR OF ARTS

The following are the requirements for the degree of Bachelor of Arts:

Junior College 76 hours

The general education requirements described on
page 62.

Foreign Languages 20 hours

The foreign language requirement consists of the
equivalent of four college courses. It may be ful-
filled as follows:

1. If no entrance credits are offered in the lan-
guage chosen in college, four courses in one for-
eign language are required.

2. If two or three entrance units are accepted in
one foreign language, that language must be con-
tinued for one or two courses accordingly.

3. If four units are offered for entrance, the re-
quirement may be absolved by examination.

Departmental Major 30 hours
and

Departmental Minor 20 hours

Electives 40 hours

186 hours

A student who desires a Bachelor of Arts degree must choose either a departmental major and a departmental minor or a special major. Before registering for the first quarter of the junior year, the student must work out with the heads of the departments concerned satisfactory major and minor programs. If later she wishes to make any change in these programs, she must have the

approval of the head of the department in which the change is to be made. Before the student may qualify for the Bachelor of Arts degree, the heads of her major and minor departments must certify to the Registrar's Office that she has completed satisfactory major and minor programs.

MAJOR PROGRAMS

A departmental major is composed of six or more courses in the major departments, in addition to the general education requirements. Usually the major consists of a specified nucleus of three or four basic courses, with the remaining courses selected according to the interest of the student.

Majors may be taken in the following departments:

Art, Philosophy and Religion	Health and Physical Education
Biology	History and Political Science
Chemistry and Physics	Mathematics
Economics, Geography and Sociology	Modern Foreign Languages
English and Speech	Music
	Psychology

Departmental majors are described in the data regarding the various departments, along with the description of courses offered.

MINOR PROGRAMS

A minor consists of four related courses. It may be taken in the departments offering major programs, and also in the following specific areas:

Economics	Political Science	Library Science
Philosophy	Modern Dance	Speech
Health		

BACHELOR OF SCIENCE

PARAMEDICAL MAJORS

Paramedical majors (see pp. 79-82) leading to the degree of Bachelor of Science may be taken in the following fields:

Medical Record Library Science
Medical Technology
Physical Therapy

TEACHER EDUCATION

The standard credential for teaching in the public schools of Georgia is the Teacher's Professional Four-year Certificate. To qualify for this certificate, one must have completed an approved program designed for a specific teaching field or level and be recommended by the college in which the curriculum was completed.

Programs leading to certification in twelve major areas have been approved at The Woman's College of Georgia as follows:

- Early Elementary (K-3)
- Elementary Education (1-7)
- Business Education
- English
- Foreign Languages (French or Spanish)
- Home Economics
- Mathematics
- Science
- Social Studies
- Art Education (1-12)
- Health and Physical Education (1-12)
- Music Education (1-12)

In addition, the supplementary field of teacher-librarian has been approved and may be added to a basic certificate.

The student who wishes to qualify for the professional certificate should register in the program of her choice during the sophomore year. Entrance after the first quarter of the junior year may delay graduation until the proper sequence of work can be completed. Every student admitted to teacher education is assigned a professional advisor.

BACHELOR OF ARTS

Curriculum for High School Teachers

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
*Mathematics or Natural Science	10	Education 204, 295	10
Art 103 or Music 100	5	English 200, 206	10
English 100, 101, 102	10-15	**Foreign Language	10-5
**Foreign Language	5-10	History 211	5
Health 100	5	*Mathematics or Natural Science	10
Social Studies 103, 104	10	Physical Education 200	3
History 210	5		—
Physical Education 100	3		48-53
	—		
	48-53		

Junior and senior years are alike for both the Bachelor of Arts and the Bachelor of Science in Education degrees. See the description under Bachelor of Science in Education below.

BACHELOR OF SCIENCE IN EDUCATION

Curriculum for High School Teachers

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Arts 103 or Music 100	5	Education 204, 295	10
*Mathematics or Natural Science	15	English 200, 206	10
Health 100	5	*Mathematics or Natural Science	5
English 100, 101, 102	10-15	History 210, 211	10
Social Studies 103, 104	10	Physical Education 200	3
Physical Education 100	3	Electives	10
	—		—
	48-53		48

* See General Education Program, p. 60.

** See p. 62.

Junior and Senior Years

In the junior and senior years careful planning is essential. The program must be approved by the professional advisor assigned after the student applies for admission to teacher education. The student must schedule student-teaching for the winter or spring quarter of the senior year, having completed the other education courses and the basic requirements for the teaching field. Not more than fifteen hours of work may be scheduled during the quarter of student teaching. Applications for student teaching should be made in the first quarter of the junior year.

The schedule for the junior and senior years calls for completion of a total of ninety quarter hours distributed as follows:

A departmental major and a minor or a double major and/or electives	65 quarter hours
Education 305s, 445-6, 448, 455	25 quarter hours

Curriculum for Elementary Education Teachers

<i>Freshman</i>	<i>Hours</i>	<i>Sophomore</i>	<i>Hours</i>
Art 103 or Music 100.....	5	English 200, 206.....	10
Mathematics 100.....	5	Physical Science 103T.....	5
Physical Science 101T.....	5	Biology 215.....	5
English 100, 101, 102.....	10-15	Speech 208.....	5
Health 100.....	5	History 210, 211.....	10
Social Science 103, 104.....	10	Education 204, 295.....	10
Biology 123.....	5	Physical Education 200.....	3
Physical Education 100.....	3		
	—		48
	48-53		

The student should plan her program for the junior and senior years with her professional advisor so that the various service courses listed below are completed before scheduling the pre-student teaching block. The block consists of Education 305e, 355, and 451, and should be scheduled in the fall quarter if student teaching is scheduled in the winter quarter. If student teaching is to be done in the spring quarter the block would be scheduled in the winter quarter.

<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Art 315.....	5	Education 305, 355, 451.....	15
Music 321.....	5	Education 425, 426, 428.....	15
Physical Education 315.....	5	Electives	15
English 314.....	5		—
Geography 300.....	5		45
Mathematics 300.....	5		
Home Economics 324B.....	2½		
Health 325.....	2½		
Electives	10		
	—		
	45		

Elementary majors must complete a minor or a field of concentration consisting of not less than three courses from a single department. The minor or field of concentration approved by the Education Department must be provided for within the elective hours.

Curriculum for Early Elementary Education

This program is designed for students who are particularly interested in teaching young children. Teachers following this plan will be qualified to teach in nursery schools, kindergartens and the primary grades.

Students who wish to receive this certification in Early Elementary Education in addition to certification for teaching in the elementary grades should plan their courses carefully and as early as possible.

Curriculum for Health and Physical Education Teachers

The primary purpose of the curriculum listed below is to prepare students to teach health and physical education in the high schools. This curriculum meets the requirements for the Bachelor of Science Degree in Education.

Those who wish to secure the Bachelor of Arts Degree must satisfy the requirements for a foreign language and should plan the program with the head of the department.

Those who are interested in the field of recreation may secure basic preparation by meeting the requirements for the Bachelor of Science Degree in Education with a major in Health and Physical Education. This course of study should be planned with the head of the department.

Students having a special interest in dance or health may secure a minor in either of these fields. The minor has definite course requirements and should be planned with the head of the department.

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Biology 123, 124.....	10	Education 204, 295.....	10
Art 103 or Music 100.....	5	Physical Science 101T,	
English 100, 101, 102.....	10-15	102T	10
Health 100.....	5	English 200, 206.....	10
Social Studies 103, 104.....	10	History 210, 211.....	10
Speech 208.....	5	Physical Education 210.....	9
Physical Education 100, 110	5		—
	—		49
	50-55		

<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Biology 310, 311.....	10	Health 340, 445.....	10
Education 305, 365.....	10	Physical Education 331, 430	6
Health 330.....	5	Physical Education 433.....	5
Physical Education 311,		Education 445, 446, 448.....	15
313, 322.....	15	Electives	10
Physical Education 312, 314	6		—
Physical Education 423.....	5		46
	—		
	51		

BACHELOR OF SCIENCE IN MUSIC EDUCATION

The following program is designed for those who wish to prepare to teach music in the public schools.

Curriculum

General Education	Hours
Art 103.....	5
Biology 123, Mathematics 100, Physical Science 101T or 102T or 103T.....	15
English 100, 101, 200, 206.....	15-20
Social Studies 103, 104, History 210, 211*.....	15
Health 100.....	5
Physical Education 100, 200.....	6
Basic Music Theory.....	29
History of Music.....	9
Applied Music.....	54
Professional Education**.....	39
	<hr/> 192-197

BACHELOR OF SCIENCE IN HOME ECONOMICS

Three curricula are offered for the degree of Bachelor of Science in Home Economics: (1) home economics education, (2) institutional management and (3) lunchroom management and supervision.

Curriculum for Home Economics Education

The requirements for this program are approved by the Vocational Division of the United States Office of Education. Students completing the requirements are qualified to teach vocational home economics in departments approved for homemaking education by the State Department of Vocational Education.

* Social Studies 104 and History 211 satisfy the legislative requirements.

** A comprehensive examination in piano must be approved before the candidate enters student teaching.

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Art 104.....	5	Mathematics 100.....	5
Health 100.....	5	English 200, 206.....	10
Biology 123.....	5	Chemistry 101, 102.....	10
English 100, 101, 102.....	10-15	History 211.....	5
Home Economics 120, 215.....	10	Home Economics 224, 293.....	10
Social Studies 103, 104.....	10	Education 204.....	5
Physical Education 100.....	3	Physical Education 200.....	3
	<hr/>		<hr/>
	48-53		48

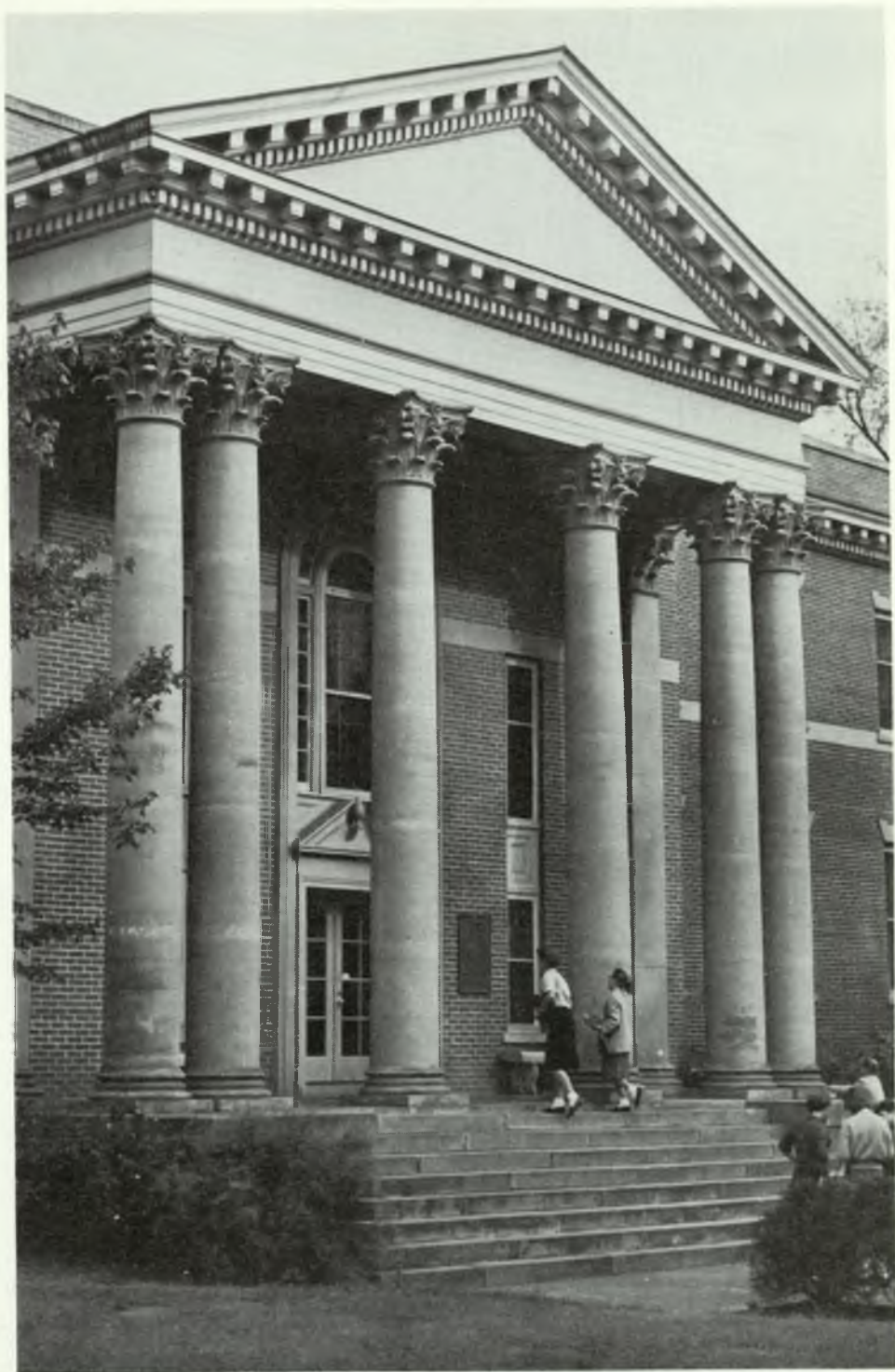
<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Biology 320.....	5	Home Economics 314, 331,	
Education 305.....	5	432.....	15
Physical Science 101T.....	5	Education 466, 472.....	10
Sociology 301.....	5	Education 481, 482, 483.....	15
Home Economics 311, 324,		Elective.....	5
326, 451.....	20		<hr/>
Elective.....	5		45
	<hr/>		
	45		

Curriculum for Institutional Management

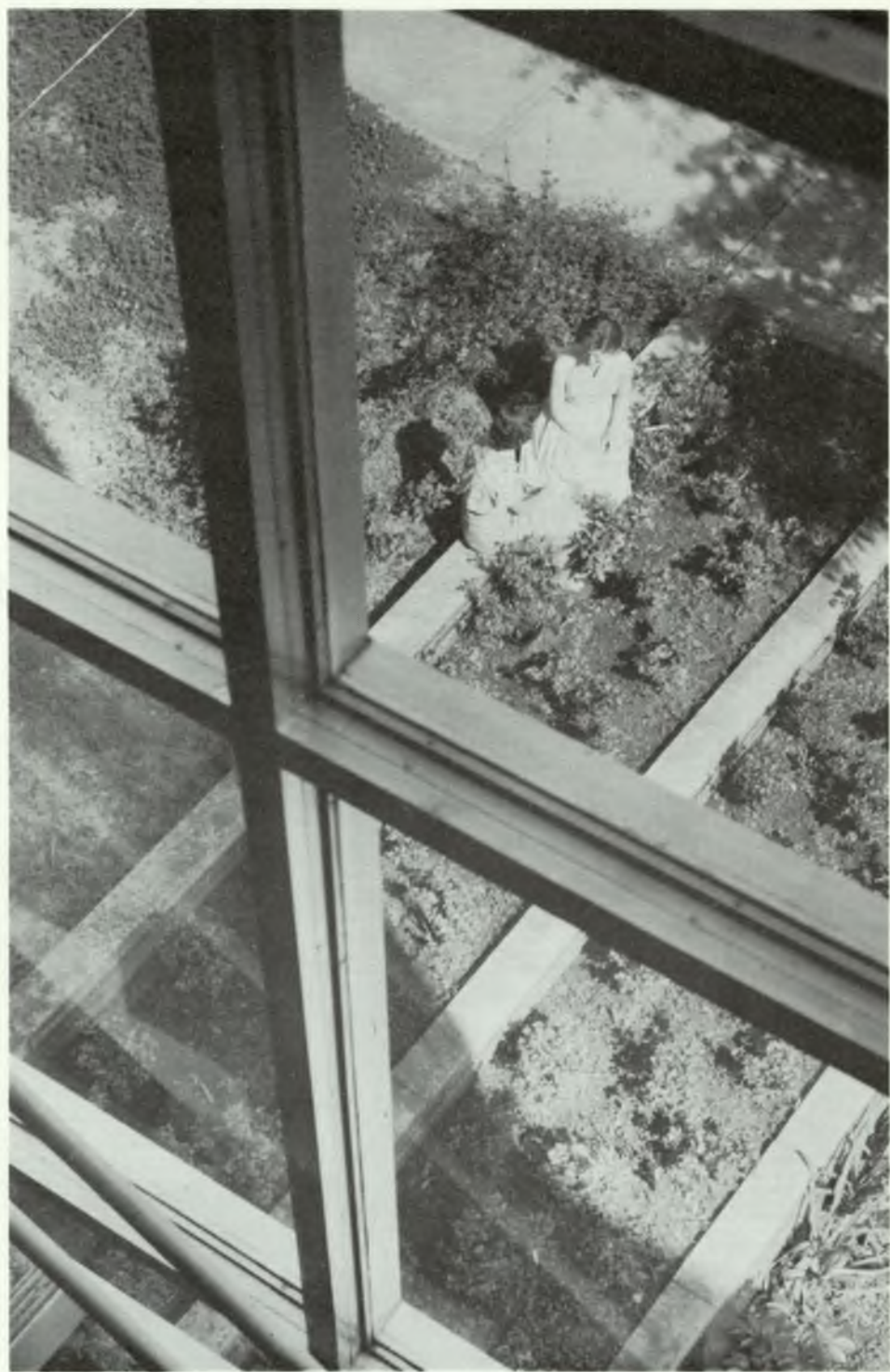
The requirements for this curriculum comply with those which are prescribed by the American Dietetic Association.

Students graduating in institutional management are eligible for appointments as student dietitians in hospitals accredited by the American Dietetic Association and by similarly accredited institutions offering advanced work in food administration.

The curriculum in institutional management prepares students for positions as hospital dietitians and for managerial positions in cafeterias, school lunch programs, and residence halls. It is recommended that students gain practical experience in food service by employment in hospitals or other institutions in the summer



Ina Dillard Russell Library



View from Charles H. Harty Hall stairwell

which immediately precedes the senior year. Students who wish to become fully qualified dietitians must, following graduation, serve an internship for one year in a hospital or other institution approved by the American Dietetic Association.

