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PREFACE

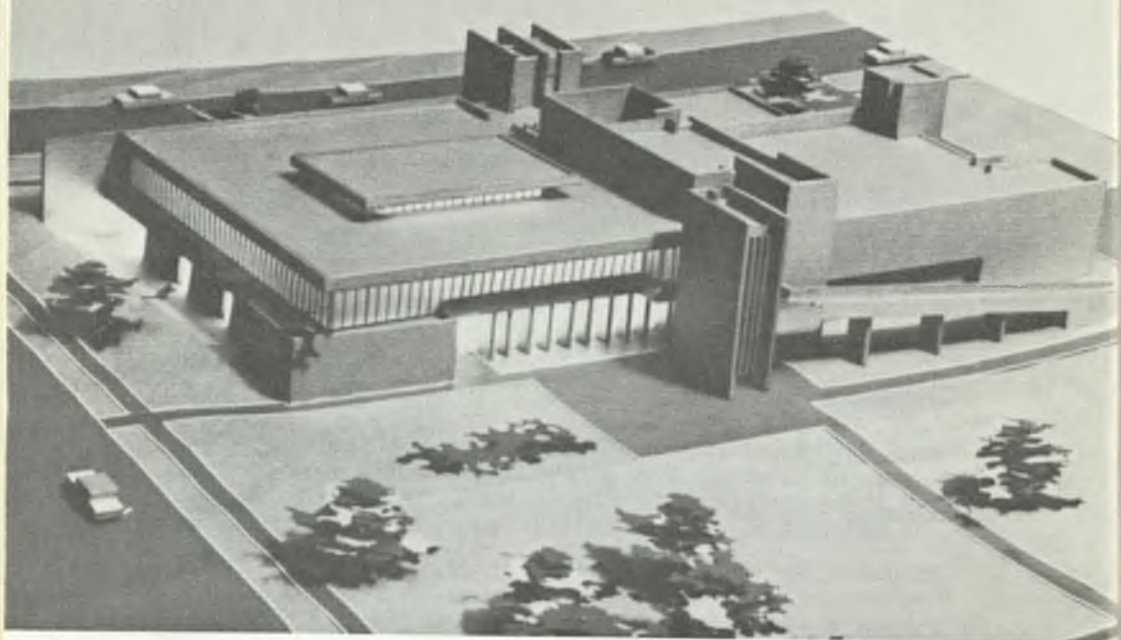
This catalogue is primarily for the prospective student, his parents, and his high school counselors. It is the belief of those who prepared it that all the material will prove important to some prospective students and that most of it will be important to every new student.

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 Georgia College at Milledgeville.

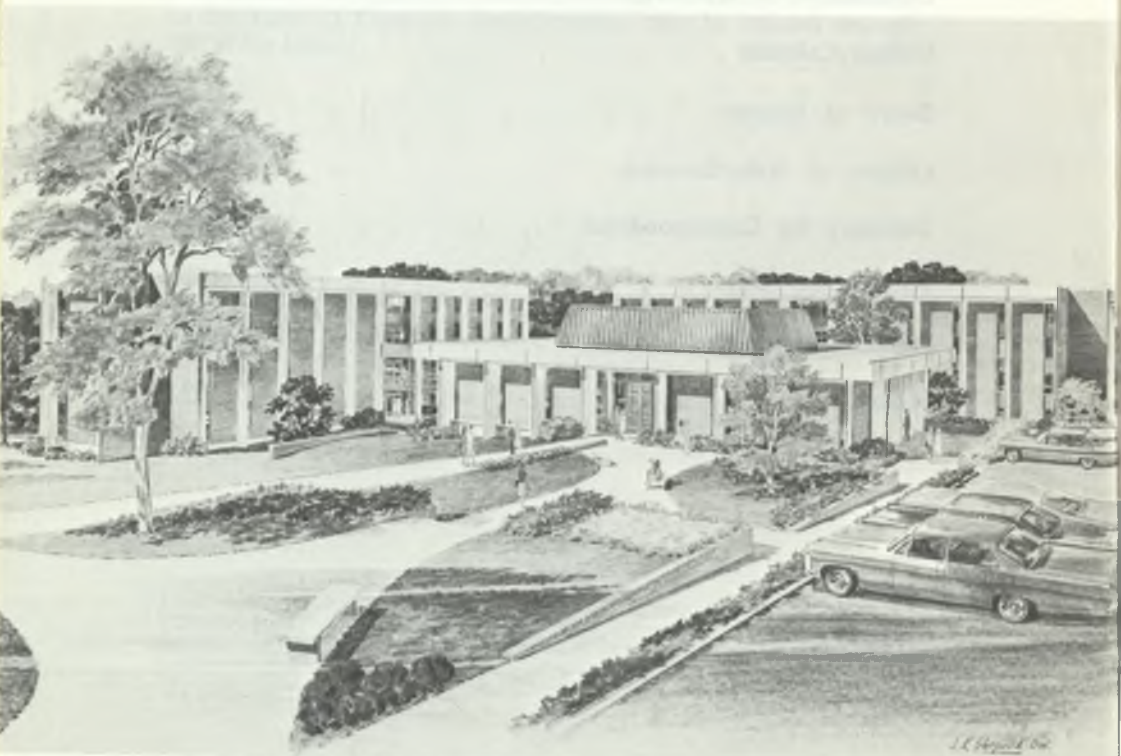
Important divisions of information may be found by referring to the Table of Contents. Specific topics may be located through use of the Index.

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Architect's concept of proposed new 400-student coeducational dormitory complex.



Model of proposed new 1.5 million dollar College Union Building.

GENERAL INFORMATION

HISTORY

The home of Georgia College at Milledgeville is on the fall line of the Oconee River, less than a dozen miles from the geographic center of Georgia. It is approximately one hundred miles from Augusta, Atlanta, Albany, and Columbus, and thirty miles from Macon. The town, which has a population of over eighteen thousand, 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 travelers, among them the Marquis de LaFayette and Sir Charles Lyell. Although the town was in the heart of the "Burnt Country" 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 College. The Mansion, completed in 1838, is the official residence of the president of the College. 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, now the Georgia Institute of Technology, at Atlanta, chartered in 1885, and the Georgia Normal and Industrial College, at Milledgeville, chartered in 1889, 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, and the first degree was granted in 1921. 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. In 1961 the name was again changed to The Woman's College of Georgia. With these changes came a broader academic and professional program.

In January, 1967 the Board of Regents of the University System of Georgia authorized The Woman's College of Georgia to admit men students in the 1967-68 fiscal year, to expand its curriculum and physical facilities, and to provide residence halls for men. Non-dormitory men students were admitted, however, to regular undergraduate classes for the first time in the Spring Quarter, 1967. The new name, Georgia College at Milledgeville, was adopted by the Board later in March, 1967.

These last changes make available a senior college for both men and women students in the middle Georgia area. The institution continues to draw students from the state and nation as well as throughout the world.

A graduate program was initiated in the summer of 1958, and the first Master of Education degree was granted in 1959. The first courses in the Master of Business Administration degree program were offered in the winter quarter of 1969.

Since January, 1932, the College 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, Dr. Henry King Stanford, and Dr. Robert E. Lee. Dr. J. Whitney Bunting assumed the presidency on January 1, 1968.

GENERAL OBJECTIVES

Georgia College at Milledgeville attempts to fulfill its obligations to its students through emphasis on three major divisions of human learning and activity: general culture, effective citizenship, and professional competence. Education must introduce the student to the vast store of knowledge that represents man's gleanings from the ages. Whatever the student's field of interest, he must know enough of scientific method to respect the objective approach. He 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 his own emotional nature in particular. Liberal education seeks to enrich living through an 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 not only his means of livelihood, but also represents a service to his community. The college graduate has the educational background to enable him to learn to do the work of his choice. Specific training for a variety of professions is given at Georgia College.

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 its professional 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 Corinthian columns and limestone trim and



Architect's drawing of 1 million dollar addition to the Charles H. Herty Science Hall.

the majority of them situated on the main campus. Of these, seven are residence halls.

Lake Laurel contains a fifteen-acre lake providing facilities for boating, swimming, and fishing. A clubhouse is available for parties, picnics, student-organization meetings and overnight student campers.

The Charles H. Herty Science Hall has many features which make for enriched experience in basic and applied science. Well-equipped laboratories have been designed for the specialized fields. 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 Department of History and Political Science and the Department of Sociology. 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 over 1,000 and is equipped with an excellent stage, a public address system,

and a concert organ. Of special interest is the carillon, made possible by a 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. Harris Chappell.

Chappell Hall, occupied in 1963 by the Home Economics Department, is a two-story concrete frame structure, brick with cast-stone trim. The building contains 32,000 square feet and is completely air-conditioned. Among the finest buildings in The University System of Georgia, it contains classrooms and offices, modern food, nutrition, clothing and textile laboratories, varied facilities for house furnishings, a small auditorium, and a testing laboratory for home appliances. The most modern facilities and equipment for teaching home economics and related disciplines are available to the student and instructor.

Lanier Hall, facing the main entrance to the campus, houses the Department of English, the Department of Business Administration and Economics, and the Department of Mathematics.

The Education Building, situated behind the Library and facing Montgomery Street, is headquarters for the Department of Education and the Department of Psychology. In addition to classrooms and offices, there are in this building the curriculum laboratory, and an audio-visual machines room.

The Peabody Laboratory School, located across the street from Parks Memorial Infirmary, 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 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 and Physical Education Building houses the Department of Health, Physical Education, and Recreation. The accommodations include a large gymnasium, a swimming pool, a dance studio, a lounge room, showers, dressing rooms, classrooms, staff offices, and the office of the Recreation Association.

The Anthony Porter Fine Arts Building, home of the Department of Art and the Department of Music, 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, an art gallery, a ceramic

laboratory, and art studios. The building was erected in memory of the late Anthony Porter of Savannah.

The Institute of Languages Building is a unit between Lanier Hall and the Education Building. It contains a 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. The second floor of this building contains offices for twenty-two faculty members.

Parks Memorial Infirmary 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 treatment of ordinary diseases.

The Governor's Mansion, the historic and stately home of Georgia's governors from 1839-1868, is the home of the president of the College. As such, it is a unit of the college plant. The Mansion was re-opened for public viewing in September, 1967, following two years of restoration and renovation. A tour of the building includes the ground and first floors. The ground floor includes the kitchen, with its fireplace and hearth, original to the earliest days of the Mansion. The first floor contains the parlor, entrance hall, dining room, library, and drawing room. The drawing room is sixty feet long and is distinguished by two black Italian marble mantels original to the house. The building's most commanding feature is the central rotunda which rises fifty feet to a decorated domed ceiling. English Regency is the period furniture chosen for the Mansion. The style was in vogue from 1800-1840 and was used in the finest houses in England and America.

Atkinson Hall, erected in 1897, was named for the late Governor W. Y. Atkinson, who introduced into the Georgia Legislature the bill that chartered the College. The building now houses on the ground floor the college dining hall, which seats approximately one thousand persons. The first floor of the building contains the post office and the college duplicating services. The post office dispatches and receives mail for students and the college community. Lock boxes are provided for students and faculty at a nominal quarterly rent.

Dormitory Accommodations—There are seven dormitories on the campus. Rooms are 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.

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

Bell Hall, a dormitory for women, 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 College and until his death a member of the Board of Regents of the University System.

Ennis Hall is a dormitory for men and is located across Hancock Street from the main campus. The building accommodates one hundred students. The rooms in this hall are arranged in suites with a connecting bath for each suite. The name honors the late Honorable Howard Ennis of Milledgeville.

Beeson Hall, on Montgomery Street between the Education Building and the Infirmary, provides several faculty apartments and accommodations for eighty women students. This residence hall was named for the late President and Mrs. J. L. Beeson.

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

Wells Hall, a modern residence hall for women, was occupied in the fall of 1964. The building fronts on Greene Street and is situated on the edge of Nesbit Woods. Accommodations are available for one hundred and twenty students. Rooms are designed for occupancy by two students.

New Dormitory, a modern air-conditioned residence hall occupied in the fall of 1966, fronts Greene Street between Clark and Columbia Streets. Rooms are designed for occupancy by two students and will accommodate one hundred and fifty-four students.

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

Parkhurst Hall, located on West Greene Street, is a faculty apartment house consisting of twelve family-sized apartments, five efficiency apartments, and two single rooms.

The College Union is an annex to Atkinson Hall and serves as the informal social center for the campus. It is an air-conditioned unit, containing a snack bar and a self-service Bookstore. A small area is provided for informal student gatherings. The College Union is open every night during the week.

Miller Memorial Hall, located at the corner of Wayne and Montgomery Streets, houses the laundry and an auxiliary gymnasium. 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 are the college shops and a warehouse. Several faculty apartments are also located in Miller Hall.

Mary Gilbert Park is an attractive recreation unit adjacent to the Peabody Laboratory 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.

THE LIBRARY

The 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 approximately 100,000 books, numerous documents, and other pamphlets, and a substantial collection of recordings and microforms. The subscription list to periodicals includes several hundred magazines and newspapers. Some 3,000-4,000 volumes are added to the book collection each year, with a wide range of subject fields represented.

Special collections include several thousand books by or about Georgians, some rare and valuable books and manuscripts, and a number of books autographed by authors who have appeared on the lecture program of the College.

A remodeling and addition to the Library was begun in 1966 and was completed during the 1967-68 academic year. The building is air-conditioned and carpeted and is one of the most attractive, most comfortable buildings on the campus. A variety of seating is provided, and the contemporary furniture includes many individual study tables and carrels. The Music Room provides facilities for group as well as individual listening, and a special room for typing is available.

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 overall 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

Orientation to the academic program is scheduled prior to the opening date in the fall quarter. Early in the fall term, the new students spend several days in student activities that will better prepare them for campus life and have the opportunity to become acquainted with the students and the college.

Members of the College Government Association, the Christian Association and the Recreation Association share in planning activities that are important in the program of orientation.

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 serve as *faculty advisers*. Each freshman and transfer student is assigned to one of the advisers for assistance as 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 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 he is expected to choose the field of his major interest. The head of the department in which he decides to major then becomes his professional adviser and approves his 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. 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 Infirmary. In charge of the infirmary and its staff of nurses and of the health services 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.

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

Psychiatric consultative services are available at the request or consent of the student and parent.

Before final admission, all new students are required to have a thorough physical examination, preferably by the family physician. The Medical Record Form, provided by the registrar, records 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 Infirmary, Georgia College at Milledgeville, Milledgeville, Georgia 31061*. 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.

A supplementary physical examination is required for each upperclass student whose academic program requires physical education classes. The brief report form used is also mailed directly by the physician to the above address.

Registration will be considered completed only when the Medical Record Form has been received.

PLACEMENT OFFICE

The College operates a Placement Office to assist students and alumni seeking permanent or summer employment. The Place-

ment Office maintains a register of positions available, a roster of students seeking employment, and a file of materials to assist those entering the labor force. Upon request, it also forwards to potential employers the credentials of any individual registered with the Office and makes arrangements for employers to interview job candidates on campus.

THE PROMOTION OF GRADUATE STUDY

The screening, selection, and counseling 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. This committee annually has promoted the candidacy of outstanding students and alumni 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 the value from \$1,200 to \$2,500 each.

ALUMNI ASSOCIATION

The Georgia College Alumni Association 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 alumni. The work of the organization is conducted through an executive board, a director, congressional district directors, and chairmen of standing committees. Annual Alumni Day is observed on the last Saturday of April.

INDEPENDENT STUDY PROGRAM

The Georgia Center for Continuing Education of the University of Georgia maintains an Independent Study Office at Georgia College at Milledgeville.

For further information write to *Independent Study Secretary, Georgia College at Milledgeville, Milledgeville, Georgia 31061.*

ADMISSIONS AND EXPENSES

ADMISSIONS

Admission to Georgia College at Milledgeville is determined by the Admissions Committee. The Committee reviews an application as soon as the applicant has submitted enough items of information to provide a sound basis for action. The decision of the Committee is reported to the applicant by the director of admissions very shortly after it is made.

Those aspiring to enter the freshman class should apply as early as possible in the senior year of high school. Those who wish to transfer from another college should apply as soon as interest develops in the College. An application must be submitted at least twenty days before the opening of the quarter in which the applicant wishes to enter. Official transcripts and all other information required to complete the application file must be in the admissions office before a student will be permitted to register.

The applicant initiates application by submitting a preliminary application form which may be secured from the director of admissions. After this form is returned with the required fee, all other necessary forms and instructions are forwarded to the applicant in routine fashion.

Required of all applicants are scores on the Scholastic Aptitude Test of the College Entrance Examination Board, a photograph, and a statement of the condition of the applicant's health. Specific requirements for freshman and transfer applicants are discussed below.

Early Admission of Freshmen

The College recognizes outstanding achievement in high school by admitting some applicants who have completed the eleventh grade with at least fifteen units, but who have not graduated from high school. Special interviews, Scholastic Aptitude Test scores, and recommendations from school authorities help the Committee decide upon admission in this category.

Advanced Placement of Freshmen

The College will grant advanced placement and credit to those who participate in the Advanced Placement Program of the Col-

lege Entrance Examination Board and earn scores of at least 3 on the examination.

Requirements For Freshman Applicants

A freshman applicant must be able to submit evidence of graduation from an accredited high school. A complete transcript of high school work and an evaluation by the school counselor or principal are required. The high school program must include the following units:

English	4
Mathematics (including 1 unit in Algebra)	2
Social Studies	2
Science	1
Academic units from the above subject matter areas or foreign language	3
Other optional units	4

No entrance credit is given in any foreign language for fewer than two units.

Requirements For Transfer Students

1. Transfer applicants follow the same procedures as freshman applicants, except that transfer applicants are not necessarily required to submit their high school records and evaluation of high school officials. Such records may be required by the director of admissions, but normally the applicant's college transcript and statement from his dean will take the place of high school credentials.

2. A person will be considered a transfer applicant who has been enrolled successfully for as long as one quarter or one semester at another college accredited by the appropriate regional accrediting agency. Those with less than a full quarter or semester's credits will comply with both freshman and transfer requirements for admission.

3. A transfer applicant may not enter Georgia College unless he is eligible to return immediately to the last college attended and unless he is in good social and academic standing at that college.

4. A transfer applicant must have an overall average of at least 1.80 on all work attempted, or have graduated in an academic program from a junior college. The average is calculated by Georgia College on the basis of its own grade procedures.



5. A maximum of one hundred one academic quarter hours from a junior college, or one hundred twenty-six academic quarter hours from a senior college, may be applied toward a degree at Georgia College.

6. A maximum of thirty quarter hours may be taken through extension and home study courses. This thirty quarter hours total includes any home study courses offered by the staff of Georgia College.

Admission of Special Students

With the approval of the dean of the College and the chairman of the department concerned, certain applicants who wish to take courses for personal enrichment or advancement may be admitted as special students. Such students must be over twenty-five years of age and ordinarily may not reside on the campus. Students admitted on this basis are not admitted as degree candidates. Before any work taken as a special student may count toward a degree, all requirements for admission must be met. The College assumes no responsibility for planning programs for special students.

Readmission

Readmission is not automatic for those formerly enrolled at the College. A student wishing to return must give the director of admissions sufficient notice to allow action by the Admissions Committee. Application is made by submitting a form which may be obtained from the director of admissions.

Part-Time Students

Local applicants who wish to take less than a normal load of work but at the same time follow a planned program toward a degree will be admitted as part-time students and will be subject to all requirements pertaining to regular students.

Graduate Students

The graduate program has requirements in addition to those stated above. (See pages 63 and 64.)

Transient Students

Transient student status means that a student is admitted to the College only for a specified period of time, normally a summer quarter, with the understanding that he is to return to his own college at the opening of the next quarter. An applicant for transient status submits a statement from his dean that he is in good standing and has permission to take specific courses at Georgia College at Milledgeville for which credit will be given when satisfactorily completed. Transcripts of college work completed elsewhere are not usually required for such applicants, since they are not admitted to full standing at Georgia College.

EXPENSES

As a unit of the University System of Georgia, Georgia College at Milledgeville is a state-supported institution. As such, it makes no tuition charge for residents of Georgia.

The basic charges are as follows:

Fees and Deposits Required

Application Fee—A non-refundable fee of \$10.00 is required of all students applying for admission to the College to defray costs of processing the Application for Admission. The fee will be sent with the Application for Admission.

Registration Deposit—Students registering for the first time shall send a Registration Deposit of \$25.00 when requested by

the director of admissions. Students in the College who plan to continue their studies the following September shall make a similar deposit in the spring preceding registration.

Room Reservation Deposit—A room reservation deposit of \$35.00 is requested of all students expecting to live in College residence halls. New students will send this deposit to the comptroller with a Request for Room Form. This request form will be sent to the applicant when all papers have been received and he 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.

All deposits received will be credited to the student's account. A refund of these deposits will be made only when:

1. An application for withdrawal is received prior to June 1 for students enrolled for September; or
2. The application for withdrawal is made 30 days prior to the opening dates for any quarter.

General Fees

Matriculation Fee (\$105.00)—Paid by all full-time students.

Students permitted to register for fewer than twelve quarter hours, with or without credit, will pay a matriculation fee of \$9.00 per quarter hour. Students who are not residents of Georgia who are permitted to register for fewer than twelve quarter hours will pay an additional fee of \$11.00 per quarter hour; total \$20.00 per quarter hour.

Health Service Fee (\$10.00)—Paid by all students, except auditors. 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, or when expensive medicines and/or prescriptions are prescribed, the expense becomes the obligation of the student and his 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 (\$12.00)—Paid by all students except auditors. This fee is used to finance such student activities as the student newspaper, the annual, the College Government Association, the lecture and concert series, and other College activities.

Special Charges

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

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

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

In-Service Teachers—The fee for on-campus Saturday courses is \$10.00 per quarter hour; the fee for off-campus courses is \$12.00 per quarter hour.

Transcript of Record Fee—One full transcript of work completed will be furnished without charge. A fee of one dollar will be charged for any additional single copy.

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

Instruction in piano, voice, and orchestral instruments, one half-hour lesson each week, each quarter . . .	\$15.00
Instruction in organ, one half-hour lesson each week, each quarter	\$21.00

Non-Resident Students

Non-Resident Tuition—A tuition fee of \$135.00 per quarter is paid during the registration period prior to the beginning of each quarter by students who do not qualify as residents of the State of Georgia.

Definition of Residence—To register as a legal resident of Georgia at an institution of the University System, a student must establish the following facts to the satisfaction of the registering officer:

1. A student who is under 21 years of age at the time he seeks to register or re-register at the beginning of any quarter will be accepted as a resident student only upon a showing by him that his supporting parent or guardian has been legally domiciled in Georgia for a period of at least twelve
-

months immediately preceding the date of registration or re-registration.

2. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of appointment, and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fee.
3. If a student is over 21 years of age, he may register as a resident student only upon a showing that he has been domiciled in Georgia for at least twelve months prior to the registration date.

Any period of time during which a person is enrolled as a student in any educational institution in Georgia may not be counted as a part of the twelve months domicile and residence herein required when it appears that the student came in to the State and remained in the State for the primary purpose of attending a school.

