
[Georgia College Catalogs](#)

[Special Collections](#)

Spring 1970

catalog 1970-1971

Georgia College and State University

Follow this and additional works at: <https://kb.gcsu.edu/catalogs>



Part of the [Higher Education Commons](#)

Recommended Citation

Georgia College and State University, "catalog 1970-1971" (1970). *Georgia College Catalogs*. 51.
<https://kb.gcsu.edu/catalogs/51>

This Book is brought to you for free and open access by the Special Collections at Knowledge Box. It has been accepted for inclusion in Georgia College Catalogs by an authorized administrator of Knowledge Box.

PREFACE

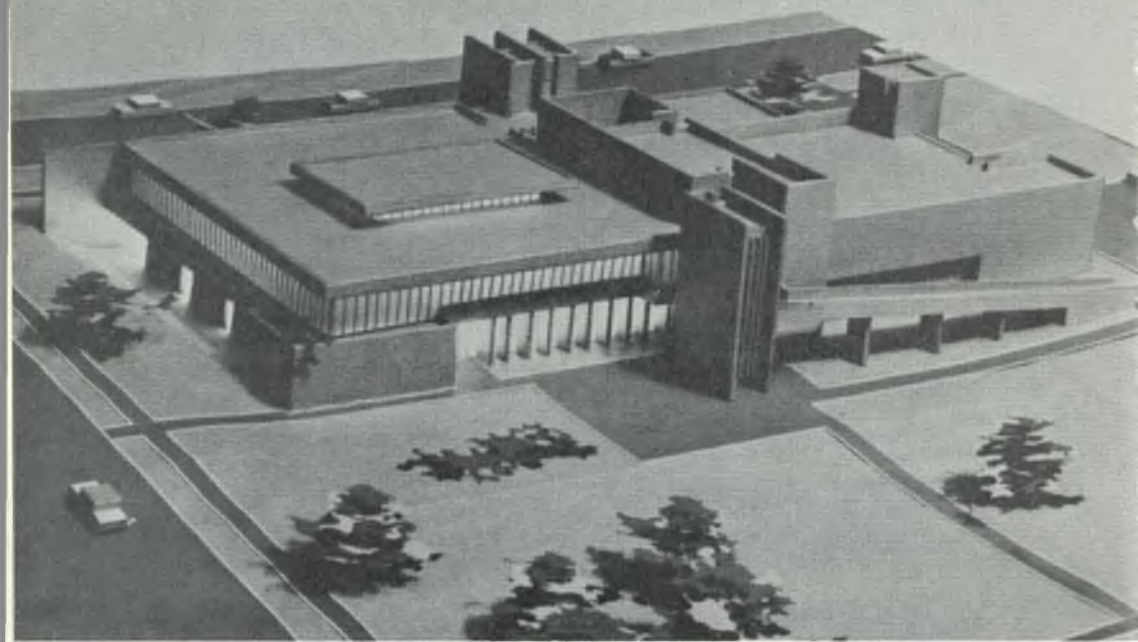
This catalogue is primarily for the prospective student, his parents, and his high school counselors. It is the belief of those who prepared it that all the material will prove important to some prospective students and that most of it will be important to every new student.

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.

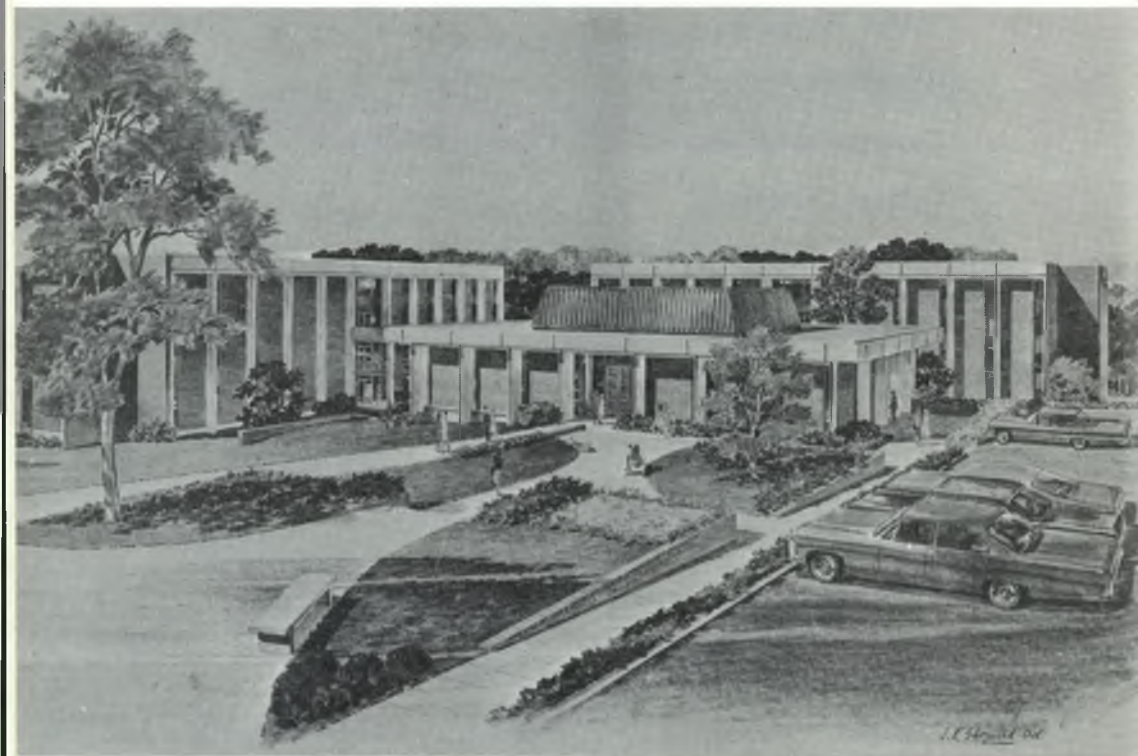
Important divisions of information may be found by referring to the Table of Contents. Specific topics may be located through use of the Index.

TABLE OF CONTENTS

| | |
|---|-----|
| General Information | 5 |
| Admissions and Expenses | 16 |
| Financial Assistance | 28 |
| Student Life | 36 |
| General Regulations | 44 |
| Academic Regulations | 47 |
| Degree Programs | 53 |
| Graduate Programs | 63 |
| Departments of Instruction and Course Offerings | 71 |
| College Calendar | 199 |
| Board of Regents | 201 |
| Officers of Administration | 202 |
| Directory for Correspondence | 203 |
| Faculty and Staff | 204 |
| Alumni Association | 215 |
| Index | 216 |



*Model of new 1.5 million dollar College Union Building
now under construction.*



*Architect's concept of 400-student coeducational dormitory
complex now under construction.*

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 through-

out 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.

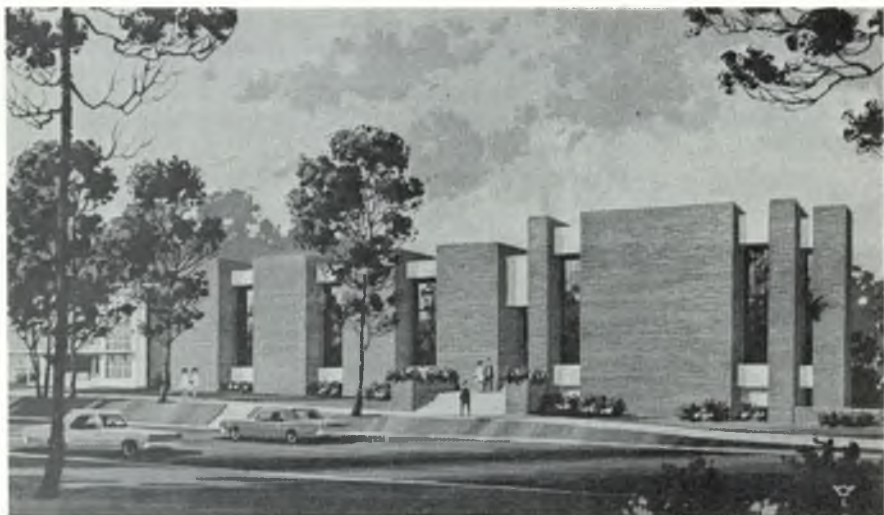
Former presidents of the College were Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J. L. Beeson, Dr. Guy H. Wells, Dr. Henry King Stanford, and Dr. Robert E. Lee. Dr. J. Whitney Bunting assumed the presidency on January 1, 1968.

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.



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

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 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, dressing rooms, classrooms, and staff offices.

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 oral proficiency in modern foreign languages. 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 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.

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 mother of Senator Richard B. Russell, 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 over 1,000 magazines and newspapers. Some 5,000 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, Agape 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 physi-

cian 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 Placement 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.

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. Georgia College is open to all qualified students without regard to race, creed, or national origin. 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 who wish 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 College Entrance Examination Board and earn scores of at least 3 on the examination.

Requirements For Freshmen 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

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 66-69.)

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 and students registering for less than six (6) quarter hours. 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 (\$14.00)—Paid by all students except auditors and students registering for less than six (6) quarter hours. 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
 - (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* 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 | 14.00 | 14.00 |
| Board | 100.00 - 150.00 | |
| Room Rent | 80.00 - 110.00 | |
| Laundry | 15.00 | |
| | \$324.00*-\$404.00* | \$129.00* |

*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 the 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 in the latter case.

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, 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 Chappel 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.

Shelnutt Memorial Scholarship

This fund was established by Mr. and Mrs. Leon A. Shelnutt as a memorial to their daughter, Helen Elaine.

Martha Erwin Sibley Scholarship Fund

An award of \$800 will be given to the young lady entering the Senior Class who has the highest academic average at the conclusion of her junior year.

An award of \$400 will be given to the young lady entering the Junior Class who has the highest academic average at the conclusion of her sophomore year.

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 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.

Washington, D.C. Alumni Club Scholarship

Established by the Georgia College Alumni Club of Washington, D.C., to assist needy students of exceptional academic standing.

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 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.

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 repay-

ment 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 qualifications, 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 ac-

cepted 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. 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 just to 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, is 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 Honor Council which may impose or recommend a corrective measure; 2. should the recommendation involve suspension or expulsion, a second hearing before the Faculty Council on Student Relations 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.

The College Government Association

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 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.

The College Government Association of Georgia College at Milledgeville deals effectively with matters of student affairs, perpetuates the traditions of the College, promotes the best understandings between faculty and students, administers all matters which are delegated to the student government by the administration of Georgia College, works with the administration in all matters affecting the welfare of the student body, and helps supervise all student body activity authorized by the College Government Association Constitution in order that it may be conducted for the best interest of the student body as a whole and to the credit of Georgia College.

The powers of the College Government Association of Georgia College are divided into three distinct departments. Those powers which are legislative are confined to the Student Senate. Those powers which are executive are exercised by the President of the College Government Association. Those powers which are judicial are placed in the Student Honor Council.

The executive power of the student body is vested in a president, who is chosen by the direct vote of the student body for a term of one year beginning on the first day of the Spring Quarter following the election.

SOCIAL AND RELIGIOUS LIFE

The Recreation Council

The Recreation Council provides leadership in a variety of recreational events for all students. The program affords opportunities for every student to enjoy and to develop interest and skill in many activities. The Association sponsors interest clubs in synchronized swimming, skin diving, dance, tumbling, twirling and drill; and they perform at various times during the school year. Special events such as sports days, play nights, movies and informal dances are planned for all students. The program is organized and executed by an Executive Board and a General Board consisting of the various managers, interest club presidents, dormitory and class managers, and committee chairmen.

Agape

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

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

Agape sponsors religious activities on campus, including vesper programs, workshop services in the dormitories, forums and Religious Focus Week. It also supervises study and discussion groups on social problems and current affairs, sponsors project at Central State Hospital, and provides the organization and program for the Kauffee Haus, which is open on weekends and special nights for informal fetes.

Georgia College provides a variety of social and recreational activities on the campus. The recreation halls and living rooms in each dormitory serve as centers for formal and informal dances. Campus-wide dances and concerts are sponsored by various organizations which bring the best entertainment available in the southeast.

Lake Laurel is a camping area, encompassing a lodge which will accommodate forty people for overnights; a lake that is used for boating, swimming, and fishing. Lake Laurel is used for picnics, informal dances, and retreats for various clubs and organizations.

The College Union is open every night during the week and on weekends for informal gathering and for special events.

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 Newnan 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 is 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 in which majors in the department concerned are eligible to participate. 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 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 the Constitution, a detailed account of the purpose, functions and a listing of the organization on the campus, the governmental routine of the campus, and the official personnel of the major groups.

Columns, issued 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 studentse 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.

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. It is the responsibility of the student to be cognizant of his own record of absences and to consult with his instructor relative of make-up of work missed. Instructors have the right to refuse the student the right to make up work required in any class meeting.

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 college 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.

To represent the College as a member of an intercollegiate athletic team, a student must not be on academic or social probation.



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 |

| | |
|--------------|--------------------------------|
| <i>Grade</i> | |
| 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.

*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.

-
- (2) Seniors with an overall average of 2.00 or better may take additional courses during the senior year provided they do not fall within the quarter of student teaching. Permission of the dean of the College is required in each instance.

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. If the student drops a course in the first three weeks of a quarter, he will be assigned the grade W. After three weeks, the grade assigned will be WP or WF according to the student's standing in the class at the time of dropping.

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. Only work taken at Georgia College is considered in this evaluation.
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. Sixty of the total number of hours must be in courses carrying 300 numbers or higher.

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.

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. The programs of 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 111 or 111-H, 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, 201, 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. A list of 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. 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.

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.

HONORS PROGRAM

The Honors Program at Georgia College is designed to aid superior students in developing their full academic potential. Its primary goals are to provide such students with intellectual opportunities beyond the ordinary level: small and enriched classes and independent study. It is hoped these students will benefit by close personal contact with experienced faculty members and the opportunity to strike out on their own in intellectual pursuits.

To be admitted to honors courses on the freshman level, a student must have a high school average of 3.2 and an aggregate SAT score of at least 1000. Freshman students who prove their academic ability by performance during the first or subsequent quarters by achieving a 3.2 average with no grade below B may petition to enter the program. Admission is not limited to freshmen, and transfer students may also apply. The Honors Program is intended to serve all students who qualify for admission any time during their undergraduate career.

Seniors are given an opportunity to do independent study for honors credit. This work would involve a thesis or other creative project in their major area of concentration. To be eligible for independent study, a student must have completed 20 hours in his major, with a 3.0 over-all average and a 3.2 average in the major.

Before registering for independent study, a student must obtain an application form from the Honors Committee. He will work out a proposal for a project or a thesis on this form with his director, who must be an assistant professor or higher. The work should also be approved by the chairman of his major department. The application should be re-

ceived and approved by the Honors Committee a week before registration for the next quarter.

After the director has satisfied himself that the work done by an Honors student under his guidance is in its final form, he will request the services of a colleague as examiner who has professional familiarity with the topic. This person may be someone from the student's department or a related discipline, and he should hold the rank of assistant professor or higher. A member of the Honors Committee could serve in this position, and the committee could aid in selecting an examiner.

After the examiner has checked the work, the director will call a meeting to be attended by at least himself, the examiner, and the student. The director may also invite members of the Honors Committee. At this meeting the work will be discussed with the student, suggestions for improvement pointed out, and the student questioned on the broader scope of his work. After the meeting, the director and examiner will evaluate the student's work and assign a grade. The final responsibility for the grade will be that of the director. However, the examiner may make known his disagreement by writing a separate report. The final report including a grade and descriptive evaluation of the student's work should be sent to the Honors Committee at least a week before the end of the quarter before graduation.