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Art 104.....	5	History 211.....	5
Biology 123.....	5	Chemistry 101.....	5
English 100, 101, 102.....	10-15	Mathematics 100.....	5
Health 100.....	5	Home Economics 443.....	5
Home Economics 120, 215.....	10	English 200, 206.....	10
Social Studies 103, 104.....	10	Biology 311.....	5
Physical Education 100.....	3	Psychology 201.....	5
	—	Education 204.....	5
	48-53	Physical Education 200.....	3
			—
			48

<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Biology 320.....	5	Education 478.....	5
Chemistry 331T, 451.....	10	Home Economics 341, 424, 425, 446, 451.....	25
Home Economics 324, 326, 421.....	15	Psychology 448.....	5
Physical Science 101T.....	5	Business Administration 331.....	5
Business Administration 301.....	5	Elective.....	5
Elective.....	5		—
	—		45
	45		

Suggested Electives: Home Economics 331, 432, 444, Health 333, and typing (no credit).

Curriculum for School Lunchroom Management and Supervision

This curriculum prepares graduates for positions as lunchroom managers or as city or state supervisors of school lunchroom programs.

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Art 104	5	Mathematics 100	5
English 100, 101, 102	10-15	English 200, 206	10
Health 100	5	History 210 or 211	5
Social Studies 103, 104	10	Psychology 201	5
Home Economics 120, 215	10	Home Economics 293	5
*Natural Science	5	*Natural Science	15
Physical Education 100	3	Physical Education 200	3
	—		—
	48-53		48

<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Education 305	5	Home Economics 341, 421,	
Sociology 301	5	446, 550	20
Business Administration		**Electives	25
301	5		
Home Economics 324, 326,			
425, 443, 451	25		
*Natural Science	5		
	—		
	45		

* Five courses should be selected from the following: Chemistry 101, Chemistry 102 or 331-T, Physical Science 101T, Biology 123, Biology 320, Biology 311, Chemistry 451.

** Suggested electives are Home Economics 331, Economics 301, Psychology 323 or 332, Typing (no credit), Speech 208, Education 306, a course or special problem in supervision, and History 210 or 211.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The programs are built to satisfy primarily the needs of those students who are interested in office positions. A combination of liberal studies, business background, and advanced skill training to equip students for the better types of business openings is provided. Full training is given for high school business teachers, executive secretaries, medical secretaries, legal secretaries, and for general office work with office management emphasis. The inauguration of a requirement to take the National Business Entrance Examinations as a graduation requirement is being considered for the near future and may apply to current freshmen.

Curriculum for Business Education

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Art 103 or Music 100.....	5	Business 226, 227, 228.....	15
Biology 123.....	5	Education 204, 295.....	10
Business 125.....	2	English 200, 206.....	10
English 100, 101, 102.....	10-15	History 210, 211.....	10
Health 100.....	5	Physical Education 200.....	3
Mathematics 100.....	5		—
Physical Science 102T.....	5		48
Social Studies 103, 104.....	10		
Physical Education 100.....	3		
	—		
	50-55		

<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Business 301, 302.....	10	Business 307.....	5
Business 303.....	5	Business elective.....	5
Business 305.....	2	Economics 301.....	5
Business 317.....	5	Education 445, 446, 448.....	15
Business 320, 322, 323.....	15	Education 455, 476.....	10
Education 305.....	5	Elective.....	5
Mathematics 312.....	5		—
	—		45
	47		

Curriculum for Executive Secretary
or General Business**

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Art 103 or Music 100.....	5	Business 307.....	5
Biology 123.....	5	Business 317.....	5
Business 125.....	2	Business 226, 227, 228.....	15
English 100, 101, 102.....	10-15	English 200, 206.....	10
Health 100.....	5	History 210, 211.....	10
Mathematics 100.....	5	Physical Education.....	3
Physical Science 102T.....	5		—
Social Studies 103, 104.....	10		48
Physical Education 100.....	3		
	—		
	50-55		

<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Business 301, 302.....	10	Business 324A** or	
Business 303.....	5	Economics elective.....	5
Business 320, 322, 323**		Business elective.....	5
or Business and		Electives	35
Economics electives.....	15		—
Mathematics 312.....	5		45
Economics 301, 302.....	10		
	—		
	45		

Curriculum for Medical Secretary ****

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Biology 123, 124.....	10	Art 103 or Music 100.....	5
Business 125.....	2	Business 226, 227, 228.....	15
Chemistry 101.....	5	English 200, 206.....	10
English 100, 101, 102.....	10-15	History 210, 211.....	10
Health 100.....	5	Physical Science 101T.....	5
Mathematics 100.....	5	Physical Education 200.....	3
Social Studies 103, 104.....	10		—
Physical Education 100.....	3		48
	—		
	50-55		

* If 10-20 quarter hours are taken in foreign language, the student qualifies for an A.B. degree. See p. 64.

** Shorthand required for Executive Secretary.

*** Full admission on sophomore level for promising students.

<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Business 303.....	5	Business 301.....	5
Business 317.....	5	Business 307.....	5
Business 320, 322, 323.....	15	Business 324B.....	5
Biology 310, 311, 320.....	15	Psychology 201.....	5
Chemistry 331T.....	5	Practicum	5-15
	—	Elective	10-20
	45		—
			45

*Curriculum for Legal Secretary**

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Art 103 or Music 100.....	5	Business 307.....	5
Biology 123.....	5	Business 317.....	5
Business 125.....	2	Business 226, 227, 228.....	15
English 100, 101, 102.....	10-15	English 200, 206.....	10
Health 100.....	5	History 210, 211.....	10
Mathematics 100.....	5	Physical Education 200.....	3
Physical Science 102T.....	5		—
Social Studies 103, 104.....	10		48
Physical Education 100.....	3		
	—		
	50-55		

<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Business 301, 302.....	10	Business 324C.....	5
Business 303.....	5	Economics 302.....	5
Business 308.....	5	History 301.....	5
Business 320, 322, 323.....	15	Philosophy 316.....	5
Mathematics 312.....	5	Political Science elective.....	5
Economics 301.....	5	Elective	20
	—		—
	45		45

* If 10-20 quarter hours are taken in a foreign language, the student qualifies for an A.B. degree. See p. 64.

TWO-YEAR BUSINESS RECOMMENDATION

A Business Recommendation taking the place of the Two-Year Business Certificate program is provided for students who desire to complete their work in less than four years. The two-year Business Recommendation is regarded largely as a terminal arrangement; hence a penalty up to 10 quarter hours for typewriting and shorthand review work will be applied to the student who goes on to a degree after taking the two-year work. A sophomore requirement to take the National Business Entrance Examination as a prerequisite to the granting of a Recommendation will be applied to entering 1962-63 freshmen. The fee is moderate and depends on the tests taken.

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Business 226, 227, 228*	15	Business 301	5
English 100, 101, 102	10-15	Business 303	5
History 211	5	Business 307	5
Mathematics 100	5	Business 317	5
Social Studies 103, 104	10	Business 320, 322, 323	
Physical Education 100	3	or 306, 309, 331	15
	—	General Education elective	5
	48-53	Elective	5
		Physical Education 200	3
			48

* If no typewriting has been taken previously, Business 125, Personal Typewriting, must be scheduled in the summer session preceding the freshman year.

BACHELOR OF SCIENCE

PARAMEDICAL AREAS

Those professions closely associated with the practice of medicine are known as paramedical professions. Programs for preparation in four of these areas are offered (three leading to the degree of Bachelor of Science at this institution) and conform to the standards prescribed by national certifying organizations.

Pre-Medical Technology: This institution offers a cooperative program with special schools of medical technology which are accredited by the American Society of Clinical Pathologists. The Bachelor of Science Degree with a major in medical technology is granted by this institution after satisfactory completion of the three-year pre-medical technology program outlined on page 80, completion of a twelve-months program in a school of medical technology recommended by this institution, and acquisition of a Certificate of Registration from the A.S.C.P. Students must register *in absentia* their senior year. *Adviser: Mr. Vincent.*

Pre-Medical Record Library Science: This institution offers a cooperative program in medical record library science with Emory University Hospital School for Medical Record Librarians. A Bachelor of Science degree with a major in medical record library science will be granted by this institution after satisfactory completion of the three-year program outlined on page 81, completion of the twelve-months program in medical record library science at Emory University Hospital, and acquisition of a Certificate of Registration from the American Association of Medical Record Librarians. Students must register *in absentia* their senior year. *Adviser: Mr. Jones.*

Pre-Physical Therapy: The Bachelor of Science Degree with a major in physical therapy is granted by this institution after satisfactory completion of the three-year pre-physical therapy program outlined on page 81 and the completion of the senior year at a school of physical therapy accredited by the American Medical Association. *Adviser: Mr. Jones.*

Pre-Medical Education: Students are advised to complete the four-year degree program before requesting admittance to the Medical College of Georgia. Pre-medical science requirements are extensive and must be related to the general education requirements. The pre-medical program should be planned under the guidance of the official adviser in order to prevent excessive laboratory courses in the junior year and to enable the student to

take the medical college admission test early in the senior year.

Adviser: Mr. Vincent.

Pre-Nursing Program: This institution, in cooperation with accredited hospitals, has planned two pre-professional curricula leading to the degree of Bachelor of Science in Nursing. After completion of the three-quarter program outlined on page 82 and successful completion of the nursing program at the Eugene Talmadge Memorial Hospital, the degree of Bachelor of Science in Nursing will be granted by the Medical College of Georgia. A special two-year pre-nursing program is also offered for those students who plan to obtain a degree from such institutions as Emory University Hospital School of Nursing. *Adviser: Miss Trawick.*

BACHELOR OF SCIENCE

with a major in

MEDICAL TECHNOLOGY

Curriculum

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Biology 123.....	5	Chemistry 336, 337.....	10
Chemistry 101, 102.....	10	English 200.....	5
English 100, 101, 102.....	10-15	Music 100 or Art 103.....	5
Health 100.....	5	Foreign Language 211,	
Mathematics 100 or		212.....	10
222.....	5	History 210, 211.....	10
Social Science 103, 104.....	10	Biology 124.....	5
Physical Education 100.....	3	Physical Education 200.....	3
	—		—
	48-53		48
<i>Junior</i>		<i>Senior</i>	
	Hours	The senior year is spent in a school of medical technology approved by this institution and accredited by the American Society of Clinical Pathologists. The senior year program is of twelve months duration.	
Elective.....	5		
Biology 320.....	5		
Chemistry 280, 451.....	10		
English 206.....	5		
Biology 334 or 446.....	5		
Physical Science 101T or			
Physics 301, 302 or 303.....	5		
Biology 311.....	5		
Political Science 324			
or 421.....	5		
	—		
	45		

BACHELOR OF SCIENCE
with a major in
MEDICAL RECORD LIBRARY SCIENCE

Curriculum

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Biology 123, 124.....	10	Chemistry 101, 102.....	10
Art 103 or Music 100.....	5	Biology 226 or 310.....	5
English 100, 101, 102.....	10-15	English 200, 206.....	10
Health 100.....	5	Psychology 250.....	5
Social Science 103, 104.....	10	Speech 208.....	5
Elective.....	5	History 210, 211.....	10
Physical Education 100.....	3	Physical Education 200.....	3
	—		—
	48-53		48
<i>Junior</i>		<i>Senior</i>	
	Hours	The senior year is of twelve months duration and is spent at an approved professional school.	
Biology 320.....	5		
Business Administration 125, 317, 331, 403.....	15		
Mathematics 312, 331.....	10		
Foreign Language 211, 212.....	10		
Philosophy 316.....	5		
	—		
	45		

BACHELOR OF SCIENCE
with a major in
PHYSICAL THERAPY

Curriculum

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Biology 123, 124.....	10	Biology 226, 310, 320.....	15
English 100, 101, 102.....	10-15	English 200, 206.....	10
Health 100.....	5	Mathematics 222.....	5
Mathematics 201.....	5	History 210, 211.....	10
Psychology 201.....	5	Chemistry 101.....	5
Social Science 103, 104.....	10	Physical Education 200.....	3
Physical Education 100.....	3		—
	—		48
	48-53		

<i>Junior</i>	<i>Senior</i>
Hours	
Art 103 or Music 100..... 5	The senior year is spent in a school of physical therapy accredited by the American Medical Association.
Biology 311 and 334 or 446 and Health 330..... 10	
Chemistry 102 or 331T..... 5	
Physical Science 101T or Physics 301; Physical Education 322..... 10	
Psychology 250, 448..... 10	
Elective 5	
—	
45	

PRE-NURSING PROGRAM

The freshman year of the curriculum for the degree of Bachelor of Science in Nursing is offered on the campus of The Woman's College of Georgia.

Freshman Year Curriculum

General College Composition, Inorganic Chemistry, Organic Chemistry, Anatomy, Physiology, History of Civilization, General Psychology and Physical Education.

The sophomore, junior, and senior years are spent on the campus of the Medical College of Georgia at the Eugene Talmadge Memorial Hospital School of Nursing. The academic and clinical program to be pursued at the Medical College of Georgia will be explained to the student during her freshman year at this institution. The degree in nursing is granted by the Medical College of Georgia.

A special two-year pre-nursing curriculum is also offered for those students who plan to attend other degree granting University Hospital Schools of Nursing. This program should be worked out with the faculty advisor.

THE GRADUATE PROGRAM

The Graduate Program at The Woman's College of Georgia, open to both men and women, provides advanced study for qualified in-service teachers. The program is designed to improve classroom instruction in the elementary and secondary schools by furthering the education of teachers. It culminates in the Master of Education degree and qualifies the holder for a T-5 certificate as issued by the State Department of Education.

Programs of graduate work are offered in elementary education and in the following secondary fields: business administration, English, French, health and physical education, home economics, mathematics, science, social science, and Spanish.

The Graduate Program at The Woman's College of Georgia is primarily a summer program. During the summer terms, the resources of the College may be mustered more effectively, more of the staff are free to devote their time exclusively to graduate courses, and students are free to pursue their work without interruption. When possible, however, classes are offered on request of commuting students during the school year, usually on Saturdays. In addition, senior level subject area courses offered in the regular schedule are occasionally taken by graduate students.

At the present the summer schedule conforms to the pattern established for graduate programs in the University System and other Georgia colleges. It consists of two terms: a first term of six weeks and a shorter second term of three and one-half weeks. In the first term a maximum of two courses or 10 quarter hours may be completed. In the second term one 5 hour course may be taken.

Admission to the Program

For admission to the Graduate Program of The Woman's College of Georgia the student must comply with the general requirements prescribed for the University System. These requirements are stated on page 32 of this catalogue. In addition, students seeking admission to the Graduate Program

(1) should have completed an undergraduate degree program from an approved institution. (Such program should show a sufficient and satisfactory preparation to support the proposed graduate program.)

(2) should hold, or be eligible for, a professional teaching certificate at the level or area in which graduate work is completed.

Students who do not meet these requirements may be admitted as special students in order to take work necessary to gain full admission.

Admission to Candidacy

Students who have met the initial requirements may make application for candidacy. Application for candidacy should be made not later than the mid-point in the graduate program as 30 hours credit should be earned after the application has been submitted.

The basic requirements for admission to candidacy for the degree are

- (1) completion of not less than 15 hours of graduate work at The Woman's College of Georgia including 5 hours of a 600 level professional education offering and 5 hours in an appropriate content field.
- (2) a satisfactory score on the National Teachers Examination or the Graduate Record Examination. (It is the responsibility of the student to have on file in the Registrar's office the official record of the score at the time that the application for candidacy is made.)
- (3) one year of successful teaching experience.
- (4) a program of study approved by the major advisor.

In considering approval for candidacy the Graduate Council will take into consideration such other factors as undergraduate preparation, faculty recommendations, use of oral and written English, and the quality of work done in the graduate program to date.

Credit Requirements and Regulations

The credit requirement for the Master of Education degree is 60 hours of course work distributed as follows:

- (1) Professional Education—20 hours

These 20 hours must include Education 600, Social Foundations of Education; Education 620, Historical and Philosophical Foundations of Education; and Education 640, Advanced Studies in Human Development and Learning.

(2) Subject Matter Field—25 hours

For elementary teachers these 25 hours may be taken in one or more subject matter fields. For secondary teachers at least fifteen hours must be in the specific field of certification.

(3) Electives—15 hours

The 15 hours of electives may be taken in subject matter courses, professional education, or distributed between the two areas as is most appropriate to the student's total planned program.

Courses numbered 600 are exclusively for graduate students. Courses numbered 500 are primarily for graduate students but, on occasion, are open to qualified seniors or special students. Courses numbered 400 are primarily senior level courses, but certain of these courses are approved for graduate credit. Graduate students taking work in such courses will be expected to do work beyond that required of seniors. A minimum of 20 hours of 600 level courses must be included in the program and not more than 25 hours may be taken in courses numbered in the 400's.

An average of B must be maintained in the total graduate program and no grade below C will be accepted for graduate credit. Graduate courses do not carry points or numerical equivalents. Pluses and minuses do not affect the average.

All credit applied to the planned program must have been earned within the prescribed period of six years after beginning the program on this campus.

At least 30 hours of graduate work must be completed in regular college session residence. Saturday classes do not meet this residence requirement; and not more than 15 hours of Saturday class or field study will be accepted on the degree program.

Not more than 15 of the 60 hours of required work may be taken in or under the auspices of another graduate school. Such work must have been completed within the prescribed period of six years, must have a relationship to the student's program, and must comply with other specified requirements as are imposed by The Woman's College of Georgia.

Address inquiries about the Graduate Program to

Dr. John Lounsbury
Director of the Graduate Program

DEPARTMENTS OF INSTRUCTION AND COURSE OFFERINGS

In general, courses numbered 100 to 299 should be taken during the freshman and sophomore years, and those numbered 300 or above should be taken during the junior and senior years. Any variation from this order must have the approval of the Dean of Instruction, unless such courses have already been included in a particular program.

The work of the College as organized in departments and courses is described on the following pages.

Unless otherwise designated, all courses carry credit for five quarter hours.

ART, PHILOSOPHY, AND RELIGION

Mr. Beiswanger (Chairman), Mr. Gaines, Mrs. Jones,
Miss Gordon, Mrs. Vernon

The arrangement by which the fields of art, philosophy, and religion share a common department reflects a mutual interest in values, whether perceptual, conceptual, or ideal, and suggests the working association which exists between the creative, the critical, and the appreciative modes of human action.

Requirements for Major and Minor Concentrations

ART

1. Bachelor of Arts degree with a major in art: general education plus eight courses in art required, including Art 104, 304, 333, 340, 341, 429, and a ten-hour concentration in an area selected by the student.
2. Bachelor of Arts degree with a minor in art: four courses required, including Art 304, 329 or 333, and 429.
3. Bachelor of Science in Education degree with a major in art: general and professional education plus eleven courses in art required, including Art 103 and Music 100, Art 104, 310, 315, 316, 333, 335, 340, 341, and one additional course in related fields selected from Speech 323, History of Music 340, 341, 342, or Physical Education 411 (Dance).
4. Bachelor of Science in Education degree with a minor in art: four courses required, including Art 315, 316, 429, and a choice of one out of 310, 329, and 335.