4. A full-time faculty member of the University system, his or her spouse, and minor children may register for courses on the payment of resident fees, even though such faculty member has not been a resident in Georgia for a period of twelve months.
 5. If the parents or legal guardian of a minor changes residence to another state following a period of residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve months' period the student may continue his registration only upon the payment of fees at the non-resident rate.
 6. Military personnel and their dependents may become eligible to enroll in institutions of the University System as resident students provided they file with the institution in which they wish to enroll the following:
 - (a) A statement from the appropriate military official showing that the applicant's "home of record" is the State of Georgia; and
 - (b) Evidence that applicant is registered to vote in Georgia; or
 - (c) Evidence that applicant, if under 18 years of age, is the child of parents who are registered to vote in Georgia; and
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- (d) Evidence that applicant, or his supporting parent or guardian, filed a Georgia State income tax return during the preceding year.
7. Foreign students who attend institutions of the University System under sponsorship of the Federal Government, civic or religious groups located in this state, may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
 8. All aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a Declaration of Intention to become a citizen of the United States shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
 9. Teachers in the public schools of Georgia and their dependents may enroll as students in the University System institutions on the payment of resident fees, when it appears that such teachers have resided in Georgia for nine months, that they were engaged in teaching during such nine months' period, and that they have been employed to teach in Georgia during the ensuing school year.
 10. If a woman who is a resident of Georgia and who is a student in an institution of the University System marries a non-resident of the State, she may continue to attend the institution on payment of resident fees, provided that her enrollment is continuous.
 11. If a woman who is a non-resident of Georgia marries a man who is a resident of Georgia, she will not be eligible to register as a resident student in a University System institution until she has been domiciled in the State of Georgia for a period of twelve months immediately preceding the date of registration.
 12. Non-resident graduate students who hold assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
 13. *Children of New Residents*—Children of employees of new industries coming to the State and who become *bona fide*
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residents of the State shall satisfy the twelve months' residency requirement before enrolling as resident students.

14. *Veteran Students*—The University System recognizes that there are many advantages for educational advancement while serving the armed forces of the nation. To enable students to apply such training on formal educational programs leading to standard degrees, the University System will grant credit according to the recommendations of "A Guide to the Evaluation of Educational Experiences in the Armed Services," published by the American Council on Education. Recommendations as to the amount of credit have already been made for many of the service schools. Credits in other service educational programs may be established by comprehensive examination administered by the Armed Forces Institute or by similar examinations administered by the institution concerned in the University System.

Residence Cost and Regulations

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to follow regulations established by the College, including the carrying of a full academic load each quarter.

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 students' 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 \$4.00 each 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 (30) DAYS AFTER THE DATE OF FORMAL WITHDRAWAL.

Payment of College Expenses

College expenses are due and shall be paid in accord with the following schedule:

Fall Quarter—On or before September 5 without penalty.

Winter Quarter—Payable at the time of Winter Quarter Registration in November. A late payment charge will be assessed for payment after the date announced by the registrar for classes to convene. Students will not be enrolled without payment of fees.

Spring Quarter—Payable at the time of Spring Quarter Registration in February. A late payment charge will be assessed for payment after the date announced by the registrar for classes to convene. Students will not be enrolled without payment of fees.

Summer Quarter—Request the special summer bulletin.

If necessary, students may make advance arrangements 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 examination, or be graduated until all accounts are paid.

Fees and Living Expenses Each Quarter

	<i>Dormitory Students</i>	<i>Day Students</i>
Matriculation	\$105.00	\$105.00
Health Service	10.00	10.00
Student Activities	12.00	12.00
Board	140.00	
Room Rent	75.00 - 90.00	
Laundry	15.00	
	\$357.00*-\$372.00*	\$127.00*

*Non-residents of Georgia add \$135.00 each quarter for non-resident tuition.

Refund Policy

Formal withdrawal from the College must begin with written approval from the dean of students' office. At the time such approval is received, instructions will be given for completion of formal withdrawal without prejudice.

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 his attendance shall forfeit

not less than the amount of his deposits before a computation is made of the refund to which he may be entitled.

THE FOLLOWING REGULATIONS APPLY TO THE MATRICULATION FEE WHEN FORMAL WITHDRAWAL IS APPROVED:

Students who formally withdraw during one week following the scheduled registration date are entitled to a refund of 80% of the fee paid for that quarter.

Students who formally withdraw during the period between one and two weeks after the scheduled registration date are entitled to a refund of 60% of the fee paid for that quarter.

Students who formally withdraw during the period between two and three weeks after the scheduled registration date are entitled to a refund of 40% of the fee paid for that quarter.

Students who formally withdraw during the period between three and four weeks after the scheduled registration date are entitled to a refund of 20% of the fee paid for that quarter.

Students who withdraw after a period of four weeks has elapsed from the scheduled registration date will be entitled to no refund of any part of fee paid for that quarter.

Refund for Students Drafted for Military Service. In the case of those students who are drafted or otherwise ordered to active duty in the armed forces of the United States, refunds of fees shall be made on a pro rata basis from the beginning of the quarter to the date of induction. This waiver of the refund policy shall not apply to any student who at his own request is inducted or ordered to active duty with the armed forces of the United States. The general refund policy shall apply to such students.

A student who elects to discontinue a portion of the course work for which he has registered and paid fees shall receive a refund of fees only if notice of discontinuance is given to the Registrar on or before the last day to make course changes indicated in the College calendar. Such student shall then be charged at the per quarter hour rate applicable to the remaining number of quarter hours for which he is registered.

A student who discontinues private lessons in music will not be entitled to a refund except for illness certified by the College physician.

Because the College must enter into contracts in advance for services relating to the Student Activities Program and Health

Services for students, no refund of the fees paid to support these services will be made.

ALL APPROVED REFUNDS WILL BE PAID WITHIN THIRTY (30) DAYS AFTER DATE OF FORMAL WITHDRAWAL.

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.

Students enrolled in physical education activity classes are required to wear an official uniform. These uniforms may be purchased from the College bookstore.

FINANCIAL ASSISTANCE

Georgia College at Milledgeville awards financial assistance in order that all qualified applicants may have the opportunity to achieve a college education regardless of the financial circumstances of the family. Scholarships, grants, loans, and student employment are available to accomplish this purpose.

The College is a member of the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service designating Georgia College at Milledgeville as a recipient. The PCS form may be obtained from a secondary school or the College Scholarship Service, P.O. Box 176, Princeton, New Jersey, 08540. Married or independent students must submit the Student Confidential Statement. Copies of this form may be obtained from the Georgia College Office of Financial Aid.

Academic Requirements

Academic requirements vary for each type of assistance. To qualify for a scholarship, an above average academic record is required. Most students gaining admission to the College are academically eligible for Educational Opportunity Grants, loans,

and jobs. Barely admissible candidates are required to attain a satisfactory academic record for one quarter before receiving financial assistance, unless attendance is not possible without aid.

Application Procedure

Applications for financial assistance may be secured from the Office of Financial Aid. A single application enables the student to receive consideration for all types of assistance awarded by the College. To receive full consideration for scholarships and grants, applications and PSC's must be received by March 15.

Renewal of Financial Assistance

The financial aid recipient may continue to receive assistance as long as he is enrolled at the College provided he (1) continues to be in need of assistance, (2) reapplies annually at the prescribed time, and (3) makes normal progress toward graduation.

SCHOLARSHIPS AND ENDOWMENTS

Atlanta Federal Savings Scholarship

The Atlanta Federal Savings and Loan Association provides a scholarship of \$500 for an incoming freshman and a scholarship of like amount to a senior. Recipients must be residents of Fulton, DeKalb, Cobb, Clayton, or Gwinnett Counties. Preference shall be given to business majors.

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.

Miller R. Bell Memorial Scholarship Fund

In 1961 the family and friends of Miller R. Bell established a permanent scholarship fund in his honor. Mr. Bell, a Milledgeville resident all his life, was a member of the Board of Trustees of the Foundation of Georgia College at Milledgeville and was a member of the Board of Regents of the University System of Georgia.

Corrie Hoyt Brown Fund

The Corrie Hoyt Brown Fund was established in 1919 by George M. Brown, who was born in the Governor's Mansion at Milledgeville, in memory of his wife, Corrie Hoyt, and his daughter.

ter, Corrie Hoyt Brown. Preference is given to residents of Atlanta and of Baldwin and Liberty Counties.

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.

Faculty Scholarship Fund

This fund, originally a loan fund, was established by the faculty in 1903-04 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.

A. A. Lowe Scholarship Fund

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

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 Georgia College at Milledgeville. A limited number of scholarships is granted from this fund annually.

Sylvester Mumford Memorial Fund

In the will of the late Goertner E. Mumford Parkhurst of Washington, D. C., Georgia College at Milledgeville 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.

Max Noah Scholarship Fund

Established by Dr. Max Noah and his students, this fund is used to aid students needing assistance in defraying the cost of musical studies.

Theodore Presser Foundation Award

The Department of Scholarships of the Presser Foundation provides awards annually for undergraduate students preparing to become music teachers.

Regents Scholarship Fund

The Board of Regents awards scholarships annually through the institutions of the University System of Georgia. Recipients must be residents of Georgia in need of financial assistance to attend college. High academic potential and achievement are also requisites.

Martha Erwin Sibley Scholarship Fund

The Martha Erwin Sibley Scholarship Fund, endowed in 1963 by her children, provides a \$400 honor scholarship for a rising junior based on academic excellence and good citizenship and a freshman scholarship up to \$400 based on earnestness of purpose, industry, financial need, and promise of success.

Anna Brown Small Scholarship Fund

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

Hallie Claire Smith Scholarship Fund

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

Blanche Tait Scholarship Fund

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

ALUMNI SCHOLARSHIPS

From the Alumni Fund the Alumni Association of the College grants scholarships to assist students of high scholastic ability. Information may be obtained by writing the *Director of Alumni Affairs, Georgia College at Milledgeville, Milledgeville, Georgia 31061.*

Ethel A. Adams Alumni Scholarship

In 1962 the Ethel A. Adams Scholarship was established by the Alumni Association to honor the first dean of women. The

scholarship is awarded to a rising senior in recognition of demonstrated leadership ability and contribution to campus life.

Lutie Neese Alumni Scholarship

The Lutie Neese Scholarship was established in 1956 by alumni of the fourteen classes for whom Miss Neese served as senior hall house director. It is awarded to an outstanding rising senior. Selection is based on academic standing and financial need, with preference given to an English major.

Guy H. Wells Alumni Scholarship

In recognition of our fourth president, Guy H. Wells, his family, former faculty, and students endowed a scholarship to recognize gifted prospective teachers planning to seek higher degrees.

GRANTS

Educational Opportunity Grants

The College participates in the Federally-supported Educational Opportunity Grant Program. Any undergraduate student with exceptional financial need is eligible for assistance through this program, but preference is given to entering freshmen with academic or creative promise.

Educational Opportunity Grants range from \$200 to \$800 a year and are always matched equally with other types of assistance. These awards are renewable throughout four years of undergraduate study provided the student remains in good standing with the College.

Law Enforcement Education Program

In December, 1968, Georgia College was selected to participate in the initial year of the Law Enforcement Education Program administered by the U.S. Department of Justice. This program provides both grants and loans to students preparing for careers in law enforcement. Students who work in law enforcement agencies are eligible for grants not to exceed \$200 per quarter. Both law enforcement employees and students who have not yet worked may apply for loans up to \$1800 per year which may be fully repaid in service. Grant amounts may not exceed the cost of fees plus books and supplies. Loan amounts are based on need.

LOAN FUNDS

National Defense Student Loans

The College participates in the National Defense Student Loan program established by the National Defense Education Act of 1958 (Public Law 85-864). Students enrolled at least one-half time and in need of assistance to meet educational expenses are eligible to receive these loans.

The undergraduate student in need of assistance may borrow as much as \$1000 per year or a total of \$5000 from this source. Repayment begins nine months after the student completes his studies, and no interest accrues until the repayment period begins. Interest at the rate of 3 percent is charged from the beginning of the repayment period until the loan is fully repaid. If necessary, repayment may be extended over a ten year period.

The borrower who becomes a full-time teacher in a public or nonprofit-making private school may have at least one-half of his loan cancelled by service. If he teaches in a school officially designated as being in a low income area, or if he teaches the physically or mentally handicapped, he is eligible for cancellation at the rate of 15 percent per year of service. In other teaching situations his loan may be cancelled at the rate of 10 percent per year for five years.

Additional funds have been established to be administered by the College as educational loans as follows:

Callie Christie Belle D.A.R. Loan Fund

Philo Sherman Bennett Loan Fund

Lizzie Dennard Wimberly Bridges Loan Fund

History Club Loan Fund

Morel Fund

Sylvester Mumford Fund

Alice Walker Shinholser Memorial Funds No. 1 and 2

Joseph M. Terrell Loan Fund

Fannie Trammell D.A.R. Fund

Grace Beatty Watson Loan Fund

OTHER SOURCES OF FINANCIAL ASSISTANCE

Georgia State Teacher Scholarships

Through the State Department of Education, Georgia State Teacher Scholarships are awarded annually to Georgia residents who intend to become teachers. Academic promise, personal quali-

fications, and financial need are major considerations in selecting recipients. For further information contact: Coordinator, State Teacher Scholarship Program, State Department of Education, Atlanta, Georgia 30334.

Guaranteed Loans

The Guaranteed Loan Program was authorized by the Higher Education Act of 1965. Guaranteed loans are arranged through private banks and other financial institutions participating in the program. As much as \$1000 per year may be borrowed in this program by the entering college student. Interest is paid by the Federal Government until the student completes his education unless the family's adjusted income is greater than \$15,000 per year.

In Georgia this loan program is administered by the Georgia Higher Education Assistance Corporation, Trinity Washington Building, Atlanta, Ga. 30334.

A list of financial institutions participating in the program may be obtained by contacting GHEAC. Students who are residents of other states may inquire about this loan by contacting their state's coordinating agency or United Student Aid Funds, 845 Third Avenue, New York, N.Y. 10022.

Pickett and Hatcher Educational Fund

This fund was created by the late Claude Adkins Hatcher of Columbus, Georgia, founder of 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 31902.*

State Scholarship Commission

The Georgia State Scholarship Commission awards scholarships to those pursuing paramedical studies such as medical technology, physical therapy, and medical records librarianship. These awards may be for as much as \$1000 per year depending upon the student's need.

Additional information and applications may be obtained by contacting State Scholarship Commission, Trinity Washington Building, Atlanta, Ga. 30334.

Student Employment

Approximately twenty percent of the College's students hold part-time jobs on campus. Students fill a variety of positions in

administrative offices, departmental offices, the library, science laboratories, cafeteria, residence halls, the laboratory school, and elsewhere.

To be eligible for job placement, one must either be accepted or enrolled in good standing at the College and maintain a C average.

Job applications may be obtained from the Office of Financial Aid.

College Work-Study Program

Students who need to earn a portion of their College expenses are eligible for employment under the Federally-supported College Work-Study Program. Students in this program may work fifteen hours a week while classes are in session and forty hours a week during vacation periods. The basic pay rate is presently \$1.30 per hour. By working full-time during the summer and other vacation periods, some students in this program earn a substantial portion of the total cost of attending the College.

Georgia College Work-Study Program

The Georgia College Work-Study Program provides additional opportunities for students to secure campus employment. Qualifications are the same as for the College Work-Study Program, and a single application allows the applicant full consideration for either program.



STUDENT LIFE

Georgia College at Milledgeville is a college community, and the program of the College is planned to provide a total experience of living within an educational environment. Students are encouraged to become self-reliant through active participation in campus organizations and dormitory life. Advisory assistance is provided for the students in developing individual interests and abilities.

Since Georgia College at Milledgeville is a residential college, the dormitory program is operated on the basis that a college education is not confined to just classroom activities. Each residence hall is in the charge of a house director, whose chief interest is the well-being of the individual student.

STUDENT CITIZENSHIP

A student is expected, under all circumstances, to show a proper respect for law and order, care of property, rights of others, and a sense of personal honor and integrity as is required of good citizens. At the same time, he should be able to enjoy the freedoms

and rights afforded any citizen. He is expected to realize that conduct unbecoming a college student, including but not limited to the possession or use of illegal drugs, the abuse or immature use of alcoholic beverages, and the obstruction or disruption of teaching, research, administrative, disciplinary, public service or other authorized college activities or functions, are not acceptable behavior. All students are further expected to know and observe the rules and regulations listed in the latest edition of the Student Handbook.

Should a student exercise his citizenship in a manner disregarding the expectations placed upon him as a good citizen, he subjects himself to disciplinary action. Such action normally includes: 1. a hearing before the Student Judiciary which may impose or recommend a corrective measure, 2. should the recommendation involve suspension or expulsion, a second hearing before the Faculty-Student Relations Committee with, 3. the right to appeal to the President of the college and the Board of Regents.

In the event a student has been accused of a criminal offense, the nature of which may present a clear and present likelihood of serious physical or mental harm to the student or to any other member of the college community, the Dean of Students may impose such temporary sanctions on the student, including suspension, as may be deemed necessary to protect the student, the college community, and/or property from such harm. Such temporary sanctions may exist and be enforced only until such time as final disposition has been made of the case by properly constituted authorities.

Further, the Dean of Students shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a student or group of students engage in conduct which materially and substantially interferes with the requirements of appropriate discipline in the operation of the college.

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

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 are on faculty committees, and faculty advisers, on student committees.

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 Honor Council, and the Board of House Presidents.

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 *Honor Council* realizes that the success of the College Government Association depends upon the personal honor of each individual student and his or her willingness to share responsibility for the conduct and integrity of 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. Georgia College at Milledgeville believes that its honor system is doing much to develop character in the individual and to promote higher morale in the College community.

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.

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 provides opportunities for recreation and entertainment. Besides local activities, students of the College attend ball games, dances, and social and cultural events on other campuses and in the city of Atlanta and other nearby cities.

On the Georgia 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. Highlights of the school year are the formal dances which bring to the campus nationally known orchestras.

The College Union is open every night during the week and on weekends for informal gatherings and for special groups. Lake Laurel, the College recreational area, including a spacious lodge, provides facilities for boating, swimming, fishing, picnicking, and also for *spend-the-night* parties, mixers, informal dances, and student-organization retreats.

The Recreation Association

The Recreation Association gives leadership in providing a variety of recreational and sports events for all students. Through its program it affords opportunities for every student to enjoy and develop interest and skill in sports, dance, and related activities. The Association sponsors interest 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, interest club presidents, dormitory and class managers, and committee chairmen.

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.

The Christian Association

The Christian Association is a three-fold organization involving students in campus, community, and religious affairs. It is campus-wide in program and membership; its chief administrative officers are elected by the student body.

The Christian Association sponsors religious activities on campus, including vesper programs, worship services in the dormitories, and Religious Focus Week. It also supervises study and discussion groups on social problems and current affairs, sponsors projects at the Central State Hospital, and supports World University Service.

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 his class.

Dean's List

A student who makes an average of 3.20 on fifteen or more hours of work in any quarter and who has an overall average of 2.50 shall have his name placed on the Dean's List during the following quarter.

Phi Sigma

Freshmen who have made a general average of B or higher and who have qualified for the Dean's List at least once are eligible as sophomores for membership in Phi Sigma, the sophomore honor society.

NATIONAL HONOR SOCIETIES

Beta Beta Beta

Beta Beta Beta is a national honorary society in biology. Membership is open to students with outstanding records in biology.

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 studies.

Alpha Psi Omega

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

Phi Beta Lambda

Phi Beta Lambda, a national organization of college business clubs, sponsored by the National Business Education Association, a division of the National Education Association. All business students are eligible.

Phi Upsilon Omicron

Phi Upsilon Omicron is a national honorary fraternity open only to home economics students. Membership is by invitation and based on scholarship, leadership, character, and service.

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 EXHIBITIONS

The Department of Art provides a continuous exhibition program during the year in the College gallery. Bringing to the campus exhibitions of painting, graphics, sculpture, and allied arts, the exhibition program affords the entire College community the opportunity to become familiar with the work of serious artists of international, national, regional, and local importance.

CARILLON CONCERTS

A series of carillon concerts is offered throughout the year. The Lindenstruth carillon, manufactured by Schulmerich Carillons, Inc., can produce 305 bell tones with sixty-one 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 COLLEGE CHORAL GROUPS

The college choral groups, composed of approximately ninety students, perform music from various areas of musical development. During the year the choral groups present a number of concerts on and off campus.

THE COLLEGE CONCERT BAND

This group performs the best in standard and contemporary

band literature. The band is featured in concerts at the college and in nearby communities.

THE BRASS CHOIR

This group performs the best in standard and contemporary brass ensemble literature. This group is available for performances in high schools and elementary schools, as well as colleges.

STAGE BAND

This group ranges in size from small combos to a 17-piece orchestra, concentrating in performance of the best in the jazz repertoire.

THE MODERN DANCE GROUP

The Modern Dance Group, 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 group 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

During the year many public recitals are presented both in Russell Auditorium and in Porter Auditorium, featuring music students and faculty members. These programs contribute to the general program of cultural enrichment of the College.

PUBLICATIONS

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

The *Colonnade* is the 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 Alumni 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 Department of Public Relations. This publication provides a

summary of faculty and student activities for the campus and the community.

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

GENERAL REGULATIONS

RESIDENCE IN DORMITORIES

All students are required to room and board on the campus as long as space in the dormitories is available unless they live with parents or near relatives in or near Milledgeville. Students who are given permission to live off-campus must reside in housing approved by the College.

RESPONSIBILITIES FOR COLLEGE AND STUDENT PROPERTIES

Resident students are held responsible for any damages to their rooms and furnishings and to this end, as well as for the purpose of maintaining order and discipline of dormitory residents, the college reserves the right to inspect dormitory rooms at reasonable times and hours. Damages to common areas of the residence hall or their furnishings shall be the responsibility of the students inflicting the damage; or, in the event the students committing the damage are unknown, such costs shall be the responsibility of the total resident population of the hall, to be shared on a pro rata basis. Damages will be assessed by the college and the student will be billed for repairs or replacements. Students should inform college officials of any damages which exist at the time they occupy their rooms.

Although every precaution is taken to maintain adequate security, the college cannot assume the responsibility for the loss or damage to student possessions.

JURISDICTION OF THE COLLEGE

A woman 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, women 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

associate dean of students. Special permits sent directly to the associate 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. 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.

MARRIED STUDENTS

Married students are not generally 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 are expected to consult with the dean of students concerning their plans as they relate to the College.

CLASS ATTENDANCE

It is expected that all students will attend classes and assembly programs regularly. It is also recognized that absence will sometimes be necessary. Absences fall into two categories: those excused by the administration and those taken at the student's discretion, which are self-excused.

Excused Absences

1. All absences due to illness are excused on certification of the College physician, or of the student's physician if the illness occurs while he is at home.
 2. Certain other absences due to extenuating circumstances may be excused by the dean of the College. Requests for excuses should be sent to the dean with supporting data within one week after the student returns to class.
 3. Out-of-city trips for professional activities under faculty guidance may be planned to the extent of one class-day absence a quarter for each course. Excessive class absences for such out-of-city activities in excess of three days must be drawn from the student's self-excused absences.
 4. When a course is added after the beginning of a quarter, the absences for the days missed will be listed as excused, as in
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all cases attendance is counted from the first day of the quarter.

Self-Excused Absences

Self-excused absences are permitted to take care of emergencies which are not covered by excused absences. However, the following exceptions apply:

1. Students on Academic Probation are limited to two per cent self-excused absences a course.
2. Self-excused absences are not permitted for the last scheduled classes before a holiday or the first scheduled classes after a holiday.
3. None of the foregoing provisions negates the right of instructors to refuse the student permission to make up work required in any class meeting, including Friday.

Penalty for Absences

1. For students who have earned fewer than 42 quarter hours: If, according to an instructor's record, the student has missed (for any reason whatsoever) 15% of class meetings in any one course, he will be dropped automatically from the class. A grade of EA or FE will be recorded according to the student's standing at the time.
2. For students who have earned 43 or more quarter hours: If, according to an instructor's record, a student has missed (for any reason whatsoever) 25% of class meetings in any one course, he will be dropped automatically from the class. A grade of EA or FE will be recorded according to the student's standing at the time.

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 an overall 2.00 quality point average, and must not be on academic probation.

To represent the school by participating in any off-campus academic or extra-curricular program a student must have a 2.00 quality point average or better for the preceding quarter or an overall average of 2.00.



ACADEMIC REGULATIONS

THE QUARTER SYSTEM

The College year is divided into four quarters of approximately ten 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. A laboratory period of two-three hours is equivalent to one hour of recitation.

GRADES AND QUALITY POINT AVERAGES

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

<i>Grade</i>	<i>Quality Points Per Quarter Hour</i>
A Excellent	4
B Good	3
C Satisfactory	2
D Passing	1

Grade

F**	Failure
X*	Incomplete
WF**	Withdrew while failing
FE**	Failure due to excess absences
WP	Withdrew while passing
W	Withdrew
EA	Excused absences beyond limit
AU	Auditor

POLICY FOR D GRADES

Upon recommendation of the chairman of the department and with permission of the dean of the College, a student may repeat a course previously 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. Both grades and hours count in computing the overall average at the College.