Students may also take independent study for regular credit but will follow the same procedure in all cases. If a student's work does not meet honors standards, the supervising professor may recommend no Honors credit and award a regular grade.

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 and 102 or 102H | 5-10 |
| | English 221, 222 | 10 |
| 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 from the following: | |
| | Biology 123 or 123H, 124 or 124H | |
| | Chemistry 101, 102 | |
| | Mathematics 101, 102 | |
| | Mathematics 110, 111 | |
| | Physics 101 | |
| | Physics 201, 202 or 203 | |
| Area III. | Social Sciences | 20 |
| | History 110 or 110H, 111 or 111H | 10 |
| | Political Science 101 | 5 |
| | Choice of one of the following: | 5 |
| | Economics 271 | |
| | 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:

- ASSOCIATE IN SCIENCE
 - 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 pages 66 and 67.

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 |
| Business Administration and Economics | Mathematics |
| Chemistry | Music |
| Elementary Education | Physics |
| English | Psychology |
| French | Sociology |
| Health, Physical Educa- tion, 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

| | <i>Hours</i> |
|--|-----------------|
| Core Curriculum, Areas I, II, and III | 60 |
| Electives, choice of two of the following | 10 |
| *Art 100 | **Music 100 |
| **Art 103 | Philosophy 200 |
| English 209, 210 | Speech 101, 211 |
| Health, Physical Educa- tion, and Recreation 100 | |
| Physical Education Activities | 6 |
| | 76 |

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

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 |
| <p>The foreign language requirement consists of the equivalent of four college courses:</p> <ol style="list-style-type: none"> 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 | 60-50 |
| | 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 | 60 |
| | 186 |

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 as follows:

Chemistry: 101, 102, 104, 280, 231, 351, 451

Biology: 123, 124, 225, 320, 305 or 210, 300 or 211, and a choice of two from: 434, 444, 446.

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 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 169) | 123 |
| | 199 |

Voice Major

| | |
|------------------------------------|-----|
| *Basic Requirements | 96 |
| Music courses (see page 169) | 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 170) | 111 |
| Professional Education | 30 |
| | 217 |

*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 undergraduate 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 second 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 as upperclassmen 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 apply for admission 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, Spanish, and social studies. 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 director of graduate studies.

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.
-

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 in 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 graduate studies.

Credit Requirements and Regulations

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

Plan 1. Sixty hours of course work to include twenty-five hours of appropriate content courses, twenty-five in professional 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 director of graduate studies 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 |

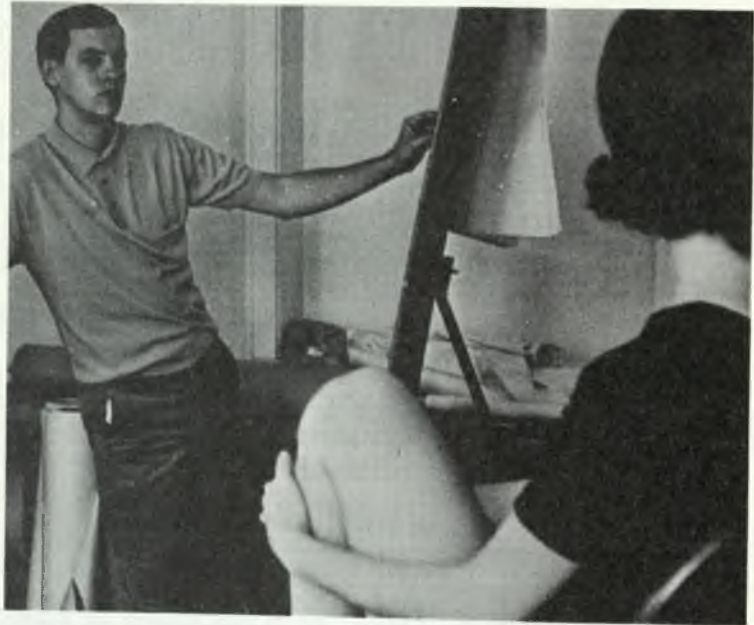
Students are subject to the general graduate program regulations described elsewhere with the following additions: only courses carrying a 500 or 600 number are acceptable for a sixth-year program. These courses must have been passed with the grades of A or B.

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.

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, 315, 316, 333, 335, 450; one of the following: 328, 347, 348; and one additional art course 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 Padget 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 six 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.

Principals 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 introduction to painting. Fee for materials. Credit, two hours.

104B.* ART STRUCTURE.

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

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 additional 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 104C or Art 100.

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

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

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

**Art 204 A,B,C are for art majors. Art 204 sequence can not be taken in advance of Art 104 sequence.

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 sequence 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.

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 studio 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.

317-317a. SCULPTURE.

Prerequisite: Art 204C.

Problems in creative arrangements of three-dimensional forms. Experience in various sculpture media. Credit, five hours each course.

324. INTERIOR DESIGN.

Prerequisite: Art 100 or 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. 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 100 or 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 216 or 304.

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 metalwork, enameling, and stone-setting. Leatherwork 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.

Various media. Technical consideration of preparation of grounds, mediums. 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.

*Exhibition of work completed at Georgia College.



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 department 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 lectures, one discussion period and one two-hour laboratory period. Credit, five hours each course.

123H-124H. PRINCIPLES OF BIOLOGY.

An introduction to biology with emphasis on current developments. Open by invitation to entering freshmen with superior SAT scores and high school records upon recommendation of the chairman of the department and approval of the Dean of the College. Three lectures, one discussion period, and one two-hour laboratory. Offered fall and winter quarters. 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. 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 lec-

tures and four laboratory periods. Offered winter quarter every year. 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 spring 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 spring quarter every year. Credit, five hours.

402-502. FIELD BOTANY.

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 spring quarter every year. 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 winter quarter every year. 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 fall quarter every year. Credit, five hours.

441-541. EVOLUTION.

Prerequisites: Biology 222, 225.

A study of the process of organic evolution. Five lectures. Offered winter quarter every year. 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 spring quarter every year. Credit, five hours.

444. VERTEBRATE EMBRYOLOGY.

Prerequisite: Biology 225.

The early embryological development of vertebrates. Includes study of germ cells, fertilization, differentiation, and the origin of organ systems. Two lectures and six laboratory periods. Offered spring quarter every year. 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 fall quarter every year. 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.

450-H. INDEPENDENT STUDY.

Special problems in biology. Open by invitation to seniors with 3.2 overall grade point average upon the recommendation 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. 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, Accounting, and Fashion Marketing*. 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 271. Common to Business degree program: Business Administration 207, 212, 217, 251, 252, Economics 272.

Additional (Choice of One) Major in Management

Psychology 201

Business Administration
361, 377, 441, 442,
443, 476, 478

Major in Accounting

Economics 377
 Business Administration
 308, 351, 352, 356,
 451, 454, 457

Economics, or Business, or
 Related Electives: 15 hours
 Free Electives: 25 hours

Major for Office

**Business Administration
 226, 227, 228, 303, 320,
 or 306, 322, or 309, 323,
 or 324, 429, and 440 or
 2 Business Electives

Free Electives: 25 hours

A student who plans to be a
 vocational teacher should take
 an additional course in History
 and Philosophy of Vocational
 Education.

Major for Business Education

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

Education 204, 295, 303, 445,
 446, 447, 455, 476

Major for Fashion Marketing

Psychology 201
 Chemistry 102
 Sociology 452
 Art 329
 Business Administration 361,
 362, 363, 366, 443

Home Economics 224, 214,
 418, 419
 Economics, or Business or
 related electives: 15 hours
 Free Electives: 20 hours

CONCENTRATION FOR TWO-YEAR CERTIFICATE**General Education**

English 101, 102
 Economics 271, Political
 Science 101; History 211;
 2 General Education Electives
 Business Administration

****207, 217, 226, 227, 228,
 303; 320 or 306; 322 or
 309; 323 or 440; Business
 Elective: 5 hours

*Offered in cooperation with the Department of Home Economics.

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

***If the student does not take shorthand, then BA 361.

****In Two-Year Program, if no typewriting has been taken previously, BA 125 should be scheduled in summer; basic courses require September to June attendance for freshman and sophomore years.

BUSINESS ADMINISTRATION

125. INTRODUCTION TO TYPEWRITING.

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

203. INTRODUCTION TO COMPUTER APPLICATION (Also Chemistry 201).

Prerequisite: Mathematics 101.

A course designed to introduce Chemistry majors and others to the use of computers for solving problems in science. Using a remote terminal, the student has direct interaction with the computer. Initially, programmed programs are supplied for which the student inserts various parameters and observes the results. Finally, the student is expected to perform the numerical analysis and write a program to solve a problem of interest. Three lectures and two laboratory periods. 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. MATHEMATICS OF FINANCE.

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

217. BUSINESS COMMUNICATION AND REPORT WRITING.

Prerequisite: English 102.

The external and internal structure of the business letter: letter forms, building 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.¹

Prerequisite: Business Administration 125 or equivalent.

Designed for students who have had one or more years

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

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.

251. ACCOUNTING PRINCIPLES, I.

A study of the underlying principles of accounting, that accounting may properly serve as a language of communication concerning financial data of an enterprise. The theory of double-entry bookkeeping; accounting principles, procedures, and techniques relating to professional, personal service, and merchandising firms; and a broad study of assets with emphasis on working capital. Credit, five hours.

252. ACCOUNTING PRINCIPLES, II.

Prerequisite: Business Administration 251.

A continuation of Accounting Principles I, emphasizing accounting concepts as an aid to management. Partnership, corporation, and consolidation problems; cost accounting fundamentals; and analysis and interpretation of financial statements. Credit, five hours.

301. INTRODUCTION TO ECONOMIC AND BUSINESS STATISTICS.

Fundamentals of theory and application of statistical methods. Data collection, usage, and analysis, including hypothesis testing and inferential aspects. Credit, five hours.

303. OFFICE MACHINES.

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.

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

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.

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.

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

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.

340. PRINCIPLES OF MANAGEMENT.

A study of the theory and application of the specific principles of contemporary management problems. Credit, five hours.

351. INTERMEDIATE ACCOUNTING, I.

Prerequisite: Business Administration 252.

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

352. INTERMEDIATE ACCOUNTING, II.

Prerequisite: Business Administration 351.

A continuation of Intermediate Accounting I, 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.

356. ADVANCED ACCOUNTING.

Prerequisite: Business Administration 352.

A more advanced study of accounting procedures with attention given to the more difficult and specialized phases

that arise in partnerships, consignment and installment sales, larger organizations, consolidations, estates and trusts and actuarial science. Credit, five hours.

361. 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 policies, marketing costs, and relative efficiencies of various marketing methods are the principal topics emphasized. Credit, five hours.

362. CONSUMER BEHAVIOR.

Prerequisite: Business Administration 361.

Relevant aspects of Sociology, Anthropology, and Psychology as content factors in Consumer Behavior, generating marketing strategy. Credit, five hours.

363. PRINCIPLES OF RETAILING, WHOLESALING AND MANAGEMENT LOGISTICS.

Prerequisite: Business Administration 361-362.

A study of facilities and institutions for retailing and wholesaling, with special emphasis on management of inventory, buying, pricing, logistics, and control. Credit, five hours.

366. MARKETING PROMOTION AND COMMUNICATION.

Prerequisite: Business Administration 361-362.

A study of the integral relationship of promotion in the market sector with efficiency of the economy and effective communication as a means of market promotion. 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.

440. ADMINISTRATIVE SYSTEMS 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.

441. BUSINESS FINANCE.

Prerequisite: Business Administration 212,251,252.

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 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.

451. COST ACCOUNTING.

Prerequisite: Business Administration 356.

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.

454. INCOME TAX ACCOUNTING.

Prerequisite: Business Administration 356.

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.

457. AUDITING.

Prerequisite: Business Administration 356.

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.

461. MARKETING RESEARCH AND DECISION SYSTEMS.

Prerequisite: Business Administration 361-362.

A study of the development of the basic methodology in research design, including requirements for collection, analysis, editing, coding, and presentation of data for marketing problem solving. Credit, five hours.

466. ADVANCED MARKETING RESEARCH AND MARKET ANALYSIS.

Prerequisite: Business Administration 361-461.

Extensive design and development in research for market decisions. Problem-solving analysis as a factor in designing entire marketing programs for business development. Credit, five hours.

469. MARKETING-SALES MANAGEMENT.

Prerequisite: 361, plus 2 other marketing courses.

A study of the marketing environment to integrate the component parts of marketing philosophy into a workable solution to contemporary problems. Application of management techniques to marketing. Credit, five hours.

ECONOMICS**271. PRINCIPLES OF ECONOMICS.**

An inquiry into macro-economics theory, analyzing the factors influencing the level of and changes in the Gross

National Product and other important economic aggregates. Credit, five hours.

272. 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.

370. 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.

372. ECONOMIC GEOGRAPHY. (Also Economic Geography 401.)

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.

374. 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.

377. 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.

471. INTERMEDIATE ECONOMIC THEORY.

A study of the advanced tools of economic analysis for both micro- and macro-economics. A desirable prerequisite is some proficiency in calculus. Theory of the firm, general equilibrium theory, IS-LM models, fiscal and monetary theory and methods of marginal analysis. Credit, five hours.

473. CURRENT ECONOMIC PROBLEMS.

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

476. 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.

478. 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.



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 year 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. 571; BA 503; BA 507; BA 517; BA 541; BA 551; BA 561.

ELECTIVES: Ten quarter hours: Eco. 476; Eco. 478; BA 442; BA 443; BA 451; BA 454; BA 457; BA 545; BA 555 and Economics or Business Administration related subjects approved by the department.

SECOND YEAR: Forty-five quarter hours: Eco. 676; BA 617; BA 628; 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

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 successful written and oral principles and techniques for improved internal management communication and external management presentation. Credit, five hours.

529. PRINCIPLES 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.

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. **ADVANCED 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. Credit, five hours.

540. **ADMINISTRATIVE SYSTEMS MANAGEMENT** (See Business Administration 440.)

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.

545. **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. Credit, five hours.

551. **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.

555. **MANAGERIAL ACCOUNTING.**

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

561. **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.

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.

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.

681. 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.

685. 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 interest. This is not a formal dissertation but rather an opportunity for personal research and study. Credit, five or ten hours.

Economics

571. 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.

676. 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.

678. 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.



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 departmental major consists of nine five-hour courses chosen with the advice and consent of the department chairman. Two courses must be chosen from each of the following groups: Chemistry 104, 280, 285, Chemistry 336, 337, 338, Chemistry 491, 492, 493. In addition Chemistry 301 is required. Juniors and Seniors must register for Seminar each quarter while in residence.

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. CHEMICAL EQUILIBRIA.

Prerequisite or corequisite: Chemistry 102.

A study of several types of equilibria in some depth to obtain a better understanding of equilibrium and non-equilibrium states and to develop the techniques for describing their states. The laboratory uses quantitative analytical techniques to study the basis of the theories discussed in lecture. Three lectures and two two-hour laboratory periods. Credit, five hours.

201. INTRODUCTION TO COMPUTER APPLICATIONS. (Also Business Administration 203.)

Prerequisite: Mathematics 101.

A course designed to introduce chemistry majors and others to the use of computers for solving problems in science. Using a remote terminal, the student has direct interaction with the computer. Initially, prepared programs are supplied for which the student inserts various parameters and observes the results. Finally, the student is expected to perform the numerical analysis and write a program to solve a problem of interest. Three lectures and two 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 or corequisite: Chemistry 102.

A study of the techniques of chromatography, spectroscopy, oxidation-reduction reactions and radio chemistry as they provide an introduction to modern analytical chemistry.

Three lectures and two two-hour laboratory periods. Credit, five hours.