MAMIE PADGETT COLLECTION

In addition to periodic gallery exhibitions of rental shows and student works, the permanent collection of the Art Department includes fourteen original works in the Mamie Padgett Collection.

CARNEGIE COLOR SLIDE COLLECTION

The Department of Art has recently acquired the 1500 slide set of *The Arts of the United States*. This collection, compiled by the Carnegie Corporation of New York, provides an excellent guide to art forms of America over the last 400 years.

STUDENT ART WORK

The Department of Art reserves the right to hold student work for a period of one year following its completion.

PHILOSOPHY

Bachelor of Arts degree with a minor in philosophy: four courses elected from the offering in the field of philosophy proper.

ART

The Art Department is concerned with the creative, educational and technical development of the student. The program is planned with emphasis upon the background of knowledge necessary for value judgments and the sense of order in the several areas of the visual arts. Aside from the purely esthetic and cultural point of view, the student has the opportunity to explore, experiment and apply his knowledge through courses in drawing, painting, design, crafts, ceramics, interior design and independent study courses.

Art Education courses for elementary and secondary grades are open to students preparing to teach in the public schools.

103. INTRODUCTION TO ART.

A study of the qualities that make works of art fine, with direct experience and analysis of actual objects of the major visual arts. The student is led to acquire a basic vocabulary of words and ideas for intelligent and discriminating appreciations.

104. BASIC DESIGN AND COLOR.

Art structure and basic elements of designs as applied in various media. Problems and exercises in drawing, painting, lettering, graphics and other two-dimensional areas. Lecture and laboratory. Fee for materials.

304. BASIC DESIGN AND COLOR.

A continuation of Art 104 with a more advanced application of design principles. Problems and exercises in three-dimensional constructions, sculpture, ceramics, crafts and other areas. Lecture and laboratory. Fee for materials.

310-311. CERAMICS.

Preparation of clay and glazes, testing, handbuilding methods, the potter's wheel, decorative processes and firing. Lecture and laboratory. Fee for materials.

315. PUBLIC SCHOOL ART.

Art education for the elementary grades. The role of art in education, psychological assumptions, and an understanding of developmental stages. Includes laboratory in materials, curriculum planning, techniques, and methods of stimulation. Lecture and laboratory. Fee for materials.

316. PUBLIC SCHOOL ART.

Art education for the secondary grades. A continuation of Art 315 with curriculum planning and laboratory experience adapted to later developmental stages. Lecture and laboratory. Fee for materials.

324-424. INTERIOR DESIGN.

A study of the materials and methods of interior design. Floor plans and furniture arrangement. Decorative schemes and color. Laboratory experiences in drawing with standardized symbols and model construction. Lecture and laboratory. Fee for materials.

329. LETTERING AND LAYOUT.

A technical approach to fine lettering and layout with problems in poster design, book-jacketing, packaging and other exercises in the application of this branch of commercial art to present-day advertising. Lecture and laboratory.

333. INTRODUCTION TO DRAWING.

Mixed media. Basic techniques and composition. Prerequisite: Art 104. Lecture and laboratory.

340. ART HISTORY SURVEY.

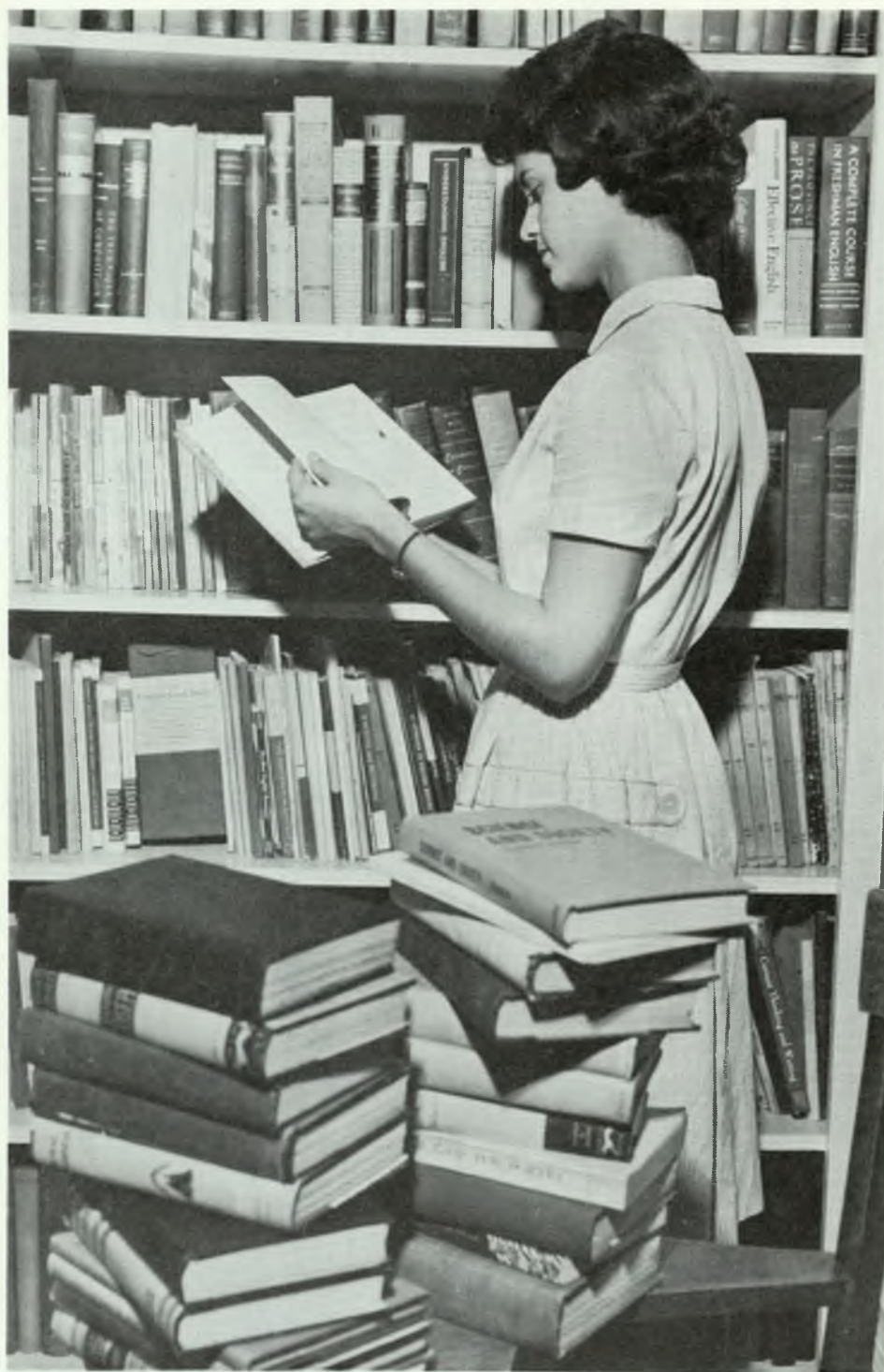
Ancient and Mediaeval, Renaissance.

341. ART HISTORY SURVEY.

Late Renaissance, Modern and American.



Sanford Hall at night



A student checks references in the corner of a professor's office

335-336. CRAFTS.

Prerequisite: Art 104. Design related to a variety of materials and processes including textile weaving, printing, silk screen and dyeing; jewelry and metal-work, enameling, stone-setting and other processes. Leatherwork and other areas of craft by arrangement. Lecture and laboratory. Fee for materials.

429. ART APPRECIATION.

A study of representative works of art of the past and present with emphasis upon esthetic enjoyment and an understanding of the culture which produced them.

444. INTRODUCTION TO OIL PAINTING.

Techniques of oil painting. Compositions in still life, landscape, figure study and pure design. Lecture and laboratory.

444a. OIL PAINTING.

A continuation of Art 444 with an opportunity for more comprehensive experimentation in techniques and composition. Lecture and laboratory.

454. INDEPENDENT STUDY.

An opportunity for qualified students to work on individual problems in advance of the offerings in the curriculum. To be taken only with the approval of the head of the department and the Dean of Instruction.

PHILOSOPHY**310. INTRODUCTION TO ETHICS.**

The major theories of the moral ideal presented in relation to contemporary ethical and social problems. Selected reading in the classical and modern moralists.

315. ESTHETICS.

An examination of the nature, origins, and uses of artistic and esthetic experience as a guide to understanding the realm of the arts—graphic, musical, and literary.

316. INTRODUCTION TO LOGIC.

Logic examined as a technique for gaining and organizing knowledge and as a set of principles for evaluating systems of knowledge in such fields as the natural and the social sciences.

409. THE PHILOSOPHY OF PLATO.

Reading and analysis of selected writings of one of the major philosophers as an introduction to the problems and methods of philosophy.

412. INTRODUCTION TO MODERN PHILOSOPHY.

A first study of the course of scientific, political, social, and religious thought from the Middle Ages to the post-Romantic period. Randall's *The Making of the Modern Mind* is used as the basic text. May be counted as part of sociology major or minor.

413. CURRENTS IN CONTEMPORARY THOUGHT.

A survey of competing ideologies in the current scene as they relate to basic intellectual themes of western culture.

RELIGION

300. INTRODUCTION TO CHRISTIAN ETHICS.

A study of the central assumptions and principles of the Christian conception of the good life, as applied to modern society.

310. INTRODUCTION TO THE OLD TESTAMENT.

A comprehensive survey of the books of the Old Testament. The literature will be examined in the light of its origin in the history and religion of the Hebrew people, in order that its theological significance in its own day and in ours may be understood.

311. INTRODUCTION TO THE NEW TESTAMENT.

A consideration of the persons, events and ideas of the New Testament books in relation to the mission of Jesus and its significance as seen by the early church.

BIOLOGY

Mr. Jones (Chairman), Mr. Steele, Miss Stewart

Courses in this department are designed to serve general education; to provide a comprehensive view of the life sciences and their relation to human affairs; and to give fundamental training for graduate and professional work.

The departmental major includes: 225, 226, 322, 440, and two additional courses.

The departmental minor includes: 225, 226, 322, and one additional course.

A science-mathematics major consists of a minimum of ten courses in the area in addition to the requirements in general education. This program includes Biology 123, 124; 221, 225, 226, 322; Chemistry 104, 336; Physics 301, 302; Mathematics 201, 222.

Professional Education: Students majoring in the department and who desire to teach must also register with the Department of Education in one of the approved programs required for certification. The science-mathematics major is specifically designed for the teacher education program.

123-124. PRINCIPLES OF BIOLOGY.

Integrated courses which explore the basic principles of life in the structure, functions, and adaptations of the human organism, animals, and plants. Three lectures and two double laboratory periods. These courses are prerequisites to the advanced courses.

215. GENERAL SCIENCE FOR ELEMENTARY TEACHERS.

A course designed to enable the elementary school major to interpret the environment to the child scientifically. It includes facts of the physical, chemical, and biological sciences appropriate to the elementary school. Students carry out experiments and demonstrations, and prepare lesson plans in the several science areas. Three lectures and two double laboratory periods.

221. GENERAL BOTANY.

A study of the important biological principles as illustrated in plant life with emphasis upon the structures, functions, and

ecology of flowering plants. Two lectures and three laboratory periods.

225. INVERTEBRATE ZOOLOGY.

A study of invertebrate animal groups from protozo through the insects, with attention given to general anatomy, physiology, ecology, and evolutionary relationships, and to their social significance. Two lectures and three laboratory periods.

226. VERTEBRATE ZOOLOGY.

Concerns the general anatomy, physiology, ecology, and evolutionary relationship of the chordate animals. Several types of vertebrates are dissected. Two lectures and three laboratory periods.

310-311. HUMAN ANATOMY AND PHYSIOLOGY.

A detailed study of the structures of the human body and their functions and pathology. Two lectures and three laboratory periods.

320. MICROBIOLOGY.

Designed to give a general knowledge of micro-organisms and their relation to human welfare, particularly as they affect foods and health. Two lectures and three laboratory periods.

322. GENERAL BOTANY.

A survey of the major groups of lower plants with special emphasis upon structure, ecology, development, evolutionary relationships, and classification. Two lectures and three laboratory periods.

328. ORNITHOLOGY.

The biology and identification of native birds. Two lectures and four periods of laboratory or field study. Biology 123, 124 recommended as background.

434. HISTOLOGY.

Preparation and study of plant and animal tissues. Two lectures and three laboratory periods.

440. GENETICS.

A study of the physical basis of inheritance, the laws of heredity, and their relation to man. Four lectures and one laboratory period.

444. EMBRYOLOGY.

Prerequisite: Consent of instructor.

The early embryological development of vertebrates. Includes

study of germ cells, fertilization, cleavage, differentiation, and the origin of organ systems. Two lectures and three laboratory periods.

446. PARASITOLOGY.

Prerequisites: Biology 225, 226.

The biology, identification, and control of protozoa, worms and insects that commonly parasitize man and domestic animals. Two lectures and three laboratory periods.

450. INDEPENDENT STUDY.

Special problems in biology. Open to seniors and graduate students with the approval of the head of the department and the Dean of Instruction.

500. TECHNIQUES IN THE BIOLOGICAL SCIENCES.

Prerequisite: Forty hours in science.

A course designed to acquaint high school teachers with modern biological techniques selected from such fields as bacteriology, cytology, embryology, genetics, physiology, etc. Two lectures and three laboratory periods.

501. RECENT ADVANCES IN THE BIOLOGICAL SCIENCES.

Prerequisite: Forty hours in science.

A course designed to bring high school science teachers abreast of selected modern advances in the biological sciences. Special attention will be given toward developing deeper understandings of some of the fundamental concepts in the biological sciences. Two lectures and three laboratory periods.

502. FIELD BIOLOGY.

Prerequisite: Fifty hours in science. Background in taxonomy advised.

A course designed to acquaint high school science teachers with interrelationships of living organisms through use of local field materials. Two lectures and three laboratory periods.

BUSINESS ADMINISTRATION

Mr. Fuller (Chairman), Miss Anthony, Mr. Eakins,
Miss Robinson, Mr. Specht

The courses described below are designed for students desiring to fit themselves for office or business positions or for teaching business in secondary schools.

General concentrations leading to the degree in Business Administration are provided. The description of the requirements for this degree may be found on pages 75-77. Other related courses according to the concentration will be found in the areas of economics, geography, history, mathematics, philosophy, political science, psychology, and science.

BUSINESS

125.* INTRODUCTION TO TYPEWRITING.

The development of correct typewriting techniques and the application of typewriting skill to letter writing.

226.* SKILL-BUILDING AND REVIEW TYPEWRITING.

Designed for students who have had one or more years of high school typewriting and who require further developmental techniques.

227.* ADVANCED TYPEWRITING.

Increased development of skill through speed building and job production activities.

228.* TYPEWRITING SECRETARIAL PRACTICE AND INTRODUCTION TO BUSINESS.

Production typing of letters, manuscripts, tabulations, business forms, and controlled speed building. Also designed to introduce students to the world of business with its interrelations between consumers, society, and government.

301. ACCOUNTING PRINCIPLES.

An understanding of the fundamental principles of accounting as applied to professional and personal-service enterprises. Theory of debits and credits, the trial balance, preparation of various business forms and simple statements, opening, adjusting and closing entries.

* Credit is given in typewriting and shorthand only for a concentration in business administration.

303. OFFICE PRACTICE.

Office duties and responsibilities. Elements of filing. Introduction to the use of adding, calculating, posting, dictating, duplication machines, and visual filing.

305. METHODS AND MATERIALS OF TEACHING BASIC BUSINESS SUBJECTS.

Designed to provide planning and teaching experiences in the basic business subjects with strong emphasis in the area of General Business. Two hours credit.

306. INTERMEDIATE OFFICE MACHINES.

Specialization in the development of two or more office machines.

307. BUSINESS LAW I.

The general nature of law and courts; laws involved with agency and employment, negotiable instruments, and personal property.

308. BUSINESS LAW II.

Laws involved with business organizations, real property, estates and trusts, security devices, and government regulation.

309. ADVANCED OFFICE MACHINES.

The development of a high degree of efficiency in the operation of a related group of office machines such as commercial posting, bank posting, 10-key bookkeeping; crank-driven, key-driven and electric calculators; 10-key, full-key, listing and figuring adding machines; direct process, gelatin, and stencil duplicators. Opportunity for certification as an official operator by leading business machine manufacturers.

317. BUSINESS CORRESPONDENCE.

Prerequisite: English 102. The external and internal structure of the business letter: letter forms, building a business vocabulary, spelling, word division, use of the dictionary for business information, effective sentences and paragraphs, psychology of tone, and basic forms of business communication.

320.* BEGINNING SHORTHAND.

The principles of Gregg's Simplified Shorthand and the development of a fair degree of skill in reading and writing from printed shorthand.

* Credit is given in typewriting and shorthand only for a concentration in business administration.

321.* SKILL BUILDING AND REVIEW SHORTHAND.

Designed for students who have had one or more years of high school shorthand and who require further developmental techniques.

322.* INTERMEDIATE SHORTHAND.

A review of shorthand principles and an introduction to simple new-matter dictation.

323*. ADVANCED SHORTHAND AND TRANSCRIPTION.

The development of skill in taking new-matter dictation, with emphasis placed on mailable transcripts.

324A.* ADVANCED TRANSCRIPTION AND EXECUTIVE SECRETARIAL DUTIES.

High levels of skill in transcription. A consideration of the work of an executive secretary.

324B.* MEDICAL TRANSCRIPTION, VOCABULARY, AND DUTIES.

Skill in medical transcription and vocabulary. A consideration of the work of a medical secretary.

324C.* LEGAL TRANSCRIPTION, VOCABULARY, AND DUTIES.

Skill in legal transcription and vocabulary. A consideration of the work of a legal secretary.

411. OFFICE MANAGEMENT.

The basic principles underlying the operation, organization, and control of business offices. Consideration of office practices, office buildings, equipment, office personnel, and office supervision.

BUSINESS—GRADUATE**529. IMPROVEMENT OF INSTRUCTION IN BUSINESS SKILL SUBJECTS.**

Methods and procedures common to all vocational skill subjects in business, including the development in the business pupil of occupational intelligence, of good personal business traits, and of an understanding of what to expect in an office.

530. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION.

Modern principles of business education in relation to the actual problems that face business teachers in secondary school.

*Credit is given in typewriting and shorthand only for a concentration in business administration. Credit is given for only one 324 course.

532. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL BUSINESS SUBJECTS.

Emphasis on selected subject matter in this area to strengthen the background of the graduate student as well as working for improvement of presentation to high school students.