CLASSIFICATION

Freshmen and sophomores are expected to complete a minimum of forty-eight quarter hours a year; juniors and seniors, forty-five quarter hours a year.

However, for easier class organization, a student is classified with his class if he has acquired credit in *graduation* hours as follows:

sophomores	43
juniors	91
seniors	136

THE STUDENT PROGRAM

A normal load of work is fifteen hours each quarter. Freshmen and sophomores also take physical education in accordance with the general education requirements.

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 with an overall average of 2.00 or better may take one additional course during the senior year provided it does not fall within the quarter of student teaching. Permission of the dean of the College is required in each instance.

*An incomplete grade automatically becomes F unless made up by mid-term of the next term that the student is in residence.

**Computed as hours carried in determining quality point ratio.

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.

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

- (1) Students working between fifteen and twenty hours a week will take not more than fifteen hours plus physical education.
- (2) Students working over twenty hours a week will take not more than ten hours plus physical education.

No student may drop a course for which he is registered without special permission from the dean of the College.

SCHOLARSHIP STANDARDS

The minimum standards for eligibility to remain at the College are as follows:

1. An evaluation is made for each year's work, normally ending in June; but if students have not entered in September, the evaluation will be based on the work of three successive quarters. Eligibility requirements in terms of quality point averages are as follows:

first year	1.50
second year	1.60
third year	1.70
fourth year	1.80

A student who fails to achieve the required accumulative quality point average at the end of each year is ineligible to return to the College.

2. A student shall incur academic probation at the end of any quarter in which his progress is below the minimum level required for the year in which he is enrolled.
3. A transfer student will be considered to be in the year and quarter in which his total college residence places him at entrance. His standing at the end of each three quarters will be evaluated by the year in which his total quarters' residence places him. Ten hours attempted in a quarter including a summer term counts as a quarter of residence.

4. At the end of any quarter a student is ineligible to remain at the College if he fails to pass five hours, or if he fails to pass ten hours while on probation.
5. During the quarter following dismissal, a student may not earn credit in another institution to be applied toward a degree.
6. A student who has been dismissed may apply for readmission to the College after remaining out for one quarter. The summer quarter is not to be considered in establishing eligibility to apply for readmission. However, a student dismissed under these regulations at the end of the spring quarter may request permission of the Admissions Committee to attempt to reestablish eligibility by attending the summer session at Georgia College at Milledgeville. If the request is granted, the student must pass three five-hour courses with a 2.00 average or remove the academic deficiency in order to be readmitted in the fall. If a student is ineligible to return a second time, he is dismissed permanently from the College.
7. A maximum of 236 quarter hours may be attempted by a student in pursuit of a degree.

REQUIREMENTS FOR GRADUATION

To qualify for a degree from Georgia College at Milledgeville the candidate must satisfy the following conditions:

1. Complete the total quarter hours required for the degree selected and achieve a quality point average of at least 2.00 on all work attempted at this College. This average will be determined on the basis of grades at this College only. The grades of F, WF, and FE will be included. Seventy-five of the total number of hours must be in courses carrying 300 and 400 numbers, at least sixty of which must have been taken after the student has achieved junior classification.
 2. Complete the general education requirements for the degree chosen.
 3. Fulfill the specialized requirements for the degree chosen.
 4. Complete in residence at Georgia College at least sixty of the last ninety and forty-five of the last sixty hours required for the degree chosen.
 5. Present a written application for a degree to the registrar as early as possible in the student's senior year.
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No student may receive credit for more than a combination of thirty hours of extension and home study courses.

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

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, 409, 422, 432, or 520. The last two requirements may be met by special examination or by taking any one of the following courses: Political Science 101, 326, or 420.

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 Georgia College at Milledgeville for these special requirements.

DEGREE PROGRAMS

The subjects offered by Georgia College at Milledgeville are divided into general education courses and courses designed for substantial major area 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 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. Courses numbered 500 to 699 are designed primarily for graduate students. Any variation from a prescribed program requires written permission from the dean of the College.

GENERAL EDUCATION

The College believes that ideally the work of the first two years of college should be devoted to acquiring a 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 his 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 his 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 his talents and enable him 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.
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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 conducive 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 52. These courses or equivalent courses in the same department are required for all degrees.

Georgia College in cooperation with other institutions of the University System of Georgia has adopted a Core Curriculum to allow the transfer of credit from one institution to another without penalty to the student. Each institution establishes the courses required to meet its core requirements, but will accept, without question, the core requirements of another institution. Listed below are the areas of distribution for the Core Curriculum with Georgia College's specific requirements for Areas I, II, and III.

	<i>Hours</i>
Area I. Humanities	20
English 101, 102	10
English 200	5
English 206	5
Area II. Mathematics and the Natural Sciences	20
Four courses consisting of a two-	
course sequence in laboratory	
science and at least one course	
in mathematics.	
Biology 123, 124	
Chemistry 101, 102	
Mathematics 101, 102	
Mathematics 110, 111	
Physics 101	
Physics 201, 202 or 203	
Area III. Social Sciences	20
History 210, 211	10
Political Science 101	5
Choice of one of the following:	5
Economics 201	
Psychology 201	
Sociology 101	

Area IV. Courses appropriate to the major field of the student	30
	90

DEGREES

Courses are offered leading to the degree of:

- BACHELOR OF ARTS
- BACHELOR OF SCIENCE
- BACHELOR OF MUSIC
- BACHELOR OF BUSINESS ADMINISTRATION
- BACHELOR OF MUSIC EDUCATION
- MASTER OF EDUCATION
- MASTER OF BUSINESS ADMINISTRATION

The requirements for the Master's degree are found on page 63.

For purposes of guidance and concentration the departments of instruction are grouped in three areas of knowledge: namely, Humanities, Mathematics and the Natural Sciences, and the Social Sciences.

MAJOR PROGRAMS

A major area of concentration is composed of eight or more courses in the major department, plus the other degree requirements including general education.

A major may be taken in any of the following areas:

- | | |
|--|-------------------------------|
| Art | Home Economics |
| Biology | History and Political Science |
| Business Administration and Economics | Mathematics |
| Chemistry | Music |
| Elementary Education | Physics |
| English and Speech | Psychology |
| French | Sociology |
| Health, Physical Education, and Recreation | Spanish |

Paramedical majors leading to the degree of Bachelor of Science may be taken in the following fields:

- Medical Record Library Science
- Medical Technology

BASIC REQUIREMENTS FOR ALL BACHELOR'S DEGREES

	Hours
Core Curriculum, Areas I, II, and III	60
Electives, choice of two of the following	10

*Art 100	Health, Physical Education, and Recreation 100	
**Art 103	**Music 100	
English 201	Philosophy 200	
English 224	Speech 101	
Physical Education Activities		<u>6</u>
		76

Bachelor of Arts

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

	<i>Hours</i>
Basic Requirements	76
Foreign Languages	10-20

The foreign language requirement consists of the equivalent of four college courses:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language must be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

Major Area of Concentration (minimum)	40
Elective and other non-major requirements including teacher certification	<u>60-50</u>
	186

Bachelor of Science

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

	<i>Hours</i>
Basic Requirements	76
Additional Courses from the Social and Behavioral Sciences and Mathematics and the Natural Sciences	10
Major Area of Concentration (minimum)	40
Elective and other non-major requirements including teacher certification	<u>60</u>
	186

*Art 100 required for all Home Economics majors is substituted for Art 103.
**One course must be either Art 103 or Music 100.

The Bachelor of Science degree will also be conferred on students in medical technology or medical record library science who meet the following conditions:

1. A minimum of 141 quarter hours and a quality point average of 2.0 on all work attempted, including general education requirements and other prescribed courses according to the special program.
2. Submission of evidence that the senior year of twelve months duration has been completed satisfactorily at an approved professional school of medical technology or medical record library science. In addition, a medical technologist must submit evidence of having passed the registry examination.

Bachelor of Music

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

Instrumental Major—piano, organ or orchestral instruments

	<i>Hours</i>
Basic Requirements	76
Music courses (see page 157)	123
	199
Voice Major	
*Basic Requirements	96
Music courses (see page 157)	118
	214

Bachelor of Music Education

The following are the requirements for the degree of Music Education:

	<i>Hours</i>
Basic Requirements	76
Music courses (see page 157)	114
Professional Education	30
	220

*Voice Majors are required to take 20 quarter hours in foreign language study. A student entering the college may exempt some language courses through a placement examination administered by the Department of Modern Foreign Languages.

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 thirteen areas have been approved at Georgia College at Milledgeville as follows:

- Early Elementary (K-3)
- Elementary Education (1-8)
- Business Education (7-12)
- English (7-12)
- Modern Foreign Languages (7-12)
(French or Spanish)
- Home Economics (7-12)
- Mathematics (7-12)
- Science, Biology, or Chemistry (7-12)
- Social Studies (7-12)
- Art Education (1-12)
- Health, Physical Education, and Recreation (1-12)
- Music Education (1-12)
- Teacher-Librarian (supplementary field only)

GUIDANCE IN TEACHER EDUCATION

The teacher education guidance process is a continuous one. It is built around three specific stages: (1) identification of teacher education students; (2) admission to the program; and (3) entry into student teaching. Students interested in pursuing one of the planned programs listed above are encouraged to identify as early as possible with the Education Department so that appropriate guidance may be provided.

ADMISSION TO TEACHER EDUCATION

All students enrolled at the College are permitted to take Education 204 (Introduction to Education) and Education 295 (Human Growth and Development). To proceed further in the

professional sequence requires formal admission to the teacher education program. Factors used as bases for admission to or rejection from the advanced professional sequence include the student's academic record, health record, competency in written and oral expression, and the recommendation of the student's major department.

Students interested in securing admission to the teacher education program are requested to complete an application folder and submit it to the Chairman of the Teacher Education Admission Committee. This step should be taken in the sophomore year, since entrance to programs after the first quarter of the junior year may delay graduation until the proper sequence of work can be completed. Students are responsible for initiating this step.

Students who transfer to the College and who are interested in teacher education are required to complete the application folder during the first quarter in which they are enrolled at the College.

Students who are admitted to teacher education are assigned professional education advisers as follows:

1. Each elementary education major is assigned an adviser in the Department of Education who is responsible for planning the student's total program and for offering guidance and counseling whenever necessary.
2. Each secondary education student is assigned an adviser in the Department of Education who is responsible for planning with the student the professional sequence and for other counseling as necessary. In addition, each student has an adviser in his subject matter area who is responsible for planning the major course of study. Assignment of these advisers is the responsibility of the student's major department.

STUDENT TEACHING

Student teaching, the culminating activity of the professional education sequence, is provided in selected off-campus public school centers. 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. Expenses for this quarter are comparable to those for an on-campus quarter.

The full quarter of student teaching is arranged cooperatively by the Education Department, the public school system, and the

supervising teacher. While student preference and other personal matters are considerations, the Education Department necessarily reserves the right to exercise its discretion in determining placement. Student teaching normally is scheduled for either of the last two quarters of the senior year. Application for student teaching should be made during the second quarter of the junior year. No other courses may be scheduled during the quarter in which the student does student teaching.

Apprentice centers for students majoring in homemaking education have been set up through cooperation with the State Board of Vocational Education, which has approved programs of homemaking education in several Georgia high schools.

To be eligible for student teaching, a student must have not less than a C average in all work completed and in the area of specialization. In addition, he must have no grade less than C in a professional education course.



THE GRADUATE PROGRAMS

The Graduate Programs provide advanced study in business administration and in teacher education. The programs culminate in the Master of Business Administration and the Master of Education degrees or the Specialist in Education certificate.

Programs of teacher education at the fifth-year level are provided in elementary education and in the following secondary fields: business education, English, health, physical education and recreation, home economics, mathematics, science, and social science. A program at the sixth-year level in the area of elementary education is also offered.

Facilities

The College has excellent facilities for the graduate program. Practically all graduate courses are scheduled in air-conditioned rooms.

The new library is well equipped for graduate study. An extensive and centrally located bibliography collection is a major assistance to effective research. Four individual microform reading rooms equipped with microfilm reader-printers are available. The Graduate Reading Room is located on the second floor.

A curriculum laboratory, located in the Education Building, contains ample collections of current elementary and secondary school textbooks, courses of study, curriculum bulletins, Georgia State Department of Education publications, United States Office of Education bulletins, and a variety of periodicals and pamphlets.

Graduate students may avail themselves of these materials, most of which can be checked out.

During the summer the Peabody Laboratory School is not in regular session, but a summer day camp and enrichment program is in operation, as is the Nursery School. Some opportunities for observation are, therefore, available.

SUMMER ACTIVITY PROGRAM

A varied program of educational, social, and recreational events is provided during the summer. Lectures by well-known educators, graduate seminars, art exhibits, and concerts are included. Recreational facilities are available for picnics, tennis, and bicycling. Group singing, square dancing, and other such activities are conducted periodically. Both indoor and outdoor swimming pools are open to students daily.

GENERAL POLICIES GOVERNING GRADUATE WORK

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. Not more than ten 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 quality 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 the initial work of the graduate program.

At least thirty hours of graduate work must be completed in regular College session residence. Off-campus courses do not meet the residence requirement, and not more than fifteen hours of Saturday classes or field study will be accepted on the degree program. Not more than fifteen hours of graduate credit can be earned by in-service teachers during the September-June period.

Not more than fifteen of the sixty 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 requirements specified by the College.

No graduate credit will be allowed for correspondence work, extension work, or field workshops.

REGULATIONS GOVERNING GRADUATE STUDY

MASTER OF BUSINESS ADMINISTRATION DEGREE

Admission

All candidates for the Master of Business Administration degree at the College must comply with the general requirements prescribed for the University System. Prospective candidates must be graduates of accredited four-year colleges. In addition, the following requirements are applicable for admission:

1. The applicant must present satisfactory test results from either the Graduate Record Examination or the Admission Test for Graduate Study in Business.
2. Each applicant should show satisfactory undergraduate preparation to support the proposed graduate program.
3. Each applicant should be able to demonstrate his personal interest in graduate study in business.

Admission to Candidacy

Applicants who have met the basic requirements may make application for candidacy for the Master of Business Administration degree. Applications should be made no later than the midpoint in the student's program. Applicants are responsible for initiating this step.

The basic requirements for admission to candidacy for the Master of Business Administration degree are as follows:

1. The applicant should have completed not less than fifteen hours of graduate work at the College.
2. The applicant should submit a program of study approved by the major adviser.

In determining approval for candidacy, the Graduate Council will take into consideration such other factors as undergraduate preparation, recommendation of current professional superior,

test scores previously submitted, and the quality of work done in the graduate program to date.

Three copies of the planned program are submitted with the application for candidacy. When the application is approved, one copy of the program is returned to the applicant, one is sent to the major adviser, and one is retained in the office of the chairman of the Department of Business Administration and Economics.

Credit Requirements and Regulations

The primary emphasis in the Master of Business Administration degree program at Georgia College is on the field of management, but the fields of finance, economics, and marketing are incorporated to give the student a clear understanding of the business enterprise as a whole.

To achieve the desired educational balance in each individual case, a highly flexible program has been organized to meet the demands of students with widely varied backgrounds.

A two-year program of 90 quarter hours has been designed for the liberal arts graduate with little academic preparation in business administration. The graduate student who has completed a balanced undergraduate business program may meet requirements for the degree with as little as 45 quarter hours. All courses in the first year of the two-year program are foundation courses on which more advanced work can be constructed.

Advisement

Upon approval of the application for admission each graduate student is assigned an adviser by the chairman of the Department of Business Administration and Economics.

MASTER OF EDUCATION DEGREE

Admission

For admission to a fifth-year program at the College an applicant must comply with the general requirements prescribed for the University System. In addition, certain specific requirements must be met as follows:

1. The applicant should have completed an undergraduate degree program from an approved institution. The program should show satisfactory preparation to support the proposed graduate program.
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2. The applicant should hold, or be eligible for, a professional certificate in the area in which graduate work is contemplated.
3. The applicant should submit a satisfactory score on the National Teacher Examination (Common Examination and Option in Teaching Field) or the Graduate Record Examination.

Admission to Candidacy

Applicants who have met the basic requirements may make application for candidacy for the Master of Education degree. Application should be made no later than the mid-point in the student's program as thirty quarter hours should be earned after the application has been submitted. Applicants are responsible for initiating this step.

The basic requirements for admission to candidacy for the Master of Education degree are as follows:

1. The applicant should have completed not less than fifteen hours of graduate work at the College, including five hours of a 600 professional education course and five hours in an appropriate content field.
2. The applicant should show evidence of at least one year of successful teaching.
3. The applicant should submit a program of study approved by the major adviser.

In determining approval for candidacy, the Graduate Council will take into consideration such other factors as undergraduate preparation, recommendation of current professional superior, use of oral and written English, test scores previously submitted, and the quality of work done in the graduate program to date.

Three copies of the planned program are submitted with the application for candidacy. When the application is approved, one copy of the program is returned to the applicant, one is sent to the major adviser, and one is retained in the office of the director of the graduate program.

Credit Requirements and Regulations

The Master of Education degree is offered under three plans as follows:

Plan I. Sixty hours of course work to include twenty-five hours of appropriate content courses, twenty-five in professional edu-

education including Education 630, Educational Research; Education 640, Advanced Studies in Human Development and Learning; Education 690, Curriculum Planning; one foundational course (either Social Foundations or Historical and Philosophical Foundations), and ten hours of electives.

Plan II. Fifty-five hours of regular course work plus a directed field project in educational research. The course distribution would be twenty-five hours in appropriate content courses, twenty hours in professional courses (630, 640, 690, and one foundational course), and ten hours of electives.

Plan III. Forty-five hours of course work and a thesis. The course distribution would include twenty-five hours in appropriate content courses and twenty hours of professional education courses (630, 640, 690, and a foundational course). This plan could be followed only in those areas where faculty and resources permit the completion of an appropriate thesis. Ten hours would be the maximum amount of transfer credit in this option.

Advisement

Upon approval of application for admission each graduate student is assigned an adviser. The appropriate department head serves as adviser for students in the secondary teaching areas and an education professor serves for those in elementary education. Students must commit themselves to one of the three plans at the time they make application for admission to candidacy (between fifteen and thirty hours). Students following Plan III will submit to the Director of the Graduate Program suggested names for the committee of three that will direct the thesis. A selection of a chairman for this committee will need to be mutually acceptable as the committee chairman will assume major responsibilities for directing the thesis. Only professors who hold an earned doctorate are eligible to serve as committee chairmen. Of the three committee members, one must be from the Education Department and one must be from outside the Education Department. Appointment of the committee is made by the Graduate Council.

SPECIALIST IN EDUCATION CERTIFICATE

Admission

To be eligible for admission, students must have achieved the minimum National Teacher Examination score required for sixth-year certification as established by the State Department of Education. Only persons who already hold a T-5 certificate in elementary

education can be considered for entrance. The approval of the Department of Education and the dean of the College is also necessary.

Credit Requirements and Regulations

Each sixth-year professional program is individually designed in light of prior course work, needs and interests of students, and the results of a diagnostic examination. The professional program is made up of a sequence of courses and a year-round plan for personal and professional development.

The sequence of courses consists of a minimum of forty-five hours of planned graduate study beyond the Master of Education degree.

One hundred five quarter hours of graduate study are required for a Sixth-Year Certificate. Of these, sixty quarter hours are planned as a master's degree; the remaining forty-five quarter hours are considered the sixth-year program. The total of one hundred five quarter hours must be completed within the following framework:

- | | |
|---|------------------|
| 1. Foundation of education | 15 quarter hours |
| 2. Curriculum, methods, problems | 15 quarter hours |
| 3. Research | 10 quarter hours |
| 4. Instructional areas (subject matter) | 50 quarter hours |
| 5. Electives | 15 quarter hours |

Students are subject to the general graduate program regulations described elsewhere with the following additions: only courses carrying a 500 or 600 number are acceptable for a sixth-year program. These courses must have been passed with the grades of A or B.

Not more than ten quarter hours of credit may be earned under the auspices of another graduate institution and transferred into this program. All credit applied to the planned program must have been earned within the period of four years after registration for the first course at the sixth-year level. A research project must be completed as a part of either the fifth or the sixth-year 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 the college, unless such courses have already been included in a particular program.

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



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 aesthetic 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.

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

Requirements for Major

1. Bachelor of Arts degree with a major in art: general education plus eighteen courses in art required, including Art 104 A,B,C, 204 A,B,C, 210, 211, 212, 304, 333, 450 and a ten-hour concentration selected from one of the following areas: painting, crafts, interior design, or ceramics; two of the following: 328, 347, 348; and two additional art courses from the remaining areas.

2. Bachelor of Science degree with a major in art education: general and professional education plus eighteen courses in art

required, including Art 104 A,B,C, 204 A,B,C, 210, 211, 212, 304, 310, 316, 333, 335, 450; one of the following: 328, 347, 348; and two additional art courses from the remaining areas.

Exhibition Program

The exhibition program brings to the campus contemporary works in painting, drawing, graphics, ceramics, crafts, sculpture, and photography by recognized artists. Exhibitions are held in the College gallery.

In addition to the regular exhibition program, the Department of Art maintains an increasingly important collection of original art works. The permanent collection includes the Mary Thomas Study Collection of nineteen graphic works, the Mamie Padgett Collection of twenty-one works, and the Departmental Collection of twenty-six works. The collection is added to systematically through donations, gifts, and departmental purchases. It is housed in Porter Fine Arts Building.

Color Slide Collection

The Department of Art has a collection of approximately fifty film strips and over four thousand color slides including the fifteen hundred slide set of *The Arts of the United States* compiled by the Carnegie Corporation of New York.

100. BASIC DESIGN AND COLOR.

Principles of design, composition, and color fundamentals. Lecture and studio problems for the non-art major. Fee for materials. Credit, five hours.

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. Credit, five hours.

104A.* ART STRUCTURE.

Drawing and two-dimensional design. Fee for materials. Credit, two hours.

104B.* ART STRUCTURE.

Drawing and three-dimensional design. Fee for materials. Credit, two hours.

*Art 104 A,B,C, are for art majors.

104C.* ART STRUCTURE.

Drawing, color theory, and application. Fee for materials. Credit, two hours.

204A.** ART STRUCTURE.

Drawing and introduction to graphic techniques. Fee for materials. Credit, two hours.

204B.** ART STRUCTURE.

Drawing and introduction to three-dimensional media. Fee for materials. Credit, two hours.

204C.** ART STRUCTURE.

Drawing and introduction to painting. Fee for materials. Credit, two hours.

210. ART HISTORY SURVEY.

Ancient and Medieval periods. Credit, three hours.

211. ART HISTORY SURVEY.

Gothic, Renaissance, and Baroque periods. Credit, three hours.

212. ART HISTORY SURVEY.

Neo-classic through mid-twentieth century. Credit, three hours.

216. DRAWING.

Prerequisites: Art 104A, B, or C or Art 100.

Drawing from still life, landscape, figure. Various media.

304. DRAWING AND PAINTING.

Prerequisite: Art 204C.

Picture structure through design and composition. Studio and lecture. Credit, five hours.

310-311. CERAMICS.

Prerequisite: Art 204 or permission of instructor.

Preparation of clay and glazes, testing, handbuilding methods, the potter's wheel, decorative processes, and firing. Lecture and studio. Fee for materials. Credit, five hours each course.

*Art 104 A, B, C, are for art majors.

**Art 204 A,B,C, are for art majors. Art 204 sequence should not be taken in advance of, but may be, in special cases, taken concurrently with Art 104 sequence.

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 studio in materials, curriculum planning, techniques, and methods of stimulation. Lecture and studio. Fee for materials. Credit, five hours.

316. CURRICULUM PLANNING IN ART EDUCATION K-12.

Curriculum planning and laboratory experiences adapted to developmental stages. Sources of materials and supplies, planning a functional art room, the role of professional organizations in art, and some understanding of the several philosophies of art education. Lecture and studio. Fee for materials. Credit, five hours.

