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Spring 1973

## catalog 1973-1974

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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.

The academic and administrative policy of the College also subscribes to the non-discrimination provisions of Title IX of the Higher Education Act of 1972, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity" of Georgia College.

Georgia College 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 State Colleges and Universities, the American Council on Education, the National Association of Schools of Music, and the Georgia Association of Colleges. Women graduates of the College are eligible for membership in the American Association of University Women.

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Georgia College

GENERAL BULLETIN

Milledgeville, Georgia 31061

Vol LVIII      June, 1973      No. 1

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Vinson - History

GENERAL BULLETIN

# GEORGIA COLLEGE



Milledgeville, Georgia 31061

(912) 452-5541

1973-74

## 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.

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

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1973-74

*Fall Quarter, 1973*

September	16	Arrival of new students
	16	Meeting of President with parents of new students, 2:30 p.m. in Russell Auditorium
	17-18	Orientation of new students
	18	Arrival of upperclassmen
	19-20	Registration
	21	Classes convene
	21	Last day to pay fees without penalty
	21	Formal convocation, 10:00 a.m.
	25	Last day to add a course
	25	Last day to drop a course without fee penalty
	October	25
26		Mid-quarter reports
November	5-9	Advisement period for currently enrolled students planning to attend the Winter Quarter, 1973
	20	Thanksgiving holidays begin, after classes (Night classes will meet)
	25	Thanksgiving holidays end
December	7	"Cram Day" (Night classes only will meet)
	8-10-11-12	Fall Quarter examinations
	13	Christmas holidays begin

*Winter Quarter, 1974*

January	3	Registration
	4	Classes convene
	4	Last day to pay fees without penalty
	8	Last day to add a course
	8	Last day to drop a course without fee penalty
	31	Last day to drop course without academic penalty
February	1	Mid-quarter reports
	11-15	Advisement period for currently enrolled students planning to attend Spring Quarter, 1973
March	7	"Cram Day" (Night classes only will meet)
	8-9-11-12	Winter Quarter examinations
	13	Spring holidays begin

*Calendar*

*Spring Quarter, 1974*

March	19	Spring holidays end
	20	Registration
	21	Classes convene
	21	Last day to pay fees without penalty
	25	Last day to add a course
	25	Last day to drop a course without fee penalty
April	18	Last day to drop course without academic penalty
	19	Mid-quarter reports
May	6-10	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter, 1974
	27-28-29-30	Spring Quarter examinations
June	1	Graduation

*Summer Quarter, 1974*

First Term — June 10 - July 8

June	9	Arrival of new students
	10	Registration
	11	Classes convene
	13	Last day to make course changes
	13	Last day to drop a course without fee penalty
	21	Last day to file application for degree to be awarded August 11, 1973

Second Term — July 10 - August 10

July	9	Arrival of new students
	10	Registration
	11	Classes convene
	12	Last day to make course changes
	13	Last day to drop a course without fee penalty
August	10	Graduation





## GENERAL INFORMATION

### HISTORY

The home of Georgia College is on the fall line of the Oconee River, less than a dozen miles from the geographic center of Georgia. It is approximately one hundred miles from Augusta, Atlanta, Albany, and Columbus, and thirty miles from Macon. The town, which has a population of over eighteen thousand, is placed in an immediate setting of natural beauty and has long been known as a center of history and culture.

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

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

As early as 1825 the Georgia House of Representatives, in session at Milledgeville, passed an act to establish "a public seat of learning in this state for the education of females." On the failure of the Senate to concur, the matter was dropped and was not considered seriously again for three-quarters of a century. In the meantime, a number of academies and colleges for men and women sprang up throughout Middle Georgia. Among them were the Georgia Female College and Oglethorpe University, established in the vicinity of Milledgeville during the 1830's. This was an era in which the South was building its educational services upon the pattern of young ladies' seminaries and of denominational and military institutions preparing young men to be gentlemen-planters. Most of these institutions succumbed to the War Between the States and were never reopened.

Reconstruction and its aftermath laid the basis for a different type of education. The New South, with its urban-industrial emphasis, slowly displaced the old agrarian ideal. The Georgia School of Technology, now the Georgia

Institute of Technology, at Atlanta, chartered in 1885, and the Georgia Normal and Industrial College, at Milledgeville, chartered in 1889, were manifestations of the trend of the times. As the names indicate, these institutions were devoted chiefly to the task of preparing young men and women, on separate campuses, for industrial occupations. The emphasis at that time was largely vocational.

In 1917, in keeping with the economic and cultural changes in the State, the Georgia Normal and Industrial College was given power to grant degrees, and the first degree was granted in 1921. With this change the College introduced more cultural courses, and the liberal arts degree was offered. In 1922 the name of the institution was changed to the Georgia State College for Women. In 1961 the name was again changed to The Woman's College of Georgia. With these changes came a broader academic and professional program.

In January, 1967, the Board of Regents of the University System of Georgia authorized The Woman's College of Georgia to admit men students in the 1967-68 fiscal year, to expand its curriculum and physical facilities, and to provide residence halls for men. Non-dormitory men students were admitted, however, to regular undergraduate classes for the first time in the Spring Quarter, 1967. The new name, Georgia College at Milledgeville, was adopted by the Board later in March, 1967. In October, 1971, the Board of Regents changed the name to Georgia College.

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 was granted in 1959. The first courses in the Master of Business Administration degree were offered in the winter quarter of 1969.

Since January, 1932, the College has operated as a unit of the University 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.

## STATEMENT OF PURPOSE

Georgia College attempts to fulfill its obligations to all its students through emphasis on three major divisions of learning and activity: general culture, professional competence, and individual and group responsibility.

A well-balanced education introduces the student to the vast store of knowledge that man has accumulated through the ages. Whatever the field of interest of the student may be, he should know enough of the scientific method

## *General Information*

to respect the objective approach. He should also have sufficient contact with the best in art, music, history, and literature to insure an adequate understanding of mankind in general and of himself in particular. Only with a liberal, cross-disciplinary foundation will he achieve the comprehensive perspective that makes for enriched living. The College, therefore, has adopted a course of study designed to provide a liberal cultural background in the first two years of all its baccalaureate programs.

Upon this broad cultural base, the College seeks to achieve its objectives of academic and professional competence and individual and group responsibility. As a multipurpose institution, it offers its students opportunities to satisfy their intellectual curiosity, gives them professional preparation in a variety of disciplines, provides them with programs designed to build their physical bodies, and urges them to delve deeply into their areas of major interests at both the undergraduate and graduate levels. As they pursue these fields of interest, the College, realizing that the increasingly complex society of today demands a sympathetic awareness of the problems of human relationship, endeavors to instill in its students an understanding of these problems and a sense of responsibility conducive to their solution. By encouraging its students to maintain acceptable standards of academic achievement and to become involved individuals working intelligently and responsibly for the improvement of all facets of college life, the institution hopes to develop citizens who, upon completion of their academic programs, will be capable not only of performing work that will provide for their livelihood, but also of making contributions that will result in the betterment of society and the quality of life.

## **BUILDINGS, GROUNDS, AND SERVICES**

The main campus consists of forty-three acres in the heart of Milledgeville. This is made up of twenty-three acres which houses all the educational facilities and twenty acres two blocks away that are utilized for student housing. A new athletic complex has been partially completed on six hundred forty-two acres just outside of Milledgeville, and a few miles from town a one hundred acre park, Lake Laurel, supplements the recreational facilities of the College.

The College facilities include more than thirty buildings, most of them red brick with Corinthian columns and limestone trim and the majority of them situated on the main campus. Of these, nine are residence halls.

*Lake Laurel* contains a fifteen-acre lake providing facilities for boating, swimming, fishing, and other outside activities. 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 air conditioned 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.

The new addition to Herty Science Hall, opened in 1972, contains an additional eleven labs, two lecture rooms, a two hundred-seat teaching auditorium and supporting offices.

*Parks Hall*, containing the administrative offices, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." While basically administrative in character, this building does contain a limited number of lecture rooms, faculty offices and administratively related offices.

*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. This building is full air-conditioned.

*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.

*Ennis Hall* is to be converted to an instructional facility housing the Department of Psychology and the Department of Nursing. The building is named in honor of the late Honorable Howard Ennis of Milledgeville.

*Peabody Hall*, the former laboratory school, is now being converted to an educational center which will house the Department of Education and will also serve as a continuing education center. This facility consists of classrooms, laboratories, offices and auditorium.

*The Nursery School* is adjacent to the Peabody Laboratory School. The modern brick building provides physical and educational accommodations for

## *General Information*

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 Language Building* is an air-conditioned facility located 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. 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.

*Maxwell College Union Building* – The modern College Union, opened in 1972, houses the College food services, bookstore, mail room, student lounges, student government offices, conference rooms, publication offices, hobby workshops, game rooms, study rooms, and faculty lounge. The Union's name honors the late Mary Thomas Maxwell, GC professor of English and Dean of Women.

*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. This building consists of the original Atkinson Hall and an addition called Atkinson Annex. The College's duplicating and printing activities are located in Atkinson Annex. The original Atkinson Hall is now being studied to determine its future use.

*Dormitory Accommodations* – There are seven dormitories on the campus. Rooms are modern, convenient, and comfortable. Many of them 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 known as Terrell and Terrell Annex. Originally both of these were student dormitories. Terrell now houses the Departments of History and Political Science and Philosophy and Religion. Terrell Annex houses the Department of Sociology.

*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.

*Beeson Hall*, on Montgomery Street between the Education Building and the infirmary, provides several faculty apartments, the computer center, 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 Green 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 Green Street.

*Napier Hall* – This latest addition to student housing, located in the Nesbit Woods area, consists of two hundred double occupancy, air conditioned, rooms with nine lounge areas; three T. V. rooms; one recreation room; one game room; two study rooms; two laundry rooms; and an office. It is situated on the edge of Nesbit Woods. The name honors the late Alice Napier, who was chairman of the Mathematics Department and who taught at Georgia College for 42 years.

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

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

## General Information

*William Thomas Bone Alumni House*, presented to the College in November 1972 by Mr. Frank E. Bone in honor of his wife, Mrs. William Thomas Bone. This eight-room home will include the Alumni Office, and space to host visiting Alumni.

*Parkhurst Hall*, located on West Green 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 an auxiliary gymnasium, and a number of faculty apartments. This building also houses the College's Physical Plant Department and Warehouse. 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.

*Mary Gilbert Park* is an attractive recreation unit adjacent to Peabody Hall. 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 for 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 110,000 books, numerous documents, and other pamphlets, a substantial collection of recordings and microforms as well as 1200 current magazine and newspaper subscriptions. 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. The Library has also acquired the papers of Flannery O'Connor '45, from the late author's mother, Regina Cline O'Connor.

A remodeling and addition to the Library was begun in 1966 and was completed in 1968. The building is air-conditioned and carpeted and is one of the most attractive, comfortable buildings on the campus. A variety of seating is provided, and the contemporary furniture includes many individual study tables and carrels. A typing room with typewriters furnished is provided for student use at no charge. Copying services for print and non-print materials are available at a nominal cost.

## 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**

Prior to the beginning of classes in the fall, new students spend several days in orientation programs designed to introduce them to their academic program, to prepare them for campus life and to acquaint them with fellow 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**

Georgia College maintains a comprehensive academic advisement system to aid students in the selection of their courses and majors. All students are assigned to an adviser when they apply for admission. For this reason students should indicate on the application form their major area of interest. While the faculty adviser has the responsibility of helping the student plan his academic program and of approving the student's course work as it relates to the student's major, the responsibility of meeting all graduation requirements as stated in the catalogue rests mainly with the student.

Starting with the third quarter of enrollment the student is advised to begin deciding on the department of his major. Students are advised to select their major departments by the end of the sixth quarter of enrollment. The student may select his major department at any time regardless of the number of quarters enrolled. Students should not feel pressured to decide on a major at first. Undecided students will be assigned advisers at random. However, academic programs in some areas necessitate early decisions.

Once a student has selected his major department, in consultation with his assigned adviser and the chairman of the department in which he has decided to major, the student declares his major. Majors are declared by completing the form supplied by his adviser and signed by the department chairman of his major. The form is filed in the Dean's office and the faculty of the student's major department is responsible for the student's advisement until he either changes his major, graduates, or withdraws.

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

In case of serious illness or accident, parents are notified by telegram or telephone message.