533. IMPROVEMENT OF INSTRUCTION OF OFFICE PRACTICE.

Enrichment of subject matter and skills in office duties, filing, and office machines as well as modern developments of teaching in this area.

To complete the program in Business Administration students will take one related elective approved by the major advisor.

CHEMISTRY AND PHYSICS

Mr. Vincent (Chairman), Mr. Buchanan, Miss Trawick

The Department of Chemistry and Physics places major emphasis on creating a basis for an informed opinion regarding developments in physical science. Fundamental training is provided for those who plan to enter science education, graduate work, research or the medical or para-medical areas.

Major Programs. The Department offers a major in chemistry and participates in offering a science-mathematics major. The requirements for a major in chemistry are:

Chemistry 104, 280, 336, 337, 491, 492.

Chemistry 101, 102 may be used if not previously credited for general education.

Minor Programs. A minor program consisting of four courses in addition to the general education program is required. The minor programs offered are:

Chemistry: 104, 280, 336, 337.

Physics: 301, 302, 303, 324.

A science-mathematics major program consists of a minimum of ten courses in the area in addition to the requirements in general education. This program includes Chemistry 104, 280, 336, 337; Physics 301, 302; two courses in biology and two in mathematics.

Professional Education. Students majoring in the department who desire to teach must also register with the Department of Education in one of the approved programs required for certification.

CHEMISTRY

101. GENERAL CHEMISTRY.

Fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Three lectures and two laboratory periods.

102. GENERAL CHEMISTRY.

A continuation of Chemistry 101. Designed for those who are planning to continue the work in chemistry and related subjects. Three lectures and two laboratory periods.

104. QUALITATIVE ANALYSIS.

A study of the reactions of common elements and radicals, including their analyses. Emphasis on equilibrium and solubility products. Three lectures and two laboratory periods.

280. QUANTITATIVE ANALYSIS.

Gravimetric and volumetric analysis. Three lectures and two laboratory periods.

311. INTRODUCTION TO GEOLOGY.

A study of the earth, its history, its structure, the physiographic processes, and their results. Five lectures. Field trips.

331T. ORGANIC CHEMISTRY.

A brief study of the chief classes of organic compounds of the aliphatics and aromatics. Designed for students majoring in other departments. Three lectures and two laboratory periods.

336. ORGANIC CHEMISTRY.

An intensive study of the aliphatic compounds from the standpoint of structure, synthesis, and reactions. Three lectures and two laboratory periods.

337. ORGANIC CHEMISTRY.

A continuation of Chemistry 336 comprising a study of the aliphatic compounds with emphasis on the aromatic compounds. Three lectures and two laboratory periods.

339. ORGANIC PREPARATIONS.

A study of the preparation of dyestuffs, flavoring, perfumes, and other compounds of especial interest. Three laboratory periods, one-half course; or five laboratory periods, one course.

440. QUALITATIVE ORGANIC ANALYSIS.

Weekly conferences and nine laboratory hours per week. A study of the systematic methods of separation, purification, and identification of organic compounds.

451. PHYSIOLOGICAL CHEMISTRY.

The chemistry of living processes as applied to animals. Three lectures and two laboratory periods.

481. COMMERCIAL METHODS OF FOOD ANALYSIS.

A laboratory course dealing with the techniques and methods of food analysis.

491, 492, 493. PHYSICAL CHEMISTRY.

Three courses dealing with the elements of physical chemistry and elementary thermodynamics. Includes solutions, equilibrium and chemical kinetics, molecular structure, electrical conductance and electromotive force, phase rule, colloids and photochemistry. Three lectures and two two-hour laboratory periods per week.

PHYSICAL SCIENCE**101T. PHYSICAL SCIENCE.**

A study of the elementary principles of mechanics, heat, sound, light and electricity. Four lectures and one two-hour laboratory period. No prerequisites.

102T. PHYSICAL SCIENCE.

Fundamentals of chemical structure, reactions and theory as applied to the more important elements and states of matter. Four lectures and one two-hour laboratory period. No prerequisites.

103T. PHYSICAL SCIENCE.

A course in geology and astronomy. The classification of rocks, earth morphology, dynamics, and elements of historical geology are discussed as well as the place of the earth in the universe. Five lecture periods per week. No prerequisites.

PHYSICS**301. GENERAL PHYSICS.**

A course presenting the fundamental facts of mechanics from the mathematical point of view. Three lectures and two laboratory periods.

302. GENERAL PHYSICS.

Prerequisite: Physics 301.

A continuation of Physics 301 dealing with heat and sound. Three lectures and two laboratory periods.

303. GENERAL PHYSICS.

A continuation of Physics 302 covering the subjects of light, magnetism, and electricity.

324. ATOMIC PHYSICS.

A study of the structure of the atom, radio-activity, nuclear reactions, line spectra, x-rays, and photoelectric effects.

ECONOMICS, GEOGRAPHY, SOCIOLOGY

Mr. Lichtenberg, (Acting Chairman), Mr. Eakins,
Miss Greene, Mr. Morgan, Mr. Stewart

This department attempts to give to the student (1) an understanding of the basic facts and principles operating in the socio-economic areas of human behavior; (2) the technique of logical approach to economic and social problems; and (3) an awareness of individual responsibility in the social situation.

A major is offered by the department in the field of sociology. In addition, a program for secondary teachers of social studies may be taken. Requirements to be satisfied for each major are as follows:

Sociology: A major in sociology should include Sociology 301, 428, 452, and three additional courses in sociology. Mathematics 331 (Statistics) is especially recommended as an elective for those majoring in sociology. In any event the additional courses must be approved by the head of the department concerned.

The Program for Secondary Teachers: Students desiring to teach social studies in the secondary school should pursue the approved planned program for this field. In addition to the general and professional education requirements, this program calls for the completion of History 307, 308; three of the following four courses: Political Science 324, Economics 301, Sociology 301, and Geography 300; and twenty-five hours of electives in history or social studies. These electives should be selected in consultation with the chairman of the department in which the student is doing her major concentration. She should complete a concentration in one discipline of not less than four nor more than six upper division courses.

Professional Education: Students majoring in this department who desire to teach must also register with the chairman of the Department of Education in one of the approved programs required for certification.

Minor Programs: Minors are offered in the department in the areas of economics and sociology. A minor consists of four related courses and must be approved by the head of the department.

Prerequisites: The social studies and history courses required in the freshman and sophomore years, or their equivalent, are prerequisites to any of the major or minor programs offered within the department as well as to the interdepartmental major.

SOCIAL STUDIES

103-104. CONTEMPORARY CIVILIZATION.

A double course in the social studies designed to give the student an acquaintance with and understanding of the social, political, and economic aspects of contemporary civilization.

ECONOMICS

301. PRINCIPLES OF ECONOMICS.

An introductory course designed to develop a basic understanding of the principles underlying the organization and operation of the economic system.

304. ECONOMICS FOR EVERYDAY LIVING.

A course in consumer economics designed to develop an understanding of the institutional and social factors determining the consumer's behavior and measures taken for his protection.

402. CURRENT ECONOMICS PROBLEMS.

A study of the major economic problems confronting the American people today. Problems considered include foreign trade, agriculture, unemployment, business fluctuations, and the relation of government to business.

406. INDUSTRIAL RELATIONS.

An analysis of the major problems and grievances of employers, employees, and consumers arising from our competitive economic system. Considers attempts on the part of labor, management, and government to solve these problems. May be counted as part of a sociology major or minor.

437. MONEY AND BANKING.

A study of the nature of money and of the development of banking in the United States. Consideration of the function of money, the types of money used, early banking practices, modern banking, the Federal Reserve System, and foreign exchange.

GEOGRAPHY

300. PRINCIPLES OF GEOGRAPHY.

A study of the physical environment of man with a view to

developing a definite understanding of physical and social factors in geographic relationships. Includes a survey of the Eastern and Western Hemispheres with emphasis upon man's response to his environment.

301. ECONOMIC GEOGRAPHY.

A study of the relations of physical and economic conditions to the production and trade in the important agricultural, forest, mineral, and industrial products of the world. Emphasis on transportation, foreign trade, and the regional aspects of commodities.

SOCIOLOGY

301. INTRODUCTION TO SOCIOLOGY.

A course in social organization and social process emphasizing the structural components of society and the functions which they serve. Especial attention to fundamental sociological concepts.

ECONOMICS 406.

See course description on page 102.

PHILOSOPHY 412.

See course description on page 90.

423. SOCIAL CONTROL.

A study of the means and techniques of control in society. Particular emphasis is placed on the problems of control in a complex, urban-industrial society.

424. CRIMINOLOGY.

A study of causes and conditions producing crime and of attempts to find remedial and preventive measures.

426. SOCIAL CHANGE.

A course dealing with the nature, types, and causes of social change as well as with biological, technological and cultural factors underlying social change.

428. THE FAMILY.

A study of the origin and evolution of the family, remedial measures designed to resolve the disintegrating factors in the current situation, and proposals for the future.

452. CULTURAL ANTHROPOLOGY.

A study of patterns of behavior growing out of group life,

stressing background, origins, spread, and interrelations of human practices.

460. INTRODUCTION TO SOCIAL WORK.

Designed for students who look toward social work as a possible career, this course includes the three main areas of professional social work, case-work, group work, and community organization.

472. SOCIAL PROBLEMS.

Pathological societal conditions are studied with emphasis on causes, consequences, and corrective social action. Actual case histories are utilized as learning material.



Old Governor's Mansion—home of the President



Back campus entrance to Bell Annex

EDUCATION

Mr. Lounsbury (Chairman), Miss Brannan, Miss Brooks,
Mr. Emmerling, Mr. Hale, Mrs. Ingram, Mrs. Leyda, Mr. Sanders

The primary responsibility of the Department of Education is to provide the professional portion of the various teacher education planned programs which are listed on page 66. Students do not major or minor in education, although the elementary education major is administered through the Department of Education. All students pursuing programs leading to certification are assigned a professional advisor.

Admission to any undergraduate education course numbered 300 and above is contingent upon the student's fitness for teaching. The Education Department's Committee on Admissions determines upon basis of records, tests, observations, and interviews whether or not a student may enroll in the advanced courses.

Application to teacher education is normally made at the end of the course, Education 204. Transfer students may secure application forms from the Education Office.

204. INTRODUCTION TO EDUCATION.

An introduction to the profession of teaching, its nature and requirements. Includes general information about schools, their historical development, their functions, and their organization. Current issues in education are examined and an acquaintance with professional literature is made.

295. HUMAN GROWTH AND DEVELOPMENT.

An introduction to scientific facts and principles which explain human growth and development; to growth characteristics of childhood and adolescence; and to some of the simpler techniques that a teacher may employ in studying children and youth.

305. EDUCATIONAL PSYCHOLOGY.

An investigation of the learning process, the nature of the learner and the principles which guide and facilitate learning. Emphasis is placed upon assisting the student in relating education, psychology, and their selected teaching field to their purpose for teaching.

355. THE ELEMENTARY SCHOOL: CURRICULUM AND METHODS.

The function and program of the elementary school. Observation and participation in the laboratory school and other situations to acquire knowledge and skills for working with children. Newer techniques and approaches are emphasized. Admission to the course is contingent upon acceptance for student teaching. Ten hours per week.

365. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.

The study and practice of the physical education activities characteristic of the elementary and junior high school grades and suitable for use in the gymnasium and on the playground. Also the study of age characteristics from the standpoint of physical development and play interests, and of the problems of playground organization and administration.

406. THE SCHOOL AND SOCIETY.

A study of social problems affecting American education. A discussion of specific demands made on school curriculum by social change and the many relationships between school and community. Designed to assist students in developing a philosophy of education.

415-16-17. STUDENT TEACHING IN MUSIC EDUCATION.

Application for admission should be made in the first quarter of the student's junior year to the Director of Student Teaching. Five hours credit each quarter.

419. AUDIO-VISUAL EDUCATION.

A study of audio-visual materials and methods for use in promoting learning. Theory is tested in a laboratory setting by developing skills and techniques in selecting, utilizing, and maintaining the many aids available to the classroom teacher.

425-26. STUDENT TEACHING IN THE ELEMENTARY SCHOOL.

A quarter of full-time student teaching provided as the concluding experience of the professional sequence in selected off-campus cooperating centers. Prerequisites of student teaching are Education 204, Education 295, and the pre-student teaching block of Education 305, Education 355, and Education 451. Application for student teaching should be made during the first quarter of the student's junior year to the Director of Student Teaching.

427. DIRECTED OBSERVATION AND PARTICIPATION IN THE NURSERY SCHOOL AND KINDERGARTEN.

Provides opportunities to observe principles of curriculum

development and guidance of children and to function in the teacher role under supervision. Prerequisites are Home Economics 451 and Education 493.

428. SEMINAR IN ELEMENTARY EDUCATION.

Taken concurrently with, and as an integral part of, Student Teaching in the Elementary School. Definition and analysis of problems of teaching and evaluation of instructional materials in the student teaching experience.

445-446. STUDENT TEACHING IN SECONDARY SCHOOL.

A quarter of full-time student teaching provided as the concluding experience of the professional sequence in selected off-campus cooperating centers. Application for student teaching should be made during the first quarter of the student's junior year.

448. MATERIALS AND METHODS IN SECONDARY SCHOOL.

Taken concurrently with Student Teaching in Secondary School. Designed to assist the student teacher in selecting, effectively using, and evaluating materials and methods in her area of specialization, while actually participating in a classroom teaching situation.

451. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.

A study of materials and methods of teaching the language arts, with special emphasis on reading, to elementary students. Scheduled concurrently with Education 305e and Education 355. Prerequisites are Education 204 and 295.

455. THE AMERICAN HIGH SCHOOL: CURRICULUM AND METHODS.

Designed to prepare prospective secondary school teachers for student teaching and teaching in the high school. The purposes, objectives, and designs of American secondary education are the principal foci of the course. Each student has the opportunity to observe actual secondary-school classes in session. Observations are developed in an organized and directed approach to acquaint the student with the total high school program. Admission to the course is contingent upon acceptance for student teaching.

456. EVALUATION AND MEASUREMENT.

For description of course, see Psychology 456.

466. SCHOOL-COMMUNITY PROBLEMS IN HOME ECONOMICS EDUCATION.

For description of course, see Home Economics Education 466.

472. METHODS OF TEACHING HOMEMAKING IN THE SECONDARY SCHOOL.

For description of course, see Home Economics Education 472.

476. THE TEACHING OF SECRETARIAL SUBJECTS.

A study of the subject-matter taught in the commercial curriculum in high school, of methods of instruction, and of tests and measurements; lesson plans; examination of commercial textbooks. Prerequisites are Education 204, 295 and 305.

478. METHODS OF TEACHING NUTRITION.

For description of course, see Home Economics Education 478.

481-82. STUDENT TEACHING IN HOMEMAKING EDUCATION.

For description of course, see Home Economics Education 481-82.

483. CURRICULUM BUILDING IN HOMEMAKING EDUCATION.

For description of course, see Home Economics Education 483.

492, 496-8A, B. CURRICULUM WORKSHOP.

A general curriculum problems of teaching course designed for in-service teachers. Prerequisites of the Workshop in lieu of student teaching are satisfactory completion of other professional requirements for certification and at least one year of full-time teaching experience. Teachers who wish to register for this experience in lieu of student teaching should register for: 496 A, B, Curriculum Workshop for Elementary Teachers; 497 A, B, Curriculum Workshop for High School Teachers; 498 A, B, Curriculum Workshop for Teachers of Grades 7, 8 and 9. Ten quarter hours credit. Offered in summer quarter only.

493. EARLY ELEMENTARY EDUCATION.

A course for teachers of young children with emphasis on Nursery School and Kindergarten; includes subject matter pertinent to this area; methods and techniques for organizing and administering a program and opportunities to plan and develop effective learning situations.

GRADUATE COURSES

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.

For description of course, see Home Economics Education 510.

515. ART EDUCATION.

A course designed to give the non-art major an insight into the reasoning processes of the artist. Study will center around

the creative process as a whole and the considerations which govern the artist in his work. Illustrative materials will be drawn from the major periods of art development, including the present. Laboratory experiences in drawing and painting, crafts or ceramics. Prerequisite is Art 315 or 316 or an equivalent.

521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.

The survey, selection and evaluation of books, recordings, films, and other supplementary material for broadening and enriching music experiences in the elementary classroom. Prerequisites are Music 100, 321 or 322 or the equivalent.

525-526. SCIENCE FOR ELEMENTARY TEACHERS.

The purposes of the course are to help teachers acquire basic knowledge in science appropriate for the elementary grades; to provide laboratory experiences that are essential to understanding science; to study methods and materials for teaching science in the elementary school. Offered in the summer quarter only.

564. METHODS OF HOME ECONOMICS ADULT EDUCATION.

For description of course, see Home Economics Education 564.

585. DIRECTING AND EVALUATING STUDENT TEACHING.

The first of the three-course sequence for supervising teachers. Prerequisites for the course include a bachelor's degree, a Professional Certificate, and two years of successful teaching experience. Open to supervising teachers by invitation only. This course provides selected teachers with information, skills, and understandings required for effective supervision of student teachers.

586. INTERNSHIP FOR SUPERVISING TEACHERS.

Offered to supervising teachers who have completed the initial course, Education 585; this field course is a cooperative undertaking among interns and college representatives. During the intern experience the supervising teacher works with a student teacher from the college and carries out a plan to improve her teaching.

587. SEMINAR IN SUPERVISION.

The third graduate course of the three-course sequence for supervising teachers. Enrollment limited to teachers who have completed Education 585 and Education 586. This seminar provides an opportunity for experienced supervising teachers to work on problems encountered in the supervision of student teaching.

600. SOCIAL FOUNDATIONS OF EDUCATION.

The pertinent contributions of social sciences are focused upon the significant issues and problems of education in this course. Materials from the fields of sociology, cultural anthropology, economics, social psychology, and educational sociology are used to help the student understand the issues in the local school situation and to see how these problems are related to the national and world situations.

605. HOME ECONOMICS CURRICULUM PROBLEMS.

For description of this course, see Home Economics Education 605.

620. PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF EDUCATION.

An analysis of educational philosophies in their historical context. The over-arching purpose in the course is to understand the practices and policies in education by searching for their antecedents both philosophical and historical.

628. SEMINAR IN ELEMENTARY EDUCATION.

Provides opportunities for the in-service teacher to analyze issues, theories and practices in elementary education. Through discussion, investigation, and critical analysis of practices and research reports the student seeks ways to improve classroom procedures. Each student develops an action improvement plan.