324. INTERIOR DESIGN.

Prerequisite: Art 204C.

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 studio. Fee for materials. Credit, five hours.

328. THE ANCIENT WORLD.

A study in the development of the arts from the prehistoric to the early Christian period. Credit, five hours.

329. COMMERCIAL DESIGN.

Prerequisite: Art 204C.

A technical approach to layout with problems in poster design, book-jacketing, packaging, and other exercises in the application of commercial art to present-day advertising. Lecture and studio. Credit, five hours.

333. DRAWING.

Prerequisite: Art 304 or permission of instructor.

Intensive study of the human figure through studio experience with models and through analysis of the drawings of the masters. Studio and lecture. Credit, five hours.

335-336. CRAFTS.

Prerequisites: Art 204C.

Design related to a variety of materials and processes, including textile weaving, printing, silk screen and dyeing, jewelry and metal-

work, enameling, and stone-setting. Leather-work and other areas of craft by arrangement. Lecture and studio. Fee for materials. Credit, five hours each course.

347. THE MODERN WORLD.

A study in the development of twentieth century painting, sculpture, and architecture. Credit, five hours.

348. AMERICAN ART.

A study of the development of painting, sculpture, architecture, and allied arts in the United States from the colonial period to the present. Credit, five hours.

424. INTERIOR DESIGN.

Prerequisite: Art 324.

Advanced problems. Lecture and studio. Fee for materials. Credit, five hours.

444. PAINTING.

Prerequisite: Art 333 or permission of instructor.

Various media. Technical consideration of preparation of grounds, media. Analyses of the techniques of the masters. Aesthetic consideration of picture structure. Studio and lecture. Credit, five hours.

444a. PAINTING.

Prerequisite: Art 444.

Advanced painting. Studio and lecture. Credit, five hours.

450. SEMINAR AND EXHIBITION.

For art majors. To be taken three quarters in senior year. Total credit, five hours.

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 chairman of the department and the dean of the College. Credit, five hours.



BIOLOGY

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: 222, 225, 490, and six additional upper division courses, three of which must be numbered 400 or above.

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

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. These courses are prerequisites to the advanced courses. Offered every quarter. Three lecture, one discus-

sion period and one two-hour laboratory period. Credit five hours each course.

210. HUMAN ANATOMY.

Prerequisite: Biology 123.

A detailed study of the structures of the human body. Two lectures and six laboratory periods. Offered fall and winter quarters every year. Credit, five hours.

211. HUMAN PHYSIOLOGY.

Prerequisites: Biology 123, 210.

A detailed study of the functions of the human body. Three lectures and four laboratory periods. Offered winter and spring quarters every year. Credit, five hours.

222. ADVANCED BOTANY.

Prerequisites: Biology 123, 124.

A survey of the major groups of lower plants with special emphasis upon structure, ecology, development, evolutionary relationships, and classification. Two lectures and six laboratory periods. Offered spring quarter every year. Credit, five hours.

225. INVERTEBRATE ZOOLOGY.

Prerequisites: Biology 123, 124.

A study of invertebrate animal groups from protozoa through the insects, with attention given to general anatomy, physiology, ecology, and evolutionary relationships, and to their social significance. Two lectures and six laboratory periods. Offered fall quarter every year. Credit, five hours.

300. GENERAL PHYSIOLOGY.

Prerequisites: Biology 222, 225.

A course designed to provide the student with a general knowledge of basic physiological processes on both the cellular and organ level and to introduce him to certain laboratory techniques used in studying these processes. Three lectures and four laboratory periods. Offered 1969-70, spring quarter. Credit, five hours.

305. COMPARATIVE VERTEBRATE ANATOMY.

Prerequisites: Biology 123, 124, 225.

Concerns the general anatomy, physiology, ecology, and evolutionary relationship of the chordate animals. Several types of

vertebrates are dissected. Two lectures and six laboratory periods. Offered winter quarter every year. Credit, five hours.

320. MICROBIOLOGY.

Prerequisite: Biology 123.

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 six laboratory periods. Offered fall and winter quarters every year. Credit, five hours.

340. PLANT PHYSIOLOGY.

Prerequisite: Biology 222.

A study of the basic principles of plant physiology. Three lectures and four laboratory periods. Offered 1970-71. Credit, five hours.

402-502. FIELD BIOLOGY.

Prerequisites: Forty hours in science. Background in taxonomy advised.

A course designed to acquaint the student with interrelationships of living organisms through use of local field materials. Two lectures and six laboratory periods. Offered alternate years. Offered 1969-70, spring quarter. Offered during summer term for graduate credit only. Credit, five hours.

434. HISTOLOGY.

Prerequisites: Biology 222, 225.

Preparation and study of animal tissues. Two lectures and six laboratory periods. Offered alternate years. Offered 1970-71, winter quarter. Credit, five hours.

440-540. GENETICS.

Prerequisites: Biology 222, 225.

A study of the physical basis of inheritance, the laws of heredity and their relation to man. Four lectures and two laboratory periods. Offered alternate years. Offered 1970-71, fall quarter. Credit, five hours.

441-541. EVOLUTION.

Prerequisites: Biology 222, 225.

A study of the process of organic evolution. Five lectures. Offered 1969-70, fall quarter. Credit, five hours.

442-542. ECOLOGY.

Prerequisites: Biology 222, 225.

Investigations into the effects of environment on the structures, functions, and community organization of plants and animals. There will be occasional week-end trips to study outstanding natural areas. Two lectures and six laboratory periods. Offered alternate years. Offered 1970-71, spring quarter. Credit, five hours.

444. VERTEBRATE EMBRYOLOGY.

Prerequisite: Biology 225.

The early embryological development of vertebrates. Includes study of germ cells, fertilization, cleavage, differentiation, and the origin of organ systems. Two lectures and six laboratory periods. Offered alternate years. Offered 1969-70, spring quarter. Credit, five hours.

446. PARASITOLOGY.

Prerequisite: Biology 225.

The biology, identification, and control of protozoa, worms, and insects that commonly parasitize man and domestic animals. Two lectures and six laboratory periods. Offered alternate years. Offered 1969-70, winter quarter. Credit, five hours.

450-550. INDEPENDENT STUDY.

Special problems in biology. Open to seniors and graduate students with the approval of the chairman of the department and the dean of the College. Credit, five hours.

490. SEMINAR.

Studies in selected fields of biology. Required of biology majors in junior and senior year. One hour a week, three quarters. Credit one hour each quarter.

GRADUATE COURSES

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 six laboratory periods. Offered during summer term. Credit, five hours.

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 six laboratory periods. Offered during the summer term. Credit, five hours.

502. FIELD BIOLOGY. (See Biology 402-502.)

540. GENETICS. (See Biology 440-540.)

541. EVOLUTION. (See Biology 441-541.)

542. ECOLOGY. (See Biology 442-542.)

550 INDEPENDENT STUDY. (See Biology 450-550.)

BUSINESS ADMINISTRATION AND ECONOMICS

The Business Administration undergraduate programs are built to satisfy the students who are interested in Management, Accounting, Office Occupations, High School Teaching, and Economics. A combination of liberal studies, business background, and some specific preparation are provided to equip students for the better type of business openings.

Specific majors in the Bachelor of Business Administration degree include Management and Accounting. This is a professional degree intended for the student who wishes to be upgraded in business, advanced from initial contact jobs to junior executive and executive positions in business, or prepared for management of small businesses. The Bachelor of Business Administration, if properly planned, may lead to the professional degree of Master of Business Administration with a minimum of time.

Specific majors in Business Administration for the Bachelor of Science degree in Office Occupations include Business Education; Executive, Legal, or Medical secretary; and Office Machines.

An Economics major may be taken under the Bachelor of Science or Bachelor of Arts degree program but particular courses chosen in Economics and Business Administration must be approved by the Chairman of the department.

Common Background for Business Programs

General Education: Select Economics 201. Common to Business degree program: Business Administration 201, 202, 207, 217, Economics 202, Mathematics 212.

Additional (Choice of One)

Major in Management

Psychology 201
Economics 311, 337, 406,
428

Business Administration
441, 442, 443

Economics, or Business, or
Related Electives: 3 courses
Free Electives: 5 courses

Major in Accounting

Economics 337
 Business Administration
 308, 311, 312, 332,
 433, 434, 435

Economics, or Business, or
 Related Electives: 3 courses
 Free Electives: 5 courses

Major for Office

*Business Administration
 226, 227, 228, 303, 320
 or 306, 322 or 309, 323
 or 431, 324 and 429 or
 2 Business Electives

Free Electives: 5 courses

Major for Business Education

Business Administration
 226, 227, 228, 303,
 320, 322, 323, one
 Business Elective

Education 204, 295, 305, 445,
 446, 447, 455, 476

Concentration for Two-Year Certificate

General Education:
 English 101, 102;
 Economics 201, Political
 Science 101; History 211;
 2 General Education
 Electives

Business Administration 201,
 **226, 227, 228, 303, 307,
 317; 320 or 306, 322 or
 309, 323 or 431;
 Business Elective: 1 course

BUSINESS ADMINISTRATION**125. INTRODUCTION TO TYPEWRITING.**

The development of correct typewriting techniques and the application of typewriting skill to letter writing. No credit hours.

201. ACCOUNTING PRINCIPLES, I.

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, five hours.

*Medical and Legal Secretarial Preparation require some adaptations to secure backgrounds in science, or political science and history.

**In Two-Year program, if no typewriting has been taken previously, Business Administration 125 should be scheduled in summer; basic courses require September to June attendance for Freshman and Sophomore years.

202. ACCOUNTING PRINCIPLES, II.

Prerequisite: Business Administration 201.

A continuation of course 201, covering partnership and corporation problems, controlling accounts, columnar journals, accruals, depreciation, working sheets, statements, and closing entries. Credit, five hours.

207. BUSINESS LAW, I.

The general nature of law and courts; laws involved with agency and employment, negotiable instruments, personal contracts, property and bailments, and sales of goods. Credit, five hours.

212. BUSINESS STATISTICS.

A course in business arithmetic and the more important aspects of mathematics of finance; compound interest, annuities, sinking funds, amortization, bonds, insurance, and taxes.

217. BUSINESS CORRESPONDENCE AND REPORT WRITING.

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 and report writing. Credit, five hours.

226.* SKILL-BUILDING AND REVIEW TYPEWRITING.

Prerequisite: Business Administration 125 or equivalent.

Designed for students who have had one or more years of high school typewriting and who require further development techniques. Credit, five hours.

227.* ADVANCED TYPEWRITING.

Prerequisite: Business Administration 226.

Increased development of skill through speed building and job production activities. Credit, five hours.

228.* TYPEWRITING OFFICE PRACTICE.

Prerequisite: Business Administration 227.

Production typing of letters, manuscripts, tabulations, and business forms. Office etiquette, office duties and responsibilities, and visual filing. Credit, five hours.

*Credit is given in typewriting only for a concentration in Business Administration.

303. OFFICE MACHINES.

Prerequisite: Business Administration 226.

Introduction to the use of adding, calculating, posting, dictating and duplicating machines, computing activities of the office. The problems, selection, and administration of basic office machines. Credit, five hours.

306. OFFICE MECHANIZATION AND AUTOMATION.

Prerequisite: Business Administration 303.

Practical application in the use of basic office machines and computer equipment. Credit, five hours.

308. BUSINESS LAW, II.

Prerequisite: Business Administration 207.

Laws involved with business organizations, real property, insurance, bankruptcy, estates and trusts, security devices, and government regulations. Credit, five hours.

309. ADVANCED CALCULATING AND ACCOUNTING MACHINES.

Prerequisite: Business Administration 306.

The development of a high degree of efficiency in the operation of a related group of office machines such as commercial posting, bank posting, and ten-key bookkeeping; crank-driven, key-driven and electric calculators; ten-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. Credit, five hours.

311. INTERMEDIATE ACCOUNTING, I.

Prerequisite: Business Administration 202.

An advanced study of the theory, principles, and procedures of corporate, partnership, and proprietorship forms of business. This includes the fundamental accounting processes, financial statements, working capital items, valuation procedures, current liabilities, investments, plant, and equipment acquisition and use. Credit, five hours.

312. INTERMEDIATE ACCOUNTING, II.

Prerequisite: Business Administration 311.

A continuation of Business Administration 311 providing depth and breadth of theory coverage. Major emphasis on accounting for intangibles, long-term debt, corporate capital, paid-in capital,

retained earnings, analytical processes, and statements of application of funds. Credit, five hours.

320.* BEGINNING SHORTHAND.

The principles of Gregg's Diamond Jubilee Shorthand and the development of a fair degree of skill in reading and writing from printed shorthand. Credit, five hours.

321.* SKILL-BUILDING AND REVIEW SHORTHAND.

Prerequisite: High School Shorthand.

Designed for students who have had one or more years of high school shorthand and who require further development techniques. Credit, five hours.

322.* INTERMEDIATE SHORTHAND.

Prerequisite: Business Administration 320 or 321.

A review of shorthand principles and an introduction to simple new-matter dictation. Credit, five hours.

323.* ADVANCED SHORTHAND AND TRANSCRIPTION.

Prerequisite: Business Administration 322.

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

324A. ADVANCED TRANSCRIPTION AND EXECUTIVE SECRETARIAL DUTIES.

Prerequisite: Business Administration 323.

High levels of skill in transcription. A consideration of the work of an executive secretary. Credit, five hours.

324B. MEDICAL TRANSCRIPTION, VOCABULARY, AND DUTIES.

Prerequisite: Business Administration 323.

Skill in medical transcription and vocabulary. A consideration of the work of a medical secretary. Credit, five hours.

324C. LEGAL TRANSCRIPTION, VOCABULARY, AND DUTIES.

Prerequisite: Business Administration 323.

Skill in legal transcription and vocabulary. A consideration of the work of a legal secretary. Credit, five hours.

332. ADVANCED ACCOUNTING.

Prerequisite: Business Administration 312.

A more advanced study of accounting procedures with atten-

*Credit is given in shorthand only for a concentration in Business Administration.

tion given to the more difficult and specialized phases that arise in consignment, installation sales, larger organizations, consolidations, estates and trusts, and actuarial science. Credit, five hours.

429A. PRACTICUM FOR EXECUTIVE SECRETARY.

Prerequisite: Business Administration 324A.

Arrangement for practical experience as an Executive Secretary in an approved situation. Credit, five to fifteen hours.

429B. PRACTICUM FOR MEDICAL SECRETARY.

Prerequisite: Business Administration 324B.

Arrangement for practical experience as a Medical Secretary in an approved situation. Credit, five to fifteen hours.

429C. PRACTICUM FOR LEGAL SECRETARY.

Prerequisite: Business Administration 324C.

Arrangement for practical experience as a Legal Secretary in an approved situation. Credit, five to fifteen hours.

431. 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. Credit, five hours.

433. AUDITING.

Prerequisite: Business Administration 332.

A course in the theory and practice of professional and general auditing. The student will gain the basis for the expression of a general opinion regarding the conformity with accepted accounting procedure of statements prepared by a corporation or other forms of business. Auditing standards, internal control, government regulation, and formal report writing are other major topics emphasized. Credit, five hours.

434. INCOME TAX ACCOUNTING.

Prerequisite: Business Administration 332.

A study of federal income tax laws. The various types of returns are studied and emphasis is placed on the determination of income and legal deductions in order to determine taxable net income. Credit, five hours.

435. COST ACCOUNTING.

Prerequisite: Business Administration 332.

Methods of accounting for the various elements of production, distribution, and financial cost with emphasis on the use of cost information in directing the business enterprise. Study is made of the job order, and process cost systems. Credit, five hours.

441. BUSINESS FINANCE.

A study of financial organization and management from the standpoint of the chief financial officer of an operating business. Major topics emphasized are choosing a form of organization, sources of financing their requirements, tools of financing a business, and controlling the finances of a business organization. Credit, five hours.

442. INDUSTRIAL MANAGEMENT.

General organization and management of an industrial plant. Plant location, layout, manufacturing, production, control, and plant operating procedures generally. A study of the problems a business encounters in maintaining adequate supplies of raw materials. Sources, purchasing, financing, transportation, storage, and inventory control. Credit, five hours.

443. PERSONNEL MANAGEMENT.

A study of the principles and procedures in the recruitment, selection, and placement of a labor force; treatment of grievances; problems of collective bargaining; compensation policies; merit rating; promotion; transfer and discharge; training; and personnel record. Credit, five hours.

ECONOMICS**201. PRINCIPLES OF ECONOMICS.**

An analysis of the principles involved in the production, exchange and distribution of goods by the American Economic System, including the role of the market, money and banking, prices and price determination under conditions of competition, monopoly, and imperfect competition. Credit, five hours.

202. PRINCIPLES OF ECONOMICS.

An inquiry into macroeconomics theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economic aggregates. Credit, five hours.

300. COMPARATIVE ECONOMIC SYSTEMS.

A study of the various forms of organization of economic activity, including British Socialism, the Soviet Union economy, economic planning in India, with emphasis on modern Communism and Capitalism. Credit, five hours.

304. CONSUMER ECONOMICS.

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

311. PRINCIPLES OF MARKETING.

A study of market organization designed to introduce the student to the major institutions and basic theory in the field of marketing. Different levels of marketing, organizations' operation at each level and their functions, price policy, marketing cost, and relative efficiency of various marketing methods are the principal topics emphasized. Credit, five hours.

337. MONEY AND BANKING.

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

403. CURRENT ECONOMIC 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. Credit, five hours.

406. INDUSTRIAL RELATIONS.

An analysis of the major problems and grievances of employers, employees and consumers arising from our competitive economic system, and a consideration of efforts to solve these problems. Credit, five hours.

428. GOVERNMENT AND BUSINESS (Also Political Science).

A study of the interaction between business organization and government. Special emphasis on the problems of regulation, control, and promotion of business enterprise. Credit, five hours.



GRADUATE COURSES

MASTER OF BUSINESS ADMINISTRATION DEGREE MASTER OF EDUCATION DEGREE

The primary objective of the Master of Business Administration program is to train future business executives to deal with managerial problems related to operations in a complex and dynamic economy. Although a two-year academic program is offered requiring the completion of ninety quarter hours of work, a substantial reduction of time may be achieved if previous academic work can satisfy any portion of the specified program. The first of the two-year curriculum has been designed primarily for those students whose undergraduate experience has been basically in the liberal arts, science, engineering or other non-business areas.

FIRST YEAR: Thirty-Five Quarter Hours: Eco. 501; Eco. 511; BA 501; BA 503; BA 507; BA 517; BA 541.

ELECTIVES: Ten Quarter Hours: Eco. 406; Eco. 428; BA 433; BA 434; BA 435; BA 442; BA 443; BA 540; BA 560 and Economics or Business Administration related subjects approved by the department.

SECOND YEAR: Forty-Five Quarter Hours: Eco. 606; Eco. 628; BA 617; BA 642; BA 651; BA 661; BA 690; BA 699 or Elective appropriate to research problem.

The primary objective of the Master of Education program in business education is to improve and make more effective the teaching work of experienced business teachers in the secondary school. Graduate study should include Business Administration 529, 530, 531, 532, 533.

Business Administration

501. ACCOUNTING THEORY.

History and development of accounting theory with special emphasis on the new principles being advocated at the present time; the influence of legislation on accounting theory. Credit, five hours.

503. BUSINESS STATISTICS.

A general course covering the use of graphs, frequency distributions, averages, measures of dispersion, etc., with an introduction to sampling and correlation; a basic course for all the fields of application. Credit, five hours.

507. LEGAL FACTORS IN THE BUSINESS ENVIRONMENT.

An analysis of both the internal operations of the business enterprise and its external relationships with the society of which it is a vital element. The legal system and the conceptual and institutional framework within which the administration of justice according to law takes place. Credit, five hours.

517. ADVANCED COMMUNICATION & REPORTS.

Total communication principles that blend the most modern and successfully written and oral principles and techniques for improved internal management communication and external management presentation. Credit five hours.

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. Credit, five hours.

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, five hours.

531. OFFICE MANAGEMENT—See 431.

Credit, five hours.

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 to work towards improvement of presentation to high school students. Credit, five hours.

533. IMPROVEMENT OF INSTRUCTION OF OFFICE PRACTICE.

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

540. COMPUTER AND DECISION MAKING PROCESS.

Management simulation through the use of computers. The course stresses rationality in business decisions and the integrating of the functional fields into management decisions.

541. FINANCIAL MANAGEMENT.

An understanding of basic financial concepts and techniques, and an ability to apply them in arriving at management decisions within the context of specific business situations. Credit, five hours.

560. MANAGERIAL ACCOUNTING.

Provides knowledge required for intelligent use of accounting data by management; accounting reports and controls and limitations of accounting data.

617. ADVANCED COMMUNICATION TECHNIQUES
IN MANAGEMENT.

Communications for executives and management. Public speaking, group conference techniques, report writing, public relations, employee relations, customer relations. Credit, five hours.

628. BUSINESS RELATIONS WITH GOVERNMENT AND SOCIETY.

A study of the philosophy and role of business and the business executive in the social, governmental, and economic environment. Special emphasis on legal and political processes as they affect democratic industrialized societies. Credit, five hours.

642. ADVANCED PROBLEMS IN MANAGEMENT.

General organization and management of an industrial plant or business enterprise. A study of the problems a business encounters in maintaining adequate supplies of raw materials.

Sources, purchase, finance, transportation, storage, and control of inventories. Credit, five hours.

651. BUSINESS POLICY FORMULATION.

A study of actual practices of well-known companies to see the part that policies play, and how managers arrive at and implement good policies. Specific attention is given to the work of directors and of presidents. Concerned both with the formulation and with the implementation of business policy. Credit, five hours.

661. QUANTITATIVE METHODS FOR BUSINESS RESEARCH.

A study of probability theory, statistical methods, classical statistical inference, and quantitative decision-making techniques. Emphasis on simple mathematical models for various business problems. Credit, five hours.

690. RESEARCH SEMINAR.

Considers nature, scope, and importance of business research, and research methodology. Emphasizes sources of information, methods of presentation, and methods of analysis and interpretation of statistical data. Involves individual investigation and report writing on problems of current business interest. Credit, five or ten hours.

699. RESEARCH PROBLEM.

A study in depth of a problem of personal concern. This is not a formal dissertation but rather an opportunity for personal research and study. Credit, five or ten hours.

Economics

501. ECONOMIC THEORY.

An analysis of the principles involved in the production, exchange and distribution of goods by the American Economic System. An inquiry into macro-economic theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economic aggregates. Credit, five hours.

511. MARKETING AND DISTRIBUTION THEORY.

An analysis of social, economic, technological, and competitive forces which create and shape demand; marketing problems confronted by management; and promotional programs and distribution patterns employed to obtain sales and profits. Credit, five hours.

606. MANAGERIAL ECONOMICS.

The development of skill in the systematic analysis of the economic accounting aspects of business decisions and in the development, understanding, and use of quantitative data bearing on the performance both of the business firm as a whole and of individual units within the firm. Credit, five hours.



CHEMISTRY

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

Major Program. The requirements for a major in chemistry are:

Chemistry 104, 280, 336, 337, 338, 401, 450, 491, 492, 493.

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.

101. GENERAL CHEMISTRY.

Fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Four lectures and one two-hour laboratory. Credit, five hours.

102. GENERAL CHEMISTRY.

Prerequisite: Chemistry 101.

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

Four lectures and one two-hour laboratory period. Credit, five hours.

104. QUALITATIVE ANALYSIS.

Prerequisite: Chemistry 102.

A study of the reactions of common elements and ions including their analyses. Emphasis on equilibrium and solubility. Introduction to instrumental techniques. Three lectures and two two-hour laboratory periods. Credit, five hours.

231. ORGANIC CHEMISTRY.

Prerequisite: Chemistry 101.

A brief study of the principal classes of organic compounds. Designed especially for students of home economics. Four lectures and one two-hour laboratory period. Credit, five hours.

280. QUANTITATIVE ANALYSIS.

Prerequisite: Chemistry 102.