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

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

Before final admission, all new students are required to have a thorough physical examination, preferably by the family physician. The Medical Record Form, provided by the registrar, records the family and health history of the student and also the findings of the medical examination. The completed Medical Record Form should be mailed by the physician *directly* to the *Medical Records Section, Parks Memorial Infirmary, Georgia College, 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.

*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 make 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.

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



## **ADMISSIONS AND EXPENSES**

### **ADMISSIONS**

Admission to Georgia College is determined by the Admissions Council. Georgia College is open to all qualified students without regard to race, creed, or national origin. The Council 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 Council 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 an 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, and a statement of the condition of the applicant's health. Specific requirements for freshmen 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 Council 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.

## Admissions and Expenses

### College Level Examination Program (CLEP)

Georgia College has established several programs for awarding credit by examination. Details may be obtained from the College Counselor of Students. The general conditions and standards for awarding credit are as follows:

1. The maximum amount of credit that can be earned by examination is limited by the requirement that 45 of the last 60 and 60 of the last 90 hours of credit must be earned in residence.
2. No person will be permitted credit by examination for a course after he has once enrolled in the course.
3. The College Level Examination Program's *General Examinations* and *Subject Examinations* may not be retaken in order to earn credit.
4. Credit earned by examination will be recorded on the student's record by course, course number, and quarter hours earned. No grade or grade points will be assigned.

### 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 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 of foreign language .....	3
Other optional units .....	4

### 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 a satisfactory overall average on all work attempted.

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 forty-five hours may be taken through extension and home study courses. This forty-five 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 Council. 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 Graduate Catalogue)

## Admissions and Expenses

### Transient Students

Transient student status means that a student is admitted to the College 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 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 is a state-supported institution. As such, it makes no tuition charge for residents of Georgia.

The basic charges are as follows:

#### General Fees

##### Full-time Student

(12 or More Quarter Hours)

	Residents of Georgia	Non-Residents of Georgia
Matriculation Fee	\$115.00	\$115.00
Tuition	—	180.00
Health Service Fee	10.00	10.00
Student Activity Fee	16.00	16.00
	\$141.00	\$321.00

##### Part-time Student

(Under 12 Quarter Hours)

Matriculation, per quarter hour	\$ 9.75	\$ 9.75
Tuition, per quarter hour	—	\$ 14.00
Health Service Fee, six hours or more	\$ 10.00	\$ 10.00
Student Activity Fee, six hours or more	\$ 16.00	\$ 16.00

##### Dormitory Charge (per quarter)

Room Air Conditioned		\$120.00
Without Air Conditioning		\$110.00



**Food Service**

The following choices are available:

2 meals a day Monday through Friday	\$110.00
3 meals a day, 7 days a week	\$160.00

All dormitory residents must have one of the meal plans.

**Fees and Deposits Required**

*Application Fee* (\$10.00)—A non-refundable fee 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* (\$25.00)—Students registering for the first time shall send a Registration Deposit when requested by the director of admissions.

*Room Reservation Deposit* (\$35.00)—A room reservation deposit 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 at the office in April prior to assignment of rooms.

Registration deposits and room reservation deposits received will be credited to the student's account. A refund of these deposits will be made only when the application for withdrawal is made 30 days prior to the opening date for any quarter.

*Room Damage Deposit* (\$20.00)—A refundable room damage deposit is required of all dormitory students. This fee is totally refundable at the time a student graduates or otherwise leaves College housing, if the student has had no damage charged to him that would not be considered normal use.

**Special Fees**

*Graduation Fee* (\$10.00)—A graduation Fee is charged at the beginning of the final quarter of the year in which a student 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* (\$3.00 to \$5.00)—Students who fail to arrange for payment of fees and living expenses at the time provided in the college calendar

## Admissions and Expenses

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.

*Off-Campus Courses*—The fee for off-campus courses is \$12.75 per hour.

*Traffic and Parking Violation Fees*—Each year the College prints an up-to-date set of traffic and parking regulations. These are available upon request from the Security Office. Violation of these regulations can result in a traffic ticket being issued to the offender. Tickets are issued by members of the College Security Force and every Security Officer is a deputized law enforcement officer of Baldwin County. The fine as indicated on the ticket is collected by the cashier at the Comptroller's office.

*Transcript of Record Fee (\$1.00)*—One full transcript of work completed will be furnished without charge. A fee will be charged for any additional single copy.

*Returned Check Charge (\$2.00)*—This is charged against any check not honored and paid by student's bank.

*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 . . . . .	\$20.00
Instruction in organ, one hour lesson each week, each quarter . . . . .	\$42.00

### Non-Resident Students

*Non-Resident Tuition*—A tuition fee of \$14.00 per quarter hour up to a maximum of \$180.00 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. This fee is in addition to matriculation fee.

*Student Responsibility*—The responsibility of registering under the proper residence classification is that of the student, and if there is any question of his right to classification as a resident of Georgia, it is his obligation, prior to or at the time of his registration, to raise the question with the administrative officials of the institution in which he is registering and have his status officially determined. Failure to give complete and accurate information regarding residence will constitute grounds for disciplinary action.

*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 changed 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 nonresident 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.

## Admissions and Expenses

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 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 Service," 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.

### **Housing 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 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 food service are based on current prices and are listed above under *General Fees*. The right to adjust these charges to meet changing conditions is reserved by the College.

A student who formally withdraws during the quarter will be entitled to a refund for room and meals as follows:

#### *Room Rent*

One week	80% refund
Two weeks	60% refund
Three weeks	40% refund
Four weeks	20% refund
No refund thereafter	

#### *Food Service*

On surrendering the meal card(s) to Food Service, a refund will be prorated for meals remaining with a \$5.00 penalty.

### **Payment of College Expenses**

Students are expected to meet all financial obligations when they fall due. Georgia College reserves the right to deny admission to or drop any student who fails to meet promptly his financial obligations. It is each student's responsibility to keep informed of all registration and fee payment dates, deadlines, and other requirements, by referring to the official calendar of events in the catalogue, printed and posted announcements, or through other means from time to time.

All student fees and charges are due and payable at the time stated in the calendar. A student is not officially recognized until all fees and charges are paid.

## *Admissions and Expenses*

A student who does not make payment within the required period is subject to a penalty for late payment.

If necessary, a student may make *advance* arrangements to pay for room and meals in installments.

*Checks*—If the student's bank does not honor the demand for payment and returns the check unpaid, the student is subject to payment of the late payment fee of \$5.00, plus returned check charge of \$2.00. If payment is not cleared promptly, the student's registration is subject to cancellation.

### **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.

**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.

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 awards financial assistance in order that 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 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. Barely admissible candidates may be required to attain a satisfactory academic record for one quarter before receiving financial assistance.

### **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 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.

## *Financial Assistance*

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

### **Faculty Scholarship Fund**

This fund, originally a loan fund, was established by the faculty in 1903-04 as a memorial to deceased members of the faculty. It has been increased by voluntary contributions from the faculty and by donations from several senior classes and now serves as a scholarship fund.

### **A. A. Lowe Scholarship Fund**

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

### **Thomas E. Mitchell Fund**

In 1926 Dr. Thomas E. Mitchell of Columbus made a gift to a fund a portion of which is to be used for students at Georgia College. A limited number of scholarships is granted from this fund annually.

**The Lowe Scholarship Fund**

This fund, established as a memorial to Ellison Homer Lowe and Hattie Jones Lowe, provides scholarships for students who have had an outstanding record during their first two years at Georgia College and who need financial assistance to continue their studies.

**Sylvester Mumford Memorial Fund**

In the will of the late Goertner E. Mumford Parkhurst of Washington, D. C. Georgia College was one of the residuary legatees. The earnings from the fund 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 rising junior and senior music majors selected by competitive auditions.

**Milledgeville Arts Association Award**

Provides an annual cash award for an outstanding rising sophomore art major. Requisites are high academic and creative achievement.

**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.

## *Financial Assistance*

### **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, 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 (Basic and Supplemental)**

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 and adequate funds are available.

## **LOAN FUNDS**

### **National Direct Student Loans**

The College participates in the National Direct Student Loan program. 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 of a total of \$5000 from this source. Repayment begins nine months after the student completes his studies, and no interest accrues until the repayment period begins. Interest at the rate of 3 percent is charged from the beginning of the repayment period until the loan is fully repaid. If necessary, repayment may be extended over a ten-year period.

The legislation provides for partial cancellation of principal and interest for teaching and for military service under conditions outlined in the Act.

### **Nursing Student Loan Program**

Under this program nursing students (not eligible for National Direct Student Loans) who are in need of financial aid and are enrolled at least half-time may borrow a portion of the cost of attending college. Repayment begins nine months after completion of nursing studies and no interest accrues until the re-payment date.

A borrower who becomes a full-time nurse may cancel up to half of the loan by service at the rate of 10% for each such year of service. Further cancellation is provided for in certain special circumstances.

## *Financial Assistance*

### **Nursing Student Scholarships**

Limited funds are available for scholarships for nursing student having exceptional financial need. Such scholarships are usually combined with loans or other forms of assistance.

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**

### **Guaranteed Loans**

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

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

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

### **Pickett and Hatcher Educational Fund**

This fund was created by the late Claude Adkins Hatcher of Columbus, Georgia, founder of Nehi Corporation and its predecessors. In his will Mr. Hatcher set aside a substantial sum to assist students. Immediate response will be given to requests for information. Correspondence should be addressed to: *Pickett and Hatcher Educational Fund, P.O. Box 1238, Columbus, Georgia 31902.*

### **State Scholarship Commission**

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

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

### **Student Employment**

Approximately twenty percent of the College's students hold part-time jobs on campus. Students fill a variety of positions in administrative offices, departmental offices, the library, science laboratories, cafeteria, residence halls, the laboratory school, and elsewhere.

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

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

### **College Work-Study Program**

Students who need to earn a portion of their College expenses are eligible for employment under the Federally supported College Work-Study Program. Students in this program may work fifteen hours a week while classes are in session and forty hours a week during vacation periods.

### **Georgia College Work-Study Program**

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





## STUDENT LIFE

Georgia College 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.

### 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. Dormitory students are also expected to know and observe the regulations for resident living.

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 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 and Agape Council are under the College Government Association and coordinate activities with the Secretary of Student Activities.

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 Council sponsors special events such as sports days, play nights, movies and informal dances. The Program is organized and executed by an Executive Board and a General Board consisting of 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 projects at Central State Hospital, and provides programs in the campus chapel and the coffee house.

## **Maxwell College Union**

The Maxwell College Union, located on Hancock and Clark Streets, was opened to Georgia College students, faculty, staff, administration, alumni, and guests of the college family in September, 1972. The building accommodates Food Services, Book Store, Mail Room, Inventory Control and Student Activities.

The first level of the College Union offers currently enrolled students, faculty, staff, administration, alumni, and guests of the College family areas for recreation, conference rooms, hobby rooms, photography lab, card room, study room, lounge with color T.V., music listening rooms, and offices for the College Government Association, *Spectrum* and *Colonnade*. Also, Inventory Control, Coordinator of Student Activities, and Building Manager offices are located on the first level.

The second level accommodates the college cafeteria, private dining room, and faculty lounge.

Your Georgia College I.D. entitles you to all areas with your guests. The program of the College Union is for individual groups, clubs, organizations, and is governed by the College Union Board. The College Union Board is composed of students, faculty and administrative representation. This Board is a policy-making group for the activities of the College Union.

The College Union Program Council is made up of students who are interested in initiating and developing activities for all members of the college community. You are invited to participate, both in the planning and in the activities of the Union, by serving as a member of the College Union Program Council or by attending the events.

### **Other Activities**

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.

Students attend local churches of their choice. In addition, local churches have organized college groups in young people's work.

## **ACADEMIC CITATIONS**

### **Academic Honors**

Georgia College honors graduates having high academic achievement by designation in the commencement program and on the diploma. The Latin phrases "Cum Laude" (with praise), "Magna Cum Laude" (with great praise), and "Summa Cum Laude" (with greatest praise) are used to identify the levels of achievement on the basis of grade point averages as follows:

Cum Laude	3.60 to 3.74
Magna Cum Laude	3.75 to 3.89
Summa Cum Laude	3.90 to 4.00

### **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 to Phi Sigma, the sophomore honor society. Sixteen quarter hours may be transferred from some other college. The invitation to join Phi Sigma must be accepted before a student can be initiated.