630. EDUCATIONAL RESEARCH.

Planned for in-service classroom teachers, this course seeks to develop an appreciation for, and an adequate competence in basic procedures and methods of educational research. In addition, students are assisted in becoming familiar with existing research, the resources which report it, and the implications of it for classroom teaching.

635. FIELD PROJECT IN EDUCATIONAL RESEARCH.

Understandings necessary for planning a research design for a full-year field research project would be achieved initially in the first research course. When the plans for the project are finalized and approved by the Director of the Graduate Program, the student may register for Education 635. The research project would be carried out during the regular school year and would include securing and handling data, drawing appropriate conclusions and reporting on the entire project in an appropriate and scholarly manner. Prerequisite is Education 630.

640. ADVANCED STUDIES IN HUMAN DEVELOPMENT AND LEARNING.

A comprehensive view of human growth, development, and

learning with emphasis upon the recent literature of these fields; a study of methods that may be used to assess the developmental status of individuals and to study human relations in the classroom; the influence of the newer research findings in human development and learning for the educational program.

648. SEMINAR IN SECONDARY EDUCATION.

Provides opportunities for the in-service teacher to analyze issues, theories and practices in secondary education. Through discussion, investigation, and critical analysis of practices and research reports the student seeks ways to improve classroom procedures. Each student develops an action improvement plan.

650. JUNIOR HIGH SCHOOL EDUCATION.

A consideration of the total field of junior high school education, its historical development, its present status, its special problems and programs. Suitable for educators who work in the junior high years, grades 7, 8, and 9, no matter in what organizational pattern.

680. PRINCIPLES AND PRACTICES OF GUIDANCE.

Provides an introduction to the field of guidance. The principles underlying the guidance of children and youth in elementary and high school are studied in their relationship to developmental needs. The role of guidance in the over-all school program is considered and the specific services found in effective guidance programs are presented.

690. CURRICULUM PLANNING.

Broadens the teacher's general understanding of curriculum development, trends, and issues; deepens his personal philosophy of education; and increases his professional competence in curriculum planning. Consideration is given to newer developments in curriculum organization such as team teaching and ungraded units.

ENGLISH AND SPEECH

Miss Walston (Chairman), Mr. Dawson, Mr. Hart,
Mr. MacMahon, Miss Maxwell, Mrs. Phillips,
Miss Strickland, Mrs. Tate

The Department of English and Speech attempts to develop in the student the ability to express her thoughts well in her own language and to aid her in acquiring a broader culture and a deeper social understanding through familiarity with the literary masterpieces of all ages.

The department offers a major in English and a minor in English and in Speech. Requirements are as follows:

Major: English—321, 350, 360, 411, 412, and an elective at the senior college level. A minor consisting of four courses in a related field must be approved by the head of the department. Minors in speech, languages, library science, history, and philosophy are recommended. The courses in English required in the freshman and sophomore years are prerequisite to a major or a minor in English.

Minor: English—350 or 360, 411 or 412, and two additional courses at senior college level. They must be approved by the head of the department.

Speech—208, 309 or 310, and two other courses at senior college level.

Professional Education—Students majoring in this department who desire to teach must also register with the chairman of the Department of Education in one of the approved programs required for certification.

ENGLISH

The courses in Freshman English required of a student vary with her ability as demonstrated by her score on standard tests. Students making a sufficiently high score will be exempt from English 100. Students making still higher scores will be exempt from English 101. All students must take English 102. English 100, 101, and 102 each carry full academic credit of five hours.

100. GENERAL COLLEGE COMPOSITION.

Fundamentals of sentence structure and those elements of grammar necessary to the organization of clear and cogent sentences. Drill in basic mechanics. As much attention as time permits devoted to the improvement of reading skills.

101. GENERAL COLLEGE COMPOSITION.

A course concerned with the problem making language effective and therefore emphasizing accurate wording, well contrived sentences, and sound organization of ideas. Analysis of the best prose models to aid the student in seeing organization as a vital rather than a mechanical thing.

102. GENERAL COLLEGE COMPOSITION.

Continuation of English 101 with special attention to exposition and with emphasis upon the research paper.

REMEDIAL ENGLISH.

All students are given a standard test in English usage at the beginning of their junior year. Those who have not mastered the fundamentals of the language are required to attend special classes adapted to the aspect of language in which they are weakest. Remedial classes meet four times a week during the winter quarter.

200. LITERATURE OF THE WESTERN WORLD.

A reading and lecture course designed to introduce the student to the literary and dramatic masterpieces of the classical and medieval civilizations.

201. LITERATURE OF THE WESTERN WORLD.

A continuation of English 200, with readings selected from the modern Continental literatures—French, German, Russian, etc.

206. ROMANTIC POETRY.

The poetry of the major writers. As much attention to critical theory and historical background as time permits.

314. CHILDREN'S LITERATURE.

Designed for those who expect to teach in grades one to seven. Made up of poetry, plays, stories, and longer prose units for enjoyment and for background material. Not a part of an English major or minor program.

321. SHAKESPEARE.

An introductory study of Shakespeare and the growth of his

dramatic art. Detailed study of ten of his major plays and supplementary reading in background.

332. THE NOVEL.

A survey of the development of the novel as a type of literature. Reading of representative novels from 1740 to the present.

350. AMERICAN LITERATURE.

A study of representative writings from the early records of colonization to Walt Whitman, emphasizing the authors that best interpret the principles basic in American life and thought.

360. AMERICAN LITERATURE.

A critical evaluation of the major American writers from Whitman to the present. Representative selections interpreted in the light of dominant tendencies in the social and intellectual life of the times with special focus on the rise of Realism, the emergence of the West, the quest of social justice, and the development of Naturalism.

411. CHAUCER, SPENSER, AND MILTON.

A selected study of three major works: *The Canterbury Tales*, *The Faerie Queene* and *Paradise Lost*.

412. THE EIGHTEENTH CENTURY.

A continuation of English 411 concentrating on the major figures from Dryden through Dr. Johnson.

434. CONTEMPORARY POETRY.

A study of contemporary British and American poetry with an attempt to show the mood and the content of the poems, to trace by specific study the influence of nineteenth century thought on present-day writers, to appraise the literary tendencies of the age, and to aid in the formation of intelligent judgments.

521. BACKGROUNDS OF LITERATURE.

A philosophical approach to literature as an art form, centering upon the values implicit in this expression of our culture and the ways in which they can be realized by students. Intensive study of a few masterpieces according to principles that will carry over to all reading.

522. THE LANGUAGE SKILLS.

An analysis of the elements of language necessary for effective communication, of their proper location in the curriculum, and of the most effective means of presenting them to students. Ex-

tensive reading in the more recent studies of the teaching of grammar and composition.

531. SHAKESPEARE.

An advanced course in Shakespeare open to those who have already had undergraduate work in the major plays. Emphasis on plays not usually studied at the undergraduate level. Consideration of divergent critical points of view.

534. CONTEMPORARY POETRY.

A study of contemporary British and American poetry for the purpose of understanding and appraising twentieth century trends in literature and for gaining a more poignant awareness of literature as a repository of man's most sensitive thinking.

538. TENNYSON AND BROWNING.

A study of Tennyson and Browning and their relation to the life and thought of the nineteenth century.

539. CHAUCER AND HIS AGE.

A detailed study of *The Canterbury Tales* with a glance at the minor poems. Focused upon the background of the life and literature of the Renaissance.

541. SOUTHERN LITERATURE.

Southern Literature of the last hundred years with emphasis upon regional factors as related to the body of our national culture.

511. MILTON AND SEVENTEENTH CENTURY POETRY.

A study of *Paradise Lost*, *Samson Agonistes* and selected minor poems of Milton, and of representative poetry from Donne to Marvel.

SPEECH

Students working toward a minor in Speech will be expected to attain a reasonable degree of proficiency in speaking and oral reading. They will have the opportunity to add practical experience to their classroom theories by working on College Theatre plays, staging other campus programs, and participating orally in clubs and organizations.

208. VOICE AND DICTION.

Development of effective speaking habits for everyday speech situations. Practical training for improvement of voice and diction. Voice recordings.

309. PUBLIC SPEAKING.

Prerequisite: Speech 208 or consent of instructor.

Practice in speaking before an audience. Consideration of speaker-subject-audience relationship. Organization of material and effectiveness of delivery stressed.

310. ORAL INTERPRETATION.

Prerequisite: Speech 208.

Training in the art of reading aloud. Transmission of the author's meaning through voice and body.

323. PLAY PRODUCTION.

Fundamentals of stagecraft. Practical experience in scene building and painting, lighting, make-up, costuming, and stage management. Work on College Theatre productions.

400. INDEPENDENT STUDY FOR MINORS.

Opportunity for advanced study in any area of concentration in the speech field. Approval of the instructor and the Dean of Instruction required for registration.

423. DIRECTING.

Prerequisite: Speech 323 or consent of instructor.

Theory and techniques of directing plays. Consideration of the director's problems in selecting, casting, rehearsing and presenting the play. Laboratory productions under student directors.

FRENCH

(See Modern Foreign Languages)

GEOGRAPHY

(See Economics, Geography, and Sociology)

GERMAN

(See Modern Foreign Languages)

HEALTH AND PHYSICAL EDUCATION

Mrs. Jacobs, (Chairman), Mrs. Beiswanger, Miss Cox,
Miss Cutts, Mrs. Ireland, Miss Pritchett, Miss Sullivan

The Department of Health and Physical Education includes among its purposes:

Offering sound professional preparation for students interested in teaching, coaching, leading recreation or working in related areas.

Offering a program for non-majors that will enable each individual through movement education to build within herself the means and ability of meeting the needs of a changing society through the development of creativity, recreational and safety skills, health attitudes and practices that will lead to maximum fitness in mind and body.

Offering a training program for elementary education majors in the area of teaching elementary children in health and physical education.

Students who wish to teach health and physical education in the public schools or to secure basic preparation in the fields of Recreation and Physical Therapy should take the special curriculum leading to the degree of Bachelor of Arts or the Bachelor of Science in Education. Students desiring a minor in Dance, Health or Physical Education should work out their program with the department chairman.

100. A, B, C. PHYSICAL EDUCATION ACTIVITIES FOR FRESHMEN.

Selected and adapted to students' interests and needs. The following activities are offered: *Sports*—soccer, speedball, hockey, volleyball, basketball, badminton, bowling, archery, tennis, hiking activities, softball, golf, swimming, aerial darts, horseshoes, croquet, deck tennis, table tennis, and shuffleboard. *Dance Activities*—social dancing, folk dancing, and modern dancing. *Gymnastic Activities*—group developmental gymnastics, self-testing activities, and individual corrective gymnastics for organic and postural cases. Three periods a week throughout the year. One hour credit each quarter.

110. B, C. PHYSICAL EDUCATION ACTIVITIES FOR FRESHMEN MAJORS.

A course taking the place of Physical Education 100, offering more intensive instruction in physical education activities. Open

only to freshmen anticipating physical education as a major or minor. Five periods a week—winter and spring quarters. Two hours credit each quarter.

200. A, B, C. PHYSICAL EDUCATION ACTIVITIES FOR SOPHOMORES.

Selected and adapted to students' interest and needs. The activities offered are similar to those in 100 A, B, C. Two periods a week throughout the year. One hour credit each quarter.

210. A, B, C. ADVANCED PRACTICE IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 100.

A course taking the place of Physical Education 200, offering special intensive instruction in physical education activities. Open only to sophomores anticipating physical education as a major or minor. Five periods a week throughout the year. Three hours credit each quarter.

300. ADVANCED SWIMMING AND LIFE-SAVING.

Instruction and practice in advanced swimming strokes and practical diving; theory and practice in Red Cross Life-Saving with the official test at the end of the course. Senior or instructor rating may be procured. Includes safety measures for swimming. One-half course.

301. A, B, C. PHYSICAL EDUCATION ACTIVITIES FOR JUNIORS AND SENIORS.

An elective course for upper classmen interested in developing skill or competency in a selected activity. (Tennis, golf, archery, dance, swimming).

Two hours a week. One hour credit each quarter.

312. THEORY AND PRACTICE IN STUNTS, TUMBLING AND GYMNASTIC ACTIVITIES.

Prerequisites: Physical Education 210 and 322.

A study of the content and methods of presentation of developmental gymnastics, marching, fencing, and self-testing activities in meeting the fundamental body needs of large teaching groups. One-half course.

313. THE TECHNIQUES OF SPORTS.

Prerequisites: Physical Education 110 and 210.

A critical study and practice of the principles and techniques involved in organizing and administering highly organized major sports including basketball, badminton, field hockey, soccer, and speedball. Four periods of lecture and two or three periods of assisting in college classes. Fall quarter.

314. THE TECHNIQUES OF SPORTS.

Continuation of course 313, with emphasis upon archery, golf, softball, swimming, and tennis. Spring quarter. One-half course.

315. PHYSICAL EDUCATION FOR THE ELEMENTARY AND JUNIOR HIGH SCHOOL.*

Prerequisites: Physical Education 100 and 200.

A study of the principles, materials, and methods involved in organizing and teaching physical education on the elementary and junior high school level, supplemented by observation and practice teaching. Primarily for non-major undergraduate students planning to teach in the elementary or junior high schools. Five periods a week. Five credits each quarter.

316. A, B, C. ELEMENTARY DANCE COMPOSITION.

Prerequisites: Physical Education 100, 200 and membership in Dance Club. (Minors in Dance are required to take all three quarters.)

A study of the art principles that help to organize movement into sequences and of the creative process whereby movement can become expressive and molded into a form. Three hours a week throughout the year. Five hours credit.

322. KINESIOLOGY.

Prerequisite: Biology 310.

A study of the joint and muscular action involved in fundamental body movements and the common motor activities in physical education.

331. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 322.

The analysis and practice of procedures for determining organic fitness and motor capacities and abilities as they relate to participation in physical education activities. Special attention to aptitude and achievement tests of general and specific motor abilities. Supplemented by clinical laboratory experience. One-half course.

370. CAMP LEADERSHIP.

(A course designed for anyone interested in camping.)

A view is given to the various types of camping, their philosophy and practices. The total camp program is studied with the practical aspect of camp craft, outdoor education, leadership and

* Majors will take Education 365. See page 106.

counseling being stressed. Overnight outings and cookouts included.

411. MATERIALS AND METHODS IN TEACHING DANCE.

Prerequisite: Physical Education 210.

A study of the materials and creative methods for the teaching of dance with particular emphasis upon Social, Folk, Square and Modern Dance. A special study is made of the principles and philosophy of dance as an educational force, its related art forms, and its development and organization in the curriculum today. Five periods a week.

416. A, B, C. ADVANCED DANCE COMPOSITION.

Prerequisites: Physical Education 316 A, B, C, and membership in Dance Club. (Minors in Dance are required to take all three quarters unless they are doing off-campus teaching, in which event the omission of one quarter is allowable.)

A continuation of the Elementary Dance Composition using more complex forms and projects. Three hours a week throughout the year. Five hours credit.

423. RECREATIONAL LEADERSHIP.

A critical analysis of the problem of recreation and the creative use of leisure time. Includes study of the philosophy and historical development of play and recreation; the scope of recreational expressions; supporting and controlling agencies; the program, leadership, and organization in the community and nation today.

430. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.

A study of the historical background, principles, and objectives of physical education in its relationship to education as a whole. One-half course.

433. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION.

Prerequisites: Education 365 and Physical Education 313, 314, 411.

A critical analysis of problems involved in the organization and administration of the total health and physical education program. Emphasis upon such problems as facilities, equipment, program, leadership, administrative devices, departmental policies, professional organizations, and departmental relationships.



West wing of Atkinson Hall (left), Lanier Hall and Institute of Languages and Foreign Service (foreground)

500. METHOD AND MATERIALS IN DIRECTING FOLK AND SQUARE DANCE.

Attention in this course is given to teaching needs and to program and recreational planning.

501. PROBLEMS SEMINAR IN HEALTH, PHYSICAL EDUCATION OR RECREATION.

A survey of current problems and trends in these fields. Students will be offered an opportunity for independent investigations and research.

575. CURRICULUM PLANNING IN HEALTH, AND PHYSICAL EDUCATION.

A study of curriculum needs, program planning and the actual setting up of curricula to meet secondary school demands and interests.

670. PRINCIPLES AND PHILOSOPHY OF HEALTH, PHYSICAL EDUCATION AND RECREATION.

A study of the basic physiological, psychological, and sociological background of the modern program with applications to society and education.

HEALTH

100. PERSONAL AND COMMUNITY HEALTH.

An orientation course in applied personal, racial, home, and community health.

325. SCHOOL HEALTH AND HEALTH EDUCATION.

A study of school health problems, teacher training in health-service programs, and all other basic practices and procedures in health education. An introductory course for teachers with emphasis placed on elementary school methods.

330. SCHOOL HEALTH SERVICES FOR HEALTH EDUCATION AND PHYSICAL EDUCATION.

A study of healthful school living, including communicable disease control, the scope, techniques and follow-up program of the health examination, and clinical practice of standard techniques in testing and examination. Special study is made of faulty postural conditions of the back and feet, and of certain other muscular and organic abnormalities, with a consideration of their treatment through exercise and massage.

333. FIRST AID, SAFETY EDUCATION AND HOME NURSING.

The study, practice, and application of the standards and accepted principles of first aid and home nursing. Satisfactory completion of requirements qualifies the student for the standard certificate in first aid from the American Red Cross. Lay Instructor's course certified by special arrangements with the American Red Cross.

340. PUBLIC HEALTH: PRINCIPLES AND ADMINISTRATION.

A course including the study of the principles of sanitary science and preventive medicine with their application to home, school, and community problems. Aspects of local, state, and federal public health legislation and programs are studied.

428. MENTAL HYGIENE.

Prerequisites: One course in psychology, Health 100 and 320 or equivalent.

The study of mental hygiene as a problem in personal health and public health. Emphasis on the potentially normal individual and his adjustments.

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

Prerequisites: Health 100 and 340 or equivalents.

Materials, methods and techniques in the health education program in the secondary school. Observation of students in the laboratory school; preparation of tentative courses of study in health. To be followed by practice teaching.

502. SCIENTIFIC FOUNDATIONS OF HEALTH EDUCATION.

A course providing opportunity for students to broaden their knowledge of scientific facts and effective health practices pertinent to personal, family and community health problems.

HISTORY AND POLITICAL SCIENCE

Mr. Bonner (Chairman), Miss Greene, Mr. Lichtenberg,
Mr. Meador

The General Education courses in history attempt to provide the beginning student with a framework of knowledge and a basic chronology necessary for the understanding of other disciplines of learning. The political, social, economic, religious, and cultural aspects of the past are given consideration in all history courses offered in the department. A term paper is required in those courses for which graduate credit is given.