285. DEVELOPMENT AND EVALUATION OF ANALYTICAL PROCEDURES.

Prerequisite: Chemistry 104 or 280.

A survey of the more common types of analytical techniques with an emphasis on the factors that must be considered when evaluating the technique for a specific application. The laboratory uses a project approach to develop and evaluate analytical procedures for specific systems. Three lectures and two two-hour laboratory periods per week. Credit, five hours.

301. INORGANIC CHEMISTRY.

Prerequisite: Chemistry 104 or 280.

An introduction to contemporary inorganic chemistry including interpretative discussion of recent advances in structural chemistry, valence theory and transition metal chemistry. Four lectures and one two-hour laboratory period. Credit, five hours.

336, 337, 338. ORGANIC CHEMISTRY.

Prerequisite: Chemistry 102.

Three courses, each designed to introduce the student to the theory and practice of organic chemistry. Selected reactions of classes of organic compounds are studied and theories are developed to aid in the understanding of the chemical and physical characteristics of these compounds. The laboratory is a questioning study of selected reactions. This study uses the chemical literature and the modern techniques of spectroscopy and chromatography.

336. Aliphatic hydrocarbons, alcohol, and ethers.

337. Carbonyl compounds, carbohydrates, and proteins.

338. Aromatic hydrocarbons, heterocyclic compounds, photochemistry, polymers, and natural products.

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

351. BIOCHEMISTRY.

Prerequisite: Chemistry 231 or 337.

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

401-501. ADVANCED INORGANIC CHEMISTRY.

Prerequisite: Chemistry 301, Mathematics 223, 240.

A course presenting modern theories and practice of inorganic chemistry. Emphasis on quantum theory approach to electronic structures of atoms and molecules; valence theories; theoretical background to structural methods and their application. Problems from the current inorganic chemical literature are used to illustrate the course material. Four lectures and one laboratory period. Credit, five hours.

440-540. HIGH ENERGY INTERMEDIATES IN ORGANIC REACTIONS.

Prerequisites: Chemistry 336, 337, or 338.

(Two quarters of Organic Chemistry).

An introduction to the generation, reactivity and stereochemistry of selected types of high-energy intermediates involved in the study of reaction mechanisms. The laboratory uses a project approach to give experience in understanding experimental results by applying theories and also of evaluating and modifying theories through interpretations of experimental results. Three lectures and two two-hour laboratory periods. Credit, five hours.

451-551. BIOCHEMISTRY.

Prerequisite: Chemistry 351.

Emphasis is placed on the preparation, purification and assay of enzymes and enzyme kinetics. Three lectures and two laboratory periods. Credit, five hours.

452-552. INDEPENDENT STUDY.

Special problems in chemistry. 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.

Given twice each month. Credit, one hour.

491, 492, 493. PHYSICAL CHEMISTRY.

Prerequisites: Chemistry 104, 280; Mathematics 223, 240.

Three courses designed to present the fundamentals of physical chemistry. These courses need not be taken in numerical sequence.

- 491. Thermodynamics.
- 492. Chemical kinetics, catalysis, molecular spectroscopy.
- 493. Crystal structure, symmetry and group theory, determination of molecular structure.

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

EDUCATION

The primary responsibility of the Department of Education is to provide the professional portion of the various teacher education 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 development, functions, and organization. Current issues in education are examined and an acquaintance with professional literature is made. A period of service as a teacher aide in a local public school is a part of the course. 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 charac-

teristics 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.

This course helps prospective teachers acquire basic knowledge in science appropriate for the elementary grades, provides laboratory experiences essential to understanding science, and deals with methods and materials for teaching science in the elementary school. 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.

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 met student-teaching eligibility. Ed. 400 focuses on the total elementary school curriculum and relates classroom discussions to 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.

415A-415B. STUDENT TEACHING IN MUSIC (ELEMENTARY.)

A two-quarter sequence of student teaching, one hour a day, at the Peabody Laboratory School. This experience is under the supervision of the Department of Music. Credit, 415A, two hours; 415B, three hours. Offered fall and winter.

416-417. STUDENT TEACHING IN MUSIC (SECONDARY.)

A quarter of internship provided in selected cooperating centers. Eligibility for student teaching is dependent upon clearance of all pertinent requirements. Application should be made during the second quarter of the junior year. Credit, five hours each course. Offered spring.

419-519. UTILIZING MEDIA IN EDUCATION.

A laboratory-type course dealing with the selection, creation, and utilization of various media. Attention is given to films, filmstrips, flat pictures, programmed learning, television, transparencies, bulletin boards, charts, and various pieces of basic equipment. Includes consideration of the theoretical aspects of multi-sensory learning. Credit, five hours. Offered 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 meeting 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.

Provides opportunities to observe principles of curriculum development 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 meeting all pertinent requirements. Credit, five hours each course. Offered fall, winter, and spring.

445. THE AMERICAN HIGH SCHOOL:
CURRICULUM AND METHODS.

A study of the total secondary curriculum and of the teacher's roles in planning and organizing for instruction. 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.)

460-560. THE ELEMENTARY ENGLISH CURRICULUM.

Basic concepts and understandings related to linguistic research and transformational grammar as it applies to the elementary curriculum are covered in this course. The production, use, and evaluation of appropriate teaching materials receive intensive study. The Georgia State Department English Curriculum Guide is thoroughly examined. Credit, five hours. Offered on demand.

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.)

475-575. 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 graduate in-service teachers and upperclassmen on approval of the instructor. Credit, five hours. Offered summer quarters and on demand.

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, winter, and summer.

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.

519. UTILIZING MEDIA IN EDUCATION.

(For course description, see Education 419.)

521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.

Prerequisites: Music 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. EARTH AND BIOLOGICAL SCIENCES FOR ELEMENTARY TEACHERS.

Significant research and current trends in the teaching of earth and biological sciences are covered in this course along with opportunities for teachers to strengthen their basic understandings of relevant scientific concepts. Opportunities will be provided for teachers to develop materials and construct equipment useful in the teaching of elementary science. Credit, five hours. Offered alternate years.

526. PHYSICAL SCIENCES FOR ELEMENTARY TEACHERS.

Significant research and current trends in the teaching of physical sciences are covered in this course along with opportunities for teachers to strengthen their basic understandings of relevant scientific concepts. Opportunities will be provided for teachers to develop materials and construct equipment useful in the teaching of elementary science. Credit, five hours. Offered alternate summers.



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 EARLY CHILDHOOD EDUCATIONAL 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. Offered on demand.

560. THE ELEMENTARY ENGLISH CURRICULUM.

(For description of course, see Education 460.)

570. EDUCATION OF THE DISADVANTAGED.

(For course description, see Education 470.)

585. TEACHER EDUCATION: A COOPERATIVE VENTURE.

The first of the three-course sequence for teachers cooperating in teacher-education efforts. Prerequisites for the course include a bachelor's degree, a professional certificate, and two years of successful teaching experience. This course provides teachers with information and understandings required for effective guidance of prospective teachers. Credit, five hours. Offered on demand.

586. INTERNSHIP FOR TEACHER EDUCATORS.

Offered to those 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 teacher educators guide a prospective teacher from the College for a quarter. Credit, five hours. Offered on demand.

587. SEMINAR IN SUPERVISION.

The third graduate course of the three-course sequence for teacher educators. Enrollment limited to those who have completed Education 585 and Education 586. The seminar provides an opportunity for cooperating teachers to: pursue follow-up studies of student teaching; investigate current literature and research in student teaching and teacher-education areas; design plans and instruments to increase understandings of prospective teachers; and guide one or more student teachers 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 approved by the instructor of Ed. 630 and the chairman of the Education Department, the student may register for Ed. 635. The project is carried out during the regular school year under the supervision of a college instructor and includes 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 findings in human development. 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. EDUCATIONAL PROGRAMS FOR EMERGING ADOLESCENTS.

A consideration of the total field of junior high school/middle school education, its historical development, its pre-

sent status, its special problems and programs. Suitable for educators who work in the transition years, no matter in what organizational pattern. Credit, five hours. Offered alternate summers and 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 receive intensive study through laboratory experiences. As important as study to the acquisition of knowledge and skills is a critical analysis of materials suitable 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.

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 recent developments in curriculum organization. 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 301, 302, 303, 304, 321, and three 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

The courses in freshman English required of a student vary with ability as demonstrated by scores on standard tests. Students making scores of 630 and above on the verbal sec-

tion of the SAT will be exempt from English 101. All students must take English 102 or English 102H.

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. A grade of C will be required for a student to be eligible to take English 102. No student may take English 101 a third time without the approval of the Freshman English Committee. 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 as a mechanical thing. Practice in writing a documented paper. Credit, five hours.

102H. COMPOSITION AND LITERATURE.

An Honors course. Admission by invitation. Replaces English 101 and 102 for entering freshmen who score 630 and above on the verbal part of the SAT and for students who are recommended by the dean of the College and approved by the chairman of the department. Fall quarter. Credit, five hours.

209. READINGS IN CURRENT LITERATURE.

An elective for students from all disciplines. Current literature read and discussed. Independent reading and individualized projects encouraged. Credit, five hours.

210. INTRODUCTION TO SHAKESPEARE.

A course designed to acquaint the students with Shakespeare's works, his theatre, and his age. Not to be considered as a part of the English major's prescribed program. Credit, five hours.

221. 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.

222. 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.

301. ENGLISH LITERATURE.

A survey of English literature from its beginnings into the eighteenth century. Credit, five hours.

302. ENGLISH LITERATURE.

Continuation of English 301. English literature from the eighteenth century to the present day. Credit, five hours.

303. AMERICAN LITERATURE.

A study of representative writings from the early records of colonization to Walt Whitman. Credit, five hours.

304. AMERICAN LITERATURE.

A study of representative writers from Whitman to the present. 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.

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.

372. MODERN AMERICAN DRAMA.

A study of representative modern American plays and playwrights from O'Neill to the present. Credit, 5 hours.

411-511. MILTON.

A study of *Paradise Lost*, *Samson Agonistes*, and selected minor poems, as well as several of the shorter prose works of Milton, as these works reflect Milton's influence on the 17th and later centuries. The course is designed primarily for graduate students, but seniors may enroll upon invitation. Credit, 5 hours.

412-512. 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.

424. CREATIVE WRITING.

Prerequisite: English 102.

An examination of various types of creative writing with special emphasis on the practical application of techniques studied. Credit, five hours.

434-534. MODERN POETRY.

A study of twentieth-century British and American poetry with attention to the development of sound, independent critical judgment. Credit, 5 hours.

437-537. ROMANTIC POETRY.

A concentrated study of the poetry and thought of Wordsworth, Coleridge, Byron, Shelley, and Keats. Credit, 5 hours.

438-538. TENNYSON AND BROWNING.

A study of Tennyson and Browning and their relation to life and thought of the nineteenth century. Credit, 5 hours.

439-539. CHAUCER AND HIS AGE.

A detailed study of *The Canterbury Tales* with a glance at the minor poems. Credit, 5 hours.

GRADUATE COURSES

511. MILTON.

(See English 411-511.)

512. THE EIGHTEENTH CENTURY.

(See English 412-512.)

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. MODERN POETRY.

(See English 434-534.)

537. ROMANTIC POETRY.

(See English 437-537.)

538. TENNYSON AND BROWNING.

(See English 438-538.)

539. CHAUCER AND HIS AGE.

(See English 439-539.)

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.

211. INTRODUCTION TO THE THEATRE.

An elementary study of the major forms and styles of theatre, exploring representative plays and playwrights. Designed for the student who wishes to become more knowledgeable in his appreciation of the theatre arts. 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 con-

sists of baseball, basketball, 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 | Speedball | (W) |
| 126 | Social Dance | (MW) |
| 127 | Softball | (M) |
| 128 | Softball | (W) |

| Number | Activity | |
|--------|--------------------|------|
| 129 | Beg. Swimming | (MW) |
| 130 | Int. Swimming | (MW) |
| 132 | Syn. Swimming | (MW) |
| 133 | Beg. Tap Dance | (MW) |
| 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) |
| 148 | Shooting | (MW) |

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 possi-

ble 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: 100, 308, 309, 310, 312, 314, 322, 328, 329, 331, 333, 401, 411 or equivalent (M), 423, 433, 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 411

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.

201. A, B, C SPORTS APPRECIATION.

Designed for the spectator at athletic events; emphasis is on the popular sports of the season. Offered fall, winter, spring quarters. Credit, two hours each.

308. LEADERSHIP TRAINING IN PHYSICAL EDUCATION.

A study of the total program in physical education with emphasis upon materials, methods and techniques used in organizing and teaching physical education activities. Offered fall quarter. Credit, five hours.

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

Prerequisite: Completion of Team Sports Activities and HPER 308.

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 winter quarter. Credit, five hours.

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

Prerequisite: Completion of Individual Sports Activities and HPER 308.

A study and practice of the leadership methods for the various individual and dual sports including strategy, conditioning, schedule making, and other matters concerned with the leadership of these sports. Offered spring quarter. Credit, five hours.

312. COACHING AND OFFICIATING OF GYMNASTICS.

Prerequisites: Physical Education 115, 116, 141, 142.

A study of coaching gymnastics on all levels, spotting of skills on all levels, and routine construction for competitive gymnastics. Officiating techniques, including rules for compulsory and optional exercises; running a gymnastic meet and gymnastic demonstrations will also be included. Two lectures and two laboratory periods. Offered winter quarter. Credit, three hours.

**314. TECHNIQUES AND ORGANIZATION IN TRACK AND
FIELD, SWIMMING.**

Prerequisites: HPER 139/140, HPER 129.

A study of the rules, mechanics, and principles of coaching track and field and swimming. Officiating techniques including rules for organizing and conducting track and field

events and swimming meets. Two lectures, two laboratory periods. Offered spring quarter. Credit, three hours.

315. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.

Prerequisite: Junior Classification.

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

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

Prerequisite: Membership in the Modern Dance Group and HPER 118, 119.

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 each.

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.

328. PRINCIPLES OF PHYSICAL EDUCATION.

A study of the principles and objectives of physical education in its relationship to education. Offered fall quarter. Credit, three hours.

329. HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION.

A study of the historical and philosophical implications in the development of Health, Physical Education and Recreation from primitive man to the present day. Offered, spring quarter. Credit, five hours.

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

The analysis and practice 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 winter 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.

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.

401. SPORTS OFFICIATING.

A study of the rules, mechanics, and principles of officiating individual and team sports. Offered, fall quarter. Credit, three hours.

411. MATERIALS AND METHODS IN TEACHING DANCE.

Prerequisites: Music 200, HPER 110, 118, 126.

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, and 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 each.

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, five hours.

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

Prerequisites: HPER 308, 309, 310, 315, 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.

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

Prerequisite: 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 offers a major in history and administers an interdisciplinary program in social studies. Both may lead to certification to teach social studies in secondary schools. The department also offers (1) undergraduate courses in political science and in geography which fulfill various core curriculum, teacher certification, and elective requirements, and (2) graduate courses in history and in political science which fulfill content course requirements for the Master of Education degree with a concentration in social studies. Regulations governing graduate study may be found elsewhere in the catalogue.

The History Major

A major in history consists of forty quarter hours of history above History 110 and 111, distributed as follows:

1. Two courses in American history.
2. Two courses in Modern European or English history.
3. Four additional courses in history.

Political Science 201 or 420 may be substituted for one of the four courses under category three above.

The teaching-field requirements for certification to teach social studies in secondary schools may be satisfied by completing three additional courses selected from offerings in political science, geography, sociology, and economics. Professional education courses must be planned with the Department of Education.

Students contemplating a major in history are urged to take History 110 and 111 as early as possible. This is especially important for those planning to be certified to teach social studies.