**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 sciences.

**Alpha Psi Omega**

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

**Phi Beta Lambda**

Phi Beta Lambda, a national organization of college business clubs, is 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.

**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**

Who's Who in American Colleges and Universities consists of those students recognized for leadership, contributions to campus life, and potential for future service to the community, state, and nation. The Georgia College students so recognized are nominated from the rising seniors by the junior and senior classes and elected by the faculty.

**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 concerts during the year. In addition, outstanding lecturers from varying fields of interests are brought to the campus annually. Students admitted by I.D. cards.

### **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.

## INDIVIDUAL RECITALS

During the year many public recitals are presented in both 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

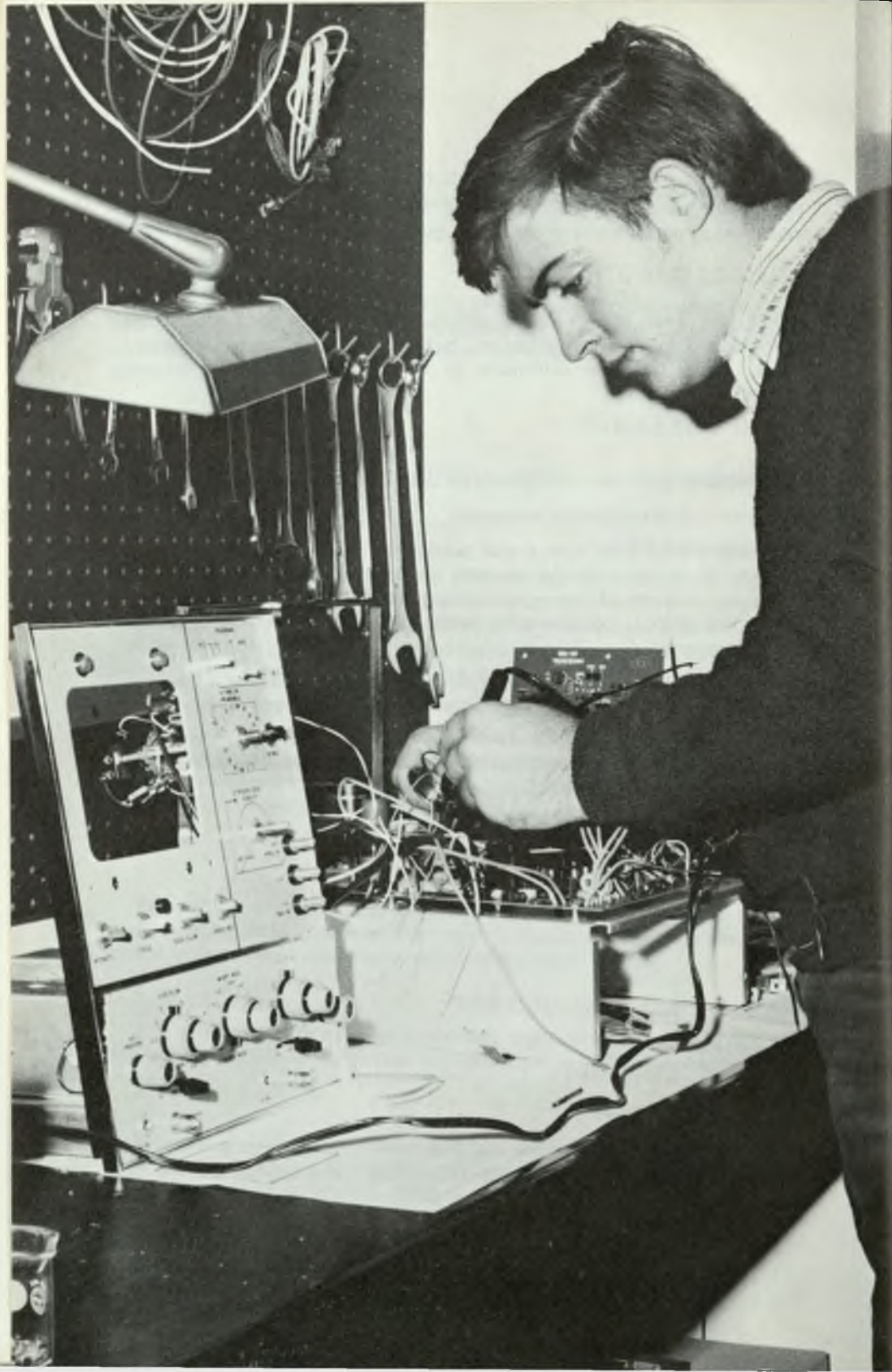
The Yearbook *Spectrum*, is an annual pictorial record of student life.

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 organizations on the campus, the governmental routine of the campus, regulations for resident living, 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.

*Bulletins*, including a quarterly newsletter for parents, alumni and friends, are published each month except July and August. The publications are coordinated through the Department of Public and College Relations.





## **GENERAL REGULATIONS**

### **DORMITORY REGULATIONS**

All students are expected, and freshmen and sophomore students are required, to room and board on the campus as long as space in the dormitories is available, unless they live with parents or near relatives in or near Milledgeville. Any exception to this policy must be with the permission of the Dean of Students.

### **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.

### **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 dormi-

*General Regulations*

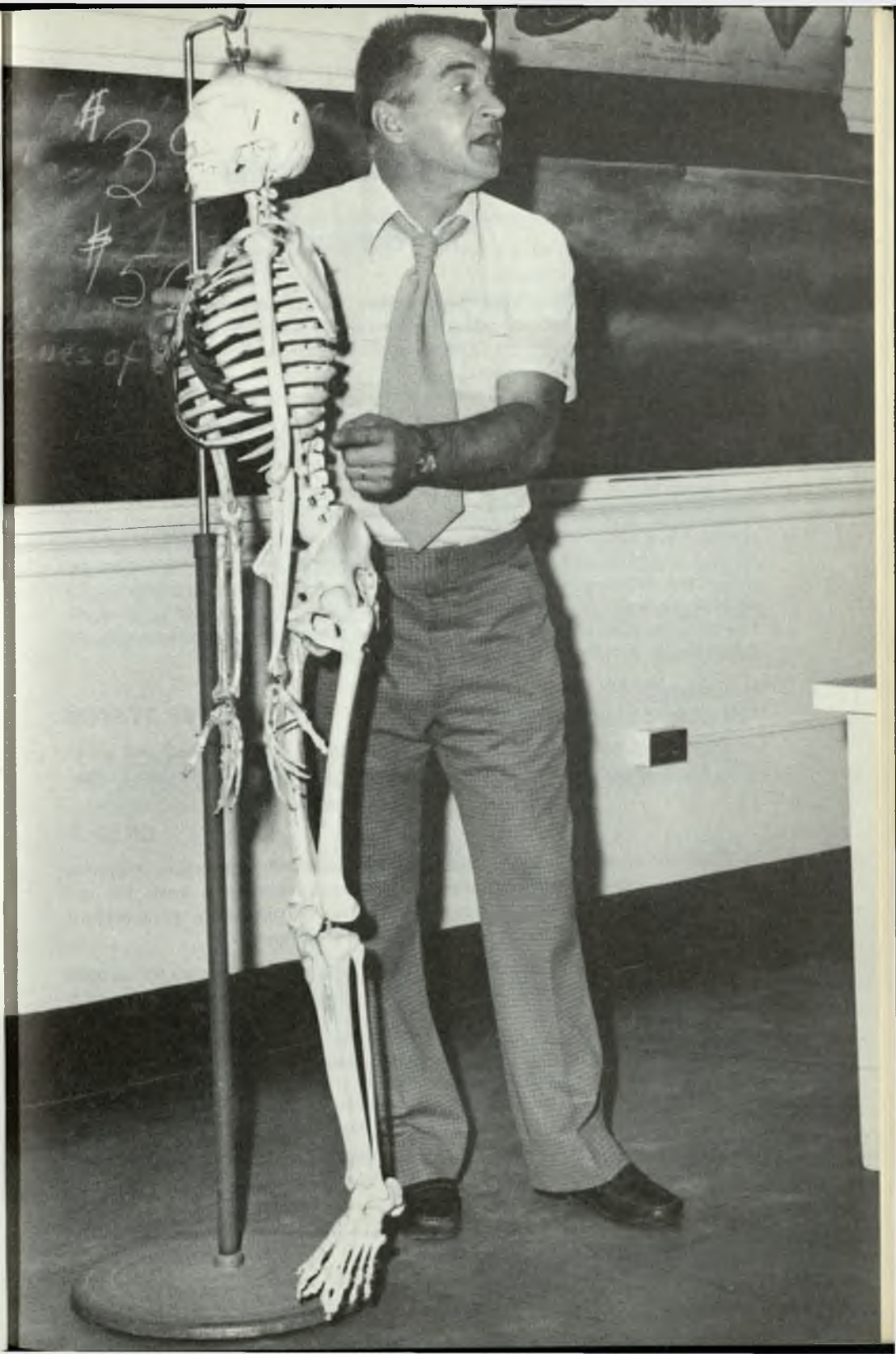
tories on Friday and Saturday as guests of the students and will be expected to pay a nominal overnight fee to the house director.

**EXTRA CURRICULAR ACTIVITY**

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.

Students representing the College in musical group performances must not be on academic or social probation.



## **ACADEMIC REGULATIONS**

### **RESPONSIBILITY OF THE COLLEGE TO THE STUDENT**

The College has the general responsibility to each student of providing an institutional setting and curriculum for the orderly acquisition of knowledge. In meeting this responsibility the College has the obligation of providing competent faculty and valid degree programs.

### **RESPONSIBILITY OF THE STUDENT TO THE COLLEGE**

The student is responsible for his own academic performance and compliance with the curriculum requirements presented in any one catalogue in effect during his enrollment. No change in academic programs inaugurated after a student has been admitted can be made compulsory for a student, unless ten years have elapsed since the student first enrolled. The College provides faculty advisers to assist the student in the preparation of his academic program; however, the student himself is responsible for selecting appropriate courses and satisfying the Academic Regulations of the College.

### **THE QUARTER SYSTEM**

The college year is divided into four quarters of approximately ten weeks each. Under the quarter system classes generally meet Monday through Friday.

### **CREDIT**

Academic credit assigned to a subject is expressed in quarter hours. A passing grade on a subject that requires five one-hour meetings a week (or the equivalent) for one quarter earns credit for five quarter hours. A laboratory period of two to three hours is equivalent to one class hour.

A normal course load is fifteen hours each quarter. (Students are encouraged to use their own judgment in deciding the course loads they will take each quarter. The advice of the student's faculty adviser should be given serious consideration.) Freshmen and Sophomores also take Physical Education in accordance with the general education requirements.

## CLASSIFICATION

The following table is used to determine class organization:

Sophomore	43 quarter hours
Junior	91 quarter hours
Senior	136 quarter hours

## GRADE AVERAGES

Georgia College relies on two methods for determining the student's grade average. One average includes all hours and grades on all courses attempted at Georgia College and is called the cumulative average. The cumulative average is used to determine which students shall receive college honors, to determine class rank, and shall be the official transcript.

A second average is used to determine academic standing, admission to teacher education, and graduation. The second average is called the Academic average and it is based on decisions made by a student who decides to repeat a course in which he has received a grade that is unsatisfactory to him. A student may repeat any course previously taken, and only the last grade and hours earned in any repeated course may be counted.

## METHODS FOR DETERMINING STUDENT ACADEMIC STANDING

A student's academic standing is determined by his grade point average at the end of each quarter. The grade point average is computed by equating letter grades to the following numerical code:

A	=	4	points	(Excellent)
B	=	3	points	(Good)
C	=	2	points	(Satisfactory)
D	=	1	points	(Passing)
F	=	0	points	(Failing)
W	=	0	points	(Withdrew)
X	=	0	points	(Incomplete)
AU	=	0	points	(Audit)

Each point represents a quality point earned per quarter hour credit. Quality points are determined by multiplying the number of quarter hours credit listed for the course by the number of points awarded for the grade earned in the course. (A student who receives an A in a five hour course would have earned twenty quality points for his work in that course.)