The Major Program: A major in the Department of History and Political Science should include Political Science 324 or its equivalent, and History 301, 302, 307, 308 and at least one other course in the department. (History 315 and 316 may be substituted for History 301 and 302). Variations from the above program should be approved by the chairman of the department.

The Program for Secondary Teachers of Social Studies: Students desiring to teach social studies in the secondary school should pursue the approved planned program for the field. In addition to the general and professional education requirements, this program calls for the completion of History 307, 308; three of the following four courses—Political Science 324, Economics 301, Sociology 301, and Geography 300; and twenty-five hours of electives in history or social studies. These electives should be chosen in consultation with the chairman of the department in which the student is doing her major concentration. She should complete a concentration in one discipline of not less than four nor more than six upper division courses. Thus a student who chooses a six-course major in history may meet certification requirements by completing in addition the equivalent of a four-course minor in certain selected courses in other social studies areas.

Professional Education: Students majoring in this department who desire to teach must also register with the chairman of the Department of Education in one of the approved programs for certification.

The Departmental Minor: A minor in the Department of History and Political Science should include four courses in

history or four courses in political science. The minor recommended in history includes two courses in the American field and two courses in the European field. The four-course minor in political science should be planned with the chairman of the department.

The survey courses: The social studies and history survey courses required of all students in the freshman and sophomore years, or their equivalent, are prerequisites to a major or a minor in history and political science.

SOCIAL STUDIES

103-104. CONTEMPORARY CIVILIZATION.

A double course in the social studies designed to give the student an acquaintance with and understanding of the social, political, and economic aspects of contemporary civilization.

HISTORY

210. HISTORY OF CIVILIZATION, I.

A survey of the development of western society from its beginning in the ancient period to 1500. Required of all students.

211. HISTORY OF CIVILIZATION, II.

A continuation of History 210, carrying the study to the contemporary period. Required of all students.

301. MODERN EUROPE, I.

A study of modern European history with special emphasis on the period, 1789-1870. Offered in 1962-63 and in alternate years.

302. MODERN EUROPE, II.

A continuation of History 301, carrying the study to the contemporary period. Offered in 1962-63 and in alternate years.

307-407. THE UNITED STATES, I.

A survey of the history of the United States from the discovery of America to the Civil War.

308-408. THE UNITED STATES, II.

A continuation of 307-407, carrying the study to the contemporary period.

315. ENGLAND, I.

A survey of the history of England from the earliest times to the reign of the Hanovers. Offered in 1963-64 and in alternate years.

316. ENGLAND, II.

A continuation of 315, with special emphasis on contemporary England. Offered in 1963-64 and in alternate years.

400-500. CLASSICAL CIVILIZATION.

A survey of ancient civilization with emphasis on the processes of transmission of classical culture to later times. This course is of especial value to students interested in the humanities, art and religion.

411. THE TWENTIETH CENTURY SCENE.

A study of contemporary problems and their background with emphasis on the social and political revolutions stemming from World War I.

422. HISTORY OF THE SOUTH.

An historical examination of some basic factors in Southern life such as agrarian economy and racial dualism. Offered in 1962-63 and in alternate years.

423. LATIN AMERICA.

A study of the political, economic, and social development of the Latin American republics with special emphasis upon their relations with the United States. Offered in 1963-64 and in alternate years.

423. STUDIES IN GEORGIA HISTORY.

A study of the economic, social, and political developments in Georgia with emphasis on the recent period. Offered in 1963-64 and in alternate years.

450. ADVANCED STUDY.

Independent reading and reports arranged by the instructor according to the individual student's preparation and background. Open to advanced students with the approval of the head of the department and the Dean of Instruction.

515. RENAISSANCE AND REFORMATION.

A study of the transition from late medieval to modern European civilization with emphasis upon the religious upheaval of the sixteenth century.

520. CIVIL WAR AND RECONSTRUCTION.

A study of the causes and conduct of the Civil War, with a survey of the political, social, and economic aspects of reconstruction.

525. THE TEACHING OF HISTORY AND RELATED STUDIES.

A course for social studies teachers dealing with the techniques and materials on the secondary-school level. Special emphasis is given to revised viewpoints in history and to the various schools of American historians.

POLITICAL SCIENCE**324. AMERICAN NATIONAL GOVERNMENT.**

A general survey of the government of the United States, including the origin and development of the Constitution of 1787. Includes a study of the actual machinery of government in action. Offered in 1963-64 and in alternate years.

421. COMPARATIVE GOVERNMENT.

A contrast between democratic and totalitarian types of government with a brief historical introduction to both. The United States, Great Britain, and Russia are studied as types. Offered in alternate years.

422. INTERNATIONAL RELATIONS.

An historical and analytical study of the techniques and principles of official dealings between the United States and foreign countries. Offered in alternate years.

424. POLITICAL THEORY.

A survey of the more significant ideas in political theory from Plato through Marx. Particular attention is given to the influence of each writer upon the development of western political institutions.

428. GOVERNMENT AND BUSINESS.

A study of the interaction between business organization and government. Special emphasis on the problems of regulation, control, and promotion of business enterprise. Offered in alternate years.

450. INTERNATIONAL LAW.

A study of procedures practiced by sovereign states in settling disputes of a diplomatic or commercial nature, of organizations and agencies for implementing international agreements, and of contemporary international problems.

HOME ECONOMICS

Miss Sneed (Chairman), Miss Gilbert, Mrs. Ingram, Miss Ivey,
Miss Jones, Miss Maynard, Mrs. Smith

The Department of Home Economics offers four programs as follows:

(1) An A.B. degree with a major in home economics, (2) Home Economics Education, (3) Institutional Management, and (4) School Lunchroom Management and Supervision. The purposes of the department are to prepare students for the profession of home economist and to develop skills, attitudes and appreciations which will enable them to live worthwhile lives as members of a family and of society. A large part of the program is devoted to the education of young women in fundamentals that make for better homes and better living. Those who wish to secure the Bachelor of Arts Degree must satisfy the requirements for a foreign language and should plan the program with the head of the department.

CLOTHING AND TEXTILES

120. CLOTHING FOR THE INDIVIDUAL.

A beginning course including figure analysis and selection of appropriate dress for all occasions. Basic principles of construction are applied in making simple garments. Three lectures and two two-hour laboratory periods.

224. TEXTILES AND MERCHANDISE INFORMATION.

A study of fibers and fabrics used in wearing apparel with emphasis on determining factors of quality in merchandise.

311. FAMILY CLOTHING PROBLEMS.

Prerequisites: Art 104 and Home Economics 120 and 224.

A study of the consumer problems involved in meeting family clothing needs. The application of fundamental principles of construction through the making of garments for the family. Three lectures and two two-hour laboratory periods.

412. TAILORING.

Prerequisites: Home Economics 120, 224, and 311.

A critical analysis, evaluation and application of the major

principles involved in tailoring as a basis for understanding clothing construction.

515. NEW DEVELOPMENTS IN CLOTHING.

Prerequisites: Home Economics 120, 224, and 311.

A survey of new developments in the fields of clothing, textiles, merchandise, and an examination of research and practical research problems in the field.

FOODS AND NUTRITION

215. FOOD FOR THE FAMILY.

Fundamental problems in planning, preparing and serving adequate family meals efficiently within the limitation of time, energy, and money. The family's meals are planned with the current trend of more casual living. Three lectures and two two-hour laboratory periods. Laboratory fee, \$5.00.

324A. FOODS AND NUTRITION.

Fundamental principles of nutrition as applied to the individual, the family, and the community. Practical application in the school lunch-room showing how nutrition influences the child's behavior, attitudes, interest and progress. Four lectures and one two-hour laboratory period.

324B. FOODS AND NUTRITION.

Basic nutrition concepts and application of knowledge to selection of food. Making best use of visual aids and demonstrations in teaching. Practical nutrition problems in the school lunchroom. For elementary education majors.

326. ADVANCED FOODS.

Prerequisite: Home Economics 215.

A course offering advanced students opportunities to observe and practice food demonstration. Designed to develop individual proficiency in planning, preparing, and serving of economical meals, and to provide for participation in group activity in food service. Laboratory fee, \$5.00.

341. QUANTITY COOKERY.

Prerequisite: Home Economics 324.

Practical experience in handling food materials in large quantities, including menu planning, food purchasing, and cost accounting. Organization and management of food service in the school cafeteria. The college lunchroom is used as a laboratory. Three lectures and two three-hour laboratory periods.

421. ADVANCED FOODS FOR SPECIAL OCCASIONS.

Prerequisites: Home Economics 324 and 326 or permission of the department.

Emphasis on organization and management of time and an increased ability to buy and care for foods wisely in order to gain value from the food dollar. A broadening knowledge of the scientific and artistic approach to foods for various occasions. Laboratory fee, \$5.00.

424. ADVANCED NUTRITION.

Prerequisite: Chemistry 451.

Advanced study of principles of nutrition for normal conditions. Recent developments in nutrition. Selected problems.

425. DIET AND DISEASE.

Prerequisites: Chemistry 451, Home Economics 424, Biology 311 and 320.

A study of impaired digestive or metabolic conditions. Adaptation of the diet as a prevention or treatment of these diseases. Three lectures and two two-hour laboratory periods.

443. INSTITUTIONAL ORGANIZATION AND MANAGEMENT.

Principles of scientific management of such food and living units as the hospital, school lunchroom, student residence, and commercial units. Emphasis on business organization, employer and employee relationships, and keeping of records. Field trips to various types of institutions.

444. ADVANCED INSTITUTIONAL ORGANIZATION AND MANAGEMENT.

Prerequisite: Home Economics 443.

Individual and group investigation of problems in institutional management. Training and practical experience in the food service department and residence halls. Conferences and reports at appointed hours and four two-hour laboratory periods. Elective for dietetics majors.

446. FOOD PURCHASING.

Prerequisite: Home Economics 443.

A study of the market organization, wholesale market functions, and the purchase of food for institutional use. Emphasis on factors determining quality, grade, and cost. Three lectures and two two-hour laboratory periods. For dietetics majors of senior rank.

525. FAMILY AND COMMUNITY NUTRITION PROBLEMS.

Prerequisite: Home Economics 324 or equivalent.

An intensive review of the fundamentals of nutrition. Special consideration will be given to problems of feeding families in the low income group and common diet deficiencies. Study of problems involved in the improvement of nutritional practices in the community. Supervised field work in elementary and high school, home visits with public health nurse, and well baby clinics.

HOME AND FAMILY LIFE

293. FUNDAMENTALS OF FAMILY LIFE.

A study of personal and social problems which arise in connection with the establishment of the family.

314. HOUSE FURNISHING.

Application of principles of economics, social living and art to the furnishing of the house. Includes practical problems in renovating furniture and making furnishings.

331. HOME MANAGEMENT AND FAMILY FINANCE.

A study of the managerial, economic and some of the social problems of the house and family. Parallel with residence in the home management house.

428. LANDSCAPE GARDENING.

Principles and practice in improving home and public grounds; selection and culture of woody plant materials and flowers and their use in landscape design. Three lectures and two laboratory periods.

432. HOUSE RESIDENCE.

Prerequisites: Home Economics 324 and 326.

Application of principles of management through residence in the home management house. Open to seniors. Number of credits should be limited to fifteen hours during the quarter in which this course is taken. Parallel with Home Economics 331.

451. CHILD GUIDANCE.

A study of the factors which contribute to the physical, intellectual, social, and emotional development of nursery school children. Includes (1) observation and interpretation of the behavior of various age levels, and (2) participation in guiding nursery school children according to accepted principles of

child growth and development. For home economics majors; also a service course for non-majors. Three lectures and two laboratory periods.

454. INDEPENDENT STUDY.

An opportunity for advanced study in any area of concentration in the home economics field. Open to home economics majors with the approval of the head of the department and the Dean of Instruction. May be taken as one or one-half course.

535. PROBLEMS IN FAMILY HOUSING AND HOME FURNISHING.

Prerequisite: Home Economics 314 or equivalent or permission of department.

Knowledge high school instructor needs for teaching renting, buying, building and furnishing the house will be emphasized in the course. This will include family and community housing problems in the South, planning of housing to suit family needs, making the most of existing housing resources, financing and legal aspects of home ownership. Research reports, special consultants and the resources of the local and neighboring communities will provide sources of information.

550. MANAGEMENT AND HOUSEHOLD EQUIPMENT.

A study of family management in relation to selection, use, arrangement and care of equipment in home and school situations. Consideration given to the advantages of various types of equipment in relation to food preparation, laundering, cleaning, and home lighting. Laboratory experiences provided with many types of equipment.

552. PROBLEMS IN CHILD GUIDANCE.

Prerequisite: Home Economics 451 or equivalent.

This course provides for a study of the student's individual interests related to the problems of young children. It includes observations of children and their relationships in a group; opportunities for gaining knowledge of the influence of the home and family through visits in the home; and extensive use of research in the field of child behavior. The seminar discussions will be concerned with characteristic and deviate behavior of young children and techniques of guidance.

594. THE FAMILY AND SOCIETY.

Prerequisite: Home Economics 293 or permission of the department.

A study of special problems of living together in the family

through the progressive stages of life; the beginning family, the growing family, the contracting family, the aging family.

HOME ECONOMICS EDUCATION

466. SCHOOL-COMMUNITY PROBLEMS IN HOME ECONOMICS EDUCATION.

Prerequisites: Education 204, and 295 or 305, and a general average of C.

A study of the responsibilities and activities of the home economics teacher in the extended school program. Consideration of such problems as planning and developing adult education programs, promoting and vitalizing home experiences, and developing guides for F.H.A. programs in typical communities in the State. Hours of observation and participation in selected communities to be arranged.

472. METHODS OF TEACHING HOMEMAKING IN THE SECONDARY SCHOOL.

Prerequisites: Education 204, and 295 or 305, and a general average of C.

An exploration of instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences with high school pupils and adults. Recognizing the relation of home economics to the entire school program and community. Selecting, evaluating, organizing and developing desirable teaching materials for adolescents and adults.

478. METHODS OF TEACHING NUTRITION.

Prerequisite: Education 305.

A study of the teaching of dietetics: analysis and evaluation of materials and methods for courses in dietetics.

481-482. APPRENTICE TEACHING IN HOMEMAKING EDUCATION.

Prerequisites: Education 472; a general average of C.

Gradual induction in assuming the responsibilities of the resident teacher, day school classes, extra curricular activities; contacts with the community; evaluation of all experiences in the apprentice center. A two-credit course.

483. CURRICULUM BUILDING IN HOMEMAKING EDUCATION.

Prerequisites: Education 481-82.

A study of the needs of different age groups of typical Georgia

communities and of the world today as a basis for planning programs of work suitable for various community groups.

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.

Prerequisite: Education 472, 481-2-3 or by permission of department.

This course deals with trends in home economics education, methods of teaching that are applicable to all areas of home economics, and methods of evaluating instruction in home economics.

564. METHODS OF HOME ECONOMICS ADULT EDUCATION.

Prerequisites: Education 472, 481-2-3 or permission of department.

Instruction will be devoted to use of research findings and recent trends in the promotion, organization, methods and materials for teaching adult homemaking classes. Informal methods of adult education will be studied. Students will observe and participate in the instruction of an adult program, and plans will be made for programs in their communities.

605. HOME ECONOMICS CURRICULUM PROBLEMS.

Prerequisites: Education 472, 481-2-3 or comparable course.

Focus will be given to principles of developing the home economics curriculum within the framework of the total school. The uses and values of action research as a way of curriculum study will be explored. Students will use research methods and techniques in working on curriculum problems of concern to them.

LIBRARY SCIENCE

Miss Satterfield (Chairman), Mrs. Bailey

The courses in library science are planned to educate librarians in accordance with the requirements of the Georgia Department of Education, the Southern Association of Colleges and Secondary Schools, and the American Library Association.

Library science, as a minor, may be combined with any major program.

Students with a minor in library science are qualified as school librarians and as semi-professional assistants in public, special, and college libraries.

Open only to juniors and seniors.

354. REFERENCE AND BIBLIOGRAPHY.

A course to provide the student with a working knowledge of a library as an information laboratory. Emphasis on the selection and use of books, periodicals, and other materials of interest to the school and the community.

355. CATALOGUING AND CLASSIFICATION

Instruction and practice in the elementary principles of cataloging and classifying books and other library materials.

356. ADMINISTRATION OF LIBRARIES.

Study of the technique needed for planning and organizing the library and making it function in the school and community. Includes directed observation and field work designed to give the student practical experience. It is recommended that this course follow Library Science 354 and 355.

358. READING GUIDANCE AND BOOK SELECTION.

Study of the principles used in evaluating and selecting books, magazines, and other materials for the small library, and of the methods used to stimulate reading.

MATHEMATICS

Miss Nelson (Chairman), Mrs. Nelson

The Department of Mathematics attempts to develop an understanding of the history and development of mathematics and a recognition of the importance of mathematics for the future development of our nation. Of paramount importance is the use of precise language and the practice of logical thinking.

Major Program: A major should include, in addition to the general education courses 222-201, the following: 323, 331, 340, 341, 342, 450. Those expecting to teach should also take 430 and, if possible, an elective in geometry.

Minor Program: A minor should include 323, 340 and two other senior division courses approved by the chairman of the department.

Science-Mathematics Major Program: The program consists of a minimum of ten courses in the area in addition to the requirements in general education. This program includes Mathematics 201, 222, 323, 340 and two additional approved courses; Biology 124, 125 or 226; Chemistry 104, 336; Physics 301, 302.

Professional Education: Students majoring in the department and who desire to teach must also register with the Department of Education in one of the approved programs required for certification. The science-mathematics major is specifically designed for the teacher education program.

100. FOUNDATIONS OF ARITHMETIC.

Designed to acquaint students taking only one course in mathematics with some of the history and basic concepts of arithmetic. Includes systems of numeration, number systems (counting numbers, whole numbers, rational numbers), mathematical systems, measurements, approximate numbers, etc.

222-201. COLLEGE ALGEBRA AND TRIGONOMETRY.

These two courses are integrated and should be taken in sequence. Topics covered include system of complex numbers, functions (exponential, logarithmic, and trigonometric), theory of equations, systems of equations, probability, sequences, inverse functions, and trigonometric equations.

300. CONCEPTS OF INFORMAL GEOMETRY.

To provide background material for those who know little geometry but will teach in the elementary grades. Such topics as sets, logic, abstractions, measurement, accuracy and precision, areas, volumes, etc. will be studied.