Gravimetric and volumetric analysis and quantitative instrumental methods. Three lectures and two two-hour laboratory periods. Credit, five hours.

336. ORGANIC CHEMISTRY.

Prerequisite: Chemistry 102.

An intensive study of organic compounds from the standpoint of structure, synthesis, and reactions. NMR, infrared spectrophotometry and gas-liquid chromatography are stressed. Four lectures and one two-hour laboratory period. Credit, five hours.

337. ORGANIC CHEMISTRY.

Prerequisite: Chemistry 336.

A continuation of Chemistry 336. Individual library projects. Four lectures and one two-hour laboratory period. Credit, five hours.

338. ORGANIC CHEMISTRY.

Prerequisite: Chemistry 337.

A continuation of Chemistry 337. Individual laboratory projects. Four lectures and one two-hour laboratory period. Credit, five hours.

401-501. INORGANIC CHEMISTRY.

Prerequisites: Chemistry 491, 492.

Designed to unify the principles and facts of inorganic chemistry and to provide theoretical basis for rationalizing chemical and physical behavior in terms of molecular models. Five lectures. Credit, five hours.

450. SEMINAR.

Given twice each month. Credit, one hour.

451. BIOCHEMISTRY.

Prerequisite: Chemistry 231 or 337.

The fundamental chemistry of living systems. Four lectures and one two-hour laboratory period. Credit, five hours.

491, 492, 493. PHYSICAL CHEMISTRY.

Prerequisite: Chemistry 102.

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. Four lectures and one two-hour laboratory period per week. Credit, five hours each quarter.

EDUCATION

The primary responsibility of the Department of Education is to provide the professional portion of the various teacher education planned programs. Students do not major in education, although the elementary education major is administered through the Department of Education.

Teaching field courses which comprise the elementary major are as follows: Art 315, Education 315 and 351, English 314, Geography 200, Home Economics 324, Health 325, Mathematics 300, Music 321, and Physical Education 315. Two of these courses will satisfy the additional general education courses required in the Bachelor of Science degree. In addition, elementary majors must complete a field of concentration in an elementary teaching area, consisting of not fewer than three courses from a single department. Concentrations are available in social studies, biology, music, art, health, physical education, and recreation, mathematics, English, French, Spanish, home economics, early childhood education, and library science. The last two of these fields carry a certification endorsement.

The professional sequence for elementary majors consists of Ed. 204, Ed. 295, Ed. 400-401-402 (Block), and Ed. 424-425-426 (Student Teaching).

The professional sequence for those preparing to teach in the secondary grades consists of Ed. 204, Ed. 295, Ed. 305, Ed. 455, and Ed. 445-446-447 (Student Teaching).

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. Credit, five hours. Offered every quarter.

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. Observations of children and youth are a required part of this course. Credit, five hours. Offered every quarter.

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 students in relating education, psychology, and their selected teaching fields to their purpose for teaching. Credit, five hours. Not open to elementary majors. Offered every quarter.

315. GENERAL SCIENCE FOR ELEMENTARY GRADES.

A course designed to enable the elementary major to guide the child in his scientific interpretation of the environment. It includes facts in all science areas with emphasis on chemistry and earth sciences. Students also carry out experiments and demonstrations. Three lectures and two double laboratory periods. Credit, five hours. Offered every quarter.

351. THE LANGUAGE ARTS PROGRAM.

This course, required of elementary majors, deals with the Language Arts Program provided in the public schools, the techniques used in analyzing and diagnosing reading skills, and the various approaches employed in teaching reading. Credit, five hours. Offered every quarter.

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

Prerequisite: Junior classification.

A study of the principles, materials, and methods involved in organizing and teaching physical education in elementary and junior high schools. Credit, five hours. Offered every quarter.

400. THE ELEMENTARY SCHOOL CURRICULUM.

This course, together with Ed. 401, Materials and Methods in the Elementary School, and Ed. 402, A Study of the Learning Process, makes up the pre-student teaching professional quarter or block. To be enrolled in these courses a student must have cleared student teaching eligibility. Ed. 400 focuses on the total elementary school curriculum and relates classroom discussions to

*Students preparing to teach in elementary grades will register for Physical Education 315.

extensive participation experiences in the Peabody Laboratory School. Credit, five hours. Offered fall, winter, spring.

401. MATERIALS AND METHODS IN THE ELEMENTARY SCHOOL.

Taught in conjunction with Ed. 400 and Ed. 402. Special attention is given to the use of a variety of instructional media and the many curriculum materials available in the various subject areas. Observation and participation experience in the Peabody School are closely correlated with individual study and seminar discussions. Credit, five hours. Offered fall, winter, spring.

402. A STUDY OF THE LEARNING PROCESS.

Taught in conjunction with Ed. 400 and Ed. 401, this course helps the prospective elementary teacher to understand various principles of learning as they are applied in an elementary school. Such topics as readiness, motivation, self-concept, individual differences, testing, and evaluation are considered. Credit, five hours. Offered fall, winter, spring.

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

Application for admission should be made in the first or second quarter of the student's junior year. Credit, five hours each course.

419. AUDIO-VISUAL EDUCATION.

A laboratory-type course dealing with the selection, creation, and utilization of audio-visual materials of instruction. Attention is given to films, filmstrips, flat pictures, programmed learning, transparencies, bulletin boards, charts, and various pieces of basic equipment. Includes consideration of the theoretical aspects of multi-sensory learning. Credit, five hours. Offered summer quarter and on demand.

424-25-26. 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. Eligibility for student teaching is dependent upon clearance of all pertinent requirements. Application for student teaching should be made during the second quarter of the junior year. Credit, five hours each course. Offered fall, winter, spring.

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

Prerequisite: Home Economics 451 and Education 493-593.

Provides opportunities to observe principles of curriculum de-

velopment and guidance of children and to function in the teacher role under supervision. Credit, five hours. Offered each quarter.

445-46-47. STUDENT TEACHING IN THE 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 second quarter of the student's junior year. Eligibility for student teaching is dependent upon clearance of all pertinent requirements. Credit, five hours each course. Offered fall, winter, and spring.

455. THE AMERICAN HIGH SCHOOL:
CURRICULUM AND METHODS.

A study of the total curriculum and of the teacher's roles in a secondary school. Observation of secondary-school classes and preparation for student teaching are included. Admission is contingent upon acceptance for student teaching. Credit, five hours. Offered every quarter.

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 466.)

470-570. EDUCATION OF THE DISADVANTAGED.

Seminar-type course which provides discussion of the characteristics of children from disadvantaged homes and the implications for education. Includes review of current research in intervention programs and their relative effectiveness. Offered summer quarter and on demand.

472. METHODS OF TEACHING HOME ECONOMICS IN THE
SECONDARY SCHOOL.

(For description of course, see Home Economics 472.)

476. THE TEACHING OF SECRETARIAL SUBJECTS.

Prerequisite: Education 204, 295, and 305.

A study of the secretarial subject-matter taught in the curriculum in high school, of methods of instruction, and of tests and measurements; lesson plans; examination of business textbooks. Also planning and teaching experience in basic business

subjects with strong emphasis in the area of general business. Credit, seven hours. Offered fall quarter.

478. METHODS OF TEACHING NUTRITION.

(For description of course, See Home Economics 478.)

481-82. STUDENT TEACHING IN HOME ECONOMICS EDUCATION.

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

483. CURRICULUM BUILDING IN HOME ECONOMICS EDUCATION.

(For description of course, see Home Economics 483.)

493-593. EARLY ELEMENTARY EDUCATION.

Prerequisite: Home Economics 451.

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. Credit, five hours. Offered fall and winter.

496. A,B. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL.

Limited to in-service teachers, this course is the approved substitute for student teaching but may be taken by others when appropriate. The course employs a problem-centered approach which is designed to assist elementary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching. Credit, five or ten hours. Offered summer quarter.

497. A,B. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL.

Limited to in-service teachers, this course is the approved substitute for student teaching but may be taken by others when appropriate. The course employs a problem-centered approach which is designed to assist secondary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching. Credit, five or ten hours. Offered summer quarter.

GRADUATE COURSES

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.

(For description of course, see Home Economics 510.)

515. ART EDUCATION.

Prerequisite: Art 315 or an equivalent.

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. Credit, five hours. Offered in alternate summers.

521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.

Prerequisites: Music 100, 321, or the equivalent.

The survey, selection, and evaluation of books, recordings, films, and other supplementary material for broadening and enriching music experience in the elementary classroom. Credit, five hours. Offered alternate summers.

525-26. 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. Opportunities are provided for laboratory experience through the Peabody Science Center. Credit, five hours each course. Offered summer quarter.

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

(For description of course, see Education 427.)



530. SCIENCE EDUCATION FOR THE HIGH SCHOOL.

A course for prospective and current teachers of science in the secondary school. While opportunity is offered for reviewing the subject matter content of general science, biology, physics, and chemistry, the primary emphasis is on developing materials and methods essential to successful science teaching. Individualized instruction is stressed and opportunities are provided for observation and participation in science classes and laboratories. Credit, five hours. Offered on demand.

540. ORGANIZATION AND ADMINISTRATION OF CHILD DEVELOPMENT PROGRAMS.

A study of administrative procedures for various kinds of programs for young children in regard to such matters as policies, standards, financing, staffing, and housing. Special attention will be given to administrative aspects of parent involvement and education. Credit, five hours.

570. EDUCATION OF THE DISADVANTAGED.

(For course description, see Education 470.)

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. Credit, five hours. Offered on demand, usually in the field.

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 his teaching. Credit, five hours. Offered on demand.

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. The seminar provides an opportunity for experienced supervising teachers to: pursue follow-up studies of student teaching; investigate current literature and research in the student teaching area; design plans

and instruments to increase skills of guiding and evaluating student teaching; and guide a student teacher for one quarter during the year of seminar enrollment. Credit, five hours. Offered on demand.

593. EARLY ELEMENTARY EDUCATION.

(For description of course, see Education 493.)

600. SOCIAL FOUNDATIONS OF EDUCATION.

In this course the pertinent contributions of the social sciences are focused upon the significant issues and problems of education. 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. Credit, five hours. Offered summer quarter and on demand.

605. CURRICULUM PROBLEMS IN HOME ECONOMICS.

(For description of course, see Home Economics 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. Credit, five hours. Offered summer quarter and on demand.

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. Required of sixth-year students. Credit, five hours. Offered alternate summers.

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 for classroom teaching. Credit, five hours. Offered summer quarter and on demand.

635. FIELD PROJECT IN EDUCATIONAL RESEARCH.

Prerequisite: Education 630.

When the plans for a research project are finalized and approved by the instructor of Ed. 630 and the director of the graduate program, the student may register for Ed. 635. The project would be carried out during the regular school year under the supervision of a college instructor and would include securing and handling data, drawing appropriate conclusions, and reporting on the entire project in an appropriate and scholarly manner. Credit, five hours. Offered yearly.

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 finding in human development and learning for the educational program. Credit, five hours. Offered summer quarter and on demand.

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. Credit, five hours. Offered on demand.

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 seven, eight, and nine, no matter in what organizational pattern. Credit, five hours. Offered on demand.

660. PRINCIPLES AND PRACTICES IN TEACHING READING.

Designed to provide an understanding of principles, practices, and approaches to teaching reading, this course focuses attention on the development of a sequential program of reading skills. The production, use, and evaluation of materials receives intensive study through laboratory experiences. Equally important as study to the acquisition of knowledge and skills is a critical analysis of materials available for use in a developmental reading program. Credit, five hours. Offered alternate summers and on demand.

661. DIAGNOSING AND CORRECTING READING DISABILITY.

Designed to provide teachers with skill in diagnosing and correcting reading disability, this non-clinical course emphasizes the need for early detection of reading problems and preventive teaching to eliminate later major reading disability. Understandings of various individual and group diagnostic techniques, both formal and informal, will receive major attention. Open to all graduate students who have had at least five hours of basic graduate study in reading. Credit, five hours. Offered alternate summers and on demand.

670. INTRODUCTION TO SPECIAL EDUCATION.

A survey of the areas of exceptionality, including sensory as well as intellectual and emotional handicaps. An overview of educational and psychological implications of each area, field trips, and tutorial experiences are provided. Limited to majors in special education, graduate in-service teachers, and seniors on approval of the instructor. Credit, five hours. Offered summer quarters and on demand.

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 overall school program is considered and the specific services found in effective guidance programs are presented. Credit, five hours. Offered summer quarter.

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 developments in curriculum organization such as team teaching, ungraded units and individual study. Credit, five hours. Offered summer quarter and on demand.



ENGLISH AND SPEECH

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

Requirements for an English major are as follows: English 321, 350, 360, 410, 411, 412, and two English electives at the senior college level. Courses in speech, languages, library science, history, and philosophy are recommended as desirable areas for other electives. Particular courses chosen must be approved by the chairman of the department.

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.

English Proficiency Examination: At the end of the sophomore 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. The remedial course is scheduled during the winter quarter of each year.

ENGLISH

The courses in freshman English required of a student vary with ability as demonstrated by scores on standard tests. Students making sufficiently high scores will be exempt from English 100. Students making still higher scores will be exempt from English 101. All students must take English 102.

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. Credit, three hours.

101. GENERAL COLLEGE COMPOSITION.

A course concerned with the problem of making language effective and therefore emphasizing accurate wording, well contrived sentences, and sound organization of ideas. Concentrated attention on a few important literary selections. Credit, five hours.

102. GENERAL COLLEGE COMPOSITION.

Prerequisite: English 101 or equivalent.

Continuation of English 101 with stress on composition requiring more complex organization. Analysis of varied types of prose to aid the student in seeing organization as a vital rather than a mechanical thing. Practice in writing a documented paper. Credit, five hours.

200. LITERATURE OF THE WESTERN WORLD.

Prerequisite: English 102.

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

201. LITERATURE OF THE WESTERN WORLD.

Prerequisite: English 102.

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

206. ROMANTIC POETRY.

Prerequisite: English 102.

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

224. CREATIVE WRITING.

Prerequisite: English 102.

The examination of both journalistic and creative types of writing with special emphasis on the practical application of techniques studied. Credit, five hours.

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. Credit, five hours.

321. SHAKESPEARE.

An introductory study of Shakespeare and the growth of his dramatic art. Detailed study of seven of his major plays and supplementary reading in background. Credit, five hours.

332. THE ENGLISH NOVEL.

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

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. Credit, five hours.

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. Credit, five hours.

370. HISTORY OF THE ENGLISH DRAMA.

A study of the development of the English drama from the Middle Ages to the Twentieth Century, exclusive of Shakespeare. Reading of representative plays from the Sixteenth Century to the present. Credit, five hours.

410. CHAUCER AND SPENSER.

A concentration on *The Canterbury Tales* and portions of *The Faerie Queene*. Credit, five hours.

411. MILTON AND THE SEVENTEENTH CENTURY.

Concentration on *Paradise Lost* and the metaphysical poets. Credit, five hours.

412. THE EIGHTEENTH CENTURY.

Major figures from Dryden through Dr. Johnson. Credit, five hours.

422-522. 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. Extensive reading in the more recent studies of the teaching of grammar and composition. Credit, five hours.

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. Credit, five hours.

437-537. THE ROMANTIC POETS OF ENGLAND.

An intensive study of the major poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Credit, five hours.

438. VICTORIAN LITERATURE.

The poetry of the major writers and the prose of such representative figures as reveal the social and scientific background of Victorian England. Credit, five hours.

GRADUATE COURSES

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. Credit, five hours.

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 other reading. Credit, five hours.

522. THE LANGUAGE SKILLS. (See English 422-522.)

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. Credit, five hours.

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. Credit, five hours.

537. THE ROMANTIC POETS OF ENGLAND.

(See English 437-537.)

538. TENNYSON AND BROWNING.

A study of Tennyson and Browning and their relation to the life and thought of the nineteenth century. Credit, five hours.

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. Credit, five hours.

540. MAJOR THEMES AND MOVEMENTS IN NINETEENTH CENTURY AMERICAN LITERATURE.

A study of recurrent ideas and attitudes especially as they appear in the writings of Poe, Emerson, Hawthorne, and Mark Twain. Credit, five hours.

SPEECH

Students 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.

101. FUNDAMENTALS OF SPEECH.

A study of the basic principles governing all effective speaking: conversation, group discussion, public speaking, and reading.

Emphasis will be placed on the individual's specific problems in achieving good oral communication with opportunity for practical application of the principles learned. Offered as a freshman elective. Credit, five hours.

208. VOICE AND DICTION.

A practical study of the human voice and sound production with attention given to the rhythmic and melodic features of spoken American English. Each student is presented with pertinent and extensive drill-practice material to aid in his understanding of the characteristics of speech and voice used by educated American English speakers. Credit, five hours.

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. Credit, five hours.

310. ORAL INTERPRETATION.

Prerequisite: Speech 208.

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

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. Credit, five hours.

400. INDEPENDENT STUDY.

Opportunity for advanced study in any area of concentration in the speech field. Approval of the instructor and the dean of the College required for registration. Credit, five hours.



HEALTH, PHYSICAL EDUCATION, AND RECREATION

The department of Health, Physical Education, and Recreation encompasses three areas of education. These are closely related but have features and functions which distinguish each from the other.

In the area of health, courses are offered by request and recognition of personal and community needs.

In the physical education area, a variety of activity courses which meet the college requirement, and professional courses planned to equip students with skills and knowledge in physical education are offered.

The recreation area offers courses that are designed to prepare the student with leadership qualities for various aspects of recreation.

The undergraduate major in health, physical education, and recreation requires a prescribed combination of courses from the three areas.

Intercollegiate and Intramural Sports Program

The department directs an intercollegiate sports program for highly skilled men and women. Competition for men consists of baseball, golf, soccer, and tennis; for women, gymnastics and tennis.

A program of intramural sports is provided for all students who wish to participate.

Physical Education Activity Program

The department offers a variety of activity courses which students may select in accordance with their individual needs and interests. The physical education activity courses are designed to meet the six quarter requirements in general education during the freshman and sophomore years. Students with a physical disability are assigned to special classes.

Activity Courses Open to Majors and Non-Majors

The following courses comprise the activities program and students should take a beginning, intermediate, or advanced section according to previous training and ability.

Number	Activity	
101	Beg. Archery	(MW)
102	Beg. Badminton	(MW)
103	Bait Casting	(MW)
104	Basketball	(M)
105	Basketball	(W)
106	Body Mechanics	(W)
107	Calisthenics	(M)
108	Fencing	(MW)
109	Field Hockey	(W)
110	Folk Dance	(MW)
111	Int. Folk Dance	(MW)
112	Beg. Golf	(MW)
113	Int. Golf	(MW)
115	Gymnastics	(M)
116	Gymnastics	(W)
118	Beg. Modern Dance	(MW)
119	Int. Modern Dance	(MW)
121	Recreational Games	(MW)
122	Sailing and Boating	(MW)
123	Sr. Life Saving	(MW)
124	Soccer	(M)
125	Soccer-Speedball	(W)
126	Social Dance	(MW)
127	Softball	(M)
128	Softball	(W)
129	Beg. Swimming	(MW)
130	Int. Swimming	(MW)
132	Syn. Swimming	(MW)
133	Beg. Tap Dance	(MW)

Number	Activity	
135	Beg. Tennis	(MW)
136	Int. Tennis	(MW)
138	Touch Football	(M)
139	Track & Field	(M)
140	Track & Field	(W)
141	Tumbling	(M)
142	Tumbling	(W)
143	Volleyball	(M)
144	Volleyball	(W)
145	Water Safety Inst.	(MW)
146	Wrestling	(M)
147	Int. Tumbling	(W)

Students enrolled in physical education activity classes are required to wear an official uniform. These uniforms may be purchased from the College Book Store.

In the activities marked (MW) men and women students may enroll in the same classes. Where the activities are marked (M) and (W), the activities are open to both men and women but separate classes are held. Activities open only to men are marked (M) and those open only to women are marked (W).

Activities may be selected according to interest, capacity, and physical condition of the student. Two hours a week. Credit, one hour each quarter.

Students desiring credit for physical education activities in addition to the six quarter requirements may enroll in any activity other than those for which they have previously received credit. Two hours a week. Credit, one hour each quarter or on audit basis with permission of the dean of college and the instructor.

Undergraduate Professional Courses

The department offers courses leading to the Bachelor of Science and Bachelor of Arts Degrees. The professional curriculum in health, physical education, and recreation is designed to prepare the student in basic knowledges, skills, understandings, and competencies which will make it possible for him to demonstrate, teach, administer, and supervise activities required in a sound program. A major in health, physical education, and recreation is based upon the study of natural sciences, social sciences, and humanities and is designed to develop a skillful and well educated individual.

Students majoring in health, physical education, and recreation are expected to follow a closely advised program of skills and

activities in addition to techniques and theory courses. Students may exempt activities on the basis of proficiency. Majors are advised to take selected activities as freshmen and sophomores.

Health, physical education, and recreation majors are required to complete the following professional courses: 185, 309, 310, 322, 330, 331, 365, 380, 385, 411 or equivalent (M), 423, 433, 100, 333, 445.

Students may elect additional hours as needed from physical education or activities. To secure teacher certification the student must complete the required professional education courses.

The general college student who is interested in a concentration in dance or health in addition to his major area of study must complete the following requirements:

- | | |
|--------|--|
| Dance | Five selected dance activity courses, Physical Education 316 ABC, 411, 416 ABC, Philosophy 315 |
| Health | 100, 325, 333, 340, 445 |

100. PERSONAL AND COMMUNITY HEALTH.

A study of scientific health knowledge which aims toward an understanding of the student in the preservation and promotion of personal health and in the protection offered in governmental and group activities of the community. Discussion of normal body functions presents facts which are needed in the personal care of the body and in the establishment of health habits, behavior, and attitudes. Credit, five hours.

185. ORIENTATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.

Recognition and definition of current trends, practices, and problems in the profession of Health, Physical Education, and Recreation. Offered spring quarter. Credit, one hour.

309. LEADERSHIP TRAINING OF TEAM SPORTS. (M) (W)

Prerequisite: Completion of Team Sports Activities.

A study and practice of the leadership methods for the various team sports including the principles and techniques involved in organizing and administering the team sports in physical education. Offered fall quarter. Credit, five hours.

310. LEADERSHIP TRAINING OF INDIVIDUAL SPORTS. (M) (W)

Prerequisite: Completion of Individual Sports Activities.

A study and practice of the leadership methods for the various individual and dual sports including strategy, conditioning, sched-

ule making, and other matters concerned with the leadership of these sports. Offered spring quarter. Credit, five hours.

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

Prerequisite: Junior Classification.

A study of the principles, materials, and methods involved in organizing and teaching physical education in the elementary and junior high school. Credit, five hours.

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

Prerequisite: Membership in the Modern Dance Group.

A study of movement, rhythm, form and design and the art principles necessary for dance composition. Student creates and teaches one composition to members of Modern Dance Group. Credit, two hours.

320. CREATIVE LEISURE.

Designed to enable the student to acquire recreational skills for lifetime enjoyment; provides for better understanding and appreciation of the environment and man's relationship to it; discusses concepts of mental, social, and physical well-being as these concepts relate to activities in the out-of-doors. Offered fall quarter. Credit, three hours.

322. KINESIOLOGY.

Prerequisites: Biology 210 and 211.

A study of the joint and muscular action involved in fundamental body movements and the common motor activities in physical education. Offered fall quarter. Credit, five hours.

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. Offered winter quarter. Credit, three hours.

330. 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. Offered spring quarter. Credit, five hours.

331. EVALUATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.

The analyses and practices of procedures for determining organic fitness, motor capacities, and abilities as they relate to participation in physical education activities. Special attention to aptitude and achievement tests of specific motor abilities. Supplemented by clinical laboratory experiences. Offered winter quarter. Credit, two hours.

333. FIRST AID AND SAFETY EDUCATION.

The study, practice, and application of the standards and accepted principles of first aid. 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. Offered fall quarter. Credit, five hours.

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. Offered winter quarter. Credit, five hours.