History majors planning to go on to graduate study should complete the college foreign language requirement for the B.A. degree and should take the Graduate Record Examination in the spring of the junior year or early in the fall of the senior year.

Students with a strong interest in political science should major in history, exercising the Political Science 201 or 420 option described above, and take additional political science courses as electives.

The Social Studies Program

The social studies program consists of fifty quarter hours in the various social studies, distributed as follows:

1. Two courses in American history.
2. Three courses selected from among Political Science 201 or 420, Geography 200, Sociology 202, and Economics 370.
3. Five additional courses chosen from offerings in history, political science, geography, sociology, and economics.

There must be a concentration of not less than four upper-division courses in one discipline. Professional education courses must be planned with the Department of Education.

All programs must be planned with and approved by the chairman of the department or his delegated representative. The chairman of the department can provide information on graduate school and career opportunities.

HISTORY

110. HISTORY OF WESTERN CIVILIZATION, I.

A survey of the development of western society from its beginnings in the ancient period to 1500. Completion of this course and History 111 is prerequisite to all other history courses. Credit, five hours.

111. HISTORY OF WESTERN CIVILIZATION, II.

A continuation of History 110, carrying the study to the present. Credit, five hours.

110H.* HISTORY OF WESTERN CIVILIZATION, I.

A survey of the development of western society from its beginnings in the ancient period to 1500. Open by invitation to entering freshmen with superior SAT scores and high school records upon recommendation of the chairman of the department and approval of the dean of the college. Fall quarter. Credit, five hours.

111-H.* HISTORY OF WESTERN CIVILIZATION, II.

A continuation of History 110-H, carrying the study to the present. Open by invitation to freshmen who have successfully completed History 110-H. Winter quarter. 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.

*Substitutes for History 110 in satisfying core curriculum and history prerequisite requirements.

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 1971-72 and alternate years. Credit, five hours.

316. ENGLAND, II.

A continuation of 315, with special emphasis on contemporary England. Offered in 1971-72 and 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.

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 examination of basic factors in Southern life such as the 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.

426-526. ENGLISH CONSTITUTIONAL HISTORY.

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

432. STUDIES IN GEORGIA HISTORY.

A study of economic, social, and political developments in Georgia with emphasis on modern trends. Offered in 1971-72 and 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 determined the profile of American intellectual life in the formative years of the nation. Credit, five hours.

451-551. AFRICA.

The history and culture of Africa, with substantial attention given to relationships with the world at large. Credit, five hours.

452. THE FAR EAST.

An outline of the history of the Far East with emphasis on twentieth-century developments. Credit, five hours.

455-555. CONTEMPORARY AMERICAN FOREIGN POLICY. (See Political Science 455-555.)

498. INDEPENDENT STUDY.

Investigation of a topic or period of special interest, with reports to the instructor. Open to juniors or seniors with

superior records upon approval of the chairman of the department and dean of the College. Credit, two, three, four, or five hours.

Graduate Courses

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

501-601. 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.

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 techniques and materials on the secondary-school level. Special emphasis is given to revision of viewpoints in history and to 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. Open to graduate students upon approval of the chairman of the Department and dean of the College. A term paper is required. Credit, two, three, four, or five hours.

551. AFRICA. (See History 451-551.)

555. CONTEMPORARY AMERICAN FOREIGN POLICY. (See Political Science 455-555.)

600. HISTORIOGRAPHY.

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

654. THESIS RESEARCH.

Credit, five hours.

POLITICAL SCIENCE

101. THE AMERICAN POLITICAL SYSTEM.

A general survey of political science concentrating on the political process through examination of the structures and functions of the American federal system. The course introduces the systems analysis model and the behavioral techniques of political science. Prerequisite to all other courses in political science. Credit, five hours.

201. THE POLITICAL SYSTEM OF THE AMERICAN STATES.

A study of the structures, functions, and problems of contemporary state governments. The changing role of the states is examined in relation to their subunits and their intergovernmental relationships with other states and the federal government. Credit, five hours.

210. THE POLITICAL SYSTEMS OF INTERNATIONAL ORGANIZATIONS.

A study of the development, the structures and procedures, and the politics of contemporary regional alliance systems

and of the international system of the United Nations and its subsidiary organizations. Credit, five hours.

305. THE AMERICAN PARTY SYSTEM AND THE POLITICAL PROCESS.

A study of the origins, development and contemporary roles, structures, and problem of parties. The recruitment of candidates and the conduct of campaigns and elections is examined within the framework of the American political system. Credit, five hours.

310. INTERNATIONAL RELATIONS AND POLITICS.

Prerequisite: Political Science 210.

A study of the relationships among national states and of the politics of national state, regional, and international alliance systems. Credit, five hours.

315. THE AMERICAN JUDICIAL SYSTEM.

A study of the federal judicial process concentrating on the role of the Supreme Court as the judicial policy-making institution in the American political system. Credit, five hours.

320. COMPARATIVE EUROPEAN POLITICAL SYSTEMS.

Prerequisite: Political Science 210.

A study of the political systems of the major European countries. The structures, party systems, and performance of the governments of Great Britain, France, West Germany, Italy, and the Soviet Union are compared. Credit, five hours.

405-505. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES.

Prerequisite: Political Science 315.

A study of the development and current application of political and civil rights and religious liberties in the American political system. Emphasis is placed on the role of the Supreme Court and its decisions incorporating the Bill of Rights against the states as well as the collateral policy-making operations of the executive and congressional systems. Credit, five hours.

410. WESTERN POLITICAL THEORY, I.

A study of political theory from Plato to Hobbes. The classical views of the traditional theorists are studied and

their relevance to contemporary events is examined. Credit, five hours.

411. WESTERN POLITICAL THEORY, II.

Prerequisite: Political Science 410.

A study of political theory from Locke to Lasswell. A continuation of Political Science 410. Credit, five hours.

420-520. AMERICAN POLITICAL THEORY.

A study of American political thinking from the colonial era through the contemporary period. Credit, five hours.

455-555. CONTEMPORARY AMERICAN FOREIGN POLICY.

Prerequisite: Political Science 210.

A study of the development of American foreign policy during the twentieth century. Emphasis is placed upon America's emergence as a world power and her role of alliance leadership in the nuclear age. Credit, five hours.

475-575. CONTEMPORARY INTERNATIONAL PROBLEMS.

Prerequisite: Political Science 210.

An examination of the most critical problems in world affairs with emphasis on those areas which have the greatest potential for increasing the level of tension between the great powers. Credit, five hours.

Graduate Courses

505. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES. (See Political Science 405-505.)

520. AMERICAN POLITICAL THEORY. (See Political Science 420-520.)

555. CONTEMPORARY AMERICAN FOREIGN POLICY. (See Political Science 455-555.)

575. CONTEMPORARY INTERNATIONAL RELATIONS. (See Political Science 475-575.)

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. (Also Economic Geography 372.)

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.

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 and men 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 chairman of the department of Home Economics.

Four curricula are offered for the degree of Bachelor of Science with a major in Home Economics: (1) home economics education, (2) institutional management, (3) lunchroom management and supervision, and (4) fashion marketing.

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, public utilities, and family and children's services.

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 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 similar accredited institutions offering advanced work in food administration.

The curriculum in institutional management, open to men and women, 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 junior and senior years. 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 271, 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.



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

Business Administration 270

Chemistry 231

Education 305

Psychology 201

Choice of one: Sociology 452, 462
Economics 370

Choice of one: Chemistry 451
Biology 210, 320

Curriculum For Fashion Marketing

The program is designed to prepare students for retailing positions in stores, shops, and specialized work with industries. It is planned for careers that are suitable for men and women who are interested in becoming managers, buyers, consultants, or coordinators in merchandising fields.

This major in retailing involves two departments: Home Economics and Business Administration and Economics. Students who are interested in the Home Economics concentration are advisees of the Home Economics Department. Those interested in the Business Administration and Economics concentration are advisees of the Business Administration and Economics Department.

Requirements for Home Economics Advisees:

Home Economics 120, 214, 224, 311, 316, 417 or
Business Administration 362, H. Ec.
418, 419
Business Administration 212, 217, 363, 366, 443
Economics 251, 271
Art 329
Psychology 201
Sociology 452

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.

214. VALUES OF DRESS.

A beginning course in the comprehensive study of why dress. Emphasis is placed on attitudes and relationships of dress to emotional and social stability. 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. USE, ACQUISITION, AND CARE OF TEXTILE FIBERS.

Prerequisite: Chemistry 101.

A study of fibers and fabrics used for 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.

316. FASHION INNOVATION AND MARKETING.

A study is made of the workings of the fashion world from designing to marketing. Credit, five hours.

324A. NUTRITION.

Prerequisites: Chemistry 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.

417. MERCHANDISE INFORMATION AND CONSUMER BEHAVIOR.

Prerequisite: Home Economics 224.

This course is a study of fundamentals of textiles related to the consumer's clothing needs emphasizing buying procedures. A study is made of buying patterns of the consumer. 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 psy-

chological forces. Course stresses an awareness of these forces in planning and selecting clothing.

419. FIELD EXPERIENCE IN FASHION MARKETING.

Prerequisite: Senior standing.

This course provides for off-campus supervised experience in a cooperative program with business establishments. Students have merchandise experiences with textiles and/or apparel. Credit, ten to fifteen hours.

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.

423-523. EXPERIMENTAL FOODS.

Prerequisites: Chemistry 101 and 231.

Study of chemical and physical properties affecting food preparation. Controlled experimentation will be used to test principles and techniques. Group and individual projects. 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. Adaptations 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 activi-

ties; 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 324A 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.

533. MANAGEMENT AND HUMAN RESOURCES.

Social and technical concepts and principles related to the use of human resources in the management of work in the home are studied. 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.

538. RESOURCES FOR TEACHING HOME FURNISHINGS.

A study will be made of research, new developments, and trends in home furnishings. Emphasis will be given to consumer buying including durability, cost, aesthetics, and functionalism. Students will have the opportunity to develop methods and materials for high school teaching. 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 equipment 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 students' 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.)

590. FAMILY LIFE EDUCATION.

This course is designed to aid home economics teachers in analyzing possible approaches to studying family life of multi-ethnic, racial, and economic groups. Research findings will be used to locate appropriate experiences for high school pupils. Teaching techniques and the development of teaching materials for the various groups will be included. Credit, five hours.

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 required for certification for school librarians and two elective 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.

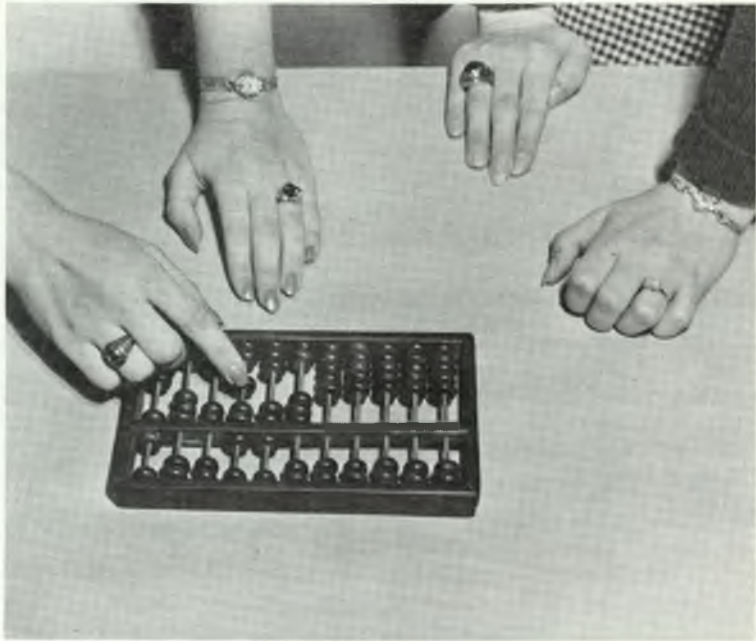
Emphasis is placed on the acquisition of first-hand knowledge of books in different fields, in knowledge and use of standard book selection aids, and in the application of criteria of selection in building library collections. Credit, five hours.

458. BOOKS FOR ADOLESCENTS.

Course content covers material for grades 8-12. Emphasis placed on book selection for junior and senior high school library collections and for public library collections for young adults. Includes critical study of standard, classic, and current books with aids and criteria for selection and an extensive examination, reading, reporting, and/or discussion of many books. Credit, five hours.

459. NEWER MEDIA IN THE SCHOOL LIBRARY.

Emphasis placed on the evaluation, criteria for selection, use, and relationship of various media, such as recordings, slides, films, filmstrips, tapes, transparencies, etc. to libraries. Laboratory experiences provided in the preparation and care of newer media and in the use of equipment such as 16 mm, 8 mm, opaque, overhead, filmstrip, and slide projectors. 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.

Each of these courses is a prerequisite for 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. MATHEMATICS FOR ELEMENTARY EDUCATION MAJORS, I.

Prerequisite: Math 110.

To provide background material for those who will teach in the elementary grades. Topics include: systems of numeration, number bases, sets, relations, number systems, and basic ideas of informal geometry. Credit, five hours.

301. MATHEMATICS FOR ELEMENTARY EDUCATION MAJORS, II.

Equations and inequalities, functions, graphs, measurement, accuracy, precision, logic and some intuitive geometry.

This course is designed as a sequel to Math 300 to be taken by those elementary education majors who desire a concentration in mathematics. Credit, five hours.

331. 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.

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.

410-510. NUMBER THEORY, I.

Prerequisite: Math 242 or consent of the instructor.

Divisibility, congruences, quadratic residues, important functions of number theory, Diophantine equations, simple continued fractions, the sequence of primes. Credit, five hours.

411-511. NUMBER THEORY, II.

A continuation of Math 410-510. Credit, five hours.

420-520. MATHEMATICAL STATISTICS, I.

Prerequisite: Math 242.

Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, estimation, hypothesis testing. Credit, five hours.

421-521. MATHEMATICAL STATISTICS, II.

A continuation of Math 420-520. Credit, five hours.

443. 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.

450-550. 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.

451-551. 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.

460-560. 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 rigorous development of the calculus of real-valued functions of several real variables. Credit, five hours.

461-561. 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.

490. SPECIAL TOPICS.

Special topics in Mathematics. Open to Mathematics majors with the approval of the chairman of the department. 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.

510. NUMBER THEORY, I.
(See Mathematics 410.)

511. NUMBER THEORY, II.
(See Mathematics 411.)

520. MATHEMATICAL STATISTICS, I.
(See Mathematics 420.)

521. MATHEMATICAL STATISTICS, II.
(See Mathematics 421.)

550. ABSTRACT ALGEBRA.
(See Mathematics 450.)

551. LINEAR ALGEBRA.
(See Mathematics 451.)

560. INTRODUCTION TO ANALYSIS, I.
(See Mathematics 460.)

561. INTRODUCTION TO ANALYSIS, II.
(See Mathematics 461.)

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 with 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, 323, 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, 323, 420, 421, 433, 441, 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 interdepartmental 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.

221. 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 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.

312. ADVANCED GRAMMAR.

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

321, 322, 323. SURVEY OF FRENCH LITERATURE.

A study of the development of French literature from the beginning to the present day. Study of representative authors and main trends, as well as significant examples of French expression in art, music, etc., set against the social and political backgrounds. Credit, five hours each.

411. ADVANCED COMPOSITION AND ANALYSIS.

Prerequisite: French 311 and 312.

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.

*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.

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.

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.

221. ADVANCED READINGS IN SPANISH AND SPANISH AMERICAN LITERATURE.

Designed to increase the student's ability to read Spanish and Spanish American classics and to prepare him to participate readily in literature courses conducted exclusively in the language. Readings of representative Spanish and Spanish American novels, plays, poems, and short stories. Credit, five hours.