A student will be academically classified in good standing if his grade point average at the end of each quarter is at least the amount shown in the following table:

## Academic Regulations

Total Hours Attempted at Georgia College	Required Academic Average*
0 – 42	1.60
43 – 90	1.75
91 – and over	1.90
Graduation	2.00

\*If a course is repeated, only the last hours and grade received are used in the computations.

Any student who fails to maintain the above minimum academic grade point average will be placed on Academic Probation the next quarter of enrollment. A student who remains on Academic Probation for three consecutive quarters of course work will be dismissed from the College for academic reasons. Any student on academic dismissal may petition the Dean of the College for temporary re-admission for one quarter. Any student temporarily re-admitted who has not returned to good standing or shown satisfactory improvement at the end of the quarter may be ineligible to return to the College.

### WITHDRAWAL FROM COURSES

No student may withdraw from any course without presenting to the Registrar's office a drop card signed by his faculty adviser and his instructor. A student who does not withdraw from a course by this procedure will receive a failing grade in the course.

A student may withdraw from a course without receiving a grade any time prior to mid-term. The timing of withdrawals in order to avoid penalty is the responsibility of the student. A student who withdraws from a course prior to mid-term will receive a W for the course. The W will appear on the student's transcript; however, the hours will not be used to compute the grade average. After mid-term no withdrawals from courses will be honored by the College except as follows:

#### Withdrawal From College

A student who withdraws from the College after mid-term may, with the approval of his faculty adviser, petition the Dean of the College for incomplete grades. The petition will specify when the student plans to return to Georgia College and remove the incomplete grades. A student's failure to honor the terms of the petition will release the College from meeting its part of the agreement, and the final grade for these courses will be recorded as F (failing). *To withdraw from the College, a student should report first to the Dean of Students' Office.*

## **INCOMPLETE GRADES**

An undergraduate student may receive an incomplete grade in any course with the permission of the instructor, provided that the reason for the incomplete is beyond control of the student. A student receiving an incomplete grade, and who is not withdrawing from the College, has until the mid-term of the next quarter enrolled (exclusive of Summer) to remove the incomplete grade. Failure to remove an incomplete grade under these conditions will result in a failing grade in the course. An instructor removes an incomplete grade by recording the final grade on a Change of Grade card and sending it to the office of the Dean of the College.

## **RIGHT OF PETITION**

Any student or former student at Georgia College has the right of petition to the Dean. Petitions are to be used by the student and his faculty adviser to remedy undue hardships and specific inequities that may adversely affect a student's ability to fulfill the academic requirements of the College. Petitions may be used to secure approval of special agreements between faculty and students regarding the nature and composition of academic programs. Ordinarily petitions are used to remedy emergency situations in isolated cases caused by unanticipated consequences in the application of the academic requirements of the College.

## **CLASS ATTENDANCE**

Each student is expected to attend classes regularly. It is 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 to make-up work missed. The decision to permit the student to make up work required in any class meeting rests with the instructor. A student should inform his instructor in advance of any expected absences. Request for permission to be absent in order to participate in official activities must be submitted to the Dean of the College at least one week prior to the activity.

## **AUDITING COURSES FOR NON-CREDIT**

Any student may audit any course with the permission of the instructor. Audited courses will NOT be counted as part of the normal course load and no grade will be awarded. Instructors may set special conditions on students who audit their courses. Audited courses will be designated by an Au and will be considered in fee assessment. Auditing a course will not prevent a student from taking the course for credit at a later time.

## ADDING COURSES AFTER REGISTRATION

A student may add courses to his schedule for a period of three school days after formal registration. The add card is available from the Registrar's office and must be signed by the student's faculty adviser and instructors involved before being returned to the Registrar's office by the faculty adviser. No credit will be awarded in any course for which the student is not properly registered.

## REQUIREMENTS FOR GRADUATION

To qualify for a degree at Georgia College the student must satisfy the following requirements:

1. To complete the total quarter hours in courses required for the degree selected and achieve an academic average of at least a 2.00. Sixty of the total number of hours counted toward a degree must be in courses which are considered upper level. A minimum of 186 hours must be successfully completed in order to be eligible for graduation.
2. Complete the general education requirements of the College.
3. Fulfill the departmental requirements for the major 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. No student may receive credit for more than a combination of forty-five hours of extension and/or home study courses.
5. Present a written application for a degree on the form provided by the Registrar by the end of the Winter Quarter immediately preceding the June graduation or by the end of the first session of the summer quarter immediately preceding the August graduation.
6. An undergraduate student proposing to participate in June graduation exercises must have a 2.00 academic average in courses taken while enrolled at Georgia College not later than the end of the Winter Quarter immediately preceding the exercises; for August graduation, not later than the end of the Spring Quarter immediately preceding the exercises.
7. A student planning to use transfer work to qualify for his degree must have *official transcripts* submitted to the Georgia College Registrar's office not later than the beginning of the Spring Quarter immediately preceding June exercises; or the beginning of summer quarter for August exercises.
8. A student who has applied for and been approved for a degree, and does not appear at the graduation exercises he specified on his degree application form, shall not graduate at that time unless he has been approved previously by the Dean of the College for *in absentia* status. Upon resubmission of a written request for graduation at the next graduation exercises, request for



*in absentia* status if desired, and a second payment of the graduation fee, he may receive his degree at the graduation exercises.

9. Georgia College reserves the right to withhold a diploma from any student and refuse to forward transcripts for any student who has an unsatisfactory conduct record or who is in financial arrears to the College.

## 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."

The history requirements of this law may be met by completing History 111 or History 111H. The constitution requirements may be met by completing Political Science 101.

Students transferring to Georgia College from private or out-of-state colleges who have completed these history and political science courses, or their equivalents, may satisfy the law by passing tests on the history and the constitutions of the United States and Georgia. Nursing students and students who enrolled at Georgia College prior to the fall quarter of 1969 may satisfy the law by passing examinations on the four areas specified by the legislature. Students covered by provisions of this paragraph should contact the Department of History and Political Science, which administers the examinations, for more detailed information.

Students who have satisfied the requirements of the law at other institutions in Georgia will be given credit at Georgia College.

## **COLLEGE CREDIT FOR EDUCATIONAL EXPERIENCES IN THE ARMED FORCES**

1. A student who desires transfer credit for educational experience in the armed forces should present evidence of such experiences to the registrar who will evaluate the courses taken and determine the appropriate amount of credit to be awarded. In those cases in which the Registrar desires consultation, an advisory committee consisting of the Dean of the College, two faculty members, and two veteran students will evaluate the courses in question and recommend to the Registrar the amount of credit to be awarded. This committee may recommend awarding lower division credit in all departments of the College.

Upper division credit may be awarded by the Registrar or recommended by the committee only with the concurring approval of the departmental chairman of the area in which credit is sought.

Appeals may be made to the Academic Council.

2. There is no limit on the number of hours of armed forces education experience credit which can be awarded at Georgia College, except that 45 of the last 60 and 60 of the last 90 hours must be obtained in residence.
3. Grade transfer hours will be awarded for all college level work accomplished at the University of Maryland Overseas Branch, University of California Overseas Branch, or any accredited college or university of the United States if the work performed was on a graded basis and not on a correspondence or pass-fail basis and if the work falls within a degree program of Georgia College. The basic regulations regarding residence requirements cannot be waived. Courses not acceptable for major or minor work in upper division brackets by departmental chairmen may be accepted for elective credit.
4. Courses taken on a correspondence, pass-fail, or credit basis in institutions listed in paragraph 3 above may be validated by passing an examination approved by the department concerned. Any fees will be charged to the student.
5. Courses taken for credit in foreign universities may be accepted after evaluation by department chairmen and the Registrar. Local or College Level Examination Course exams may be required and a fee charged. Upon the departmental chairman's recommendation, such work will be accepted for credit.
6. College Level United States Armed Forces Institute courses offered on a graded basis will be accepted under the provisions of paragraphs 1 and 2 above. Courses taken on a pass-fail basis may be validated through the College Level Examination Program course exams, for which a fee will be

charged, or by departmental exams, providing the college rule for maximum of correspondence and extension courses is not exceeded.

7. All veterans of one year or more service will be exempt from physical education requirements upon presentation of evidence (DD214) that an equivalent amount of organized physical education has been performed in the service.

### **RISING JUNIOR TESTING PROGRAM**

The University System of Georgia requires all of its students to take the rising junior level examination. The examination is a requirement for graduation from Georgia College.

The purpose of the Junior Level Testing Program is to insure that no student will receive a degree from Georgia College who does not possess the basic competence of academic literacy. The test will be given each quarter to all students who are attempting a baccalaureate degree and who have passed sixty quarter hours prior to that quarter.

Georgia College will accept the test results transferred from another unit in the University System. Transfer students have the responsibility of checking with the Dean's office to see if they have satisfied the requirement.



## DEGREE PROGRAMS

The subjects offered by Georgia College 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.

## INDEPENDENT STUDY

Independent study courses are offered by the departments who list them in the catalogue. Independent study courses include only those areas of research, study or investigation beyond those normally offered in the department curriculum. The chairman of the department involved shall notify the Dean of the College of all students' registering for independent study courses in his department.

## 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. A 630 verbal score is required for admission to English 102-H and the Chemistry Department requires acceptance by a special committee of its own members. Entering students who are eligible will be sent a letter and a statement of intention which must be signed by the student. 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 limited to freshmen and sophomores and transfer students may also apply but all juniors and seniors are excluded from freshman level honors courses. 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 for Honors credit, 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 received 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.

If a student's work meets honors standards, the supervising professor may recommend Honors Credit which will be awarded after approval by the Honors Committee.

### THE DEVELOPMENTAL PROGRAM

The Developmental Program at Georgia College is designed to provide a supportive environment for beginning freshmen who need additional background in communication skills and mathematical concepts. The program directs a student's growth over a full year period through a controlled curriculum made up of specially designed courses integrated with regular general education course work. Close personal contact with faculty and individualized guidance and counseling help the student to meet his immediate goal of success in college.

The program is outlined as follows:

<i>FALL QUARTER</i>	<i>Hours</i>
Ed. 105 – Developmental Reading . . . . .	3
Soc. 105 – Sociological Communications . . . . .	5
Math. 105 – Mathematical Concepts . . . . .	5
P.E. 100 Level (Choice) . . . . .	1
	14

*Degree Programs*

*WINTER QUARTER*

*Hours*

Ed. 106 – Reading (Dependent upon progress Fall Quarter) . . . . .	NC
Soc. 106 – Sociological Communications . . . . .	3
Math. 110 – Or other Math course appropriate to major . . . . .	5
(*Chemistry 100)	
Speech 101 – Fundamentals of Speech . . . . .	5
P.E. 100 Level (Choice) . . . . .	1
	14

*SPRING QUARTER*

Ed. 107 – Reading (Dependent upon progress Winter Quarter) . . . . .	NC
Pol. Science 101 – The American Political System . . . . .	5
English 101 – General College Composition . . . . .	5
Elect one: Art 103, Music 100, Health 100, Psychology 201, Philosophy 200 . . . . .	5
P.E. 100 Level (Choice) . . . . .	1
	16

Entering freshmen who feel the need for additional help are encouraged to explore the advantages and disadvantages of the program. At least one additional quarter in college will be necessary for the student who decides to pursue the Developmental Program.

Evaluation of progress in reading is accomplished through the use of standardized tests and demonstrated competency. Other courses use regular evaluative techniques which are determined by the instructor.

**GEORGIA INTERN PROGRAM**

Georgia College is a participant in the Georgia Intern Program. The intern program allows students to gain applied knowledge derived from experience working in an agency, office, or institution of the State of Georgia. Any student enrolled in any academic program offered by the College is eligible for the intern program subject to the academic regulations of the College.

Students approved for participation in the program may earn a maximum of fifteen quarter hours toward their degree as an intern. Courses for which academic credit is to be awarded will be approved in advance by the chairman of the department offering the courses and the College Academic Administrator of the intern program. Each intern program will be individually designed to enrich the education of the student, to consider the staffing requirements of the state, and to enhance the academic requirements and offerings of the department.

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\*For Nursing Education students only.



## GENERAL EDUCATION PROGRAM

The following courses are designed to meet the objectives outlined on page 59. These courses or equivalent courses in the same department are required for all degrees.