312. BUSINESS MATHEMATICS.

A course in business arithmetic and the more important aspects of the mathematics of finance: compound interest, annuities, sinking funds, amortization, bonds, insurance, and taxes.

331. PROBABILITY AND STATISTICS.

Designed to acquaint the student with the theory of probability and to apply probability to statistical theory. Recommended for non-mathematics majors.

323-340-341-342. CALCULUS WITH ANALYTIC GEOMETRY.

These four courses are also integrated and each is a prerequisite of those that follow. Topics include the derivative, with applications; conics; the integral; exponential, logarithmic, inverse trigonometric, and hyperbolic functions; polar coordinates; vectors; linear systems and matrices; partial derivatives; multiple integration; sequences and infinite series.

430. AN INTRODUCTION TO THE FOUNDATIONS AND FUNDAMENTAL CONCEPTS OF MATHEMATICS.

Planned especially for teachers and those who expect to teach. Included will be an introduction to set theory. The ideas of group, ring, and field will be developed. The main topics will be the real and complex number systems.

440. SEMINAR IN MATHEMATICS.

Prerequisite: If taken for graduate credit a student must have completed an undergraduate major in mathematics including a year of calculus. Teachers who have taught high school mathematics but who lack an undergraduate major may, with special permission from the instructor, enroll for undergraduate credit.

The purpose of the seminar is to provide an understanding of modern developments in the teaching of high school algebra and geometry and thus improve the instruction of these subjects at the secondary level. Content and curricula will be studied. Some of the basic concepts in algebra and geometry will be developed.

450. ABSTRACT ALGEBRA.

Algebraic proofs are stressed and it is hoped that students will

come to feel very much at home with abstractions and generalities. Some topics studied are: determinants, polynomials, homogeneous coordinates, matrices, linear dependence, linear equations, linear transformations, groups.

470. INTRODUCTION TO HIGHER GEOMETRY.

Prerequisite: Mathematics 341.

Designed to give the student some of the basic ideas and methods of higher geometry. Includes geometries associated with the projective group and the group of circular transformations.

501. ELEMENTARY NUMBER CONCEPT.

This course presupposes no knowledge of mathematics beyond high school level. The primary objective is to develop an understanding of the concepts and the language of mathematics as background for the elementary teacher. Among the topics to be studied are: Elementary Set Theory, Concept of Number, Systems of Numeration, Modular Systems, the Number System.

502. SEMINAR FOR ELEMENTARY TEACHERS.

The purpose of this seminar is to acquaint the student with trends and new methods of teaching arithmetic as developed by various experimental groups. Materials written by some of these groups will be studied in detail, in particular the *School Mathematics Study Group*, and the *University of Illinois Arithmetic Project* units. (Open to high school teachers with consent of instructor.)

560. COLLEGE GEOMETRY.

This course is planned primarily for teachers of secondary mathematics. The use of analysis is stressed along with geometric constructions. Transformations, harmonic ranges, and inversion are among the topics discussed.

MODERN FOREIGN LANGUAGES

Mr. Mangiafico (Chairman) Miss Akouka, Mr. Hamilton,
Mrs. Lafuente

The Department of Modern Languages offers five interrelated language programs, each consisting of a series of courses designed to achieve a specified purpose.

Basic Courses: 101, 102, 211, 212.

These courses are designed to enable the student to gain an adequate working knowledge of the language. They constitute: (1) the language sequence required for the AB degree, (2) the necessary prerequisite for the major program.

Major Programs

The major programs consist of the following sequences of courses:

French: 321, 322, 421, 422 and two additional courses at the senior college level. French 311 and 312 are strongly recommended for students who are planning to teach French. In any event the additional courses must be approved by the chairman of the department.

Spanish: 321, 322, 421, 422 and two additional courses at the senior college level. Spanish 311 and 312 are strongly recommended for students who are planning to teach Spanish. In any event the additional courses must be approved by the chairman of the department.

Minor Programs

French: 321, 322 and two additional courses at the senior college level. They must be approved by the chairman of the department.

Spanish: 321, 322 and two additional courses at the senior college level. They must be approved by the chairman of the department.

These courses sequences are designed to give the student: (1) a knowledge of the main trends in the literature of the language and an understanding to the culture of the people with interpretative reading of literary masterpieces, (2) the ability to understand the spoken language of native speed, and to express her-

self with a proportionate increase in oral fluency, (3) a sound preparation for graduate work in the field.

Intensive Program

In the summer, the department offers a program of intensive study in Spanish conducted exclusively in the language and designed to enable the student to achieve a high degree of fluency in the oral use of the language and a corresponding mastery of all other forms.

This work carries a credit value of 10 quarter hours applicable toward the major or toward the graduate program.

NDEA Summer Institute

In the summer of 1962, The Woman's College of Georgia, in cooperation with the United States Office of Education and under the sponsorship of the National Defense Education Act of 1958, will again hold an Institute for secondary school teachers of French and Spanish.

The curriculum will consist of a closely integrated program of formal and informal activities, including: Structural Linguistics Civilization, Conversation, Composition, Transcription, Pattern Drills, and Methods of Teaching French and Spanish.

Major in Foreign Service

The Department of Modern Foreign Languages and the Department of History and Political Science offer an inter-departmental major in Foreign Service. At present this major is offered in the Spanish-American area.

Elementary Education Program in Spanish

The department also offers a sequence of four courses for elementary education majors designed to enable the classroom teacher to conduct Spanish classes in the elementary grades 3-6. The method and techniques used are the same as those used in the elementary classes.

FRENCH

101-102. ELEMENTARY FRENCH.

The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary French prose.

211, 213. INTERMEDIATE FRENCH.

Designed to help the student acquire some ease in expressing herself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar.

301. ADVANCED FRENCH READINGS.

Designed to increase the student's facility in reading French classics and to prepare her to participate readily in literature courses conducted exclusively in the language. Reading of representative French novels, plays and poetry.

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. Designed especially for prospective teachers of French.

312. FRENCH CONVERSATION AND COMPOSITION.

An intensive drill in oral and written French with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Designed especially for prospective teachers of French.

321, 322. SURVEY OF FRENCH LITERATURE.

A study of the development of French literature from the beginning to the present day. Study of principal trends. Reading of representative authors.

421. LITERATURE OF THE CLASSICAL PERIOD.

A study of French literature of the seventeenth and eighteenth centuries.

422. LITERATURE OF THE NINETEENTH CENTURY.

A study of French literature of the nineteenth century. Reading of representative authors.

423. CONTEMPORARY FRENCH DRAMA.

A study of the French drama in the twentieth century with emphasis on the last twenty-five years.

434. THE EARLY FRENCH NOVEL.

A study of the novel in France from its earlier manifestations through the eighteenth century.

435. THE NOVEL SINCE 1800.

A study of the French novel in the nineteenth and twentieth centuries.

SPANISH

101-102. ELEMENTARY SPANISH.

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary Spanish prose.

211, 212. INTERMEDIATE SPANISH.

Designed to help the student acquire some ease in expressing herself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar.

301. ADVANCED SPANISH READINGS.

Designed to increase the student's facility in reading Spanish classics and to prepare her to participate readily in literature courses conducted exclusively in the language. Reading of representative Spanish novels, plays and poetry.

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. Designed especially for prospective teachers of Spanish.

312. SPANISH CONVERSATION AND COMPOSITION.

An intensive drill in oral and written Spanish with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Designed especially for prospective teachers of Spanish.

321, 322. SURVEY OF SPANISH LITERATURE.

A study of the development of Spanish literature from the beginning to the present day. Study of principal trends. Reading of representative authors.

421. LITERATURE OF THE GOLDEN AGE.

A study of representative authors of the Golden Age with emphasis on Cervantes.

422. LITERATURE OF THE NINETEENTH CENTURY.

A study of the literature of the nineteenth century with emphasis on the novel.

438. SPANISH-AMERICAN CULTURE AND CIVILIZATION.

A study of Spanish-American culture through its literature and folklore.

440. CONTEMPORARY HISPANIC LITERATURE.

A study of Spanish and Spanish-American literature since 1898.

450. SEMINAR IN CONTEMPORARY LATIN AMERICAN CULTURE AND INTER-AMERICAN RELATIONS.

A study of the culture of the Latin American peoples in the light of the various ethnical, economic and social factors that have influenced the cultural development of each people and therefore of Inter-American relations. Traditional problems and their role in shaping United States Inter-American policies.

SPANISH PROGRAM FOR MAJORS IN ELEMENTARY EDUCATION

SPANISH 101-E, 102-E, 103-E.

Designed to enable the classroom teacher to conduct Spanish classes in the elementary grades 3-6. Conversations, pattern drills, songs, games, basic concepts of culture. Method and techniques used will be the same as those used in the elementary classes.

SPANISH 104-E.

A study of the various methods approved for elementary school language classes. Practice in developing follow-up pattern drills and conversation based on content of TV classes.

INTENSIVE PROGRAMS OF STUDY IN SPANISH

These programs are offered only in the summer.

1. *Elementary Program*

Designed primarily for those who have no knowledge or a very limited knowledge of the language and for those who wish to prepare to teach Spanish in the elementary school.

IN-111. BASIC SPANISH CONVERSATION.

The first week will be devoted exclusively to the intensive development of a conversational pattern which will enable even the beginner to express himself in Spanish sufficiently to communicate simple ideas and to understand the teachers' careful explanations in his courses, which will be conducted in Spanish. Many hours of laboratory practice will be required of students in the Elementary Program.

IN-112. ESSENTIALS OF GRAMMAR AND READING.

IN-112a. LABORATORY PRACTICE FOR SPANISH IN-112.

IN-120. CONTINUATION OF SPANISH IN-111.

Conversation, composition and pronunciation.

IN-120a. LABORATORY PRACTICE FOR SPANISH IN-120.**IN-130. METHODS OF TEACHING SPANISH IN THE ELEMENTARY SCHOOL.**

The analysis of the most successful methods used in the teaching of Spanish in the elementary school. Students will be given the opportunity for observation and practice teaching.

2. *Intermediate Program*

For students who have an elementary knowledge of Spanish.

IN-222. GRAMMAR AND READING.

A formal study of the essentials of Spanish grammar.

IN-222a. LABORATORY PRACTICE FOR SPANISH IN-222.**IN-223. CONVERSATION, COMPOSITION, PRONUNCIATION AND VOCABULARY-BUILDING.****IN-223a. LABORATORY PRACTICE FOR SPANISH IN-223.****IN-224. STUDY OF HISPANIC CULTURE.**

Folklore, dance, songs.

The Intermediate Program will be accepted in lieu of Spanish 211 and 212.

3. *Program for High School Teachers of Spanish***IN-521. GRAMMAR AND LINGUISTICS.**

A thorough study of the more complicated syntactical structures. Typical difficulties met by American students in the use of constructions as they vary from the basic principles of Spanish grammar.

IN-522. PRONUNCIATION AND PHONETICS.

Analysis of typical difficulties in pronunciation and diction conditioned by the student's native speech.

IN-523. METHODS OF TEACHING SPANISH.

The teaching of Spanish at high school and college levels. A thorough study of the laboratory method of teaching languages. This course will include a study of existing laboratories.

IN-524. DEVELOPMENT OF HISPANIC CULTURE.

A study of the culture of Spain and the various Spanish-American countries.

The courses that constitute this program are also offered in the summer as individual courses for seniors and graduate students. For a more complete description of courses at graduate level, see the summer catalogue and brochure on graduate courses.

GERMAN**101-102. ELEMENTARY GERMAN.**

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary German prose.

211, 212. INTERMEDIATE GERMAN.

Designed to help the student acquire some ease in expressing herself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar.

COURSES FOR THE FOREIGN SERVICE MAJOR

A major in Inter-American Relations consists of the following courses:

History 307, 308.....	The United States
Political Science 421.....	Comparative Government
History 423.....	Latin America
General Business 307.....	Business Law
Political Science 450.....	International Law
Economics 301.....	Principles of Economics
Spanish 450.....	Seminar in Latin American Culture and Inter-American Relations

Proficiency in the use of the Spanish Language is required.

Mr. Bonner (Chairman)
Staff of Spanish and History Departments

MUSIC

Mr. Noah (Chairman), Miss Benton, Mr. Etheridge,
Miss Underwood, Miss Jenkins, Mr. Lamb, Miss White

The objectives of the Department of Music are designed to meet the needs for competent vocal and instrumental students of music whose desire is to qualify as teachers or supervisors of music in the public schools; to specialize in some instrument as a means toward performance or teaching; or to prepare for graduate study toward a master's degree in music.

The Department also attempts to meet the music needs of (1) students majoring in the field of elementary education; (2) students majoring in one of the academic fields and desiring to minor in music; and (3) students desiring to broaden their cultural background.

The Woman's College of Georgia is a member of the National Association of Schools of Music.

Bachelor of Science in Music Education: The program is designed to meet the needs of those students who are preparing to teach or supervise music in the public schools. A course of study may be found on page 71.

Bachelor of Arts (with a major in music): The program emphasizes the cultural rather than the professional aspects of music. All completed courses in music are transferable to other accredited college music departments. Should a student intend after graduation to initiate her graduate study toward a master's degree in music, attention is called to the fact that the standards set up by the Music Department must be met as a prerequisite.

ATTENDANCE REQUIREMENTS

All music majors shall (1) participate in a vocal or instrumental ensemble during their residence in college, and (2) attend Allegro Club meetings, faculty and student recitals, and special concerts at the college during the year. A complete attendance record is a prerequisite to graduation.

HISTORY AND LITERATURE OF MUSIC

100. INTRODUCTION TO MUSIC.

A study of various types and forms of music as a means of increasing the student's understanding and enjoyment. Designed for the general college student only. Five periods a week. Five hours credit.

300. APPRECIATION OF MUSIC.

A study of the fundamental principles of intelligent listening and the technique of developing discrimination in and deepening appreciation of the world's great music. The purpose of the course is to stimulate the enjoyment of music rather than to accumulate a body of facts. Not open to students who have had Music 100. Five periods a week. Five hours credit.

340-341-342. HISTORY OF MUSIC.

A general survey of the development of music from the primitive era to the present. The great composers and compositions of the Classical, Romantic and Modern periods are studied by use of recordings. Three periods a week. Three hours credit each quarter.

400. SURVEY OF MUSIC LITERATURE.

A survey of style characteristics of periods, forms, and types of music of individual composers through a study of representative musical compositions. The course is motivated by means of lectures, class and individual projects, outside reading and music analysis. Five hours a week. Five hours credit.

258-259. ELEMENTARY THEORY.

A study of the fundamentals of music structure, terminology and pitch recognition. A composite course relating theory, harmony, sight singing, melodic and harmonic dictation and written and keyboard harmony. Designed to coordinate the visual, aural and mental factors involved in well-rounded musicianship. Four periods a week. Four hours credit each quarter.

260-261-262. INTERMEDIATE THEORY.

Continuation of Elementary Theory with emphasis on aural, keyboard, analytical and compositional procedures. Includes the study of non-harmonic tones, modulations, altered chords and chromatic harmonies. Four periods a week. Four hours credit each quarter.

363-364. COUNTERPOINT.

Counterpoint is approached through species. Two-part, three-part and four-part counterpoint is explored with emphasis on

the value and practical application to public school music. Three hours a week. Three hours credit each quarter.

365. FORM AND ANALYSIS.

The following facets of form are touched upon: the musical phrase, song forms and their application to the march and dance, contrapuntal forms, the suite, theme and variations, the rondo, the sonata, vocal forms, accompaniment in its stylistic and formal significance, canon, fugue, concerto and symphony. Listening to scores and musical diagramming. Harmonic analysis of compositions. Three hours a week. Three hours credit.

CONDUCTING, CHORAL AND INSTRUMENTAL INSTRUCTION

116. A, B, C. CLASS INSTRUCTION IN VOICE.

The study of fundamentals of breathing, vowel and consonant production, phrasing, development of good tone, correct posture, proper diction and interpretation of simple song classics. Four periods a week. Two hours credit each quarter.

119-319. A, B, C. CLASS INSTRUCTION IN PIANO.

The purpose of group piano instruction is to introduce the student to piano study. Meeting in small groups, students have the opportunity of exploring together the study of piano and developing their capacities in the field of piano. Group piano instruction is concerned with (1) promoting musical growth of the individual, (2) seeking to know and understand the basic fundamentals of music, (3) acquiring piano skill, (4) striving for artistic self-expression, and (5) developing functional ideas and practical use of employing piano playing in public school classrooms. Two periods a week. Two hours credit each quarter.

210, 211; 310, 311, A, B, C. CHORAL AND INSTRUMENTAL INSTRUCTION.

The study and performance of choral and instrumental literature. Designed to give students a wide experience in the art of ensemble singing and playing with particular emphasis on public appearance and staging. General college students may elect the courses for credit after one year of participation. One hour each week for one quarter is devoted to the study of music fundamentals in addition to the regular rehearsals for the general college student who selects the courses for credit. Three hours a week. One hour credit each quarter.

213-214-215. CLASS INSTRUCTION IN BRASS; WOODWIND, PERCUSSION AND STRING INSTRUMENTS.

A laboratory course in the instruments of the band and orchestra which is designed to give the student a working knowledge of the standard instruments used in small bands and orchestras. Stress is placed on materials of teaching, fundamentals of tone production, embouchure, bow technique, care of the minor repairs for the standard band and orchestra instruments. Actual playing of easy melodies and band parts is experienced by the student. All necessary instruments and books are furnished. Reeds are supplied by the student. Strings are replaced by the student after the second breakage and remain on the instrument as replaced furnished equipment. Four periods a week. Two hours credit each quarter.

327. A, B, C. MATERIALS AND METHODS FOR PIANO TEACHING.

Modern piano methods; piano literature with special emphasis on selection and organization of materials for teaching; application of methods through supervised practice teaching. One hour a week. One hour credit each quarter.

380. A, B, C. CONDUCTING.

A course which attempts to integrate all the elements of the language of music with the processes of conducting. The student is taught the skills of the hands and the use of the baton as a means of maintaining a proficient performing unit and the skill in the science of re-creating in performance choral and instrumental compositions at all levels. Two periods a week. Two hours credit each quarter.

MUSIC EDUCATION**321. MUSIC IN THE ELEMENTARY SCHOOL.**

This course seeks to develop desirable attitudes and skills in prospective teachers by providing experiences in music that are appropriate for the classroom. Emphasis is placed upon personal enjoyment through participation in music, study of materials, and the acquirement of sufficient knowledge and skills in classroom music. Required for the Bachelor of Science degree in Elementary Education. Five hours a week. Five hours credit.

330-331. MUSIC IN THE LOWER AND UPPER GRADES.