311. ADVANCED 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.

312. ADVANCED GRAMMAR.

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

321, 322, 323. SURVEY OF SPANISH LITERATURE.

A study of the development of Spanish Literature from the beginning to the present day. Study of representative authors and main trends, as well as significant examples of Spanish expression in art, music, etc., set against the social and political backgrounds. Credit, five hours each course.

361, 362. SURVEY OF SPANISH AMERICAN LITERATURE.

Literary development from the letters of Columbus to the present, development of Spanish American pattern of civili-

*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.

zation and history through the contemporary era. Study of selected poems, short stories, novels, and plays of the major Spanish American writers and of literary movements. Credit, five hours each course.

411. ADVANCED COMPOSITION AND ANALYSIS.

Prerequisites: Spanish 311 and 312.

Designed especially 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.

420, 421. LITERATURE OF THE GOLDEN AGE.

A study of representative authors of the Golden Age. Development of the drama, poetry and novel. Lope de Vega, Tirso de Molina, Calderon; study of *Don Quixote* and other works of Cervantes. Credit, five hours each course.

433. LITERATURE OF THE NINETEENTH CENTURY.

Study of the literature of the nineteenth century, as represented by Romanticism and Realism. Credit, five hours.

441. MODERN SPANISH LITERATURE.

Contemporary Spanish Literature. The essay, novel, poetry, drama in Spain since 1898. Emphasis on the Generation of 1898, and the *tremendista* movement. 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 culture in a native environment. Designed especially for students in the Study Abroad Programs of the University System of Georgia. Credit, fifteen hours.

Graduate Courses

Language 500. INTRODUCTION TO LINGUISTICS.

A course designed to acquaint the student with the nature of human language and with its systematic study. Application of the major linguistic theories to the study of first language acquisition. Credit, five hours.

Spanish 502. PHONETICS.

The phonetics and phonemics of the Spanish language both in Spain and in Spanish America. Emphasis on a practical mastery of principles of pronunciation. Credit, five hours.

Spanish 503. THE TEACHING OF SPANISH AS A SECOND LANGUAGE.

Principles of language teaching. Language testing. The language laboratory. Visual aids. Teaching machines and programmed learning. Credit, five hours.

Spanish 522. PROSE OF THE GOLDEN AGE.

The development of the novel and other prose genres during the sixteenth and seventeenth centuries. La novela "picaresca", the bucolic novel, Cervantes, Gracian, etc. Credit, five hours.

Spanish. 523. DRAMA OF THE GOLDEN AGE.

The development of the Spanish *comedia* during the sixteenth and seventeenth centuries from Juan del Encina to Calderón. Credit, five hours.

Spanish 532. NINETEENTH-CENTURY PROSE.

The *artículos de costumbres* and the development of the novel, with emphasis on the movements of realism and naturalism. Credit, five hours.

Spanish 543. TWENTIETH-CENTURY DRAMA.

The development of the historical and social drama from Benavente to the present. Emphasis on Benavente, García Lorca, Buero Vallejo, etc. Credit, five hours.

Spanish 561. MODERN SPANISH AMERICAN POETRY.

Modernism as exemplified by Ruben Dario and his contemporaries; poetry since World War I; contemporary trends. Credit, five hours.

COURSES FOR THE FOREIGN SERVICE MAJOR

A major in Foreign Service consists of the following courses:

| | |
|--------------------------------|---|
| History 307, 308 | The United States |
| Political Science 320 | Comparative European Political Systems |
| History 423 | Latin America |
| Business Administration 207 .. | Business Law |
| Political Science 455 | Contemporary American Foreign Policy |
| Economics 370 | Economic Systems |

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 |
| | 199 |

Voice Major

| | |
|--|-----|
| *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 |
| | 214 |

*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 Foreign Languages 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) | 111 |
| 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 461, 465 | 6 |
| Professional Education | 30 |
| | <hr/> 217 |

| | |
|--|-----------|
| Basic Requirements | 76 |
| Music Courses (Instrumental Concentration) | 111 |
| 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 316 | 2 |
| Professional Education | 30 |
| | <hr/> 217 |

Attendance Requirement

All music majors are required (1) to participate in an ensemble during their residence in College, and (2) to attend Recital class, 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. Four periods a week. Credit, one hour each quarter.

111-211-211-411 (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 contemporary band literature. Rehearsals three times a week. 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 once a week. 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 once a week. 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.

200. MUSIC FOR THE PHYSICAL EDUCATION MAJOR.

Prerequisite: Sophomore level.

An introductory course in music structured to meet the needs of students majoring in physical education. Special emphasis on movement as it relates to music, with introduction to the Dalcroze and Orff systems, the notation of rhythm and melody, with introduction to the Kodaly system, the use of simple percussion instruments, and the study of form in music. Offered spring quarter. Credit, five hours.

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 musical growth through participation in music making, the study of materials, and the acquirement of sufficient knowledge and skills in classroom music. Required for a major in Elementary Education. Credit, five hours.

330-331. GENERAL MUSIC, KINDERGARTEN THROUGH SIXTH.

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 pre-school and primary; the second course is designed for the upper grades. Scheduled observation at the Peabody Laboratory School is considered a part of the requirements for 330 and 331. Currently offered fall and winter quarters. Credit, three hours each course.

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 program. 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.

Prerequisite: Music 340, 341, 342, 343, 364.

An examination of the basic concepts of music in reference to a variety of composition and styles. The course is conducted by means of lectures, and class and individual projects. Three periods per week. Credit, three hours.

412. SENIOR RECITAL.

Solo recital of approximately fifty minutes. Required of students enrolled in the Bachelor of Music degree program. Credit, three hours.

415A-415B. STUDENT TEACHING IN MUSIC (Elementary).

A two-quarter sequence of student teaching, one hour a day, at the Peabody Laboratory School. This experience is under the supervision of the Department of Music. Currently offered fall and winter quarters. Credit, 415A, two hours, 415B, three hours.

416-417. STUDENT TEACHING IN MUSIC (Secondary).

A quarter of internship provided in selected off-campus cooperating centers. Eligibility for student teaching is de-

pendent upon clearance of all pertinent requirements. Application for student teaching should be made during the first or second quarter of the junior year. Currently offered spring quarter only. 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. 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)

*Freshman music majors will be assigned applied music lessons for the following credit:

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 applied 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 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 four times weekly for the purpose of reading and performing standard choral literature. Members are selected by audition.

The Women's Chorale

Rehearsals are held four times weekly. Members are selected by audition. The Chorale, founded by Dr. Max Noah, has entertained audiences in all parts of the United States.

Recital Class

Recital Class is required of all music majors, and is held twice per month to afford all students studying applied music the opportunity of performing in public.

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 nurses 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;
-

3. use types of nursing intervention which have predictable results;
4. plan nursing care for groups of patients;
5. assume responsibility for directing less well 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, 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. A graduate 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 | 53 hours |
| Biology | 15 hours |
| English | 10 huors |
| Psychology | 5 hours |
| Sociology | 5 hours |
| Home Economics | 3 hours |
| Physical Education | 3 hours |
| Education | 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 defense and the restoration of health. Clinical laboratory experience is planned to illustrate the areas dealt with in the course. Four lectures and three laboratory periods. Credit, seven 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 two laboratory periods. Credit, seven hours.

130. PHYSICAL AND MENTAL ILLNESS.

Prerequisite: Nursing 102.

A study of patients with a wide variety of health problems, both physical and emotional in origin. Problems are considered in relation to the various age groups. Students will plan, implement, and evaluate nursing care given. Five lectures and three laboratory periods. Credit, eight hours.

201. PHYSICAL AND MENTAL ILLNESS.

Prerequisite: Nursing 130.

A continuation of Nursing 130. 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 three laboratory periods. Credit, eight hours.

202. PHYSICAL AND MENTAL ILLNESS.

Prerequisite: Nursing 201.

A continuation of Nursing 130 and 201. 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.

230. MATERNAL AND CHILD NURSING.

Prerequisite: Nursing 202.

Emphasis is placed on the normal physiological aspect of reproduction and its effect on the family unit. Complications of obstetrics and childhood are discussed. Five lectures and five laboratory periods. Credit, ten 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 point average in each nursing course for promotion and graduation.
3. An over-all grade point average of 1.8 will be necessary for promotion to the second year.
4. 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."
5. Correspondence work will not be accepted for courses in this program.
6. High school chemistry or beginning college chemistry is required before entering the nursing curriculum.
7. Birth certificate and medical record must be received before student can be accepted in the nursing program.

Nursing students are responsible for providing their own transportation to the various clinical facilities.

PHILOSOPHY AND RELIGION

The aim of the Department of Philosophy and Religion is to help each student develop his own philosophy of life by providing him with an opportunity to wrestle with the central issues of philosophy in dialogue with great thinkers of the past and present. There is heavy emphasis on readings from primary sources and class discussion of problems posed in these writings.

The department also offers introductory Bible courses and a course in comparative religion surveying rivals to traditional Western thought.

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 methods of inquiry, types of philosophy, and individual and social values. Credit, five hours.

250. INTRODUCTION TO LOGIC.

A study of deductive and inductive reasoning, as used in the sciences, with some attention to the rudiments of symbolic logic. Credit, five hours.

320. ANCIENT PHILOSOPHY.

Studies in ancient Greek thought from the pre-Socratics to the late classical period, with special emphasis on the philosophies of Plato and Aristotle. Credit, five hours.

321. MEDIEVAL PHILOSOPHY.

Studies in the longest single era of Western thought from the beginning of Christian philosophy to the late nominalists, with special consideration of Augustine and Aquinas. Credit, five hours.

322. MODERN PHILOSOPHY.

Studies in philosophy from the Renaissance and Reformation to the beginning of the nineteenth century, with special attention to the period from Descartes to Kant. Credit, five hours.

410. ETHICS.

An examination of the major theories of morality in relation to contemporary individual and social problems, with some consideration of meta-ethics and development of a personal philosophy of values. Credit, five hours.

411. AESTHETICS.

An examination of the nature of aesthetic experience and art, with special consideration of the problems of evaluation. Credit, five hours.

412. PHILOSOPHY OF RELIGION.

A study of the nature of religion and its relation to philosophy, with particular attention to such subjects as arguments for the existence of God, the problem of evil, and human destiny. Credit, five hours.

424. AMERICAN PHILOSOPHY.

A study of American thought from early New England philosophy to the present, with particular attention to the pragmatists Peirce, James, and Dewey. Credit, five hours.

433. CONTEMPORARY PHILOSOPHY.

Studies in recent philosophy from German idealism to the present, with special attention to twentieth-century trends in linguistic analysis and existentialism. Credit, five hours.

454. INDEPENDENT STUDY.

Advanced study in the thought of a particular philosopher or a particular philosophical problem. Open to students with the approval of the department chairman and the dean of the college. Credit, five hours.

RELIGION**310. INTRODUCTION TO THE OLD TESTAMENT.**

A comprehensive survey of the literature, history, and theology of the Old Testament, with an effort to examine its significance in its own day and in ours. Credit, five hours.

311. INTRODUCTION TO THE NEW TESTAMENT.

A literary, historical, and theological consideration 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.

Studies in major world religions including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. 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. Three lectures and two two-hour laboratory periods. 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.

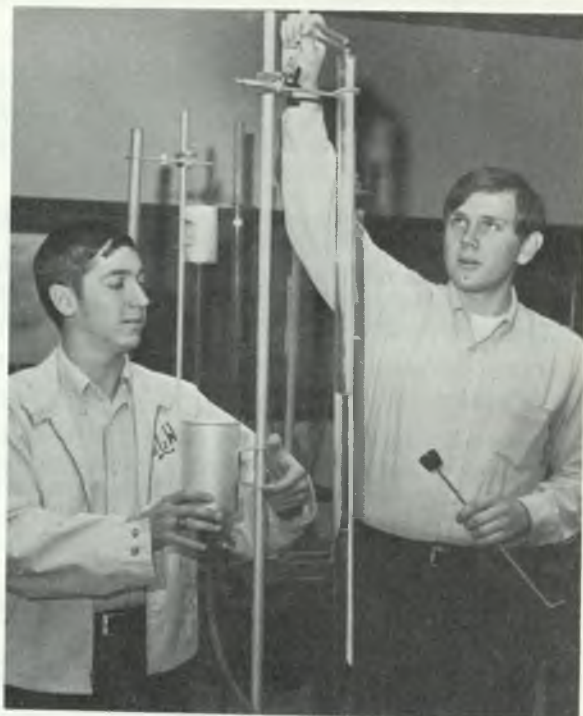
Prerequisite: Physics 201.

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 thermodynamics 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, ferro-magnetic 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 Schrodinger 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 radio-activity, 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.

A department major for the Bachelor of Arts or Bachelor of Science Degree includes Psychology 201, 315, 320, and other courses selected in conference with the major advisor.

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. 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.

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.

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. Credit, five hours.

448. ABNORMAL PSYCHOLOGY.

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.

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 individually arranged advanced study in a special area of psychology. Open to psychology juniors and seniors with the approval of the chairman of the department and the dean of the College. Credit, three to five hours.

455. HISTORY AND SYSTEMS OF PSYCHOLOGY.

This course presents an 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.

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.

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.

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. Credit, five hours.

463. THEORIES OF PERSONALITY.

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.

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.

487. THEORIES OF PSYCHOLOGY OF LEARNING.

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.



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.

Sequence in Undergraduate Education for Social Welfare.

The objectives of this sequence, plus additional relevant courses in one's major area of study, are:

1. to contribute to the enrichment of general education by helping students know and understand welfare needs, services, and issues;
 2. to prepare students for immediate employment in social welfare positions not requiring graduate social welfare education; and
-

3. to contribute to the preparation of students for graduate professional education.

Courses in the sequence include Sociology 360, 460, and 464.

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 AND ORGANIZATIONS.

An examination of the structure and operation of the basic social institutions and organizations. Particular emphasis is placed upon the American social structure. Credit, five hours.

310. DEMOGRAPHY.

A study of the composition of the population, its distribution in space, and changes in population size. Emphasis is placed upon five demographic processes: fertility, mortality, marriage, migration, and social mobility. Attention is given to the implications of these processes for societies. Credit, five hours.

312. SOCIAL GERONTOLOGY.

An interdisciplinary approach to understanding adult development and aging. A consideration of the impact of aging upon individuals and societies and the reactions of individuals and society to aging. Credit, five hours.

360. AMERICAN SOCIAL WELFARE.

A course designed to develop an understanding of social welfare as a social institution. It is concerned with the history and philosophy of social welfare in American society and the needs for social welfare in a cybercultural era. 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.

430. SOCIOLOGY OF RELIGION.

A study of the general principles concerning the relationship of religion to society. Religion is viewed as an aspect of group behavior, with focus on the roles religion plays in furthering the survival of human groups. 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.

464. FIELD EXPERIENCE IN SOCIAL WELFARE.

Prerequisites: Sociology 360 and 460.

Students who have completed the above courses will be required to spend two four-hour periods each week in a social service agency, with one group meeting each week under the leadership of the faculty member responsible for the field experience. 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.

480. INDEPENDENT STUDY.

Open to seniors majoring in sociology. Reading and research under the guidance of departmental faculty. Credit, five hours.

 1970-71 CALENDAR
Fall Quarter, 1970

September

- 20 Arrival of new students
- 20 Meeting of President with parents of new students, 2:30 p.m. in Russell Auditorium
- 21-23 Orientation of new students
- 22 Arrival of upperclassmen
- 24 Classes convene
- 24 Formal convocation, 10:00 a.m.
- 28 Last day to make course changes

October

- 30 Mid-quarter reports

November

- 9 Registration for winter quarter begins—
by assignment
- 20 Registration for winter quarter ends
- 24 Thanksgiving holidays begin, after classes
- 29 Thanksgiving holidays end

December

- 12-14-15-16-17 Fall quarter examinations
- 17 Christmas holidays begin, 1:00 p.m.