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

		<i>Hours</i>
Area I.	Humanities .....	20
	English 101, 102 .....	5-10*
	English 200 or 201 .....	5
	Choice of one or two courses from the following list: .....	5-10*
	Art 103**	
	Music 100	
	Modern Foreign Language	
	Philosophy 200, 250	
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 mathe- matics, from the following:	
	Biology 123 or 123H, 124 or 124H .....	0-10
	Chemistry 101, 102 .....	0-10
	Mathematics 101, 102 .....	0-10
	Mathematics 110, 111, 120, 130, 200 .....	0-10
	Physics 101, 102 .....	0-10
	Physics 201, 202 or 203 .....	0-10
Area III.	Social Sciences .....	20
	History 101 or 101H, 111 or 111H .....	10
	Political Science 101 .....	5
	Choice of one of the following: .....	5
	Economics 271	
	Psychology 201	
	Sociology 101	

\*Subject to the student's optional exemption of English 101 when SAT verbal score is 500 or greater.

\*\*ART 100, required for all Home Economics majors, is substituted for ART 103.

*Degree Programs*

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

(See Departmental sections for details)

**DEGREES**

Courses are offered leading to the degree of:

- ASSOCIATE IN SCIENCE
- BACHELOR OF ARTS
- BACHELOR OF SCIENCE
- BACHELOR OF MUSIC
- BACHELOR OF MUSIC THERAPY
- BACHELOR OF BUSINESS ADMINISTRATION
- BACHELOR OF MUSIC EDUCATION
- MASTER OF EDUCATION
- MASTER OF BUSINESS ADMINISTRATION
- MASTER OF ARTS IN HISTORY
- SPECIALIST IN EDUCATION
- MASTER OF SCIENCE IN BIOLOGY

The requirements for the Master's degree are found in the Graduate Program section of this catalogue and in the Graduate Catalogue.

For purpose 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 five-hour 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<br>Economics      | Mathematics             |
| Chemistry                                     | Music                   |
| Early Childhood Education                     | Political Science       |
| Elementary Education                          | Psychology              |
| English                                       | Recreation              |
| French  | Sociology               |
| Health, Physical Education,<br>and Recreation | Spanish                 |
|   | Special Education (EMR) |

Paramedical majors leading to the degree of Bachelor of Science may be taken in Medical Technology.

### BASIC REQUIREMENTS FOR ALL BACHELOR'S DEGREES

	<i>Hours</i>
Core Curriculum, Areas I, II, and III .....	60
Physical Education Activities .....	6
	66

#### Bachelor of Arts

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

	<i>Hours</i>
Basic Requirements .....	66
Foreign Languages .....	10-20

The foreign language requirements consist of the equivalent of four college courses:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language may 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 .....	70-60
	186

#### Bachelor of Science

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

	<i>Hours</i>
Basic Requirements .....	66
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 .....	70
	186

## Degree Programs

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

1. A minimum of 141 quarter hours of credit 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, 103, 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.

### 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 . . . . .	66
Music courses (see page 174) . . . . .	<u>121</u>
	187

### Voice Major

*Basic Requirements . . . . .	86
Music courses (see page 174) . . . . .	<u>116</u>
	202

### Bachelor of Music Education

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

	<i>Hours</i>
Basic Requirements . . . . .	66
Music courses (see page 174) . . . . .	109
Professional Education . . . . .	<u>30</u>
	205

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\*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 beginning teachers in the public schools of Georgia effective July 1, 1974, is the Associate 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 eighteen undergraduate areas have been approved at Georgia College as follows:

- Early Childhood Education (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)  
(Behavioral Sciences, History, or Political Science)
- Art Education (1-12)
- Health, Physical Education (1-12)
- Music Education (1-12)
- Special Education (EMR) (1-12)
- Associate Library Media Specialist  
(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**

Any student enrolled at the College is permitted to take 200 level education courses. To proceed further in the professional sequence requires the completion of an identification folder and assignment to an education adviser. Professional education advisers are assigned as follows:

1. Each elementary education, early childhood education, and special education major is assigned an adviser in the Department of Education

## *Degree Programs*

who is responsible for helping to plan the student's total program and for offering guidance and counseling whenever necessary.

2. Each secondary student is assigned an adviser in the Department of Education who is responsible for planning with 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.

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

When a student is in his seventh quarter he should apply for admission to teacher education. The following criteria are used as bases for admission to or rejection from the advanced professional sequence:

1. Recommendation by the chairman of major department or adviser.
2. An academic grade point average of 2.0 or better.
3. A grade of C or better in the courses comprising the teaching field.
4. A grade of "C" or better in each professional education course.
5. Acceptable communication skills.
6. Acceptable history of mental, emotional, and physical health.
7. Acceptable record of personal behavior.

A student is not permanently admitted to teacher education; if a student fails to maintain the standards which satisfy the criteria for admission, the admission will be withdrawn.

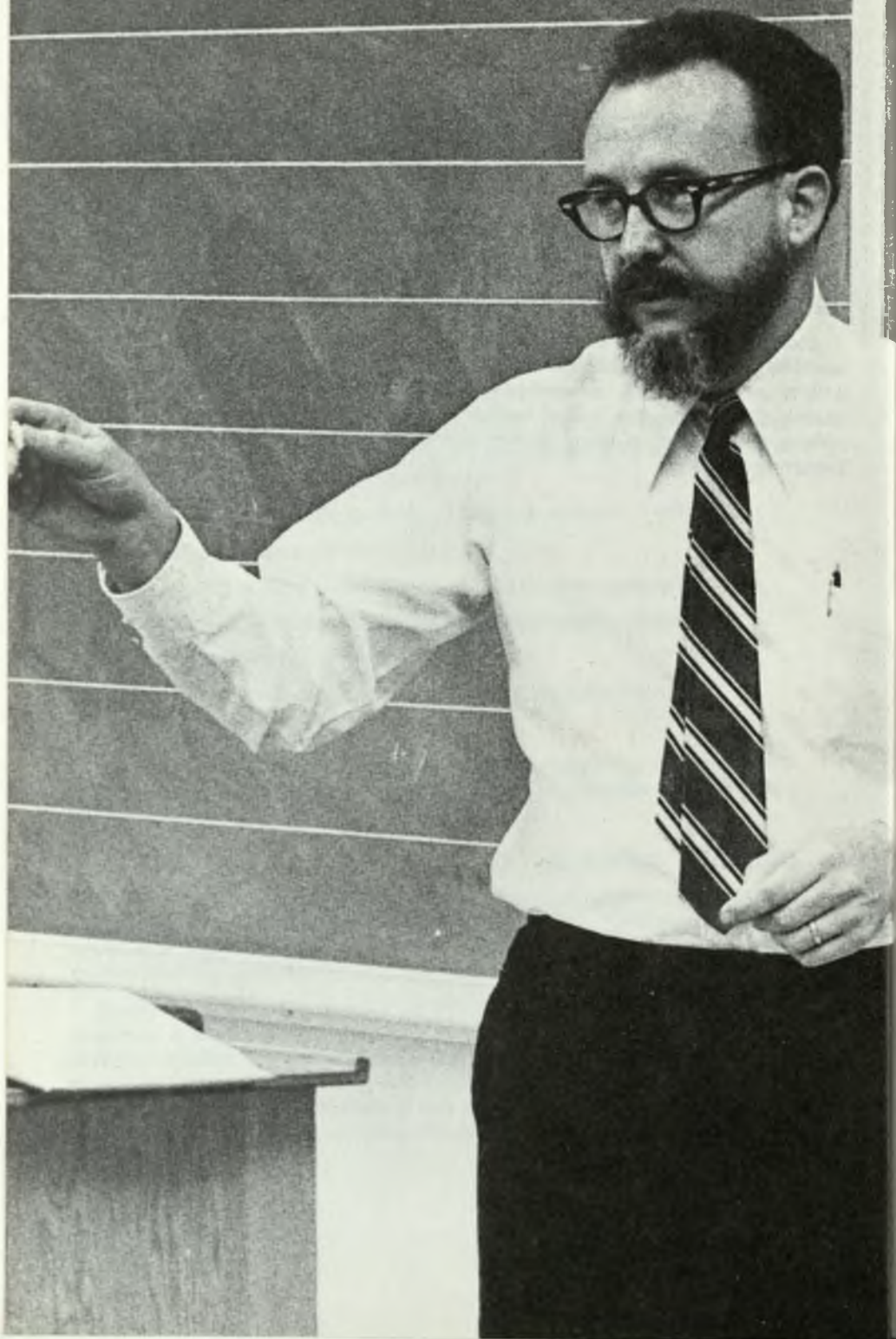
## **STUDENT TEACHING**

No later than two quarters before the student teaching quarter, the student should make application for student teaching. Failure to make application may result in a quarter's delay in receiving placement. Before an application for student teaching can be cleared a student must have a 2.25 academic average.

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 teaching 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. Placement is primarily determined by the availability of satisfactory supervision in schools that are in reasonable proximity to Georgia College and are designated by the Education Department as teacher education centers. If a student has special placement needs, they will be considered. Student preferences for placement, however, will be considered only when they do not conflict with above priorities and related factors. The Education Department necessarily reserves final judgment in determining placement.

Student teachers are not allowed to hold week-day jobs during the student teaching quarter since student teaching is a full-time responsibility. Students with financial needs will have to make plans well in advance in order to have the student teaching quarter free of outside interference. Copies of the full list of policies under which student teaching operates are available in the Education Department Office.





## **THE GRADUATE PROGRAMS**

The Graduate Programs provide advanced study in business administration, teacher education, history, and biology. The programs culminate in the Master of Business Administration, the Master of Education degrees or the Specialist in Education degree, the Master of Arts in History, and the Master of Science in Biology.

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 Peabody 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.

## **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.

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 in 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 the Admission Test for Graduate Study in Business, or, with departmental approval, the Graduate Record Examination.

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.

## *Graduate Programs*

### **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**

Applicants for the fifth-year program must comply with the general requirements prescribed for the University System. In addition, the following specific requirements must be met:

1. The applicant must have completed an accredited undergraduate program which shows satisfactory preparation for the proposed graduate study.
2. The applicant must hold, or be eligible for, a professional certificate in the field in which graduate work is planned.
3. The applicant must submit a satisfactory score on either the National Teacher Examinations (both Common and Teaching Field) or the Graduate Record Examination.

Applicants must submit four copies of the application for admission and two copies of the undergraduate transcript to the Director of Graduate Studies. An applicant who fails to meet all admission requirements may be admitted provisionally; however, no more than fifteen hours of graduate work should be attempted before regular graduate status has been attained.

### **Admission to Candidacy**

After admission as a regular graduate student and completion of fifteen hours of course work, a student may apply for admission to candidacy for the Master of Education degree. Students are responsible for initiating this step. Basic requirements for admission to candidacy are as follows:

1. The applicant must have completed not less than fifteen nor more than thirty hours of work, including five hours in a 600 professional education course and five hours in the teaching field.
2. The applicant must show evidence of at least one year of successful teaching.
3. The applicant must submit a program of study approved by the major adviser and the Coordinator of Graduate Programs in Education.

Four copies of the planned program are submitted with the application for candidacy. Upon approval, one copy of the program is returned to the applicant,

one is sent to the major adviser and one to the Coordinator of Graduate Programs in Education, and one is retained in the office of the Director of Graduate Studies.

### **Credit Requirements and Regulations**

The Master of Education degree requires sixty quarter hours of credit, normally twelve five-hour courses. Specific requirements are as follows:

#### **I. Professional Education**

1. Ed. 600, Social Foundations or Ed. 620, Philosophical Issues
2. Ed. 630, Educational Research
3. Ed. 640, Advanced Studies in Learning
4. Ed. 690, Curriculum Planning
5. An education elective

#### **II. Teaching Field Courses**

Twenty-five hours of course work in the field of certification.

#### **III. Electives**

Ten hours of electives which may be in the content field, related subject areas, or education.

At least thirty hours of graduate work must be completed on campus. Under no circumstances will more than thirty hours of off-campus credit (including MGATES or comparable courses) be accepted on the degree program. Fifteen hours of these thirty hours may be taken under the auspices of another institution.

Not more than fifteen hours can be earned by anyone employed full time during the September-June period.

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.

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.

### **Advisement**

Upon approval for admission by the Director of Graduate Studies, a student's application is sent to the Coordinator of Graduate Programs in Education, who assigns an adviser. Department chairmen usually serve as advisers for students in the secondary teaching areas, and an education professor serves for those in elementary education. The adviser should be contacted whenever the student has questions concerning the program or registration for courses.