For music majors who plan to teach or supervise music. Careful analysis and evaluation of music materials and methods for developing and maintaining a desirable program in the elemen-

tary school. The first course centers around musical experiences for young children; the second course is designed for the upper grades. Three hours a week. Three hours credit each quarter.

332. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.

For music majors only. A study of the organization, development and maintenance of a balanced high school music program. Stress is put on study and evaluation of the many materials available and varied methods of presentation. Three hours a week. Three hours credit.

415-16-17. STUDENT TEACHING IN MUSIC EDUCATION.

For description of course, see data regarding Education 415-16-17.

APPLIED MUSIC

The serious study of applied music is considered an essential factor in education. Each student preparing for music teaching is required to specialize in one instrument and become efficient on a secondary instrument during her undergraduate study. A creditable performance in piano and voice is required for graduation.

Credit in applied music is based on instruction and supervised practice. One hour credit represents one individual lesson and a minimum of five hours of practice per week; two hours of credit represent two individual lessons and a minimum of ten hours practice per week. In all cases credit is established through individual progress reports heard at the close of each quarter by the music faculty. The credit is also based on performance standards and satisfactory progress. (See p. 36 under "Music Fees.")

CERTIFICATE OF PROFICIENCY

Any student who specializes on any solo instrument during her four years of college and completes the prescribed program will receive a Certificate of Proficiency in that instrument. The candidate must give (1) a partial recital in the junior year, (2) a complete public recital in the senior year, and take (3) a performer's examination which will be heard and approved by the music faculty. The Certificate of Proficiency may be awarded in addition to the Bachelor of Science degree in Music Education or the Bachelor of Arts degree with a major in music.

MUSIC EDUCATION FUNCTIONAL PIANO REQUIREMENTS

A comprehensive examination in piano shall be approved by the music faculty before the candidate in music education enters student teaching. The examination includes the ability to play songs of the type found in a standard assembly song book and to play piano accompaniments for simple songs and pieces of the type used for school rhythmic activities.

PIANO

103-203. A, B, C. ELEMENTARY PIANO.

These courses are designed mainly for music education majors as preparation for the comprehensive examination mentioned above. General college students who are beginners or have had some piano study may elect these courses for credit. One or two hours credit each quarter.

One to two hours of credit may be elected from the following applied music courses each quarter.

303-403-503-603. A, B, C. Piano

205-305-405-505. A, B, C. Voice

109-209-309-409. A, B, C. Organ

BAND AND ORCHESTRA INSTRUMENTS

120-220-320-420. A, B, C. Baritone

121-221-321-421. A, B, C. Bassoon

122-222-322-422. A, B, C. Clarinet

123-223-323-423. A, B, C. Cornet or Trumpet

124-224-324-424. A, B, C. Flute or Piccolo

125-225-325-425. A, B, C. French Horn

126-226-326-426. A, B, C. Oboe or English Horn

127-227-327-427. A, B, C. Percussion

128-228-328-428. A, B, C. Saxophone

129-229-329-429. A, B, C. Sousaphone or Tuba

131-231-331-431. A, B, C. Trombone

132-232-332-432. A, B, C. Violin

133-233-333-433. A, B, C. Viola

134-234-334-434. A, B, C. Violoncello

135-235-335-435. A, B, C. Stringed Bass

MUSIC ACTIVITIES

Milledgeville College Choir

This organization is made up of approximately sixty students. Auditions are scheduled at the opening of the fall quarter. Rehearsals are held three times weekly for the purpose of reading

and memorizing a large amount of musical literature from Pales-trina to the present. The chorus offers Handel's "Messiah" in December, a major oratorio in April, and an operetta or musical comedy in May. Tours are made during the winter quarter throughout Georgia and to some distant point such as Miami, New Orleans or New York.

College Chorus

This non-credit organization is open to all students interested in the enjoyment and musical growth afforded by the singing of varied materials. Some experience is desirable but not required. One hour rehearsal per week.

Instrumental Ensemble

Opportunity is provided to students to participate according to their interest and ability in the various woodwind, brass, string and small mixed ensembles.

Allegro Club

This organization is open to music majors and minors. Meetings are held twice each month and are composed of recitals, discussions of state, regional and national music problems and of other activities that concern the needs of the music program.

PHILOSOPHY

(See Art, Philosophy, and Religion)

PHYSICAL EDUCATION

(See Health and Physical Education)

PHYSICAL SCIENCE

(See Chemistry and Physics)

PHYSICS

(See Chemistry and Physics)

POLITICAL SCIENCE

(See History and Political Science)

RELIGION

(See Art, Philosophy, and Religion)

PSYCHOLOGY

Mrs. Hicks (Chairman), Mr. Cheek, Mr. Wildman

Courses in the Department of Psychology are designed to give the student a better understanding of human motivation and behavior; to help him become conversant with leading psychologists of the past and present and familiar with various techniques of intelligence and personality assessment; and to give the student fundamental training and experience necessary for graduate work or for professional and vocational activities in psychology and related fields.

The department offers both a major and minor in psychology. A major consists of a minimum of six courses in the field; a minor consists of a minimum of four.

Major Program: The following courses are to be included in the major program: Psychology 201, 448, 463. Psychology 456 is highly recommended (as well as one foreign language). The other courses may be approved according to the individual needs and interests of the student.

Minor Program: For the minor program only Psychology 201 is required. Other courses are approved in relation to the student's major field.

100. THE STUDY LABORATORY.

External conditions favorable for study; the preparation of an assignment; making an effective schedule for study; the techniques of note taking; the use of the library; techniques for increasing speed and comprehension in reading. Each student will be carried through a complete, individual counseling program.

201. PRINCIPLES OF GENERAL PSYCHOLOGY.

The aims of psychology; individual differences; the measurements of intelligence; intelligence and success; the nervous system; effective means of learning; economy in memorizing; factors in personality.

250. THE PSYCHOLOGY OF PERSONALITY AND ADJUSTMENT.

This course is an introduction to the psychology of character and personality development and the adjustment problems of the individual in group relations. Some of the practical problems

studied are: (1) the application of principles of learning and of mental hygiene to the solution of personal conflicts and personality maladjustments; and (2) the relation of motives, goals and purposive behavior to morale.

323. PSYCHOLOGY OF CHILDHOOD.

What the child inherits; mental ability; effect of early home conditions; physical growth and health; intelligence and how it develops; regulating emotional behavior; the social education of the child.

432. PSYCHOLOGY OF ADOLESCENCE.

The study of physical, mental and emotional life from puberty to maturity and the influence of this growth period on habits, interests and social adjustments. Special emphasis on factors in home and school life that influence adolescent behavior and personality.

437. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.

The concept of general intelligence and its measurement; the gifted child; special types of feeble-mindedness; major speech disorders; the left-handed child; the psychoneurotic child; the blind child; the deaf child; the psychopathic child; special types of gifted children.

448. PRINCIPLES OF ABNORMAL PSYCHOLOGY.

The conditions which may cause mental and emotional disorders. The following topics will receive consideration: the signs and causes of mental disorders; motor disorders; sleep and dreams; disorders of regression; mild mental disorders; compensatory disorders.

452. PSYCHOLOGY OF SOCIAL BEHAVIOR.

Scope of social psychology; motivation; social incentives; the behavior of crowds; propaganda; leadership; the social significance of age; juvenile delinquency; psychological aspects of war; brainwashing; the measurement of social attitudes.

454. INDEPENDENT STUDY.

An opportunity for advanced study in the history of the development of psychology as a science and its theories and systems as applied to learning and personality development. Open to psychology majors with the approval of the head of the department and the Dean of Instruction.

456. EVALUATION AND MEASUREMENTS.

A practical course designed to develop a working knowledge of standardized tests. Basic statistical methods are included to provide an adequate foundation for interpretation in the field of measurements.

463. PSYCHOLOGY OF PERSONALITY.

The origins of behavior; motivation; the organic factors in personality; the development of personality traits; personality types; body build and personality; multiple personality; treatment of personality difficulties; the social factors in personality; the measurement of personality traits.

464. INTRODUCTION TO CLINICAL PSYCHOLOGY.

A survey of psychological methods and procedures used in a clinical setting, including appraisal of capacity, evaluation of personality, case diagnosis, and therapy. The course includes lectures, seminars, clinics, and a practicum at Milledgeville State Hospital. Open to qualified seniors and graduate students. (Offered in the Summer School only.)

SPEECH

(See English and Speech)

SOCIOLOGY

(See Economics, Geography, and Sociology)

SPANISH

(See Modern Foreign Languages)

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THE UNIVERSITY OF CHICAGO

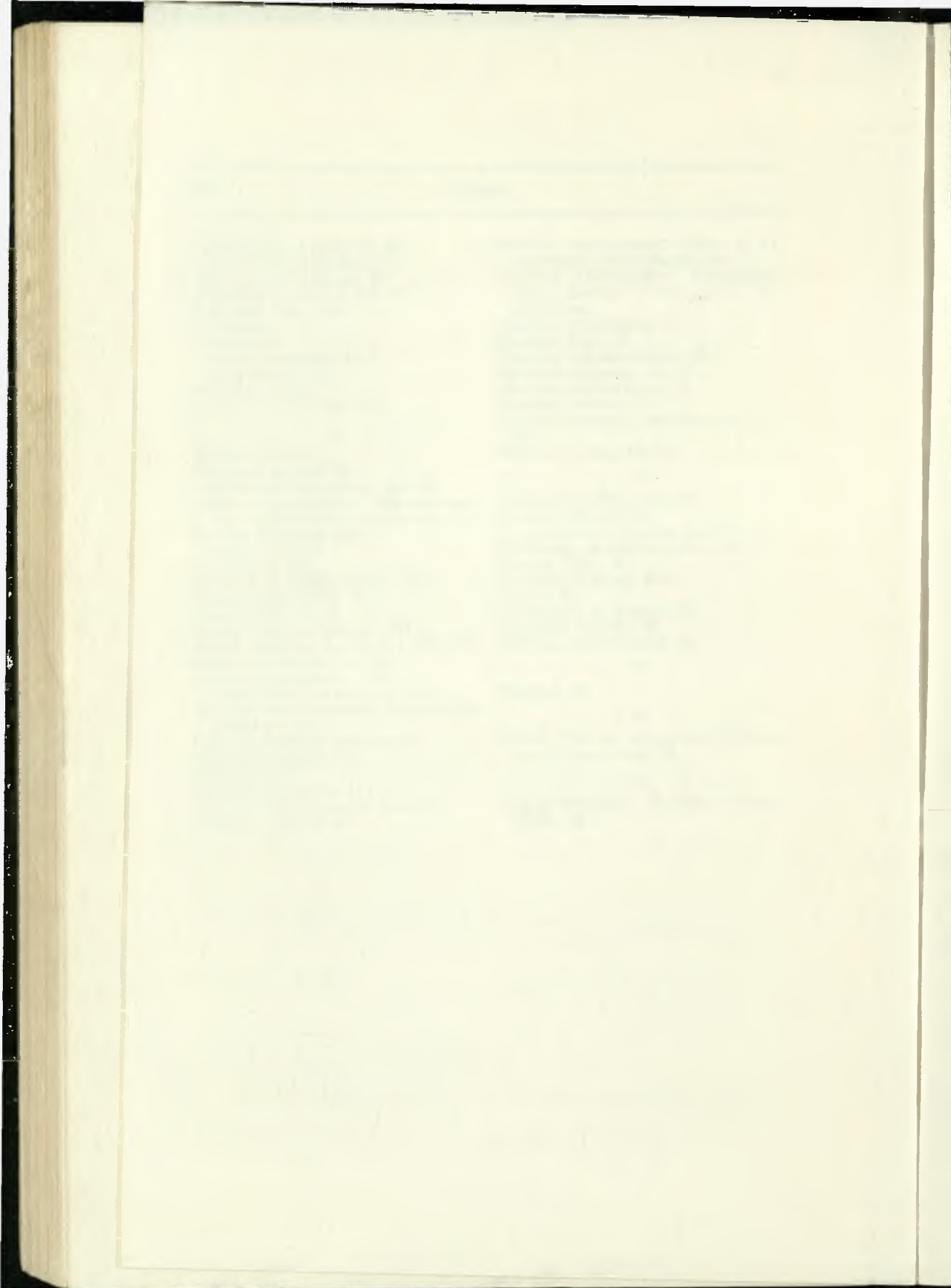
Department of Chemistry
Chicago, Illinois

A student of the University of Chicago, who has been
employed in the laboratory of the Department of Chemistry
for the past year, has been engaged in the study of the
properties of the various types of organic compounds.

The student has been engaged in the study of the
properties of the various types of organic compounds
and has been engaged in the study of the properties of the
various types of organic compounds.

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APPLICATION FOR ADMISSION

THE WOMAN'S COLLEGE OF GEORGIA

Milledgeville, Georgia

This application should be accompanied by a \$25.00 Registration Deposit (make checks payable to: The Woman's College of Georgia).

Mail this application and deposit to: The Registrar, The Woman's College of Georgia, Milledgeville, Georgia.

Date_____ 19____

1. Name in full_____

Last Name

First Name

Middle Name

2. Home address_____

Number and street (or R.F.D.)

Town or City

State

County

3. Place of birth_____

Town or City

State

Date of birth_____

Month

Day

Year

4. When do you expect to enter The Woman's College of Georgia? September____ January____ March____ June____ 196____.

5. Full name of father or guardian_____

6. Full name of mother or guardian_____

7. Parents' occupation_____

8. Church membership or preference.....

9. Name of high school attended.....

Name

Location

Name of Principal

Date of diploma or expected diploma

10. Names of any colleges attended.

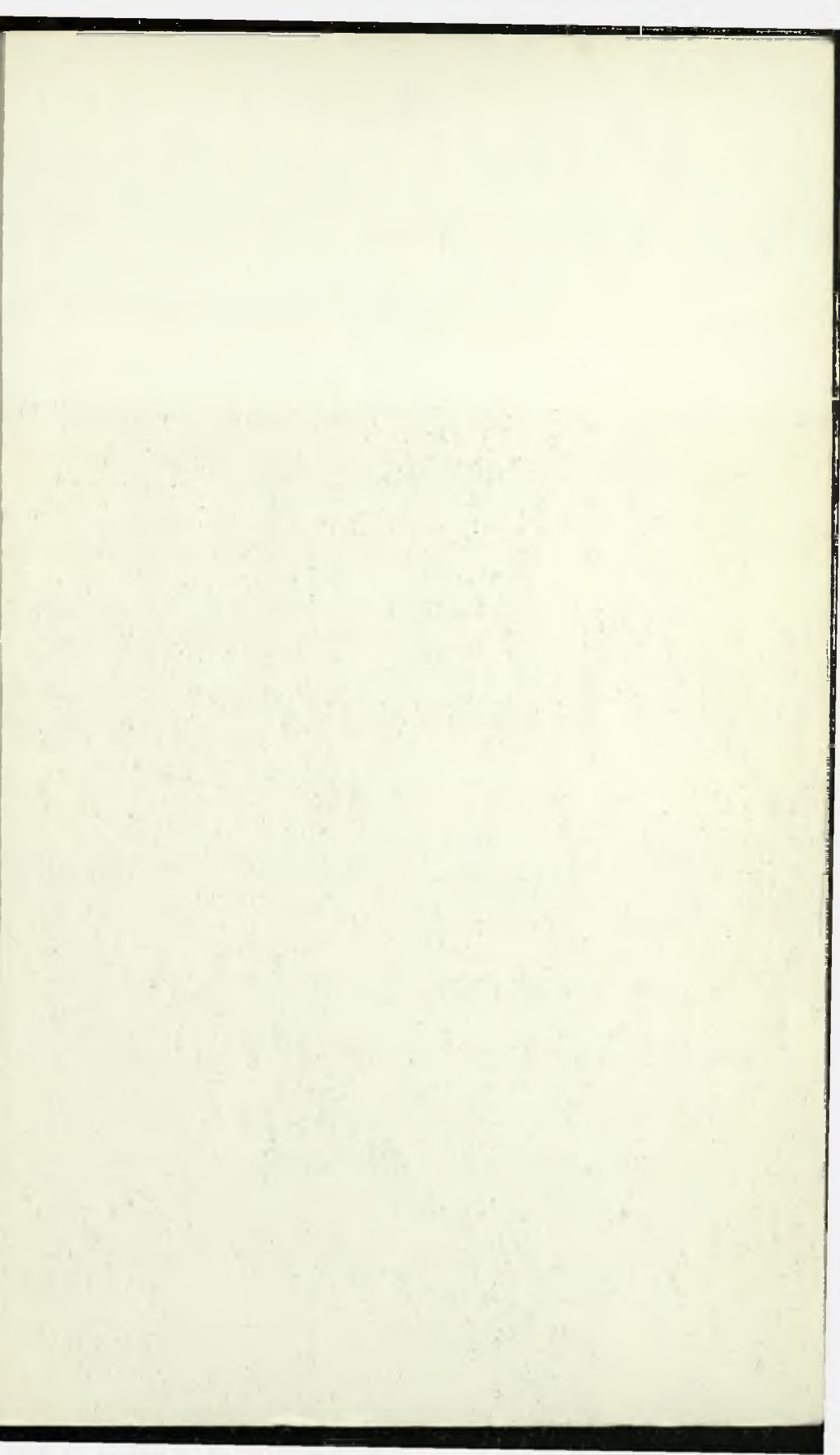
College

Location

Dates of attendance

11. Check one or more of the following college interest areas for which you have a preference:

- | | |
|---|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Institutional Management (Dietetics) |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Library Science |
| <input type="checkbox"/> Business Education | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> General Business | <input type="checkbox"/> Medical Record Library Science |
| <input type="checkbox"/> Secretarial | <input type="checkbox"/> Medical Technology |
| <input type="checkbox"/> Secretarial (Two years) | <input type="checkbox"/> Modern Dance |
| <input type="checkbox"/> Business Machines (Two years) | <input type="checkbox"/> Music |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Education, Elementary | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Education, High School | <input type="checkbox"/> Physical Therapy |
| <input type="checkbox"/> Education, Nursery School-Kindergarten | <input type="checkbox"/> Physics |
| <input type="checkbox"/> English | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> Foreign Service | <input type="checkbox"/> Pre-Medical |
| <input type="checkbox"/> French | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> German | <input type="checkbox"/> Social Science |
| <input type="checkbox"/> Health | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> History | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Homemaking Education | <input type="checkbox"/> Speech |



The Woman's College of Georgia is fully accredited by the Southern Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education. The College is a member of the Association of American Colleges, the American Council on Education, the National Association of Schools of Music, and the Georgia Association of Colleges. Degree graduates of the College are eligible for membership in the American Association of University Women.

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