Winter Quarter, 1971

January

- 4 Registration for new students
- 5 Classes convene
- 7 Last day to make course changes
- 9 Classes meet
- 30 Classes meet

February

- 5 Mid-quarter reports
- 8 Registration for spring quarter begins—
by assignment
- 20 Classes meet
- 20 Registration for spring quarter ends

March

- 11,12,13,15,16 Winter quarter examinations
 - 16 Spring holidays begin, 1:00 p.m.
-

Spring Quarter, 1971

March

- 24 Registration for new students
- 24 Spring holidays end
- 25 Classes convene
- 27 Classes meet
- 27 Last day to make course changes

April

- 17 Classes meet
- 23 Mid-quarter reports
- 26 Course planning for summer and fall
quarters begins—by assignment

May

- 7 Course planning for summer and fall
quarters ends
- 15 Classes meet
- 29,31 Spring quarter examinations

June

- 1-2-3 Spring quarter examinations
- 5 Graduation

Summer Quarter, 1971

June

- 13 Arrival of new students
- 14 Registration, those not pre-registered
- 15 Classes convene
- 17 Last day to make course changes
- 19 Classes meet
- 25 Last day to file application for degrees to
be awarded on August 14, 1971

July

- 9 Mid-quarter reports

August

- 11-12-13 Summer quarter examinations
 - 14 Graduation
-

THE UNIVERSITY SYSTEM OF GEORGIA
BOARD OF REGENTS

GEORGE LEE SIMPSON, JR., *Chancellor*
HARMON W. CALDWELL, *Chancellor Emeritus*

| | |
|---|------------------------------|
| JACK ADAIR, Atlanta | State-at-Large (1965-1971) |
| JOHN A. BELL, JR., Dublin | State-at-Large (1970-1977) |
| ROY V. HARRIS, Augusta | State-at-Large (1967-1974) |
| WILLIAM S. MORRIS, III, Augusta | State-at-Large (1967-1974) |
| CAREY WILLIAMS, Greensboro | State-at-Large (1969-1976) |
| MRS. HUGH PETERSON, SR., Ailey | First District (1970-1976) |
| JOHN I. SPOONER, Donalsonville | Second District (1968-1975) |
| T. HIRAM STANLEY, Columbus | Third District (1965-1972) |
| JOHN R. RICHARDSON, Conyers | Fourth District (1970-1977) |
| W. LEE BURGE, Atlanta | Fifth District (1968-1975) |
| JAMES C. OWEN, JR., Griffin | Sixth District (1965-1971) |
| JAMES V. CARMICHAEL, Marietta | Seventh District (1966-1973) |
| JOHN W. LANGDALE, Valdosta | Eighth District (1964-1971) |
| JAMES A. DUNLAP, Gainesville | Ninth District (1966-1973) |
| G. L. DICKENS, JR., Milledgeville | Tenth District (1965-1972) |

OFFICERS AND STAFF OF THE BOARD OF REGENTS

T. HIRAM STANLEY, *Chairman*

JOHN W. LANGDALE, *Vice Chairman*

GEORGE L. SIMPSON, JR., *Chancellor*

H. F. ROBINSON, *Vice Chancellor*

JAMES L. CARMON, *Assistant Vice Chancellor—Computing
Systems*

FRANK C. DUNHAM, *Director, Construction and Physical Plant*

MARIO J. GOGLIA, *Vice Chancellor—Research*

ROBERT M. JOINER, *Director of Public Affairs*

SHEALY E. MCCOY, *Vice Chancellor—Fiscal Affairs and
Treasurer*

HENRY G. NEAL, *Executive Secretary*

HARRY B. O'REAR, *Vice Chancellor—Health Affairs*

HASKIN R. POUNDS, *Assistant Vice Chancellor*

GEORGIA COLLEGE AT MILLEDGEVILLE

THE ADMINISTRATION

J. WHITNEY BUNTING, B.S., M.A., M.B.A., Ph.D.

President of the College

GEORGE A. CHRISTENBERRY, B.S., M.A., Ph.D.

Dean of the College

HERBERT A. MEYER, A.B.

Comptroller

WILLIAM H. LITTLETON, A.B., B.D., Ph.D., S.T.M.

Dean of Students

CAROLYN C. GETTYS, A.B., M.S.W.

Associate Dean of Students

R. LINTON COX, JR., A.B., M.A.

Registrar and Director of Admissions

W. ALAN JONES, B.B.C., M.S., Ph.D.

Director of Public and College Services

EVERETTE N. HONG, B.A., Ph.D.

Director of Graduate Studies

DIRECTORY FOR CORRESPONDENCE

Requests for specific information should be directed as follows:

| | |
|---|-------------------------------------|
| General college policy | <i>President</i> |
| Academic policies and courses of study | <i>Dean of the College</i> |
| Graduate program | <i>Director of Graduate Studies</i> |
| Housing, personal problems, and permissions | <i>Dean of Students</i> |
| Records, transcripts, and catalogues | <i>Registrar</i> |
| Applications for admission | <i>Director of Admissions</i> |
| Expenses, refunds, and other business matters | <i>Comptroller</i> |
| Public relations | <i>Director of Public Relations</i> |
| Scholarships and loans | <i>Director of Financial Aid</i> |
| Student employment | <i>Director of Financial Aid</i> |
| Alumni affairs | <i>Director of Alumni Affairs</i> |
| Home study program | <i>Secretary</i> |

 THE FACULTY

- J. WHITNEY BUNTING, *President***
B.S., M.A., M.B.A., Ph.D. (University of Pennsylvania)
- MARTIN L. ABBOTT, *Fuller E. Callaway Professor of Southern History***
A.B. (Presbyterian College), M.A., Ph.D. (Emory University)
- JOHN VINCENT ALIFF, *Assistant Professor of Biology***
B.S., M.S. (Marshall University)
- PATTY C. ALMY, *Technical Services Librarian***
A.B.J. (University of Georgia), M.A. in L.S. (George Peabody College for Teachers)
- FLOYD VAN WERT ANDERSON, *Associate Professor of Health, Physical Education, and Recreation***
B.S. (University of Pittsburgh), M.A. (George Peabody College for Teachers)
- MARY ELISABETH ANTHONY, *Assistant Professor of Business Administration***
A.B. (Mercer University), M.A. (George Peabody College for Teachers)
- DAVID GENE BAARDA, *Associate Professor of Chemistry***
A.B. (Central College), M.S., Ph.D. (University of Florida)
- NELLIE H. BATEMAN, *Assistant Director of the Library***
A.B. (University of Alabama), A.B. in L.S. (Emory University), M.A. (University of Alabama), M.Ln. (Emory University)
- JACK DAVID BATSON, *Associate Professor of Biology***
B.S., M.S. (University of Alabama), Ph.D. (University of Kentucky)
- MARY ROSE BAUGH,* *Instructor in Education***
B.S. (University of Georgia), M.Ed. (University of Maryland)
- MARIBEL BENTON, *Associate Professor of Music***
B.M., M.M. (Cincinnati Conservatory of Music)
- FRANCES L. BLAKELY, *Instructor in Nursing Education***
B.S.N. (Virginia Commonwealth University)
- LARSEN ZIRKLE BOSSERMAN, *Instructor in Health, Physical Education, and Recreation***
B.S. (Lynchburg College), M.Ed. (University of Virginia)
- CHARLES H. BRASSELL, *Instructor in Chemistry***
B.S. (University of Georgia)
- RICHARD A. BRICE, III, *Instructor in Education***
B.S. (University of Florida), M.Ed. (University of South Florida)
- JOHN A. BRITT, JR., *Professor of Education***
B.S. (Troy State College), M.S. (Florida State University), Ed.D. (Auburn University)

 *Part-time

-
- SLOAN D. CALDWELL**, *Instructor in Biology*
B.S. (Western Carolina College), M.S. (University of Tennessee)
- ELSIE HAZEL CALHOUN**, *Assistant Professor of Education in
Laboratory School*
B.S. (Radford College), M.A. (George Peabody College for Teachers)
- ROBERT IRVING CANDLER**, *Assistant Professor of Education*
B.S., M.Ed. (University of Maryland)
- MARCIA HAYES CARNES**, *Assistant Professor of Modern Foreign
Languages*
A.B. (Smith College), M.Ed. (University of Georgia)
- HUGH W. CHEEK**, *Assistant Professor of Psychology*
A.B. (Mercer University), M.A. (University of Kentucky)
- PASCHAL C. CHEEK**, *Instructor in Home Economics*
B.S. (University of Georgia)
- WILLIAM W. CHILDERS**, *Instructor in History and Political
Science*
B.S. (Southwest Texas State College), M.S. (Utah State University)
- GEORGE A. CHRISTENBERRY**, *Professor of Biology and Dean
of the College*
B.S. (Furman University), M.A., Ph.D. (University of North Carolina)
- MARY M. COOK**,* *Instructor in Nursing Education*
B.S.N. (The Winston-Salem Teachers College)
- DAVID J. COTTER**, *Professor of Biology*
B.S., A.B., M.S. (University of Alabama), Ph.D. (Emory University)
- R. LINTON COX, JR.**, *Registrar and Director of Admissions*
A.B., M.A. (Emory University)
- MARGARET BASS CRESAP**, *Instructor in Education in
Laboratory School*
B.S., M.Ed., (Georgia College at Milledgeville)
- VIVIAN V. CROOMS**, *Instructor in Education in Laboratory
School*
B.S. (Tift College), M.Ed. (Georgia College at Milledgeville)
- CHARLES PACK DANIEL**, *Associate Professor of Biology*
B.S. (Furman University), M.A. (University of North Carolina)
M.S. (Emory University)
- DELENE J. DARST**, *Assistant Professor of Health, Physical
Education, and Recreation*
B.S. (Springfield College), M.A. (Michigan State University)
- ED DAWSON**, *Professor of English*
A.B., M.A., Ph.D. (Vanderbilt University)

*Part-time

THOMAS MASHBURN DEATON, *Assistant Professor of History and Political Science*

A.B. (Mississippi College), B.D. (Southern Baptist Seminary), M.A., Ph.D. (University of Georgia)

JAMES W. DEWSNAP, *Associate Professor of English and Speech*

A.B. (Bowdoin College), M.A. (Pennsylvania State University)

HARRIETTE L. DONAHOO, *Associate Professor of Health, Physical Education, and Recreation and Assistant Dean of Students*

B.S. (Alabama College), M.A. (Columbia University)

CLARA S. DONASZEWSKI, *Instructor in Nursing Education*

B.S.N.E. (Duke University)

BOBBY JOE DOOLEY, *Associate Professor of Business Administration and Economics*

B.S.A. (Auburn University), M.B.A., Ed.D. (University of Georgia)

MANLY A. EAKINS, *Associate Professor of Business Administration and Economics*

B.S. (Furman University), M.A. (University of North Carolina)

J. DALTON EDDLEMAN, *Assistant Professor of Speech and Drama*

A.B. (Harding College), M.A. (Memphis State University)

SELMA S. ERWIN, *Assistant Professor of Education in Laboratory School*

B.S. (Georgia College at Milledgeville), M.A. (George Peabody College for Teachers)

LEWIS T. FARMER, JR., *Assistant Professor of Mathematics*

B.S. (Naval Postgraduate School), M.A.T. (Duke University)

MARY KEY FERRELL, *Associate Professor of English*

A.B. (Georgia College at Milledgeville), M.A. (Emory University)

DONALD COLDWELL FULLER, *Professor of Business Administration and Economics*

B.S., M.A. (Boston University), Ed.D. (Harvard University)

RICHARD LLOYD FULLER, *Associate Professor of Business Administration and Economics*

B.Sc.B. (Ohio State University), M.B.A. (Harvard University)

GEORGE H. GAINES, *Associate Professor of Art*

B.F.A., M.Ed. (University of Georgia)

FLORIDE MOORE GARDNER, *Professor of Education*

B.S. (Georgia College at Milledgeville), M.S. (University of Tennessee), Ph.D. (New York University)

DICK L. GEORGE, *Professor of Mathematics*

B.S. (Oklahoma State University), Ph.D. (Duke University)

CAROLYN CURRIE GETTYS, *Associate Dean of Students*

A.B. (Limestone College), M.S.W. (Florida State University)

-
- GLADYS ARTMAN GILBERT, *Associate Professor of Home Economics*
B.S.H.E., M.Ed. (University of Georgia)
- HERBERT C. GLOVER, *Assistant Professor of Education*
B.B.A., M.Ed. (University of Georgia)
- HILDA S. GONZALEZ, *Associate Professor of Mathematics*
B.S., B.A. (Matanzas P. Institute), Ph.D. (University of Havana)
- JAIME J. GONZALEZ, *Associate Professor of Modern Foreign Languages*
B.A. (Matanzas P. Institute), Ed.D. (University of Havana), M.A. (University of Tennessee), Ph.D. (Vanderbilt University)
- HELEN IONE GREENE, *Professor of History and Political Science*
A.B. (Georgia College at Milledgeville), M.A. (Emory University)
Ph.D. (University of Chicago)
- JEAN M. GUITTON, *Associate Professor of Modern Foreign Languages*
Licence 'es Lettres (University of Caen), M.A., Ph.D. (Emory University)
- JANICE AILENE HARDY, *Associate Professor of Art*
A.B., M.A. (Louisiana State University)
- JOHN P. HARGADEN, *Assistant Professor of Chemistry*
B.Sc. (General), B.Sc. (Special) (University College), M.Sc. (Trinity College), Ph.D. (National University of Ireland)
- SYBIL S. HARPER, *Instructor in Education in Laboratory School*
B.S. (Georgia Southern College)
- RALPH WILLIAM HEMPHILL, JR., *Assistant Professor of History and Political Science*
A.B., M.A. (University of Mississippi)
- LAURA TRAPNELL HILLMAN, *Instructor in Music*
B. of M.Ed. (Georgia College at Milledgeville), M.A. (Columbia University)
- DEAN RUSSELL HOKANSON, *Instructor in Art*
B.F.A. (New York State College of Ceramics), M.S. (Alfred University)
- EVERETTE N. HONG, *Director of Graduate Studies and Professor of Business Administration and Economics*
B.A. (University of Washington), Ph.D. (University of Southern California)
- MARY JOYCE IRELAND, *Associate Professor of Health, Physical Education, and Recreation*
B.S. (Georgia College at Milledgeville), M.A. (George Peabody College for Teachers)
- ROSALINE IVEY, *Associate Professor of Home Economics*
B.S. (North Texas State University), M.A. (George Peabody College for Teachers)
-