## SPECIALIST IN EDUCATION DEGREE

### 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 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 examinations. 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 degree. 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.

## MASTER OF ARTS DEGREE IN HISTORY

The Master of Arts Degree in History prepares students for further study elsewhere toward the Ph.D. degree, for employment in historical and governmental agencies, and for teaching in junior college. It also provides concentrated preparation in history for certified secondary school social studies teachers.

### Admission

Applicants for admission to the program leading to the Master of Arts Degree in History must comply with the general requirements of the University System and the College. If they have not already satisfied them under general requirements, applicants must also:

1. Hold the bachelor's degree from a regionally accredited institution with a major in history, or be assured of receiving the degree before entering the program. A person with a major in another field, but with substantial work in history, may be admitted if, in the opinion of the Chairman of the Department of History and Political Science, he shows promise of doing acceptable graduate work in history. Ordinarily such admission will be on a provisional basis.

2. Have an undergraduate grade average of at least 2.6 on a 4.0 scale.

3. Submit acceptable scores on both the Aptitude and the Advanced History portions of the Graduate Record Examination.

4. Arrange for submission of three letters of recommendation from undergraduate professors or others who can attest to the applicant's ability to do graduate work in history. One letter should be from the chairman of the department in which the undergraduate major was taken. Letters should be sent by the writers directly to the Director of Graduate Studies.

The completed application, including all supporting papers, must be filed with the Director of Graduate Studies not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study. Admission is granted by the Director of Graduate Studies upon recommendation of the Chairman of the Department of History and Political Science. *Prospective applicants should consult with the chairman of the department prior to filling application.*

### Programs of Study

The Master of Arts Degree in History is offered under two plans:

Plan A. (With thesis.) A minimum of forty-five quarter hours of graduate work in history is required, including History 650 (Advanced Study), History 600 (Historiography), at least one seminar (History 605, 608, 611, 617), and History 654 (Thesis Research).

## *Graduate Programs*

Plan B. (Without Thesis.) A minimum of sixty quarter hours of graduate work is required. At least forty-five quarter hours must be in history, including History 650 (Advanced Study), History 600 (Historiography), and a minimum of one seminar (History 605, 608, 611, 614, 617).

Students hoping to pursue further study elsewhere toward the Ph.D. degree should follow Plan A. All students must enroll in History 650 in the first quarter. One five-hour graduate-level political science course may be substituted for one optional history course.

A maximum of fifteen hours of graduate work creditable to the program may be taken at other accredited graduate institutions. Courses taken prior to admission to this program must be directly pertinent, and *courses taken after admission must be taken in an approved transient student status*. In either case, grades may not be lower than "B". All work, whether in this institution or another, must be done within a period of six years.

Fields of concentration offered are:

1. The United States.
2. Europe.

Graduate instruction in other fields is also offered.

Each student will choose a field of concentration; those following Plan A will write the thesis in it, and those following Plan B will write a mature research paper in it while enrolled in History 650.

Early in the quarter following completion of fifteen hours of work, the student must complete and submit for approval a Program of Graduate Study based upon the programs described above.

### **Advisement**

Upon admission, and prior to admission to candidacy, each student is advised by the chairman of the department of history and political science. Upon admission to candidacy, the student is assigned by the Director of Graduate Studies in consultation with the chairman of the department to a Supervisory Committee composed of three or more members of the Graduate Faculty of the college, one from a discipline other than history. The designated chairman, a member of the department of history and political science, will serve as the student's adviser and thesis director (if applicable), and as chairman of his examining committee.

### **Language Requirements**

A reading knowledge of one modern foreign language, ordinarily French, German, or Spanish, must be demonstrated prior to admission to candidacy for the degree. With consent of the chairman of the department another language may be substituted. A reading knowledge may be demonstrated in either of two ways:



1. By having completed, not more than four years prior to admission to graduate study, the fourth course or higher of a language with a grade of at least "B."
2. By an examination, either standardized or local at the option of the student, administered by the department of modern foreign languages of the college. The local examination consists of two parts: (a) writing a satisfactory translation, with the aid of a dictionary, of a relatively brief passage from a previously unseen work in the field of history, and (b) writing a satisfactory general summary in English, with the aid of a dictionary, of a longer passage from a previously unseen work in the field of history, and satisfactorily answering oral questions on the passage.

The examination may be taken a maximum of three times in any one language. The student should make arrangements for taking the examination directly with the chairman of the department of modern foreign languages.

#### Admission to Candidacy

Application for admission to candidacy for the degree of Master of Arts in History should be made after successful completion of fifteen hours of graduate work at Georgia College (at least ten hours in history), and must be made prior to completion of thirty hours. Exception to the thirty-hour maximum may be made for a student transferring the maximum amount of work from another institution. Candidacy will be granted to applicants who have:

1. Fully met all admission requirements.
2. Made an average grade of at least "B", with no grades "C", on a minimum of fifteen hours of work.
3. Secured approval of the Plan of Graduate Study, including thesis topic if applicable.
4. Satisfied the language requirement.

#### Thesis

Students following Plan A will submit a thesis in an acceptable style of historical writing which demonstrates the ability to investigate independently a topic of historical significance. The topic will be selected in consultation with the student's advisor and be approved by the Supervisory Committee. Style and format will be in conformity with Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Phoenix Books, University of Chicago Press, \$1.25). Four copies of the completed thesis in unbound form must be submitted to the Supervisory Committee for critical reading not later than four weeks prior to the date of proposed graduation. After the student has passed the Master's Comprehensive Examination on thesis and course work, one copy will be returned to him and three will be deposited with the Director of Graduate Studies for binding and preservation in the college library and the department of

## *Graduate Programs*

history and political science. The student must be registered for History 654 (Thesis Research) in the quarter in which he expects to complete and be examined on his thesis.

### **Final Examination**

The candidate must pass an oral and/or written Master's Comprehensive Examination covering his course work, and thesis if applicable. The examination will be given no later than ten days prior to anticipated graduation, and the candidate must be enrolled in the college at the time. The candidate's Supervisory Committee will serve as his examining committee. If oral defense of the thesis and/or oral examination on course work are to be included, the examination will be given publicly at a time and place announced by the Director of Graduate Studies as far in advance as possible.

A candidate who fails to pass the Master's Comprehensive Examination may, upon recommendation of the examining committee, repeat the examination, but only after a lapse of one quarter. He must be enrolled in the college in the quarter of re-examination; if all other requirements except final examination have been satisfied he should re-enroll for History 650 for two hours credit. If the candidate fails a second time, no further opportunity to take the examination is permitted.

### **Financial Aid**

Inquiries concerning general financial assistance, described in detail elsewhere in this catalogue, should be sent to the Director of Financial Aid.

Inquiries concerning graduate fellowships and assistantships in the department which may be available should be sent to the chairman of the department of history and political science.

### **Further Information**

Inquiries concerning admission to graduate work in the college and to the program leading to the Master of Arts Degree in History should be sent to the Director of Graduate Studies.

Inquiries concerning the nature of the program and the availability of given courses should be sent to the chairman of the department of history and political science.

## **MASTER OF SCIENCE DEGREE IN BIOLOGY**

### **Admission**

The following admission standards are required for admission to the Master of Science Program in biology:

1. A Bachelor's degree from an accredited institution.
2. A minimum of 35 hours of undergraduate work in biology.
3. Satisfactory scores on Graduate Record Exam. (Higher scores may allow students with a lower grade point average to enter the graduate program for the M.S. degree.)
4. An undergraduate average of 2.6 or better on a 4.0 scale.

A committee composed of departmental advisers will meet with each student to advise them on the specific requirements of the program and inform them of the research opportunities available.

### **Admission to Candidacy**

Applicants who have met the minimum requirements for admission to the graduate program in biology may apply for candidacy after completing a minimum of 15 hours of graduate work. The candidate must also have a planned program of study, have outlined an acceptable thesis problem and have passed a general comprehensive examination in the field of biology. Qualifying comprehensive examinations will be administered during the fifth week of any quarter.

### **Other Requirements**

All students entering the M.S. program must earn 45 hours of approved graduate credit and complete an independent research problem and submit three unbound copies of the thesis for approval. The student will select a major professor to direct his thesis problem. In addition he will, in concert with his major professor, select a supervisory committee who will give him a final oral examination covering both the defense of his thesis and a comprehensive examination in biology emphasizing aspects of his graduate program. Other members of the biology department and other departments may participate in the final. Elective course work (statistics, computer courses, chemistry, etc.) are considered as added requirements above the 45 hours of course work unless they are approved for graduate credit.

### **Financial Aid**

Inquiries concerning sources for financial support including Teaching and/or Research Assistantships should be directed to the Chairman of the Biology Department.

## *Graduate Programs*

### **Further Information**

Inquiries concerning admission to graduate work in the College and to the program leading to the Master of Science Degree in Biology should be sent to the Director of Graduate Studies.

Inquiries concerning the nature of the program and the availability of given courses should be sent to the Chairman of the Department of Biology.

## DEPARTMENTS OF INSTRUCTION AND COURSE OFFERINGS

### ART

George H. Gaines, Chairman

Professor: Gaines, Associate Professor: Hardy. Assistant Professor: Hokanson, Nix.

The Art Department is concerned with the creative, education, 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 204 A,B,C, 210, 211, 212, 304, 333, 450 and a ten-hour concentration selected from one of the following areas: painting, crafts, or ceramics; two of the following: 328, 347, 348; and two additional courses from the remaining area.

2. Bachelor of Science degree with a major in art education: general and professional education plus eighteen courses in art required, including Art 204, A,B,C, 210, 211, 212, 304, 310, 315, 316, 317, 333, 335, 450; one of the following: 328, 347, 378; and one additional art course from the remaining areas.

NOTE—Portfolio required of Transfer Students prior to registration.

#### Requirements for Minor

Art Structure and a two-course sequence in a studio area.

Art History Survey and two courses from the following: 328, 347 or 348.

#### Area IV: Art

#### Area IV: Art-Education

Courses	Hours	Courses	Hours
For. Lang.	10	Ed. 204	5
Art 103	5	Art 103 or Mus. 100	5
Art 204A, 204B, 204C	12	Art 204A, 204B, 204C	12
Art 210, 211, 212	9	Art 210, 211, 211	9*
Mus. 100	5*	Psy 201 or Soc 101	5
Electives			

## Art

### 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.

## ART

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

100. BASIC DESIGN AND COLOR. (3-4-5) F, W, S

Principals of design, composition, and color fundamentals. Lecture and studio problems for the non-art major. Fee for materials.

103. INTRODUCTION TO ART. (5-0-5) F, W, S, Su

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.

204A.\* ART STRUCTURE. (0-8-4) F

Drawing and introduction to graphic techniques. Fee for materials.

204B.\* ART STRUCTURE. (0-8-4) W

Drawing and introduction to painting. Fee for materials.

204C.\* ART STRUCTURE. (0-8-4) S

Drawing and introduction to sculpture. Fee for materials.

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\*Art 204A,B,C are for art majors.

210. ART HISTORY SURVEY. (3-0-3) F  
Ancient and Medieval periods.
211. ART HISTORY SURVEY. (3-0-3) W  
Gothic, Renaissance, and Baroque periods.
212. ART HISTORY SURVEY. (3-0-3) S  
Neo-classic through mid-twentieth century.
216. DRAWING. (0-10-5) W  
Prerequisites: Art 100 or 204A.  
Drawing from still life, landscape, figure. Various media. Fee for model and materials.
304. DRAWING AND PAINTING. (0-10-5) F  
Prerequisite: Art 204B.  
Picture structure through design and composition. Studio and lecture.
- 310-311. CERAMICS. (0-10-5) each. S  
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.
- 315-315A.\* ART EDUCATION K-6. (3-4-5) each. F, W, S, Su  
This course is designed to develop an understanding and evaluation of materials and teaching methods in relation to the behavioral sciences and art teaching theories. The acquisition of sufficient knowledge and skills for classroom practice is emphasized through personal participation.
316. ART IN THE JUNIOR AND SENIOR HIGH SCHOOL. (3-4-5) F  
Prerequisite: Art 315A.  
A sequential course for art education majors. Includes curriculum planning, sources of supplies, art room planning and adaptations of studio experiences to various teaching levels. Lecture and studio.
- 317-317A. SCULPTURE. (0-10-5) each.  
Prerequisite: Art 204C.  
Problems in creative arrangements of three-dimensional forms. Experience in various sculpture media.
328. THE ANCIENT WORLD. (5-0-5)  
A study in the development of the arts from the prehistoric to the early Christian period.
329. COMMERCIAL DESIGN. (0-10-5) S  
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.