370. CAMP LEADERSHIP.

Introduction to the field of camping, the types, philosophies, and practices. Camp craft, outdoor recreation, and program are explored with emphasis on leadership. (A course designed for anyone interested in camping.) Offered fall quarter. Credit, three hours.

380. SPORTS OFFICIATING, A (MW)

Junior Level. A study of the rules, mechanics, and principles of officiating individual sports. Offered spring quarter. Credit, two hours.

385. SPORTS OFFICIATING, B (MW)

Junior Level. A study of the rules, mechanics, and principles of officiating team sports. Offered fall quarter. Credit, two hours.

390. CARE AND PREVENTION OF ATHLETIC INJURIES.

Prerequisite: Biology 210.

Study and practice of the care and prevention of athletic injuries. Two lectures and one laboratory period. Offered spring quarter. Credit, three hours.

411. MATERIALS AND METHODS IN TEACHING DANCE.

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 of today. Offered winter quarter. Credit, five hours.

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

Prerequisites: Physical Education 316 A,B,C, plus membership in the Modern Dance Group.

A continuation of Elementary Dance Composition using more complex forms and projects. Student creates and teaches one composition to members of Modern Dance Group and creates one solo composition. Credit, two hours.

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; leadership and organization of programs in the community and nation today. Offered winter quarter. Credit, three hours.

433. ORGANIZATION AND ADMINISTRATION OF HEALTH,
PHYSICAL EDUCATION, AND RECREATION.

Prerequisites: Education 365 and Physical Education 309, 310, and 411.

A critical analysis of problems involved in the organization and administration of the total health, physical education, and recreation program. Emphasis upon the problems of facilities, equipment, program, leadership, administrative devices, departmental policies, professional organizations, and departmental relationships. Offered winter quarter. Credit, five hours.

440. ADMINISTRATION AND SUPERVISION OF ATHLETICS.

Concerned primarily with the administration and supervision of secondary-level athletic programs. Considers all aspects of inter-school competition from history and objectives to facilities and maintenance. Particular emphasis on state and local policies. Offered spring quarter. Credit, three hours.

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

Prerequisites: Health 100 and 333 or equivalent.

A study of materials, methods and techniques used in organizing and teaching health education in the secondary school. Special emphasis is placed on preparation of tentative courses of study and methods of adapting them to various school programs. Offered fall quarter. Credit five hours.

450. INDEPENDENT STUDY IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.

Open to seniors with the approval of the department and dean of the college. Credit, two, three, four, or five hours.

GRADUATE COURSES

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

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

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. Credit, five hours.

510. EVALUATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.

Application of statistical techniques to research problems in Health, Physical Education, and Recreation. Credit, five hours.

515. THEORY AND PRACTICE OF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION.

A course designed to meet the needs and interests of students at the graduate level in designated areas of activity. Credit, five hours.

550. OUTDOOR EDUCATION.

Teachers and others interested in instructional programs involving use of outdoor settings and school camps. Historical and philosophical bases and implications for the curriculum. Field trips and observations arranged. Credit, five hours.

560. **PHYSIOLOGY OF EXERCISE.**

Prerequisites: Biology 210, 211, Physical Education 322.

Includes an understanding of traditional concepts with regard to current advances related to muscular, respiratory, cardiovascular, nervous adaptations, and physical stress. Opportunity is offered to conduct experiments and studies on related topics. Credit, five hours.

574. **ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS.**

A study of programs in elementary, junior, and senior high schools in health and physical education, including intramurals and athletics. Discussion of objectives, equipment, scheduling, policies, and other administrative problems. Credit, five hours.

575. **CURRICULUM PLANNING IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.**

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

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. Credit, five hours.

675. **THE APPLICATION OF PSYCHOLOGY TO PHYSICAL EDUCATION AND ATHLETICS.**

Need, purpose, and study of psychology in physical education and athletics. Credit, five hours.

HISTORY AND POLITICAL SCIENCE

The Department of History and Political Science attempts to give the student a knowledge of the principal movements and concepts in the development of human culture and an understanding of some basic principles operating in certain areas of man's collective behavior. Included in this department are the disciplines of history, political science, and geography. While a major program is offered in history and political science, an additional major program, entitled social studies, may be synthesized from certain specific courses selected in the three disciplines within the department and may include courses in economics and sociology. This program is described in detail below. All major programs should be planned in consultation with the chairman of the Department of History and Political Science and approved by him.

A major in history should include two courses in American history, two courses in Modern European or in English history, and four additional history courses. Political Science 326 or 420 may substitute for one of the eight history courses.

Students desiring to teach social studies in the secondary school should register with this department where they will pursue an approved planned program required for certification in this field. In addition to courses in professional education (planned by the Department of Education) the student should complete at least two courses in American history and five elective courses in the various social studies (history, political science, geography, economics, and sociology). Also three courses chosen from the following group: Political Science 326 or 420, Economics 300, Sociology 302, and Geography 200. The student's program is planned so that there is a concentration in one discipline of not less than four upper division courses. If he chooses a seven-course major in either history and political science or sociology, certification requirements may be met by completing three additional courses in certain specific social studies disciplines.

Graduate credit may be earned in all courses numbered in the 400's and above. Courses numbered in the 500's are designed for graduate students, although such courses are open to advanced

undergraduates. A term paper is required of graduate students who pursue these courses.

General Education courses in social studies are required of all students in the College. These are Sociology 101, and Political Science 101, which are freshman courses; and Economics 201, History 210, and History 211, which are offered on the sophomore level. None of these courses may be applied to a major in the department, their purpose being to provide general cultural knowledge to all students, to develop their sensibilities as individuals, and to increase their competence as citizens.

GEOGRAPHY

200. PRINCIPLES OF GEOGRAPHY.

A study of the physical environment of man with a view to developing an understanding of physical and social factors in geographic relationships. Included is a survey of the eastern and the western hemispheres with emphasis upon man's response to a varying geographic environment. Credit, five hours.



401. ECONOMIC GEOGRAPHY.

A study of the relations of physical and economic conditions to production, transportation, and trade in the important agricultural, forest, mineral, and industrial products of the world. Credit, five hours.

HISTORY**210. HISTORY OF WESTERN CIVILIZATION, I.**

A survey of the development of western society from its beginnings in the ancient period to 1500. Credit, five hours.

211. HISTORY OF WESTERN CIVILIZATION, II.

A continuation of History 210, carrying the study to the modern period. Credit, five hours.

301. MODERN EUROPE, I.

A study of modern European history with special emphasis on the period, 1789-1870. Offered in 1970-71 and in alternate years. Credit, five hours.

302. MODERN EUROPE, II.

A continuation of History 301, carrying the study to the contemporary period. Offered in 1970-71 and in alternate years. Credit, five hours.

307. THE UNITED STATES, I.

A survey of the history of the United States from the discovery of America to the rise of the Whig Party, 1492-1840. Credit, five hours.

308. THE UNITED STATES, II.

A continuation of 307, carrying the study into the early twentieth century. Credit, five hours.

315. ENGLAND, I.

A survey of the history of England from the earliest times to the reign of the Hanovers. Offered in 1969-70 and in alternate years. Credit, five hours.

400-500. CLASSICAL CIVILIZATION.

A survey of ancient civilization with emphasis on the classical period and the processes of transmission of classical culture to later periods. This course is of special value to students interested in the humanities, art, and religion. Credit, five hours.

409. UNITED STATES, III.

A study of America as a world power in a highly organized industrial age, 1900 to the present. Credit, five hours.

411-511. EUROPE SINCE 1900.

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

416. ENGLAND, II.

A continuation of 315, with special emphasis on contemporary England. Offered in 1969-70 and in alternate years. Credit, five hours.

417. MODERN RUSSIA.

The history of Russia beginning with the Petrine reforms of the eighteenth century and terminating with a consideration of the current political situation in the Soviet Union. Credit, five hours.

419-519. THE FRENCH REVOLUTION AND NAPOLEON.

Europe from 1789 to 1815 with major emphasis on the political and social history of France during this period and with some consideration to diplomatic and economic history. Credit, five hours.

422-522. HISTORY OF THE OLD SOUTH.

An historical examination of some basic factors in Southern life such as agrarian economy and racial dualism. Credit, five hours.

423. LATIN AMERICA.

A study of the political, economic, and social development of the Latin-American republics with special emphasis on their relations with the United States. Credit, five hours.

432. STUDIES IN GEORGIA HISTORY.

A study of the economic, social, and political developments in Georgia with emphasis on modern trends. Offered in 1969-70 and in alternate years. Credit, five hours.

441. ECONOMIC HISTORY OF THE UNITED STATES.

A study of the economic history of the United States from the Colonial period to the present. Credit, five hours.

442-542. AMERICAN INTELLECTUAL HISTORY TO 1865.

A survey of the principal concentrations of ideas that deter-

mined the profile of American intellectual life in the formative years of the nation. Credit, five hours.

452. THE FAR EAST.

An historical outline of the history of the Far East with a concentration on twentieth century developments. Credit, five hours.

Graduate Courses

500. CLASSICAL CIVILIZATION. (See History 400-500.)

502. AMERICAN INSTITUTIONS.

A study of selected American institutions for the purpose of probing the nature of national identity, with consideration given to a comparison with non-democratic societies. Credit, five hours.

511. EUROPE SINCE 1900. (See History 411-511.)

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. Credit, five hours.

519. FRENCH REVOLUTION AND NAPOLEON. (See History 419-519.)

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. Credit, five hours.

522. THE OLD SOUTH. (See History 422-522.)

525. THE TEACHING OF HISTORY AND RELATED STUDIES.

A course for social studies teachers which deals with the techniques and materials on the secondary-school level. Special emphasis is given to revision of viewpoints in history and to the various works of leading American historians. Credit, five hours.

542. AMERICAN INTELLECTUAL HISTORY TO 1865. (See History 442-542.)

550-650. ADVANCED STUDY.

Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs. A term paper is required. Credit, five hours.

600. HISTORIOGRAPHY.

A study of historical interpretations and the art of historical writing, with emphasis on American authors. Credit, five hours.

601. NEGRO HISTORY IN THE AMERICAS.

A study which places emphasis on the Negro in the United States but with consideration to history in other areas of the western hemisphere. Credit, five hours.

654. THESIS RESEARCH.

Credit, five hours.

POLITICAL SCIENCE**101. AMERICAN NATIONAL GOVERNMENT.**

An introductory course with emphasis on contemporary political life, giving some attention to the government of Georgia. Credit, five hours.

326.* STATE AND LOCAL GOVERNMENTS.

A study of state and local governments with particular emphasis on the government of Georgia. Credit, five hours.

420-520.* AMERICAN POLITICAL THOUGHT.

An analysis of the ideas underlying government and politics in the United States. Credit, five hours.

421. COMPARATIVE GOVERNMENT.

A contrast between democratic and totalitarian types of government with brief historical introductions to both. The United States, Great Britain, and Russia are studied as types. Credit, five hours.

422. INTERNATIONAL RELATIONS.

An historical and analytical study of the techniques and principles of official dealings between the United States and foreign countries. Credit, five hours.

424. POLITICAL THEORY.

A survey of the more significant ideas in political theory from Plato to Hobbes. Particular attention is given to the influence of each writer upon the development of Western political institutions. Credit, five hours.

*May be substituted for one of eight courses in a history major.

425-525. AMERICAN CONSTITUTIONAL LAW.

A study of the principles of constitutional interpretation and practice in the United States through judicial interpretations and opinions. Credit, five hours.

426-526. ENGLISH CONSTITUTIONAL LAW.

A study of English constitutional history with emphasis on developments in constitutional law with respect to the British Empire after 1776. Credit, five hours.

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. Credit, five hours.

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. Credit, five hours.

Graduate Courses**500. COMPARATIVE POLITICAL AND ECONOMIC SYSTEMS.**

An interpretation of some American ideas with a comparison to non-western ideas, including the economic aspects of capitalism, socialism, and communism, in theory and in practice. Credit, five hours.

501. UNITED STATES FOREIGN POLICY IN THE TWENTIETH CENTURY.

Special emphasis will be given to American relations with the Soviet Union. Some of the student's time will be devoted to a seminar session on communism and related topics. Credit, five hours.

520. AMERICAN POLITICAL THOUGHT. (See Political Science 420-520.)**525. AMERICAN CONSTITUTIONAL LAW. (See Political Science 425-525.)****526. ENGLISH CONSTITUTIONAL LAW. (See Political Science 426-526.)**

HOME ECONOMICS

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 as members of a family and society. A large part of the program is devoted to the education of young women in fundamentals that make for better personal and family 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.

Three curricula are offered for the degree of Bachelor of Science with a major 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 home economics in departments approved for vocational home economics education by the State Department of Vocational Education.

They are also qualified to become home economists in extension service and public utilities.

Home Economics 120, 215, 224, 293, 311, 314, 324A,
326, 331, 332, 432, 451

Education 204, 305, 466, 472, 481, 482, 483

Choice of one: Biology 210, 320

Physical Science 101, Chemistry 231

Choice of one*; Economics 300, Sociology 452, 462

Curriculum for Home Economics Education with Special Concentration in Child Development

Students may qualify to teach home economics in high school under this program and at the same time have a concentration in

*Substitutes for History 210 in the General Education Program.

Child Development. This will enable them to teach and with some experience direct a nursery school or day care center for young children. Selected students may attend Merrill-Palmer in Detroit for one quarter and earn as many as 15 hours of credit. All plans must be approved in advance by the advisor and Dean of the College.

Home Economics 120, 215, 224, 293, 311, 314, 324A,
326, 331, 332, 432, 451, 455
Education 204, 305, 427, 466, 472, 481, 482, 483, 493
Psychology 201
Chemistry 231
Choice of Sociology 452 or 462
Choice of one: English 314, Art 315 or Music 321

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

Home Economics 120, 215, 293, 324A, 326, 332, 341,
343, 421, 424, 427, 446, 451
Biology 210, 320
Business Administration 201, 443
Chemistry 231, 451
Education 305, 478
Psychology 201*, 448

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.

*Substitutes for History 210 in the General Education Program.



Home Economics 120, 215, 293, 324A, 326, 332, 341,
343, 421, 424, 446, 451

Business Administration 201

Chemistry 231

Education 305

Physical Science 101

Psychology 201

Choice of one: Sociology 452, 462
Economics 300

Choice of one: Chemistry 451
Biology 210, 320

120. CLOTHING FOR THE INDIVIDUAL.

Prerequisite: Art 100.

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. Credit, five hours.

215. FOUNDATIONS OF FOOD PREPARATION.

Prerequisite: Chemistry 101.

A study of the basic scientific concepts of food preparation and meal planning in relation to quality, nutritional need, and food

consumption. Effective use of time, energy, money, and equipment are applied to meal planning and preparation. Laboratory fee, \$5.00. Credit, five hours.

224. TEXTILES.

A study of fibers and fabrics used for clothing and home furnishings in clothing selection and care. Three lectures and two double laboratories. Credit, five hours.

293. FUNDAMENTALS OF FAMILY LIFE.

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

311. FAMILY CLOTHING PROBLEMS.

Prerequisites: Art 100 and Home Economics 120, 224.

A study of the family clothing needs with consideration of various socio-economic groups. Practical experience is given in planning, selecting, constructing, and buying clothes for the family. Three lectures and two double laboratory periods. Credit, five hours.

314. HOME FURNISHINGS.

Prerequisites: Art 100 and Home Economics 224.

An application of principles of art, economics, sociology, and psychology is made to the furnishing of the house. Practical problems in interior design are included. Three lectures and two double laboratory periods. Credit, five hours.

324A. NUTRITION.

Prerequisites: Chemistry 101 and 231.

Food nutrients and basic nutrition principles are applied to the functions of food in the body. An evaluation is made of food practices and an ability is developed to plan and select adequate diets. Credit, five hours.

324B. NUTRITION.

Basic nutrition concepts are applied to the individual, family, elementary school, and those requiring nursing care. For elementary education and nursing majors. Credit, three to five hours.

326. ADVANCED FOODS.

Prerequisite: Home Economics 215.

Students have opportunities to investigate research findings basic to underlying principles of food preparation. Individual experimentation and studies are made of the various aspects of food.

Students observe and experience food demonstration techniques. Two double laboratory periods and one lecture. Laboratory fee, \$5.00. Credit, three hours.

331. HOME MANAGEMENT AND FAMILY FINANCE.

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

332. EQUIPMENT FOR THE HOUSE.

An understanding is obtained of the basic principles underlying the operation, performance, and the selection and use of household equipment. One lecture and two double laboratory periods. Credit, three hours.

341. QUANTITY FOOD PRODUCTION.

Prerequisite: Home Economics 215.

Principles of organization and management are applied to the production of food in large quantities. Experience is provided in the use of institutional equipment in food preparation. Credit, five hours.

343. INSTITUTIONAL ORGANIZATION AND MANAGEMENT.

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

412. TAILORING.

Prerequisite: Home Economics 311.

A critical analysis, evaluation, and application of the major principles involved in tailoring as a basis for understanding clothing construction. Credit, five hours.

418-518. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING
SELECTION.

Prerequisite: Home Economics 311.

An examination of clothing in its relationship to economic principles, customs, values, fashion and other social and psychological forces. Course stresses an awareness of these forces in planning and selecting clothing.

421. ADVANCED FOODS FOR SPECIAL OCCASIONS.

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

Emphasis is given to organization and management of meals. Research findings pertaining to the scientific and artistic aspects of food for various occasions are applied. Three lectures and two double laboratory periods. Laboratory fee, \$5.00. Credit, five hours.

424-524. ADVANCED NUTRITION.

Prerequisites: Home Economics 324 and Chemistry 231.

A study of the chemical and physiological processes and functions of specific nutrients in meeting the nutritional needs of the body. Recent research in nutrition is emphasized. Credit, five hours.

427-527. DIET AND DISEASE.

Prerequisites: Chemistry 451, Home Economics 424, and Biology 210, 320.

A study of impaired digestive and metabolic conditions. Adaptation of the diet as a prevention and treatment of these diseases. Three lectures and two double laboratory periods. Credit, five hours.

432. HOUSE RESIDENCE.

Prerequisites: Home Economics 324 and 326.

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

444. ADVANCED INSTITUTIONAL ORGANIZATION AND MANAGEMENT.

Prerequisite: Home Economics 343.

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 double laboratory periods. Elective for institutional management majors. To be offered upon special request. Credit, five hours.

446. FOOD PURCHASING.

Prerequisite: Home Economics 343.

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 double laboratory periods. For institutional management majors of senior rank. Credit, five hours.

451. CHILD DEVELOPMENT AND GUIDANCE.

A study is made of current concepts of growth and development and of factors which contribute to the physical, intellectual, social, and emotional development of young children. Includes: (1) observation and interpretation of children's behavior at various stages of development; and (2) participation in guiding them in their activities in the Nursery School. Credit, five hours.

454-554. INDEPENDENT STUDY.

An opportunity for advanced study in any area of concentration in the home economics field. Open to home economics seniors and graduate students with the approval of the chairman of the department and the dean of the College. May be taken as one or one-half course. Credit, three to five hours.

455-555. THE CHILD IN THE FAMILY AND THE COMMUNITY.

Prerequisite: Home Economics 451.

Family factors affecting the child's development with emphasis on personal relationships. Community influences, resources and services for children of various socio-economic groups will be explored.

466. SCHOOL-COMMUNITY PROBLEMS IN HOME ECONOMICS EDUCATION.

Prerequisites: Education 204, 305, and a general average of 2.0.

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 Georgia. Hours of observation in selected communities to be arranged. Credit, three hours.

472. METHODS OF TEACHING HOME ECONOMICS IN THE
SECONDARY SCHOOL.

Prerequisites: Education 204, 305, and a general average of 2.0.

An exploration of instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences with high school pupils and adults. Recognition is made of the relation of home economics to the entire school program and community. Students select, evaluate, organize, and develop teaching materials for adolescents and adults. Observation in selected schools to be arranged. Credit, five hours.

478. METHODS OF TEACHING NUTRITION.

Prerequisite: Education 305.

A study of the teaching of nutrition: analysis and evaluation of materials and methods for courses in nutrition. To be offered with Ed. 472 upon request. Credit, five hours.

481-482. STUDENT TEACHING IN HOME ECONOMICS EDUCATION.

Prerequisites: Education 472 and a general average of 2.0.

Gradual induction into assuming the responsibilities of the resident teacher, day school classes, extra-curricular activities; contacts with the community; evaluation of all experiences in the teaching center. A double course. Credit, five hours each course.

483. CURRICULUM BUILDING IN HOME ECONOMICS 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. Credit, five hours.

GRADUATE COURSES

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.

Prerequisites: Education 472-481-2-3, or permission of department chairman.

This course deals with trends in home economics education, methods of teaching home economics, and methods of evaluation. Credit, five hours.

515. **ADVANCED PROBLEMS IN CLOTHING AND TEXTILE SELECTION.**

Prerequisites: Home Economics 224, 311 or permission of instructor.

A survey of new developments in the field of clothing with emphasis on buying ready made clothing. The course will include practical research problems in clothing selection. Credit, five hours.

518. **SOCIAL AND ECONOMIC ASPECTS OF CLOTHING SELECTION.**
(See Home Economics 418.)

524. **ADVANCED NUTRITION.** (See Home Economics 424.)

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 to common diet deficiencies. Study of problems involved in the improvement of nutritional practices in the community. Credit, five hours.

527. **DIET AND DISEASE.** (See Home Economics 427.)

531. **PROBLEMS OF FAMILY FINANCE.**

An analysis is made of the financial problems throughout the family life cycle and some possible ways of handling them. Such topics as human resources, savings, economic protection, credit, risks, values of taxation, related legislation, and the effect of the economy on the individual and family will be considered. Credit, five hours.

535. **PROBLEMS IN FAMILY HOUSING.**

Prerequisite: Home Economics 314 or equivalent.

The course deals with renting, buying, building, and financing housing. It includes family and community housing problems in the South, planning of housing for family needs, making the most of existing housing resources, and legal aspects of home ownership. Credit, five hours.

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 equip-

ment in relation to food preparation, laundering, cleaning, and home lighting. Laboratory experiences provided with many types of equipment. Credit, five hours.

552. PROBLEMS IN CHILD DEVELOPMENT.

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, how they develop, and techniques of guidance. Credit, five hours.

554. INDEPENDENT STUDY.

(For description of course, see Home Economics 454.)

555. THE CHILD IN THE FAMILY AND THE COMMUNITY.

(See Home Economics 455.)

594. THE FAMILY AND SOCIETY.

Prerequisite: Home Economics 293 or permission of the department chairman.

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. Credit, five hours.

605. CURRICULUM PROBLEMS IN HOME ECONOMICS.

Prerequisites: Education 472, 481-2-3 or comparable course.

Focus is 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 are explored. Work is done on curriculum problems of present concern to home economics teachers. Credit, five hours.

LIBRARY SCIENCE

The offerings in the Department of Library Science consist of a sequence of four courses, open only to juniors and seniors. Library Science may be combined with any major program and qualifies students to become school librarians or semi-professional assistants in public, college, and special libraries.

354. REFERENCE WORK IN THE SMALL LIBRARY.

This course is designed to provide the student with a working knowledge of the standard reference tools. Emphasis is placed on the selection of reference books needed for use in school, public, and college libraries. Credit, five hours.

355. INTRODUCTION TO TECHNICAL PROCESSES.

The purpose of the course is to acquaint the student with the techniques of classifying and cataloging books and non-book materials and with the technical processes necessary to the preparation of library materials for use. Skills are developed through classroom and laboratory experience. Credit, five hours.

356. ADMINISTRATION OF LIBRARIES.

The student is introduced to the principles of administration of small libraries through units on library objectives and standards, techniques used in acquisition, circulation, and stimulation of the use of library materials, and in the provision of effective library buildings and equipment. Credit, five hours.

358. PRINCIPLES OF BOOK SELECTION.

Emphasis is placed on the acquisition of first-hand knowledge of books in different fields, in knowledge and use of standard book selection aids, and in the application of criteria of selection in building library collections. Credit, five hours.