- KENNETH F. JASNAU, * *Instructor in Sociology*
A.B. (Heidelberg College), M.S.S. (University of Buffalo)
- NEIL T. H. JEN, *Technical Services Librarian*
B.A. (National Taiwan University), B.S., M.S. in L.S. (Atlanta University)
- NEVA GEORGE JONES, *Associate Professor of Home Economics*
B.S. (Georgia College at Milledgeville), M.S. (University of Georgia)
- W. ALAN JONES, *Director of Public and College Services*
B.B.C. (University of Florida), M.S. (Florida State University), Ph.D. (Florida State University)
- FRANKLIN EUGENE JORDAN, *Assistant Professor of Business Administration and Economics*
B.B.A., M.A.C.C. (University of Georgia)
- JESSIE N. KENNEDY, *Instructor in Education in Laboratory School*
A.B. (Agnes Scott College), M.R.E. (Presbyterian School of Christian Education)
- RALPH E. KICKLITER, *Professor of English*
B.F.A., M.Ed. (University of Georgia), Ph.D. (Florida State University)
- EUGENE FRANKLIN LAIL, *Assistant Professor of Education*
A.B., M.Ed. (Furman University)
- WILLIAM H. LAMB, JR., *Associate Professor of Physics*
B.S., M.S. (University of Florida), Ph.D. (Auburn University)
- FRANCOIS H. LAPOINTE, *Professor of Psychology*
A.B. (University of Ottawa), M.A. in Philosophy (University of Montreal), M.A. in Psychology (University of Montreal), L.Ph. (University of Montreal), Ph.D. (University of Aix-Marseille)
- MARY WHITE LEYDA, *Assistant Professor of Education*
A.B.Ed., M.Ed. (University of Georgia)
- E. TIMOTHY LIGHTFIELD, *Instructor in Sociology*
B.A. (Florida Presbyterian College), M.A. (University of North Carolina)
- HARRIET ANN LIPSCOMB, *Assistant Professor of Biology*
B.S. (Furman University), M.S. (Clemson University), Ph.D. (University of North Carolina)
- WILLIAM H. LITTLETON, *Dean of Students; Assistant Professor of Philosophy and Religion*
A.B., B.D. (Emory University), Ph.D. (University of Edinburgh), S.T.M. (University of The South)
- J. GORDON LONG, *Assistant Professor of Business Administration and Economics*
B.S.A.E., M.B.A. (University of Georgia)
- JOHN H. LOUNSBURY, *Professor of Education*
A.E. (Stetson University), M.A., Ed.D. (George Peabody College for Teachers)

-
- RONALD C. LUKE, *Assistant Professor of Health, Physical Education, and Recreation*
B.S. (Georgia Southern College), M.A. (George Peabody College for Teachers)
- LAMAR LYNES, *Assistant Professor of Art*
A.B. (Emory University), M.F.A. (University of Georgia)
- CLAUDIA L. McDONALD, *Instructor in Education in Laboratory School*
B.S. (Georgia College at Milledgeville)
- MATTHEW ALLEN MCNAMEE, *Instructor in Health, Physical Education, and Recreation*
B.S. (Oklahoma College of Liberal Arts), M.S. (Springfield College)
- JOANNE WALKER MAYBERRY, *Instructor in Mathematics*
A.B. (Duke University), M.Ed. (Georgia College at Milledgeville)
- RUTH MAYNARD, *Associate Professor of Home Economics*
B.S., M.S. (University of Georgia)
- ELDRETH O. MELTON,* *Instructor in Sociology*
B.Ph. (DePaul University), M.S.W. (Florida State University)
- HERBERT A. MEYER, *Comptroller*
A.B. (Centre College of Kentucky)
- J. EDGAR MORRIS, *Assistant Professor of Physics*
A.B., M.A. (University of North Carolina)
- LOUISE HATCHER NELSON, *Associate Professor of Mathematics*
A.B. (Georgia College at Milledgeville), M.A. (University of Georgia)
- JEAN OSBORNE, *Assistant Professor of Health, Physical Education, and Recreation*
B.S. (Appalachian State University), M.Ed. (University of North Carolina at Greensboro)
- MARY B. OTWELL, *Assistant Professor of Business Administration and Economics*
B.B.A. (University of Georgia), M.B.E. (Georgia State College)
- BEBE ETHEL PARKER, *Instructor in Education in Laboratory School*
B.S. (Georgia College at Milledgeville), M.Ed. (Mercer University)
- CECILIA LAWTON PEABODY, *Instructor in Education in Laboratory School*
A.B. (Tift College)
- MARY E. PILCHER, *Associate Professor of Nursing Education*
B.S.N. (Medical College of Georgia School of Nursing), M.S.N. (Emory University School of Nursing)
- DOROTHY E. PITMAN, *Professor of Sociology*
A.B. (Mary Hardin-Baylor College), M.A., Ph.D. (University of North Carolina)
-

*Part-Time

- BETTY L. POINDEXTER, *Professor of Health, Physical Education, and Recreation*
B.S., M.A., Ph.D. (Texas Woman's University)
- CHARLES M. RANKIN, *Instructor in English*
B.A. (Harvard University), M.A.T. (Emory University)
- GLADYS BATTLE ROBERSON, *Instructor in Education in Laboratory School*
B.S. (Albany State College), M.Ed. (Georgia College at Milledgeville)
- HENRY F. ROSS, JR., *Instructor in Music*
B.M. (North Texas State University), M.M. (Michigan State University)
- MARLIN C. SANDERS, *Professor of Education*
A.B. (University of Georgia), M.S. (University of Tennessee),
Ed.D. (Florida State University)
- JOHN EMERY SALLSTROM, *Assistant Professor of Philosophy and Religion*
A.B. (Elmhurst College), B.D. (Union Seminary), Ph.D. (Duke University)
- ALLEN B. SKEI, *Associate Professor of Music*
B.A. (St. Olaf College), M.M., Ph.D. (University of Michigan)
- ROBERT N. SMITH, *Director of the Library*
A.B. (Duke University), M.S. in L.S. (Drexel Institute of Technology)
- RUTH SNEED, *Professor of Home Economics*
A.B. (Huntingdon College), M.S. (University of Tennessee),
Ed.D. (Columbia University)
- MILTON P. SNYDER,* *Instructor in Home Economics*
B.A. (Wake Forest College), B.D., Th.M. (Southeastern Baptist Theological Seminary)
- JOSEPH F. SPECHT, *Professor of Business Administration*
B.S., M.S. (North Texas State University), Ed.D. (New York University)
- GWENDOLYN C. STANFORD, *Instructor in English*
A.B. (Winthrop College), M.A. (University of North Carolina)
- M. CATHERINE SUMMERLIN, *Assistant Professor of Nursing Education*
B.S.N. (Medical College of Georgia), M.Ed. (University of Georgia)
- MARY BARBARA TATE, *Assistant Professor of English*
A.B., M.Ed. (Georgia College at Milledgeville)
- LEVONNE TAYLOR, *Assistant Professor of Health, Physical Education, and Recreation*
B.S. (Alabama College), M.A. (University of Alabama)
- ORVILLE W. TAYLOR, *Professor of History and Political Science*
A.B. (Ouachita Baptist University), M.A. (University of Kentucky),
Ph.D. (Duke University)
- FRANCES TURNER THORNTON, *Instructor in English*
B.S. (Georgia College at Milledgeville), M.S. (Emory University)

*Part-time

-
- JOHN R. TIMMERMAN**, *Professor of English*
B.A. (Furman University), M.A. (Duke University), Ph.D. (University of Texas)
- LUCY UNDERWOOD**, *Assistant Professor of Music*
B.M.E. (Alabama College), M.M. (University of Michigan)
- MARY ELIZABETH VENABLE**, *Associate Professor of Home Economics and Education*
A.B. (Emory University), M.A. (State University of Iowa)
- JOSEPH FRANCIS VINCENT**, *Professor of Chemistry*
B.S. (Auburn University), M.A., Ph.D. (Ohio State University)
- FRANK B. VINSON**, *Assistant Professor of History and Political Science*
A.B. (Emory University)
- H. WAYNE WALTERS**, *Assistant Professor of Modern Foreign Languages*
B.A. (Shorter College), M.A. (University of Alabama)
- MARTHA HELEN WALTON**, *Professor of Health, Physical Education, and Recreation*
B.S. (Auburn University), M.A. (Colorado State College), Ph.D. (University of Southern California)
- AVRIL MAXINE WELLS**, *Instructor in Education*
B.F.A. (University of Georgia), M.Ed. (Georgia Southern College)
- ROBERT W. WILDMAN**,* *Associate Professor of Psychology*
B.S., Ph.D. (Western Reserve University)
- JAMES LEE WILLOUGHBY**, *Assistant Professor of Music*
B.M., M.M. (University of Georgia)
- ROBERT FREDERICK WOLFERSTEIG**, *Professor of Music*
B.M. (Cincinnati Conservatory of Music), M.M. (Westminster Choir College), Mus.D. (Indiana University)
- NENA G. WORD**, *Instructor of Home Economics*
B.S. (University of Georgia), M.Ed. (Georgia College at Milledgeville)
- BERRY K. ZEIGLER**, *Assistant Professor of Business Administration and Economics*
B.S., M.S. (Southern Illinois University)
-

*Part-time

 THE LIBRARY

| | |
|-------------------------------|-----------------------|
| Robert N. Smith, M.S. in L.S. | Rosalie S. Moss, A.B. |
| Nellie H. Bateman, M.Ln. | Charlotte Smith, M.A. |
| Neil T. H. Jen, M.S. in L.S. | Lee Anderson |
| Patty C. Almy, M.A.L.S. | Mavis Blackstock |
| Nancy G. Dyer, A.B. | |

THE NURSERY SCHOOL

| | |
|------------------------------|---------------------------|
| Mary Elizabeth Venable, M.A. | <i>Director</i> |
| Nena G. Word, M.Ed. | <i>Assistant Director</i> |
| Betty Ruth Colston, B.S. | <i>Teacher</i> |

THE PEABODY LABORATORY SCHOOL

| | |
|-----------------------------|--------------------------------|
| Robert I. Candler, M.Ed. | <i>Director</i> |
| Gladys B. Roberson, M.Ed. | <i>Primary Supervisor</i> |
| Vivian V. Crooms, M.Ed. | <i>Primary Supervisor</i> |
| Selma S. Erwin, M.A. | <i>Primary Supervisor</i> |
| Jessie N. Kennedy, A.B. | <i>Primary Supervisor</i> |
| Claudia L. McDonald, B.S. | <i>Primary Supervisor</i> |
| Bebe Ethel Parker, M.Ed. | <i>Primary Supervisor</i> |
| Elsie Hazel Calhoun, M.A. | <i>Fourth Grade Supervisor</i> |
| 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> |
| Florence Holland, B.S. | <i>Kindergarten Supervisor</i> |
| Louise Horne, A.B. | <i>Librarian</i> |

STUDENT PERSONNEL SERVICES

| | |
|-----------------------------|-----------------------------------|
| William H. Littleton, Ph.D. | <i>Dean of Students</i> |
| Carolyn C. Gettys, M.S.W. | <i>Associate Dean of Students</i> |
| Harriette L. Donahoo, M.A. | <i>Assistant Dean of Students</i> |

ADMISSIONS AND REGISTRATION

| | |
|--------------------------|-------------------------------|
| R. Linton Cox, Jr., M.A. | <i>Registrar and Director</i> |
| Donald Buckner, B.A. | <i>Field Representative</i> |

DIRECTOR OF PUBLIC AND COLLEGE SERVICES

| | |
|----------------------|-----------------|
| W. Alan Jones, Ph.D. | <i>Director</i> |
|----------------------|-----------------|

FINANCIAL AID AND PLACEMENT

| | |
|-------------------------|-----------------|
| Edward M. Spencer, B.S. | <i>Director</i> |
|-------------------------|-----------------|

 PUBLIC RELATIONS

Julian H. Veal *Director*

THE MANSION

Mary Jo Thompson, A.B. *Manager*

HEALTH SERVICE AND INFIRMARY

Dr. Mahmud Majanovic *College Physician*
 Jacqueline G. Wright, R.N. *Director*
 Jessie Mae Freeman, L.P.N. *Nurse*
 Clara Frazier, L.P.N. *Nurse*
 Rosalie Mercer, L.P.N. *Nurse*
 Paulette Leverette, L.P.N. *Nurse*
 Ollie Nolan, L.P.N. *Nurse*

DORMITORIES

Isabel S. Adams *House Director*
 Ethel Corbett *House Director*
 Willie W. Giddings *House Director*
 Bonnie Johnson *House Director*
 Mary Timmons *House Director*
 Mazie P. MacKay *House Director*
 Caroline Mitchell *House Director*
 Alma Mountain *House Director*

INDEPENDENT STUDY

Katherine Weaver, A.B. *Secretary*

SECRETARIES

Ruth R. Smith *President*
 Frances H. Butler *Dean of the College*
 Kathryn C. Gray *Registrar and Admissions*
 Judith R. Holloway *Registrar and Admissions*
 Carolyn B. Lail *Registrar and Admissions*
 Virginia P. Mills *Registrar and Admissions*
 Patricia B. Williams *Registrar and Admissions*
 Sandra B. Waddell *Dean of Students*
 Angelyn A. Duke, A.B. *Associate Dean of Students*
 Betty T. Brown *Director of Graduate Studies*
 Marjorie D. Hudson *Director of Public Relations*
 Mattie B. Hargrove *Alumni Executive Secretary*
 Virginia T. Lynch *Director of Public and College*

| | |
|--------------------------|---|
| Esther W. Jiles | <i>Financial Aid and Placement</i> |
| Betty W. Weitman | <i>Financial Aid and Placement</i> |
| Hilda Thompson | <i>Director of Procurement</i> |
| Nellie H. Gilbert | <i>Education Department</i> |
| Maurine W. Brown | <i>Health, Physical Education, and Recreation</i> |
| Brenda Jean Fields | <i>Home Economics Education</i> |
| Nona McCranie | <i>Peabody Laboratory School</i> |

COMPTROLLER'S OFFICE

| | |
|-----------------------------|---------------------------------|
| Herbert A. Meyer, A.B. | <i>Comptroller</i> |
| Wayne A. Monroe, M.A. | <i>Assistant Comptroller</i> |
| Betty H. Scott | <i>Administrative Assistant</i> |
| Wilmot J. Kinns | <i>Director of Procurement</i> |
| Rebecca R. Hodges | <i>Cashier</i> |
| Juanita W. Worsham | <i>Payroll Accountant</i> |
| Barbara A. Cheeves | <i>Programmer</i> |
| Leslie H. Bloodworth | <i>Bookkeeper</i> |

NON-ACADEMIC PERSONNEL

| | |
|--------------------------------|-----------------|
| Mrs. Mildred S. Wimberly | <i>Director</i> |
|--------------------------------|-----------------|

FOOD SERVICE

| | |
|---------------------------|---------------------------------|
| C. Harold Shadwell | <i>Director of Food Service</i> |
| Laura Joe Mays, B.S. | <i>Dietitian</i> |
| Jane D. Walton, B.S. | <i>Dietitian</i> |

COLLEGE UNION

| | |
|-------------------------|----------------|
| Robert E. Thrower | <i>Manager</i> |
|-------------------------|----------------|

LAUNDRY

| | |
|------------------------|----------------|
| Holmes S. Peeler | <i>Manager</i> |
|------------------------|----------------|

MAINTENANCE DEPARTMENT

| | |
|------------------------------|---|
| Ronald M. Harley | <i>Director of Buildings and Campus Maintenance</i> |
| Walter B. Peeler | <i>Assistant Director</i> |
| Mildred Cox Stembridge | <i>Secretary</i> |

 ALUMNI ASSOCIATION

- Sara Bethel, BS '39 Director of Alumni Affairs
- President: Lucy Nell Cunningham (Mrs. J. H.) Smith, BS '45, MEd '61, Tennille
- First Vice President: Robert E. Davis, Jr., BBA '69, Milledgeville
- Second Vice President: Milladene Burnham (Mrs. J. M.) Grant, BS '49, Milledgeville
- Secretary: Elizabeth Traylor (Mrs. D. G.) Baarda, AB '58, Milledgeville
- Treasurer: Virgie Sellers, BS '58, Atlanta
- Executive Board Members-at-Large:
- (1) Bebe Roberts (Mrs. E. H.) Parker, BS '56, Gray
 - (2) Anne Marie Sparrow, AB '65, Atlanta
 - (3) Frances Padgett, AB '58, Atlanta