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\*Art 315A is for Art majors.

Art

333. DRAWING. (0-10-5) W

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. Fee for model and materials.

335-336. CRAFTS. (0-10-5) each. F, W

Prerequisite: Art 204C.

Design related to a variety of materials and processes, including textile weaving, printing, silk screen and dyeing, jewelry and metal work, enameling, and stone-setting. Lecture and studio. Fee for materials.

347. THE MODERN WORLD. (5-0-5)

A study in the development of twentieth-century painting, sculpture, and architecture.

348. AMERICAN ART. (5-0-5)

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

444. PAINTING. (0-10-5) S

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.

444A. PAINTING. (0-10-5) S

Prerequisite: Art 444.

Advanced painting. Studio and lecture.

450. SEMINAR AND EXHIBITION\*. F,W,S

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

454. INDEPENDENT STUDY. F, W, S

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. Credit, five hours.

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\*Exhibition of work completed at Georgia College.



## BIOLOGY

David J. Cotter, Chairman

Professor: Cotter. Associate Professor: Batson, Chesnut, Daniel. Assistant Professor: Aliff, Caldwell, Staszak, Whipple.

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

The departmental major includes Biology 225, 490, and seven additional upper division courses. One of these upper division courses must be a botany course (Biology 340, 360, 361, or 465) and at least three 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.

Area IV: Biology		Area IV: Biology-Education	
Courses	Hours	Courses	Hours
Bio. 225	5	Ed. 204	5
25 hours selected from:		Soc. 101 or Psy. 201	5
Phys. 101, 102, or 201,		Mus. 100 or Art 103 or	5
202, 203		Speech 101	
Chem. 101, 102, 103, 231		15 hours selected from:	
Math 201		Bio. 210, 211, 225	15
For. Lang.	5 or 10*		

## BIOLOGY

NOTE: (4-3-5) following course title indicates.

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

123, 124. PRINCIPLES OF BIOLOGY. (4-2-5) each. F, W, S, Su

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.

123H-124H. PRINCIPLES OF BIOLOGY. (4-2-5) each. W, S

An introduction to biology with emphasis on current developments. Open by invitation to entering freshmen with superior SAT scores and high school records

## *Biology*

upon recommendation of the chairman of the department and approval of the Dean of the College.

### 210. HUMAN ANATOMY. (3-4-5)

A detailed study of the structures of the human body.

### 211. HUMAN PHYSIOLOGY. (4-2-5)

A detailed study of the functions of the human body.

### 225. INVERTEBRATE ZOOLOGY. (2-6-5) F, Su even year

Prerequisite: Bio 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.

### 300. GENERAL PHYSIOLOGY. (3-4-5) S

Prerequisite: Bio 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.

### 305. COMPARATIVE VERTEBRATE ANATOMY. (2-6-5) W

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

### 320. MICROBIOLOGY. (2-6-5) F, S, Su

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

### 340. PLANT PHYSIOLOGY. (3-4-5) S

Prerequisite: Bio 124.

A study of the basic principles of plant physiology.

### 350. CONSERVATION. (3-0-3) W

A consideration of the basic biological aspects of the conservation of man's renewable and non-renewable natural resources.

### 351. ETHOLOGY-ANIMAL BEHAVIOR. (3-0-3) W

A study of animal behavior and the factors influencing behavior patterns.

### 352. BIOLOGY FOR TEACHERS. (3-0-3) F

A survey of some of the biological concepts and techniques for the elementary and secondary teachers.

### 353. LOCAL FLORA. (0-6-3) S

A survey of the common plants to provide an understanding of the principles of plant taxonomy and an appreciation of the mechanics of plant identification.

354. BIOLOGY AND HUMAN AFFAIRS. (3-0-3) F

A course designed to analyze the current developments in the biological sciences and their implications for society.

360. NON-VASCULAR PLANTS. (2-6-5) F

Prerequisite: Bio 124.

A survey of the non-vascular plants including bacteria, fungi, algae, mosses and liverworts with emphasis on evolutionary relationships, morphology, physiology, ecology, and classification.

361. VASCULAR PLANTS. (2-6-5) W

Prerequisite: Bio 124.

A consideration of the higher plants including ferns, fern allies, gymnosperms and angiosperms with special attention given to the evolutionary trends, morphology, physiology, ecology and classification.

402. FIELD BOTANY. (2-6-5) S even years; Su odd year

Prerequisite: Bio 124.

A course designed to acquaint the student with interrelationships of living organisms through the use of plant material from the natural habitat.

403. FIELD ZOOLOGY. (2-6-5) S odd years, Su even years

Prerequisite: Bio 225.

A course designed to study the biology of animal populations in their natural habitat.

434. HISTOLOGY. (2-6-5) W

Prerequisite: Bio 225.

Preparation and study of animal tissues.

440. GENETICS. (5-0-5) F, Su even years

Prerequisite: Bio 124.

A study of the physical basis of inheritance, the laws of heredity and their relation to man.

441. EVOLUTION. (5-0-5) W, Su odd years

Prerequisite: Bio 124.

A study of the processes of organic evolution.

442. ECOLOGY. (2-6-5) S, Su

Prerequisite: Bio 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.

444. VERTEBRATE EMBRYOLOGY. (2-6-5) S

Prerequisite: Bio 225.

The early embryological development of vertebrates. Includes study of germ cells, fertilization, differentiation, and the origin of organ systems.

## *Biology*

### 446. PARASITOLOGY. (2-6-5) F

Prerequisite: Bio 225.

The biology, identification, and control of protozoa, worms, and insects that commonly parasitize man and domestic animals.

### 450. INDEPENDENT STUDY. (Var.) on demand

Prerequisite: Permission of instructor.

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

### 450H. INDEPENDENT STUDY – HONORS CREDIT. (Var.) on demand

Prerequisite: Permission of instructor.

Special problems in biology. Open by invitation to seniors with 3.2 overall grade point average.

### 465. PLANT ANATOMY AND MICROTECHNIQUE. (2-6-5) F even years, Su even years

Prerequisite: Bio 225.

A course designed to acquaint the student with plant cells and tissues and the methods for preparing plant materials for microscopic examination.

### 467. GENERAL ENTOMOLOGY. (2-6-5) F, Su, even years

Prerequisite: Bio 225.

An introduction to the biology, classification, morphology and behavior of insects.

### 469. FRESHWATER BIOLOGY. (AQUATIC BIOLOGY). (2-6-5) S, Su

Prerequisite: Bio 225.

Study of freshwater organisms, their identification, natural history and environmental relationships.

### 490. SEMINAR. (1-0-1) F, W, S, Su

Prerequisite: Jr.-Sr. standing.

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

### 499. INTERNSHIP. (Var.) on demand

Prerequisite: Permission of instructor.

Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

## GRADUATE COURSES

(For complete description see Graduate Catalogue)

### 501. RECENT ADVANCES IN THE BIOLOGICAL SCIENCES.

Prerequisite: Forty hours in science.

- 502. FIELD BOTANY.
- 503. FIELD ZOOLOGY.
- 504. GENETICS.
- 541. EVOLUTION.
- 542. ECOLOGY.
- 550. INDEPENDENT STUDY.
- 565. PLANT ANATOMY AND MICROTECHNIQUE.
- 567. GENERAL ENTOMOLOGY.
- 569. FRESHWATER BIOLOGY.
- 599. INTERNSHIP.
- 605. INTRODUCTION TO SCIENTIFIC RESEARCH
- 615. BIOGEOGRAPHY
- 625. LIMNOLOGY
- 635. POPULATION ECOLOGY
- 645. ICHTHYOLOGY
- 655. ADVANCED PARASITOLOGY
- 665. ADVANCED PHYSIOLOGY
- 675. ADVANCED ENTOMOLOGY
- 685. ADVANCED MICROBIOLOGY

## BUSINESS ADMINISTRATION AND ECONOMICS

Joseph F. Specht, Chairman

Professor: Bunting, Hong, Specht, Thornhill. Associate Professor: Anthony, Dooley, Fuller. Assistant Professor: Engerrand, B. Joyner, Long, Piper, Rouk, R. Watkins.

The Business Administration undergraduate programs are built to satisfy the students who are interested in Management, Marketing, 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, Fashion Marketing, and institutional Food Service Administration\*. 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 212 or 301, 251, 252, 307, 317, Economics 272.

### **Additional (Choice of One) Major in Management**

Psychology 201  
Economics  
377, 476, 478

Business Administration  
301, 340, 361, 441, 442, 443

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\*Offered in cooperation with the Department of Home Economics.

**Major in Accounting**

Economics 377  
Business Administration 301, 308,  
351, 352, 356, 441, 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, 322, 323,  
324 or 306, 309, 440;  
5 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 212,  
226, 227, 228, 303; 320, 322,  
323 or 306, 309, 351;  
1 Business Elective

Education 204, 395, 405, 445, 446,  
447, 455, 476

**Major for Fashion Marketing**

Psychology 201  
Chemistry 102  
Sociology 452  
Art 329  
Business Administration 301,  
361, 362, 366, 443

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

**Major for Institutional Food Service Administration**

Art 100  
Home Economics 215, 333, 341, 342,  
420, 421, 446

Business Administration 251, 252, 301,  
307, 317, 340, 361, 441, 443  
Economics 271, 272, 377

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\*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 351.

## CONCENTRATION FOR TWO-YEAR CERTIFICATE

### General Education

English 101, 102	Business Administration 307, 226, 227,
Economics 271, Political Science 101;	228, 251, 303, 317; 320 or 306; 322
History 111;	or 309; 323 or 440;
2 General Education Electives	Business Elective: 5 hours

### Area IV: Business Administration and Economics (Management)

Courses	Hours
Bus. Ad. 251 & 252	10
Math. 201 & Bus. Ad. 226	10
Eco. 271	5
Psy. 201	5

### Area IV: Business Administration and Economics (Office)

Courses	Hours
Bus. Ad. 226, 227 & 228	15
Bus. Ad. 251 & 252	10
Eco. 271 or 272	5

### Area IV: Accounting

Courses	Hours
Bus. Ad. 251 & 252	10
Math. 201 & Bus. Ad. 226	10
Eco. 271 & 272	10

### Area IV: Business Education

Courses	Hours
Ed. 204	5
Art 103 or Mus. 100	5
Psy 201 or Soc 101	5
Choice of three of the following:	
Bus. Ad. 226, 227, or 228	
Bus. Ad. 251, 252	
Eco. 271, 272	

## BUSINESS ADMINISTRATION

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

### 103. OFFICE PRACTICE. (1-0-1)

An acquaintanceship in the use of electronic and printing calculators and other modern office equipment.

### 125. INTRODUCTION TO TYPEWRITING. (5-0-5)

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



**212.\* MATHEMATICS OF FINANCE. (5-0-5)**

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

**226.\* SKILL-BUILDING AND REVIEW TYPEWRITING (5-0-5)**

An introduction to and a review of basic typewriting techniques.

**227.\* INTERMEDIATE TYPEWRITING. (5-0-5)**

Prerequisite: Business Administration 226.

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

**228.\* TYPEWRITING OFFICE PRACTICE. (5-0-5)**

Prerequisite: Business Administration 227.

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

**251. ACCOUNTING PRINCIPLES I. (5-0-5)**

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 book-keeping; accounting principles, procedures, and techniques, relating to professional, personal service, and merchandising firms; and a broad study of assets with emphasis on working capital.

**252. ACCOUNTING PRINCIPLES II. (5-0-5)**

Prerequisite: Business Administration 251.

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

**301. INTRODUCTION TO ECONOMIC AND BUSINESS STATISTICS. (5-0-5)**

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

**303.\* OFFICE MACHINES. (5-0-5)**

Prerequisite: Business Administration 226 or 227.

Introduction to the use of adding, calculating, posting, dictating and

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\*Credit is given only for a concentration in Business Education and Office Occupation.

*Business Administration and Economics*

duplicating machines, computing activities of the office. The problems, selection, and administration of basic office machines.