MATHEMATICS

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 at least forty-five hours in mathematics above the freshman level including 223, 240, 241, 242, 331, and 450.

Professional Education: Students majoring in mathematics and desiring to teach must also register with the Department of Education in one of the approved programs required for certification.

101. COLLEGE ALGEBRA.

A study of the algebraic structure of the real and complex number systems. Credit, five hours.

102. TRIGONOMETRY.

A study of the trigonometric functions and their inverses from an analytic standpoint. Credit, five hours.

110. AN INTRODUCTION TO THE FUNDAMENTAL CONCEPTS OF MATHEMATICS.

A study of the fundamentals of mathematics including set theory, the real number system, algebraic processes, relations, and functions. Credit, five hours.

111. ELEMENTARY ANALYSIS.

Prerequisites: Mathematics 101 or 110.

A survey of analytic geometry and single variate calculus with applications from the social and life sciences. Credit, five hours.

223-240-241-242. CALCULUS WITH ANALYTIC GEOMETRY.

Prerequisites: Mathematics 101-102 or equivalent.

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. Credit, five hours each course.

300. CONCEPTS OF INFORMAL GEOMETRY

Prerequisite: Mathematics 100.

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, and volumes will be studied. Credit, five hours.

331-431. PROBABILITY AND STATISTICS.

Designed to acquaint the student with the theory of probability and to apply probability to statistical theory. Recommended for non-mathematical majors. Credit, five hours each course.

400. METHODS AND MATERIALS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS.

Designed to acquaint pre-service secondary school teachers with the various programs developed in recent years for the improvement of secondary school mathematics. Materials produced as a

result of these programs will be studied and, as time permits, subject matter necessary to the presentation of some of the newer topics will be taught. Credit, five hours.

443-543. DIFFERENTIAL EQUATIONS WITH APPLICATIONS.

Prerequisite: Mathematics 242.

Ordinary linear differential equations with applications. Some consideration will be given to the existence and uniqueness of solutions. Credit, five hours.

450. ABSTRACT ALGEBRA.

Prerequisite: Mathematics 241.

Algebraic proofs are stressed and it is hoped that students will come to work easily with abstractions and generalities. Some topics studied are rings, integral domains, the fields of rational, real, and complex numbers, groups and polynomials. Credit, five hours.

451. LINEAR ALGEBRA.

Prerequisite: Mathematics 241.

Designed to acquaint the student with the basic concepts of linear algebra. Topics include vectors and vector spaces, systems of linear equations, matrices and determinants and linear transformations. Credit, five hours.

460. INTRODUCTION TO ANALYSIS I.

Prerequisite: Mathematics 242.

The first of two courses on the fundamental concepts of analysis. Elementary set theory, an introduction to the real number system, elementary topology of Euclidean spaces, a vigorous development of the calculus of real-valued functions of several real variables. Credit, five hours.

461. INTRODUCTION TO ANALYSIS II.

Prerequisite: Mathematics 460.

A continuation of Mathematics 460. Functions of bounded variation, rectifiable curves, Riemann-Stieltjes integration, sequences and series. Credit, five hours.

470. INTRODUCTION TO HIGHER GEOMETRY.

Prerequisite: Mathematics 241.

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. Credit, five hours.

GRADUATE COURSES

501-502. ELEMENTARY NUMBER CONCEPTS.

These courses must be taken simultaneously and presuppose no knowledge of mathematics beyond the high school level. The primary object is to develop an understanding and working knowledge 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, and the real number system. Credit, five hours each course.

503. DEVELOPMENT OF THE REAL NUMBER SYSTEM.

Prerequisite: Mathematics 501, 502 or equivalent.

This course will be a continuation of Mathematics 501, 502. Special attention will be given to completing the development of the Real Number System. Some work with intuitive geometry, Cartesian products, accuracy and precision of measurement, and development of spatial intuition will be included. Credit, five hours.

543. DIFFERENTIAL EQUATIONS WITH APPLICATIONS.

(See Mathematics 443.)

560. COLLEGE GEOMETRY.

This course is planned primarily for teachers of secondary mathematics. The use of analysis is stressed along with geometric construction. Transformations, harmonic ranges, and inversion are among the topics discussed. Credit, five hours.

601. METHODS AND MATERIALS FOR SECONDARY MATHEMATICS.

The purpose of this course is to study some of the experimental programs which have been in progress for the past several years, examining in detail the materials which have been produced as a result of the experiments. Where necessary and as time permits subject matter needed to present newer topics will be taught. Credit, five hours.

MODERN FOREIGN LANGUAGES

The Department of Modern Foreign Languages offers three 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, and (2) the necessary prerequisite for the major program.

An incoming student who wishes to continue in college the study of a foreign language begun in high school must take the language placement test given by the Department of Modern Foreign Languages during orientation. Those entering in the winter and spring quarters must make arrangements with the chairman of the department to take the test before classes begin. If the score obtained in this test indicates that the student is not sufficiently prepared to go on with the language, he may repeat the elementary courses without credit, or he may begin the study of another language for credit.

Major Programs

The major programs consist of the following sequences of courses:

French: 321, 322, 421, 422, 423, 435, 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, 438, 440, 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.

*No credit is given for French 101, German 101, or Spanish 101 unless followed by the successful completion of French 102, German 102 or Spanish 102 respectively.

These course sequences are designed to give the student: (1) a knowledge of the main trends in the literature of the language and an understanding of the culture of the people through interpretative reading of literary masterpieces; (2) the ability to understand the spoken language at native speed and to express himself with a proportionate increase in oral fluency; and (3) a sound preparation for graduate work in the field.

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.

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. Credit, five hours each course.

*No credit is given for French 101, German 101, or Spanish 101 unless followed by the successful completion of French 102, German 102 or Spanish 102 respectively.



211, 212. INTERMEDIATE FRENCH.

Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar. Credit, five hours each course.

301. ADVANCED FRENCH READINGS.

Designed to increase the student's facility in reading French classics and to prepare him to participate readily in literature courses conducted exclusively in the language. Reading of representative French novels, plays, and poetry. Credit, five hours.

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of French. Credit, five hours.

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. Strongly recommended for prospective teachers of French. Credit, five hours.

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. Credit, five hours each course.

411. ADVANCED COMPOSITION AND LANGUAGE ANALYSIS.

Designed especially for prospective teachers of French who wish to gain greater facility and precision in oral and written expression. Study of the fundamental linguistic principles necessary for an intelligent development of pattern practice drills for use in language teaching. Credit, five hours.

421. LITERATURE OF THE CLASSICAL PERIOD.

A study of French literature of the seventeenth and eighteenth centuries. Credit, five hours.

422. LITERATURE OF THE NINETEENTH CENTURY.

A study of French literature of the nineteenth century. Reading of representative authors. Credit, five hours.

423. CONTEMPORARY FRENCH DRAMA.

A study of the French drama in the twentieth century with emphasis on the last twenty-five years. Credit, five hours.

434. THE EARLY FRENCH NOVEL.

A study of the novel in France from its earliest manifestations through the eighteenth century. Credit, five hours.

435. THE NOVEL SINCE 1800.

A study of the French novel in the nineteenth and twentieth centuries. Credit, five hours.

495, 496, 497. STUDY ABROAD.

The study of French language and culture in a native environment. Designed especially for students in the Study Abroad Programs of the University System of Georgia. Credit, fifteen hours.

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. Credit, five hours each course.

211, 212. INTERMEDIATE GERMAN.

Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar. Credit, five hours each course.

495, 496, 497. STUDY ABROAD.

The study of German language and culture in a native environment. Designed especially for students in the Study Abroad Programs of the University System of Georgia. Credit, fifteen hours.

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. Credit, five hours each course.

*No credit is given for French 101, German 101, or Spanish 101 unless followed by the successful completion of French 102, German 102 or Spanish 102 respectively.

211, 212. INTERMEDIATE SPANISH.

Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar. Credit, five hours each course.

301. ADVANCED SPANISH READINGS.

Designed to increase the student's facility in reading Spanish classics and to prepare him to participate readily in literature courses conducted exclusively in the language. Reading of representative Spanish novels, plays, and poetry. Credit, five hours.

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of Spanish. Credit, five hours.

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. Strongly recommended for prospective teachers of Spanish. Credit, five hours.

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. Credit, five hours each course.

411. ADVANCED COMPOSITION AND LANGUAGE ANALYSIS.

Designed for prospective teachers of Spanish who wish to gain greater facility and precision in oral and written expression. Study of the fundamental linguistic principles necessary for an intelligent development of pattern practice drills for use in language teaching. Credit, five hours.

421. LITERATURE OF THE GOLDEN AGE.

A study of representative authors of the Golden Age with emphasis on Cervantes. Credit, five hours.

422. LITERATURE OF THE NINETEENTH CENTURY.

A study of the literature of the nineteenth century with emphasis on the novel. Credit, five hours.

438. SPANISH-AMERICAN CULTURE AND CIVILIZATION.

A study of Spanish-American culture through its literature and folklore. Credit, five hours.

440. CONTEMPORARY HISPANIC LITERATURE.

A study of Spanish and Spanish-American literature since 1898. Credit, five hours.

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. Given jointly by the Department of Modern Foreign Languages and the Department of History and Political Science. Credit, five hours.

495, 496, 497. STUDY ABROAD.

The study of Spanish language and cultural in a native environment. Designed especially for students in the Study Abroad Programs of the University System of Georgia. Credit, fifteen hours.

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 300	Economic Systems
Spanish 450	Seminar in Contemporary Latin American Culture and Inter- American Relations

Proficiency in the use of the Spanish Language is required for the successful completion of this major program.

MUSIC

The aims of the Department of Music are: (1) to educate students in sound musicianship and performance for careers in teaching in public schools and colleges; and (2) to educate students for careers in the field of professional performance, and private teaching.

The Department of Music is a full member of the National Association of Schools of Music, the official accrediting organization for schools, divisions, and departments of music in the United States.

Degrees Offered

Bachelor of Music. This degree is designed for those who wish to teach privately or perform professionally in their respective fields. Requirements for the degree include a senior recital.

Instrumental Major

	<i>Hours</i>
Basic Requirements	76
Music Courses	123
Applied Music and Ensemble	57
Music 158, 159, 260, 261, 262, 266	24
Music 336, 337	4
Music 340, 341, 342, 343, 364	15
Music 400, 462, 468, 469, 470	19
Music 439, 440	4

Voice Major

	199
*Basic Requirements	96
Music Courses	118
Applied Music and Ensemble	57
Music 158, 159, 260, 261, 262, 266	24
Music 336, 337	4
Music 340, 341, 342, 343, 364	15
Music 400, 468, 470	11
Music 439, 440, 465	7

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*Voice Majors will take 20 quarter hours in foreign language study. A student entering this college may exempt language courses through a placement examination administered by the Modern Language Department.

Bachelor of Music Education. This program is designed to prepare students to teach or supervise music in the public schools. The curriculum is as follows:

Basic Requirements	76
Music Courses (Vocal Concentration)	114
Applied and Ensemble	45
Music 158, 159, 260, 261, 262	20
Music 217	4
Music 340, 341, 342, 343	12
Music 316, 317, 318	6
Music 330, 331, 332	9
Music 364	3
Music 380, 381, 382	6
Music 400, 461, 465	9
Professional Education	30
	220
Basic Requirements	76
Music Courses (Instrumental Concentration)	114
Applied and Ensemble	45
Music 158, 159, 260, 261, 262	20
Music 213, 214, 215, 216	8
Music 330, 331, 332	9
Music 333	3
Music 340, 341, 342, 343	12
Music 380, 381, 383	6
Music 364	3
Music 462	3
Music 400	3
Music 316	2
Professional Education	30
	220

Attendance Requirement

All music majors are required (1) to participate in an ensemble during their residence in College, and (2) to attend *Allegro Club* meetings, faculty and student recitals, and special concerts at the College during the year.

100. INTRODUCTION TO MUSIC.

A study of various types and forms of music as a means of increasing the student's understanding and enjoyment. Primary emphasis placed on the development of listening skills. Designed



for the general college student as well as for the freshman music major. Five periods a week. Credit, five hours.

110-210-310-410 (M) (C) A, B, C. THE MIXED CHORUS OR
THE WOMEN'S CHORALE.

The study and performance of choral literature. Designed to give students a wide experience in the art of ensemble singing. The repertoire of this course represents literature from all periods of musical development. General college students may elect the course for credit after one year of participation. Students are selected by audition. Three periods a week. Credit, one hour each quarter.

111-211-311-411 (P) A, B, C. PIANO ENSEMBLE.

Emphasis on the playing of literature for piano ensemble. Two periods per week. Credit, one quarter hour.

111-211-311-411 (B) A, B, C. CONCERT BAND.

Study and performance of the best in standard and contempor-

ary band literature. Rehearsals twice weekly. Open to all college students. Credit, one quarter hour.

111-211-311-411 (BC) A, B, C. BRASS CHOIR.

Study and performance of the best in standard and contemporary brass ensemble literature. Rehearsals twice weekly. Open to all college students. Credit, one quarter hour.

111-211-311-411 (S) A, B, C. STAGE BAND.

Study and performance of the best in the jazz repertoire. Lab groups ranging from small combos to 17-piece orchestra. Rehearsals twice weekly. Open to all college students. Credit, one quarter hour.

158-159. ELEMENTARY THEORY.

A study of the fundamentals of music structure, terminology, and pitch relationships. An integrated course in 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. Credit, four hours each quarter.

213-214-215-216. CLASS INSTRUCTION IN BRASS, WOODWINDS, PERCUSSION, AND STRINGS.

One quarter devoted to each of four families of instruments. Lab courses devoted to familiarization of teaching problems through actual performance. Study of materials and methods for instrumental study. Two class sessions per week. Credit, two hours per course.

217. INSTRUMENTAL SURVEY.

A survey course in brasses, woodwinds, strings, and percussion instruments for non-instrumental majors. Designed to familiarize student with basic principles of tone production, pedagogy, teaching materials. Four periods a week. Credit, four hours.

260-261. INTERMEDIATE THEORY.

Prerequisites: Music 158, 159.

Continuation of Elementary Theory with emphasis on aural, keyboard, analytical, and compositional procedures. Includes the study of non-harmonic tones, modulations, and chromatic harmony. Four periods a week. Credit, four hours each quarter.

262. FORM AND ANALYSIS.

Prerequisites: Music 260, 261.

The following facets of form are touched upon: the musical

phrase, song forms, 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 music diagramming. Harmonic analysis of compositions. Four periods a week. Credit, four hours.

266. TONAL COUNTERPOINT.

Prerequisite: Music 262.

A study of traditional contrapuntal procedures, particularly those of the 18th century, with emphasis on score analysis and written projects. Spring quarter, odd-numbered years. Four periods a week. Credit, four hours.

316-317-318. 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. Two periods a week. Credit, two hours each quarter.

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 a major in Elementary Education. Five periods a week. Credit, five hours.

330-331. MUSIC IN THE LOWER AND UPPER GRADES.

Sequential methodology courses for music majors who are preparing to teach. Analysis and evaluation of materials and procedures designed to shape the musical skill, knowledge, and taste of the learner. The first course centers around musical experiences for young children; the second course is designed for the upper grades. Observation at the Peabody Laboratory School during the junior year is considered a part of the requirements for 330, 331. Students should plan for as much observation time as possible during the second period of the winter and spring quarters. Three periods a week. Credit, three hours.

332. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.

For music majors only. A study of the organization, development, and maintenance of a balanced secondary school music pro-

gram. Stress is put on study and evaluation of the many materials available and varied methods of presentation. Three periods a week. Credit, three hours.

333. INSTRUMENTAL METHODS.

Prerequisites: 330, 331, 332.

Music education course for instrumental majors dealing with problems specifically related to organization, maintenance and development of public school instrumental groups. Three periods a week. Credit, three hours.

336-337. LITERATURE OF MAJOR INSTRUMENT.

Analytical study principally of the solo literature for piano, voice, organ, or an orchestral instrument. Special emphasis is given to musical structure and style. Offered even-numbered alternate years. Two quarters. Two periods a week. Credit, two hours each quarter.

340-341-342-343. HISTORY OF MUSIC.

Prerequisite: Music 100.

A general survey of music from the early Christian era to the present. Three periods a week. Credit, three hours each quarter.

364. FORM AND ANALYSIS.

Prerequisite: Music 262.

A continuation of Music 262. Intensive study of larger forms and the contrapuntal procedures of the 16th and 18th centuries. Three periods a week. Credit, three hours each quarter.

380-381-382-383. CONDUCTING.

Prerequisites: Music 158, 159, 260, 261, 262.

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 skill in the science of recreating in performance choral and instrumental compositions at all levels. Examination of materials for choral and instrumental groups, score reading, cataloging of works, and rehearsal with actual groups is covered. Two periods a week. Credit, two hours each quarter.

400. SEMINAR IN MUSIC HISTORY AND THEORY.

Prerequisites: Music 364, 340, 341, 342, 343.

An examination of the basic concepts of music in reference to a variety of compositions and styles. The course is conducted by means of lectures, and class and individual projects. Three periods per week. Credit, three hours.

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

(For description of course, see data regarding Education 415-16-17.) Credit, five hours each course.

439-440. PEDAGOGY OF MAJOR INSTRUMENT.

The techniques of teaching piano, voice, organ, strings, brass, or woodwinds with emphasis on the selection and organization of teaching materials. Offered odd-numbered alternate years. Two quarters. Two periods a week. Credit, two hours each quarter.

461. SECONDARY CHORAL METHODS.

Prerequisites: 330, 331, 332.

Study of tone production, diction, and voice blending as it applies to choral singing, together with a study of the organization, development, and maintenance of choral programs in the secondary schools. Three periods a week. Credit, three hours.

462. ORCHESTRATION.

Prerequisite: Music 261.

Instrumentation and scoring for small and large ensembles, including the modern orchestra and concert band. To this end, records and scores are studied and written projects are undertaken. Credit, three hours.

465. CHORAL ARRANGING.

Prerequisite: Music 261.

The study of choral technique with emphasis on public school choral ensembles. Scoring of works for treble voices, male voices, junior high school chorus, mixed chorus. Credit, three hours.

468-469. SURVEY OF MUSIC LITERATURE I AND II.

A survey of the stylistic traits of vocal and instrumental forms of music through a study of representative compositions. The course is conducted by means of lectures, class and individual projects, and style analysis. Offered odd-numbered alternate years.

Two quarters. Five periods a week. Credit, five hours each quarter.

470. SURVEY OF MUSIC LITERATURE III.

Continuation of Music 469. A survey of the stylistic traits of vocal and instrumental forms of music through a study of representative compositions. The course is conducted by means of lectures, class and individual projects, and style analysis. Offered odd-numbered alternate years. One quarter. Credit, three hours.

Applied Music

The serious study of applied music is considered an essential factor in music education. Each student preparing to teach is required to specialize in one instrument and become proficient on a secondary instrument during the course of study. A creditable performance in piano, voice, organ, or an instrument is required for graduation. Examinations are heard at the end of each quarter for those students who are enrolled for lessons in applied music by the members of the applied music teaching staff.

Music Education Piano Requirements

A comprehensive examination in piano shall be administered by the music faculty in the junior year. A student must exhibit competency in basic skills such as accompanying, sight reading, and simple improvisation. A prerequisite for graduation.

Applied Music Courses

Students who are enrolled for applied music will be assigned credit hours as follows:

Music Majors

Major Instrument—4 hours (two one-half hour lessons
per week)
2 hours (one one-half hour lesson
per week)

Minor Instrument—2 hours (two one-half hour lessons
per week)
1 hour (one one-half hour lesson
per week)

General College Students

Students who are not majoring in music and who are taking ap-

plied music for credit will receive 1 hour credit for each one-half hour lesson per week.

The amount of credit assigned to applied music courses is based on the amount of time allotted to practicing and to the work load given to the student by the teacher.

The first number assigned to an applied music course in piano or voice represents one one-half hour lesson per week; the second course number represents two one-half hour lessons per week. Organ instruction is given only for one one-hour lesson per week. Therefore, only one number is designated for organ. Individual lessons in applied music may be selected for college credit by any student at the College. Such requests will be approved to the extent that the instructor's time is available beyond the needs of the music degree candidates.

PIANO 103-104-203-204-303-304-403-404 A,B,C.

VOICE 105-106-205-206-305-306-405-406 A,B,C.

ORGAN 109-209-309-409 A,B,C.

Band and Orchestral 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 Instruments
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

The Georgia College Mixed Chorus

Rehearsals are held three times weekly for the purpose of reading and memorizing a large amount of choral literature from all periods of musical development. Tours are made throughout Georgia and to some distant point such as Miami, New Orleans, or New York. Members are selected by audition.

The Women's Chorale

This group is composed of forty students selected by audition. The group, founded by Dr. Max Noah, has for many years entertained audiences in all parts of the United States. The Chorale tours annually during the winter quarter within the state and to some distant point such as Miami, New Orleans, or New York. Rehearsals are held three times weekly.

Allegro Club

This organization is required of all music majors. All other qualified students who are enrolled in applied music courses may also attend. Meetings are held once a month. In addition to performance, discussions of state, regional, and national music problems, and other activities that concern the needs of the music program may be held.

Guild Student Group of the American Guild of Organists

The American Guild of Organists is a national organization of professional church musicians. Its aim is to raise the standards of the musician and music in the churches and synagogues of the United States, to promote a better understanding of the problems and status of the professional musician by the clergy, and to continue encouragement of quality performances by students and all church musicians. The American Guild of Organists is affiliated with organizations in Canada and in England. Student chapters in the United States now number over 100, and the interest on the part of organ students in church music and in maintaining a high excellence of organ playing continues to grow.



NURSING EDUCATION

The faculty of the Nursing Education Department believes that the education of the technical nurse is best accomplished in a college setting, combining courses from the humanities, biological sciences and behavioral sciences with nursing courses. It is further felt that students learn best when moving from that which is most familiar to that which is least familiar. To this end, the nursing courses are planned to move from the normal functions of the body and mind to the abnormal, with emphasis placed on nursing intervention which encourages a return to normal or discourages further pathology.

It is the objective of this faculty to prepare students who, upon completion of the prescribed courses, will be able to:

1. provide care for patients with common recurring nursing problems;
 2. apply standard methodology in planning and giving nursing care;
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3. use types of nursing intervention which have predictable results;
4. plan nursing care for groups of patients;
5. assume responsibility for directing lesser prepared personnel in giving nursing care;
6. recognize the limitations of the technical nurse and seek help from the professional nurse when needed.

The nursing curriculum is designed to prepare its graduates to give direct patient care under supervision. In addition to the nursing courses given at the College, various hospitals and patient care facilities in the Baldwin County area will be used for clinical teaching. Experience in the five major divisions of nursing will be included—medical, surgical, obstetrical, pediatric, and psychiatric nursing.

In addition to nursing courses, the curriculum will include courses in the natural sciences, social sciences, and the humanities. The educational program may be completed in six quarters, with the graduate being granted an associate in science degree. Graduates of this program will be prepared to stand the State Board Examination for licensure to become a registered nurse (R.N.).

Courses in Nursing Curriculum

Nursing Education	53 hours
Biology	15 hours
English	10 hours
Psychology	5 hours
Sociology	5 hours
Home Economics	3 hours
Physical Education	3 hours
Elective	5 hours
Total	99 hours

In addition to the above, students are expected to meet the legislative requirements for American History and Political Science. (See page 51.)

101. FUNDAMENTALS.

A study in the basic needs of people, the ways these needs are normally met, and the alterations imposed by illness. It depicts the

nurse's responsibility in helping the patient to meet his needs under the different conditions brought about by illness, the nurse's function in the maintenance and support of body defenses and the restoration of health. Clinical laboratory experience is planned to illustrate the areas dealt with in the course. Four lectures and six laboratory periods. Credit, six hours.

102. FUNDAMENTALS.

Prerequisite: Nursing 101.

A continuation of Nursing 101. Includes the application of scientific principles, problem solving, communication, and mechanical skills in assisting patients with increasingly complex health problems. Five lecture hours and six laboratory periods. Credit, eight hours.

103. MATERNAL AND CHILD NURSING.

Prerequisite: Nursing 102.