DIRECTORS

- First District: Willie Lou Sumner (Mrs. J. L.) Hutchinson, BS '37, Dublin
- Secnod District: Kay Brooks (Mrs. D. B.) Collins, BS '66, Camilla
- Third District: Eva Daniel (Mrs. R. W.) Ulrich, BS '41, Columbus
- Fourth District: Patricia Rabon (Mrs. H. B.) Force, AB '62, Lithonia
- Fifth District: Joan Roper (Mrs. N. S.) Barchi, BS '62, Atlanta
- Sixth District: Jean Ann Zellner (Mrs. Barnes) O'Neal, BS '62, Macon
- Seventh District: Peggy Watson (Mrs. Earl) Sheppard, AB '53, Smyrna
- Eighth District: Nanlyn Dowlen (Mrs. James) Lee, BS '64, Fitzgerald
- Ninth District: Winifred Eavenson (Mrs. James, Jr.) Wells, BS '39, Elberton
- Tenth District: Olive Boline (Mrs. J. W., Jr.) Wills, AB '49, Washington
-

- A**
- Absences, 45
 Academic citations, 39
 Academic counseling, 13
 Academic regulations, 47
 Administrative officers, 202
 Admissions
 general requirements, 16
 freshman applicants, 17
 graduate students (MBA), 66
 graduate students (M.Ed.), 67
 personnel, 212
 special students, 18
 transfer students, 17
 Agape, 39
 Alpha Psi Omega, 40
 Alumni Association, 15, 215
 Art, courses in, 72
 exhibitions, 41, 73
 Associate in Science Degree
 program (Nursing), 180
 Athletic Association (See
 Recreation Council)
 Atkinson Hall, 11
 Attendance, class, 45
 Auditorium, Richard B. Russell, 9
- B**
- Bachelor of Arts Degree
 program, 58
 Bachelor of Music Degree
 program, 59, 169
 Bachelor of Music Education
 Degree program, 59, 170
 Bachelor of Science Degree
 program, 58
 Band
 brass choir, 42
 college concert, 42
 stage, 42
 Beeson Hall, 11
 Bell Hall, 11
 Beta Beta Beta, 40
 Biology, 78
 graduate courses, 82
 Board, fee for, 26
 Board of Regents, 201
 Bookstore, College 27
 Buildings, 8
 Bulletins, College, 43
 Business Administration and
 Economics, 83
- C**
- Calendar, 199
 Carillon, 9
 concerts, 42
 Carnegie Color Slide
 Collection, 73
- D**
- Certificate
 Specialist in Education, 68
 Teacher's Professional
 four-year, 60
 Chappell Hall, 9
 Charges (See Expenses)
 Chemistry, 99
 Choral groups, college, 42
 Chorale, Women's, 179
 Chorus, Mixed, 178
 Class Attendance, 45
 Classification, 48
 Clubs, 40, 41
 College and student property,
 responsibility for, 44
 College calendar, 199
 College Entrance Examination, 16
 College Government
 Association, 37
 College, jurisdiction of, 44
 College Theatre, 41
 College Union, 12, 214
 Colonnade, 43
 Columns, 42
 Comptroller's office, 214
 Concerts, 41
 Core curriculum, 55
 Correspondence, directory for, 203
 Council, Student Honor, 37
 Counseling, academic, 13
 Course offerings, 71
 Credit, academic, 47
- D**
- Dean's List, 40, 48
 Degrees, 53
 general, 50
 graduation, 51
 A.B., 58
 A.S., (Nursing), 180
 B.B.A., 83
 B.S., 58
 B.M., 59
 B.M.Ed., 59
 M.B.A., 66
 M.Ed., 67
 Departmental clubs, 41
 Departments of instruction, 71
 Deposits required, 20
 Dormitories (See Residence Halls)
- E**
- Early Elementary
 Education, 60, 104
 Economics, 83, 91
 Education, 104
 Education Building, 9
 Educational Opportunity
 Grants, 32

- Elementary Education, 60,104
 Elementary School (See Peabody Laboratory School)
 English and Speech, 115
 Ennis Hall, 11
 Entrance Requirements, 17
 Expenses, 19
 Extra-curricular activities, scholastic requirements for, 46
- F**
- Faculty, 204
 Fashion Marketing, curriculum in, 144
 Fees, 26
 general, 20
 non-resident, 22
 refunds of, 26
 special, 21
 Financial assistance, 28
 Food service, 214
 Foreign Languages, Modern, 161
 requirements for Bachelor of Arts, 58
 Foreign Service major, 162, 168
 French, 162
- G**
- General education program
 objectives, 53
 curriculum, 56
 General information, 5
 General objectives, 7
 General regulations, 44
 Geography, 141
 German, 163
 Gilbert (Mary) Park, 12
 Grades, 48
 Grading system, 47
 Graduation
 fees, 21
 requirements, 50
 Graduate programs, 63
 Business Administration, 66
 Education, 67
 Grants, 32
 Greene Street Home Management Residence, 12
- H**
- Health, 14
 Health, Physical Education, and Recreation, 122
 Health and Physical Education Building, 10
 Health Service fee, 20
 Health services, 14, 213
 Herty, (Charles H.) Science Hall, 8
 History, 132, 137
 History and Political Science, 132
 History of the College, 5
 Holidays (See College calendar)
 Home Economics, 142
 Home Economics Education, curriculum for, 142
 Home Management Residence, 12
 Home study program (See Independent Study Program)
 Honor Council, 37
 Honor Societies, 39
 Honors (See Recognition for scholarship)
 Honors Program, 54
 House directors, 190
 House Presidents, Board of, 37
- I**
- Independent study program, 15, 213
 Infirmary, Parks Memorial, 10
 staff, 213
 Incomplete grade, 48
 International Relations Club, 41
 Institute of Languages Building, 10
 Institutional management curriculum in, 143
- J**
- Junior college graduates, 17, 18
- K**
- Kindergarten Education (See Early Elementary Education)
- L**
- Laboratory fee, 21
 Laboratory School (See Peabody Laboratory School)
 Lake Laurel, 8
 Lanier Hall, 9
 Laundry, 214
 Lectures, 41
 Library, Ina Dillard Russell, 12
 staff, 212
 Library Science, 154
 Loan Funds, 32
- M**
- Maintenance department, 214
 Major programs, 57
 Mansion, the Governor's, 10, 213
 Married students, 45
 Master of Business Administration Degree, 66
 Master of Education Degree, 67
 Mathematics, 156

- Matriculation fee, 20
 Medical Record Library
 Science, 57
 Miller Memorial Hall, 12
 Modern Dance Group, 42
 Modern Foreign Languages, 61
 requirements for A.B. degree, 55
 Music, 169
 activities, 178
 applied, 177
 attendance requirement, 170
 fees, 21
- N
- New Dormitory, 12
 Non-academic personnel,
 director, 214
 Non-resident tuition fee, 22
 Nursery School, 9, 212
 Nursery School Education (See
 Early Elementary Education)
 Nursing Education, 180
- O
- Objectives, general, 7
 Objectives, general education
 program, 53
 Officers of Administration, 202
 Organizations, student, 39, 42
 Orientation, 13
- P
- Padgett, (Mamie) Collection, 73
 Parkhurst Hall, 12
 Parks Hall, 9
 Parks Memorial Infirmary, 10, 213
 Payment of college expenses, 25
 Peabody Laboratory School, 9, 212
 Personnel and Guidance
 Services, 13
 Philosophy, 184
 Philosophy and Religion, 184
 Phi Beta Lambda, 40
 Phi Sigma, 40
 Phi Upsilon Omicron, 40
 Phoenix, 39
 Physical Education Building, 10
 Physical Examination, 15
 Physics, 187
 Pi Gamma Mu, 40
 Pi Omega Pi, 41
 Placement office, 15
 Political Science, 132, 138
 Porter Fine Arts Building, 9
 Psychology, 191
 Publications, 43
 Public and College Services, 1
 director 212
- Public Relations, Department of,
 42, 43, 213
- Q
- Quality points, 47
 Quarter system, 47
- R
- Recitals, 43
 Recognition for scholarship, 39
 Recreation Council, 38
 Refunds, 26
 Regents, Board of, 201
 Registration, deposit for, 20
 Regulations, academic, 47
 Regulations, general, 44
 Religion, 184
 Religious life, 39
 Residence Halls, 11
 Directors, 213
 regulations, 24, 44
 Room rent, 26
 Russell Auditorium, 9
- S
- Sanford Hall, 11
 Scholarships, 29
 Scholarship standards, 49
 School Lunch Management and
 Supervision, curriculum, 143
 Secretaries, 213
 Services, general college, 8
 Sigma Alpha Iota, 41
 Sixth-year program (See
 Specialist in Education
 Certificate)
 Social life, 38
 Social Studies program, 133
 Social welfare, sequence for, 195
 Sociology, 195
 Spanish, 165
 Special charges, 21
 Special legislative requirement, 51
 Special students, 18
 Specialist in Education
 Certificate, 68
 Spectrum, 43
 Speech, 120
 Student activities fee, 21
 Student employment, 34
 Student government (See College
 Government Association)
 Student Handbook, 43
 Student Honor Council, 38
 Student life, 36
 Student organization, 37
 Student personnel services, 212
 Student program, 48

Student publications, 43
Student recitals, 42
Student Senate, 38
Student teaching, 61
Summer Activity program, 64

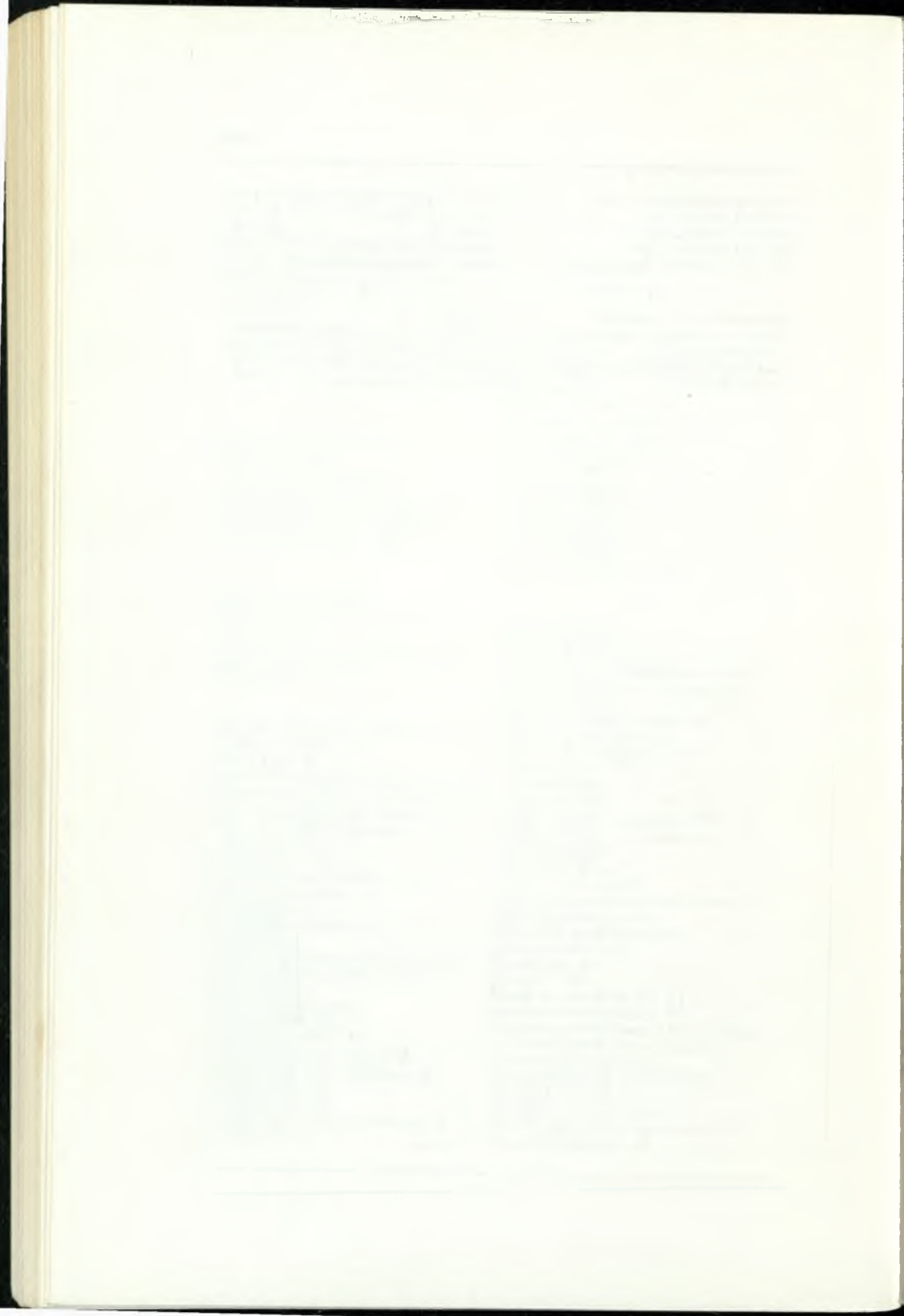
T

Teachers' certificates, 60
Teacher education, approved
programs in, 60
Teaching preparation for , 60
Terrell Hall, 11

Textbooks and supplies, 27
Theatre, College, 41
Thirty, 43
Transcript of record fee, 21
Tuition fee, non-resident, 22

W

Wells Hall, 11
Who's Who in American Colleges
and Universities, 41
Women's Chorale, 179
Work-study programs, 35



● 1970 CALENDAR 1970 ●

| | | | |
|---|--|--|---|
| <p align="center">JANUARY</p> <p>S M T W T F S</p> <p align="center">1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> | <p align="center">APRIL</p> <p>S M T W T F S</p> <p align="center">1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p> | <p align="center">JULY</p> <p>S M T W T F S</p> <p align="center">1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p> | <p align="center">OCTOBER</p> <p>S M T W T F S</p> <p align="center">1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> |
| <p align="center">FEBRUARY</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> | <p align="center">MAY</p> <p align="center">1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p> | <p align="center">AUGUST</p> <p align="center">1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p> | <p align="center">NOVEMBER</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30</p> |
| <p align="center">MARCH</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p> | <p align="center">JUNE</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30</p> | <p align="center">SEPTEMBER</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p> | <p align="center">DECEMBER</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p> |

● 1971 CALENDAR 1971 ●

| | | | |
|--|--|--|--|
| <p align="center">JANUARY</p> <p>S M T W T F S</p> <p align="center">1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p> | <p align="center">APRIL</p> <p>S M T W T F S</p> <p align="center">1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30</p> | <p align="center">JULY</p> <p>S M T W T F S</p> <p align="center">1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> | <p align="center">OCTOBER</p> <p>S M T W T F S</p> <p align="center">1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p> |
| <p align="center">FEBRUARY</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28</p> | <p align="center">MAY</p> <p align="center">1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p> | <p align="center">AUGUST</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p> | <p align="center">NOVEMBER</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30</p> |
| <p align="center">MARCH</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p> | <p align="center">JUNE</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p> | <p align="center">SEPTEMBER</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p> | <p align="center">DECEMBER</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p> |

The academic and administrative policy of the college subscribes to the non-discrimination provisions of Title VI of the Civil Rights Act of 1964, which states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity" of Georgia College.

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.

GEORGIA COLLEGE
BULLETIN

at Milledgeville, Georgia 31061

Vol. LV June, 1970 No. 10

Second Class Postage paid at Milledgeville, Georgia 31061. Issued monthly except July and August.

BULLETIN

GEORGIA COLLEGE

AT MILLEDGEVILLE



MILLEDGEVILLE, GEORGIA

1970-71