Emphasis is placed on the normal, physiological aspect of reproduction, its effect on the family unit, the normal growth and developmental pattern from conception to adolescence and complications relating to obstetrics and early infancy. Clinical laboratory experience includes the hospital setting and other areas for observing the expectant mother and healthy children. Four lectures and six laboratory periods. Credit, seven hours.

201. PHYSICAL AND MENTAL ILLNESS.

Prerequisite: Nursing 103.

A study of patients with a wide variety of health problems, ranging from the relatively simple to the more complex. Included are problems originating both physically and emotionally as they apply to and differ in the various age groups. Student will plan, implement, and evaluate nursing care given. Four lectures and six laboratory periods. Credit, seven hours.

202. PHYSICAL AND MENTAL ILLNESS.

Prerequisite: Nursing 201.

A continuation of Nursing 201. A study of patients with a multiplicity of nursing problems. Students will make detailed nursing care plans utilizing past learning to give supportive and restorative care. Five lectures and twelve laboratory periods. Credit, eleven hours.

203. PHYSICAL AND MENTAL ILLNESS.

Prerequisite: Nursing 202.

A continuation of Nursing 201 and 202. Students are given the opportunity to plan care for several patients, with consideration given to socio-economic factors as well as physical and emotional problems. Five lectures and twelve laboratory periods. Credit, eleven hours.

204. HISTORY AND TRENDS IN NURSING.

A history of the development of nursing and nursing education, the responsibilities and opportunities of today's nurse, the outstanding issues in nursing today, and the trends which indicate changes in nursing for tomorrow. Credit, three hours.

Policies for AD Nursing Students

1. Over-all grade point average must be 2.0 for graduation.
 2. Must maintain a 2.0 grade average in nursing courses for promotion and graduation.
 3. An over-all grade point average of 1.8 will be necessary for promotion to the second year.
 4. May repeat one nursing course failed, but may repeat it only once and may *not* repeat another nursing course failed.
 5. May not progress in nursing courses until each prerequisite is satisfactorily completed.
 6. Theory work in nursing courses will receive a letter grade. Lab work will be graded "satisfactory" or "unsatisfactory." Theory grades will not be turned in until lab grade is "satisfactory." This will mean that the student cannot progress to the next nursing course as long as lab work in previous courses is "unsatisfactory."
 7. A maximum of 126 hours may be attempted in fulfilling the requirements for the A. S. Degree in Nursing.
 8. Correspondence work will not be accepted for courses in this program.
 9. Fifty three (53) hours of Nursing Education must be taken on campus.
 10. High school chemistry or beginning college chemistry is required before entering the nursing curriculum.
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PHILOSOPHY AND RELIGION

The aim of the Department of Philosophy and Religion is to provide students with adequate means to an understanding of the central issues of Western thought as expressed in the lives and works of the great philosophers. This entails basic and fundamental knowledge of logic, Western philosophy in its historical perspective, philosophies of art, and philosophies of value and obligation as found in classical and modern theories of ethics. The major eras of Western philosophy are included in a sequence of three separate courses: medieval, modern, and contemporary. Special and separate attention is given to the works of Plato and to American philosophy. Introductory courses in the Old and New Testaments provide an historical and literary approach to the writings of the Judeo-Christian tradition. A course in comparative religion surveys Eastern religious thought against the backdrop of its modern rivals in the West.

PHILOSOPHY

200. INTRODUCTION TO PHILOSOPHY.

A first study of the major themes and issues of philosophy through readings drawn from masters of the philosophic tradition and modern writers as well, with emphasis upon terminology, meanings, and ideals. Credit, five hours.

310. INTRODUCTION TO ETHICS.

The major theories of the moral ideal presented in relation to contemporary ethical and social problems. Selected readings in the classical and modern moralists. Credit, five hours.

315. AESTHETICS.

An examination of the nature, origins, and uses of artistic and aesthetic experience, especially as related to philosophy in literature. Credit, five hours.

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, with particular attention given to the rudiments of symbolic logic. Credit, five hours.

409. THE PHILOSOPHY OF PLATO.

Studies in Ancient Greek Philosophy and Science as their issues, problems, and insights culminate in the thought and works of Plato, one of the greatest minds in the Western philosophic tradition. Credit, five hours.

421. MEDIEVAL PHILOSOPHY.

A study of the central figures in the longest single era of Western philosophical and theological thought, including Augustine, Bonaventura, Aquinas, and Duns Scotus. Credit, five hours.

422. MODERN PHILOSOPHY.

Studies in the philosophers of the seventeenth, eighteenth, and nineteenth centuries, beginning with Descartes and ending with Hegel. A survey of the philosophic influences which have largely determined the course of modern solutions to scientific, social, and political problems of Western Civilization. Credit, five hours.

423. CONTEMPORARY PHILOSOPHY.

Philosophers of the twentieth century, including those of the analytic tradition but with major attention given to the existential philosophies of Nietzsche, Kierkegaard, Heidegger, and Sartre. Credit, five hours.

424. AMERICAN PHILOSOPHY.

Readings in such American thinkers as John Dewey, C. S. Peirce, William James, and George Santayana, with an attempt to understand the central issues of American philosophy as they emerge in each. Credit, five hours.

RELIGION

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. Credit, five hours.

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. Credit, five hours.

405. COMPARATIVE RELIGION.

This course is concerned with a selected group of classical world religions including Islam, Hinduism, and Buddhism. In addition, the course deals with some of the modern religions of the world such as Scientism, Nationalism, and Communism. Credit, five hours.



PHYSICS

Courses in this department are designed to serve general education; to provide a comprehensive view of the study of physics and its application to human affairs in this age of science; and to give fundamental training for graduate and professional work.

Major Program: The requirements for a major in physics are: Physics 321, 322, 330, 331, 332, 333, 401, 420, 452.

Professional Education: Students majoring in the department who desire to be certified to teach must also register with the Department of Education in one of the approved programs.

101. ELEMENTARY PHYSICS.

A study of the elementary principles of mechanics, heat, sound, light, electricity, and magnetism. The course is designed for elementary education and home economics majors. No credit will be allowed if a student shows prior credit for any course in physics. Four lectures and one three-hour laboratory period. Credit, five hours.

201. GENERAL PHYSICS.

A course presenting the fundamental facts of mechanics from the mathematical point of view. Four lectures and one three-hour laboratory period. Credit, five hours.

202. GENERAL PHYSICS.

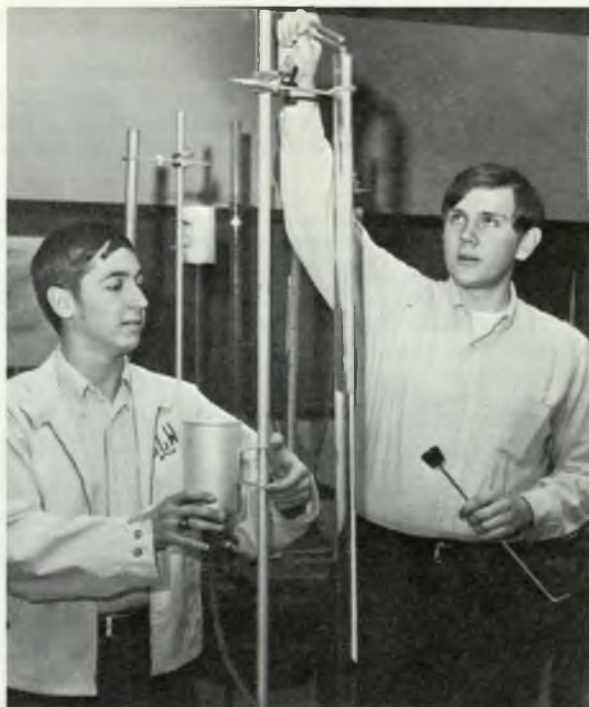
Prerequisite: Physics 201.

A continuation of Physics 201 dealing with heat, sound, and light. Four lectures and one three-hour laboratory period. Credit, five hours.

203. GENERAL PHYSICS.

Prerequisite: Physics 202.

A continuation of Physics 202 covering the subjects of magnetism, electricity, and modern physics. Four lectures and one three-hour laboratory period. Credit, five hours.



321. ELECTRONICS.

Prerequisites: Physics 203, Mathematics 242.

A study of basic electronic circuits. Topics covered will include a review of A.C. and D.C. circuit theory; properties of circuits with lumped and distributed constants; the theory of vacuum tube and transistor amplification; power supplies; rectifying elements; voltage, power, and feedback amplifiers; oscillators; mixers; wave-shaping techniques; and introduction to integrated circuits. Four lectures and one three-hour laboratory period. Credit, five hours.

322. OPTICS.

Prerequisites: Physics 203, Mathematics 242.

A course in geometrical and physical optics including reflection and refraction at plane and curved surfaces, lens and mirror systems, optical instruments, the wave theory of light, interference, dispersion, diffraction, and polarization. Four lectures and one three-hour laboratory period. Credit, five hours.

330. MODERN PHYSICS.

Prerequisites: Physics 203, Mathematics 242.

A study of selected topics of modern physics including the special theory of relativity, relativistic dynamics, the wave and particle aspects of matter and electromagnetic radiation, introduction to quantum mechanics, the structure of the hydrogen atom and many-electron atoms, X-rays, introduction to nuclear structure and reactions, and introduction to elementary particle physics. Four hours lecture and one three-hour laboratory period. Credit, five hours.

331. THEORETICAL MECHANICS I.

Prerequisites: Physics 203, Mathematics 242.

The first half of a two-quarter course in the theoretical aspects of mechanics. A large portion of the course will be devoted to developing mathematical tools and techniques useful in mechanics as well as subsequent advanced physics courses. Topics covered will include vector analysis; first and second order linear differential equations; systems of orthonormal functions; functions of a complex variable; dynamics of a particle; central force motion; and free, forced, and damped harmonic oscillations. Five hours lecture. Credit, five hours.

332. THEORETICAL MECHANICS II

Prerequisite: Physics 331.

A continuation of Physics 331 dealing with coupled oscillators, the theory of vibrating systems, the dynamics of systems of particles and rigid bodies, introduction to the calculus of variations, and the Lagrangian and Hamiltonian formulations of mechanics. In the latter topics, emphasis is placed on the solution to mechanical problems as well as the utility of these formulations in providing a basis for the study of quantum mechanics. Five hours lecture. Credit, five hours.

333. THERMODYNAMICS.

Prerequisites: Physics 203, Mathematics 242.

A study of thermodynamic systems including such topics as equations of state of ideal and non-ideal gases, the first and second laws of thermodynamics and their consequences, entropy, enthalpy, kinetic theory of an ideal gas, and introduction to statistical mechanics. Five hours lecture. Credit, five hours.

401. ELECTRICITY AND MAGNETISM.

Prerequisite: Physics 331.

A development of the classical theories of electric and magnetic fields leading to the formation of the Maxwell equations. Topics covered will include the laws of Coulomb, Gauss, Ampere, and Faraday; potential theory, boundary conditions, dielectrics, ferromagnetic materials, and the propagation of electromagnetic waves. Four hours lecture and one three-hour laboratory. Credit, five hours.

420. QUANTUM MECHANICS.

Prerequisite: Physics 332.

A study of the quantum theory of the behavior of atomic systems. Topics covered will include operator formalism, expectation values, Hermitian properties of operators, the Schroedinger equation, quantized states, eigenvalues, probability current, the parity operator, the one-dimensional harmonic oscillator, transmission and reflection at a barrier, the hydrogen atom, spin, and angular momentum. Five hours lecture. Credit, five hours.

452. NUCLEAR PHYSICS.

Prerequisite: Physics 330.

A course in the structure and processes of the atomic nucleus. Topics covered will include the constitution of the nucleus, electric and magnetic properties of nuclei, natural and artificial radioactivity, isotopes, the passage of charged particles and gamma-rays through matter, nuclear reactions, and the shell model of the nucleus. Four hours lecture and one three-hour laboratory. Credit, five hours.



PSYCHOLOGY

Courses in the Department of Psychology are designed for students who desire to acquire training in psychology in preparation for professional graduate study; for students who seek a basic understanding of human behavior as a supplement to some other major fields of concentration; and for those who want a sound cultural background in the study of man.

The department offers a major in psychology which consists of a minimum of ten courses in the field.

Major Program: Majors in psychology must take fundamental courses in the behavioral sciences and statistics: Psychology 201, 315, 320, and Philosophy 200.

In addition, a minimum of thirty-five upper division hours must be taken. The following courses are to be included in the major program: Psychology 323, 448, 455, 463. One foreign language is required.

All courses except Psychology 250 require Psychology 201.

201. GENERAL PSYCHOLOGY.

A course designed to introduce the student to the basic concepts of psychology as an empirical and experimental science, emphasizing fact, principles, and methods. Topics considered include: psychology as a science, maturation and development, motivation and adjustment, principles of learning, basic principles of psychology,

physiology of the nervous system and sense organs, sensation, perception, individual differences, intelligence, psychological measurements, personality and social influences of behavior. Credit, five hours.

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; (2) the relation of motives, goals and purposive behavior to morale; and (3) the place of defense mechanisms in adjustments. Credit, five hours.

315. GENERAL STATISTICAL ANALYSIS.

An introduction to the logical and theoretical bases of the application of statistical methods to the solution of problems in the behavioral sciences. Collection, presentation, analysis and interpretation of numerical data; tabular and graphic presentation; frequency distribution; measures of variation; normal distribution and simple correlation are examined; basic laws of probability and their relation to the distribution of random variables; sampling distributions, estimation and hypothesis testing; analysis of variance; structure and planning of experiments; aims and limitation of psychological and sociological research. Credit, five hours.

320. GENERAL EXPERIMENTAL PSYCHOLOGY.

An introduction to the principles and methods of experimental psychology, with laboratory investigations of topics from the areas of sensation perception and learning. Three lectures and two laboratory periods. Credit, five hours.

323. PSYCHOLOGY OF CHILDHOOD.

Prerequisites: Psychology 315, 320, or permission of the instructor.

A study of the physiological, intellectual, social and emotional factors in child development in addition to an investigation of various problems in child behavior.

432. PSYCHOLOGY OF ADOLESCENCE.

Prerequisites: Psychology 315, 320, 323, or permission of the instructor.

An introduction to basic experimental studies dealing with adolescence; consideration of the developmental tasks and problems

of adolescence; emphasis is placed on the socialization of the adolescent, the role of the home at all stages of development and the special importance of the peer group. A study of recent publications, such as Paul Goodman, Coleman, Douvan, Friedenberg, Erikson, etc. Credit, five hours.

437. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.

Prerequisites: Psychology 323, 448.

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. Practicum for children with special needs is included. Credit, five hours.

448. ABNORMAL PSYCHOLOGY.

Prerequisites: Psychology 315, 320, 323, or permission of the instructor.

A study of predisposing and precipitating factors in the development of neuroses and psychoses; an attempt is made to synthesize existing classifications of mental disorders and to examine biological, social, and cultural influences of mental disorders and to examine biological, social, and cultural influences in preparation for a general introductory survey of therapy. Credit: five hours.

452. SOCIAL PSYCHOLOGY.

Prerequisites: Psychology 315, 320.

The individual in his relation to other human beings; social learning; social motives; culture and personality; origin and growth of attitudes; studies of human personality. Credit, five hours.

454. INDEPENDENT STUDY.

An opportunity for advanced study in the history of the development of psychology as a science and its theories and systems. Open to psychology majors with the approval of the chairman of the department and the Dean of the College. Credit, five hours.

455. HISTORY AND SYSTEMS OF PSYCHOLOGY.

Prerequisites: Psychology 315, 320, 323.

This course presents a historical and logical analysis of the schools of thought in ancient, medieval, modern and contemporary psychology; structuralism, functionalism, behaviorism, Gestalt,

psychoanalysis, existential phenomenological analysis and their derivatives. Credit, five hours.

456. TESTS AND MEASUREMENTS.

Prerequisites: Psychology 315, 320.

The subjects presented in this course are: group and individual tests of mental abilities and special aptitudes, and the use, administration, and interpretation of psychological tests together with the rationale for such instruments. Credit, five hours.

460. PHYSIOLOGICAL PSYCHOLOGY.

Prerequisites: Psychology 315, 320.

A study of the physiological correlates of human behavior; the structures and functions of the organism, receptors, nervous system and effectors; and the physiological basis of emotion and the perceptual process. Credit, five hours.

462. RESEARCH METHODOLOGY IN PSYCHOLOGY.

Prerequisites: Psychology 315, 320.

This course is for advanced students who are majoring in psychology. It covers the basic principles of scientific research, research design and methodology, and research statistics. Each student presents an original idea for a research project, designs the research methodology, executes the study, and submits the results in final written form for submission to professional journals. Credit, five hours.

463. THEORIES OF PERSONALITY.

Prerequisites: Psychology 315, 320, 323.

A study of various theorists of human personality such as Freud, Jung, Adler, Fromm, Horney, Sullivan, Allport, Murphy, Goldstein, Rogers, Eysenck, etc., as well as of the nature, development and methods of investigation of personality. Credit, five hours.

464. INTRODUCTION TO CLINICAL PSYCHOLOGY.

Prerequisites: Psychology 315, 320, 323, 448, 456.

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 the Central State Hospital. Open to qualified seniors and graduate students. Credit, five hours. (Offered in the summer term only.)

465. EXISTENTIAL AND PHENOMENOLOGICAL PSYCHOLOGY.

Prerequisites: Psychology 315, 320, 323, 455, or permission of the instructor.

A study of the works of Edmund Husserl, Sartre, Merleau-Ponty, Binswanger, E. Straus, Boss, Brentano, Buytendijk, Laing, Ricoeur, etc. Credit, five hours.

470. COGNITIVE PSYCHOLOGY.

Prerequisites: Psychology 315, 320.

A critical examination of recent work in the area of perception, memory, imagination, thinking, symbolization, communication. Credit, five hours.

487. THEORIES AND PSYCHOLOGY OF LEARNING.

Prerequisites: Psychology 315, 320.

A course designed to introduce the student to the basic concepts of learning as reflected in the major systematic positions of Pavlov, Thorndike, Guthrie, Skinner, Hull, Hebb, Tolman, Spence, etc. Credit, five hours.

489. THEORIES AND PSYCHOLOGY OF MOTIVATION.

Prerequisites: Psychology 315, 320.

A course designed to introduce the student to some of the main forms which motivational concepts have assumed in the major theoretical systems current in psychology today. Credit, five hours.



SOCIOLOGY

Courses in this department are designed to introduce the student to human society, to provide a broad understanding of human social behavior for those entering a variety of service professions, and to prepare students for graduate study.

A departmental major for the Bachelor of Arts or Bachelor of Science degree includes Sociology 202, 442, 450 and other courses selected in conference with the major advisor.

Professional Education: Students who desire to teach may plan a concentration in sociology with other Social Studies courses to meet certification requirements. In addition, they must register with the chairman of the Department of Education.

101. INTRODUCTION TO SOCIOLOGY.

A course designed for the general education program. A study of the structure, processes, and functions of human society. Credit, five hours.

202. SOCIAL INSTITUTIONS.

An examination of the structure and operation of the basic social institutions. Particular emphasis is placed upon the American social structure. Credit, five hours.

424. **CRIMINOLOGY AND PENOLOGY.**

A critical study of the causes of crime and juvenile delinquency, the analysis of criminal behavior and offenses, a consideration of theories of punishment, and a study of penal institutions. Credit, five hours.

426. **SOCIAL CHANGE.**

Prerequisite: Sociology 202.

A course dealing with the nature, types, and courses of social change, as well as with technological and cultural factors underlying social change. Credit, five hours.

428. **SOCIOLOGY OF THE FAMILY.**

A cross-cultural study of the family, viewing the family both as a social group and a social institution. Various approaches to the study of the family are examined. Credit, five hours.

442-542. **METHODS OF RESEARCH IN SOCIAL RELATIONS.**

Prerequisite: 15 hours in Sociology.

An overview of the processes of research in social relations, with emphasis upon the application of the scientific method to social data. Current research studies will be examined and analyzed. Credit, five hours.

444-544. **RACE AND ETHNIC RELATIONS.**

A study of American racial and ethnic groups, including ethnic cultural and social backgrounds, the causes and results of contemporary ethnic conflicts, ethnic problems of adjustment, and ethnic contributions to modern society. Credit, five hours.

450. **CONTEMPORARY SOCIOLOGICAL THEORIES.**

Prerequisite: 20 hours in Sociology.

An analysis and comparison of the major theoretical orientations in sociology. Emphasis is placed upon those theorists, American and European, whose works currently underlie the various studies in sociology. Credit, five hours.

452-552. **CULTURAL ANTHROPOLOGY.**

A study of patterns of behavior growing out of group life, stressing the backgrounds, diffusion, and interrelations of human cultures. Attention is given to preliterate as well as national societies. Credit, five hours.

460. INTRODUCTION TO SOCIAL WORK.

Designed for students who look toward social work as a possible career, this course includes a consideration of the three methods of professional social work: case work, group work, and community organization. Credit, five hours.

462-562. SOCIOLOGY OF THE COMMUNITY.

Prerequisite: Sociology 202 or permission of the instructor.

The study of the nature and organization of the modern community with particular reference to the structure, growth, and types of communities. The changing role of the local community in total society is emphasized. Credit, five hours.

472-572. SOCIAL PROBLEMS.

Pathological societal conditions and social deviation are studied with emphasis on causes, consequences, and corrective social action. Credit, five hours.

 1969-70 CALENDAR
Fall Quarter, 1969

September	14	Arrival of new students
	14	Meeting of President with parents of new students, 2:30 p.m. in Russell Auditorium
	15-17	Orientation of new students
	16	Arrival of upperclassmen
	16	College Level Examinations—afternoon
	17	College Level Examinations—morning
	18	Classes convene
	18	Formal convocation, 10:00 a.m.
	22	Last day to make course changes
October	30	Mid-quarter reports
November	10	Registration for winter quarter begins—by assignment
	21	Registration for winter quarter ends
	25	Thanksgiving holidays begin, after classes
	30	Thanksgiving holidays end
December	5	College Level Examinations—afternoon
	6	College Level Examinations—morning
	8-9-10-11	Fall quarter examinations
	11	Christmas holidays begin, 5:00 p.m.

Winter Quarter, 1970

January	3	Registration for new students
	4	Christmas holidays end
	5	Classes convene
	7	Last day to make course changes
February	5	Mid-quarter reports
	10	Registration for spring quarter begins—by assignment
	24	Registration for spring quarter ends
March	6	College Level Examinations—afternoon
	7	College Level Examinations—morning
	14-16-17-18	Winter quarter examinations
	18	Spring holidays begin, 5:00 p.m.

Spring Quarter, 1970

March	23	Registration for new students
	23	Spring holidays end
	24	Classes convene
	26	Last day to make course changes
April	23	Mid-quarter reports
	28	Course planning for summer and fall quarters begins—by assignment
May	15	Course planning for summer and fall quarters ends
	22	College Level Examinations—afternoon
	23	College Level Examinations—morning
	30	Spring quarter examinations
June	1-2-3	Spring quarter examinations
	5	Graduation

Summer Quarter, 1970

June	14	Arrival of new students
	15	Registration, those not pre-registered
	16	Classes convene
	18	Last day to make course changes
	26	Last day to file application for degrees to be awarded on August 15, 1970
July	10	Mid-quarter reports
	11-12, 13-14	Summer orientation for new students
	8-9, 10-11	Summer orientation for new students

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Academic policies and courses of study	<i>Dean of the College</i>
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Margaret Bass Cresap, M.Ed.	<i>Fifth Grade Supervisor</i>
Sybil S. Harper, B.S.	<i>Sixth Grade Supervisor</i>
Cecilia L. Peabody, A.B.	<i>Kindergarten Supervisor</i>
Sandra S. Tuzman, B.S.	<i>Kindergarten Supervisor</i>
Louise Horne, A.B.	<i>Librarian</i>

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Georgia College at Milledgeville is accredited by the Southern Association of Colleges and 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. Women graduates of the College are eligible for membership in the American Association of University Women.

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