**306.\* OFFICE MECHANIZATION AND AUTOMATION. (5-0-5)**

Prerequisite: Business Administration 303.

Practical application in the use of basic office machines and computer equipment.

**307. BUSINESS LAW I. (5-0-5)**

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

**308. BUSINESS LAW II. (5-0-5)**

Prerequisite: Business Administration 307.

Law involved with business organizations, real property, insurance, bankruptcy, estates and trusts, security devices, and government regulations.

**309.\* ADVANCED CALCULATING AND ACCOUNTING MACHINES (5-0-5)**

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.

**317. BUSINESS COMMUNICATION AND REPORT WRITING (5-0-5)**

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.

**320.\* BEGINNING SHORTHAND. (5-0-5)**

The theory of Gregg Shorthand is taught and sufficient practice to develop skill in taking dictation at a speed of 60 words a minute.

**321.\* SKILL-BUILDING AND REVIEW SHORTHAND. (5-0-5)**

Prerequisite: High School Shorthand.

Designed for students who have had one or more years of high school shorthand and who require further development in techniques. New-matter dictation and transcription.

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\*Credit is given only for a concentration in Business Education and Office Occupation.

**322. INTERMEDIATE SHORTHAND. (5-0-5)**

Prerequisite: Business Administration 320 or 321.

Speed Building, new-matter dictation, and transcription. Sufficient practice is provided to develop skill in taking dictation at a speed of 100 words a minute.

**323.\* ADVANCED SHORTHAND AND TRANSCRIPTION. (5-0-5)**

Prerequisite: Business Administration 322.

Rapid dictation and transcription are the major objectives. Emphasis is placed on mailable transcripts. Skill in taking dictation at a speed of 120 words a minute is developed.

**324A. THE ADMINISTRATIVE SECRETARY. (5-0-5)**

The need for high level skills is emphasized, but primary attention is given to the development of such qualities as initiative, judgment, and the ability to organize and plan work in order to meet deadlines. Through use of "The Administrative Secretary: Resource" and "The Administrative Secretary: Practicum" every effort is made to offer a challenge to the student and prepare her to think her way through the problems that confront the Administrative Secretary.

**324B. MEDICAL TRANSCRIPTION, VOCABULARY, AND DUTIES. (5-0-5)**

Prerequisite: Business Administration 323.

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

**324C. LEGAL TRANSCRIPTION, VOCABULARY AND DUTIES. (5-0-5)**

Prerequisite: Business Administration 323.

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

**340. PRINCIPLES OF MANAGEMENT. (5-0-5)**

A study of the theory and application of the specific principles of contemporary management problems.

**351. INTERMEDIATE ACCOUNTING I. (5-0-5)**

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.

**352. INTERMEDIATE ACCOUNTING II. (5-0-5)**

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,

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\*Credit is given only for a concentration in Business Education and Office Occupation.

corporate capital, paid-in capital, retained earnings, analytical processes, and statements of application of funds.

356. ADVANCED ACCOUNTING. (5-0-5)

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.

361. PRINCIPLES OF MARKETING. (5-0-5)

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.

362. CONSUMER BEHAVIOR. (5-0-5)

Prerequisite: Business Administration 361.

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

363. PRINCIPLES OF LOGISTICS. (5-0-5)

Prerequisites: BA 361 or permission of instructor.

Basic study of logistics in business operations with special emphasis on management of inventory, buying, pricing, storing and control. Emphasis is placed on retail and wholesale operations as well as channel function.

365. TRANSPORTATION. (5-0-5)

Prerequisite: BA 361, 363 or permission of instructor.

Development of transportation modes, and systems. Effects of (1) major legislation, (2) competitive factors and (3) future developments of the economy are emphasized.

366. MARKETING PROMOTION AND COMMUNICATION. (5-0-5)

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.

368. INVENTORY AND PRODUCT DISTRIBUTION. (5-0-5)

Prerequisite: 361, 363 or permission of instructor.

Inventory techniques, protection, and control. Distribution center systems and network analysis, location layout and operation.

404. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION. (5-0-5)

A study of the history and philosophy of vocational education as a background, followed by a thorough study of the provisions and implications of the Vocational Education Act of 1963 and the 1968 Amendments.

**429A. PRACTICUM FOR EXECUTIVE SECRETARY. (Var.)**

Prerequisite: Business Administration 324A.

Arrangement for practical experience as an Executive Secretary in an approved situation. Five to fifteen hours.

**429B. PRACTICUM FOR MEDICAL SECRETARY. (Var.)**

Prerequisite: Business Administration 324B.

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

**429C. PRACTICUM FOR LEGAL SECRETARY. (Var.)**

Prerequisite: Business Administration 324C.

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

**440. ADMINISTRATIVE SYSTEMS MANAGEMENT. (5-0-5)**

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

**441. BUSINESS FINANCE. (5-0-5)**

Prerequisite: Business Administration 212 or 301, 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.

**442. INDUSTRIAL MANAGEMENT. (5-0-5)**

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.

**443. PERSONNEL MANAGEMENT. (5-0-5)**

Prerequisite: BA 340.

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.

**451. COST ACCOUNTING. (5-0-5)**

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.

454. PRINCIPLES OF TAXATION ACCOUNTING. (5-0-5)

Prerequisite: Business Administration 356.

A study of the application of accounting principles to laws relating to taxation. Emphasis is placed on the determination of income and legal deductions in order to determine taxable net income.

455. TAXATION ACCOUNTING II. (5-0-5)

A continuation of Business Administration 454 providing depth and breadth of theory coverage.

457. AUDITING. (5-0-5)

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.

461. MARKETING RESEARCH AND DECISION SYSTEMS. (5-0-5)

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.

466. ADVANCED MARKETING RESEARCH AND MARKET ANALYSIS. (5-0-5).

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.

468. LOGISTICS SYSTEMS ANALYSIS. (5-0-5)

Prerequisite: BA 361, 363 or permission of instructor.

A course designed to correlate logistics, inventory, transportation, general marketing and an economic context to present optimal decisions in business (activity).

470. MARKETING-SALES MANAGEMENT. (5-0-5)

Prerequisite: Business Administration 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.

## **ECONOMICS**

### **271. PRINCIPLES OF ECONOMICS. (5-0-5)**

An inquiry into macro-economics theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economics aggregates.

### **272. PRINCIPLES OF ECONOMICS. (5-0-5)**

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.

### **370. COMPARATIVE ECONOMIC SYSTEMS. (5-0-5)**

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.

### **372. ECONOMIC GEOGRAPHY. (5-0-5)**

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.

### **374. CONSUMER ECONOMICS. (5-0-5)**

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.

### **377. MONEY AND BANKING. (5-0-5)**

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.

### **471. INTERMEDIATE ECONOMIC THEORY. (5-0-5)**

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.

### **473. CURRENT ECONOMIC PROBLEMS. (5-0-5)**

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.

### **476. INDUSTRIAL RELATIONS. (5-0-5)**

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.

*Business Administration and Economics*

**477. COLLECTIVE BARGAINING. (5-0-5)**

Prerequisite: Eco 476 or permission of instructor.

Contract formation, negotiation and intretation. Policy and procedure of formal and informal grievance handling. Preparation for collective bargaining impact on Labor Management relations in a regulated environment with emphasis on group analysis and solution.

**478. GOVERNMENT AND BUSINESS. (5-0-5)**

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

**INTERN COURSES (Var.)** Five to fifteen hours each.

449. Practicum in Management.

459. Practicum in Accounting.

469. Practicum in Marketing.

479. Practicum in Economics.

Arrange for practical experience in a business or governmental organization. Application should be made during junior year.

**GRADUATE COURSES**

Master of Business Administration Degree

Master of Business Education Degree

**BUSINESS ADMINISTRATION**

(For course descriptions see Graduate Catalogue)

503. BUSINESS STATISTICS

504. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION

517. ADVANCED COMMUNICATION AND REPORTS

529. PRINCIPLES OF INSTRUCTION IN BUSINESS SKILL SUBJECTS

530. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION

532. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL BUSINESS SUBJECTS

533. ADVANCED OFFICE PRACTICE

540. ADMINISTRATIVE OFFICE MANAGEMENT

541. FINANCIAL MANAGEMENT



- 542. MANAGEMENT THEORY
- 545. COMPUTER AND DECISION-MAKING PROCESS
- 551. ACCOUNTING THEORY
- 555. MANAGERIAL ACCOUNTING
- 561. MARKETING AND DISTRIBUTION THEORY
- 603. STATISTICAL APPLICATIONS TO ECONOMICS AND BUSINESS
- 617. ORGANIZATION AND COMMUNICATIONS THEORY IN MANAGEMENT
- 642. ADVANCED PROBLEMS IN MANAGEMENT
- 681. SYSTEMS ANALYSIS AND DESIGN
- 685. QUANTITATIVE METHODS FOR BUSINESS RESEARCH
- 690. RESEARCH SEMINAR
- 699. RESEARCH PROBLEM

**ECONOMICS**

- 571. ECONOMIC THEORY
- 676. MANAGERIAL ECONOMICS
- 678. BUSINESS RELATIONS WITH GOVERNMENT AND SOCIETY

## CHEMISTRY AND PHYSICS

Joseph F. Vincent, Chairman

Professor: Simpson, Vincent. Associate Professor: Baarda, Lamb. Assistant Professor: Burdette, Hargaden, Waali.

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 paramedical areas.

Courses in the Physics 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 chemistry department 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.

*Minor Program:* Chemistry 101, 102, 103, 280, 231, 351.

*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.

*Medical Technology:* The Bachelor of Science degree will also be conferred on students in medical technology who meet the following conditions:

1. A minimum of 141 quarter hours of credit 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, 103, 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.

Area IV: Chemistry		Area IV: Chemistry-Education	
Courses	Hours	Courses	Hours
For. Lang. (Ger.)	10*	Ed. 204	5
Chem. 101, 102, 103, 231	10	Soc. 101 or Psy. 201	5
Math. 111, 130	10	Mus. 100 or Art 103 or Speech 101	5
Phys. 101, 102, or 201 202, 203	10	15 hours selected from:	
Biol. 123, 124	10*	Chem. 103, 231, 280, 285	15
*Electives			

## CHEMISTRY

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

### 100. ELEMENTARY CHEMISTRY. (4-2-5) S, Su

A general survey of chemistry including inorganic chemistry, organic chemistry, and biochemistry. This course may not be used to satisfy the core requirements or for a major in chemistry.

### 101, 102. GENERAL CHEMISTRY I, II. (4-2-5) each, F, W, S

Fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Must be taken in sequence.

### 103. GENERAL CHEMISTRY III. (4-2-5) F, S

Prerequisite: Chemistry 102.

A study of several types of equilibria and qualitative analysis.

### 231. ORGANIC CHEMISTRY. (4-2-5) F, W, S

Prerequisite: Chemistry 101.

A brief study of the principal classes of organic compounds. Designed especially for students of home economics.

### 280. QUANTITATIVE ANALYSIS. (3-4-5) S

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.

**285. DEVELOPMENT AND EVALUATION OF ANALYTICAL PROCEDURES. (3-4-5) S**

Prerequisite: Chemistry 103 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.

**301. INORGANIC CHEMISTRY. (4-2-5) F**

Prerequisite: Chemistry 103 or 280.

An introduction to contemporary inorganic chemistry including interpretative discussion of recent advances in structural chemistry, valence theory and transition metal chemistry.

**336, 337, 338. ORGANIC CHEMISTRY I, II, III. (4-2-5) each. F, W, S**

Prerequisite: Chemistry 103.

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.

**341. ADVANCED COMPUTER APPLICATIONS. (3-4-5)**

Prerequisites: Mathematics 201, 223, 240.

A course designed to provide physical science majors with experience in numerical analysis and programming of problems for computer solution. Processing will be in both interactive and batch models. The course will include a term project in the student's area of interest.

**351. BIOCHEMISTRY I. (4-2-5) W**

Prerequisite: Chemistry 231 or 337.

The fundamental chemistry of living systems.

**401. ADVANCED INORGANIC CHEMISTRY. (4-2-5) S**

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.

440. HIGH ENERGY INTERMEDIATES IN ORGANIC REACTIONS. (3-4-5)

F

Prerequisites: Chemistry 336, 337, or 338.

(Two quarters of Organic Chemistry.)

An introduction to the generation, reactivity and stereo-chemistry 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.

451. BIOCHEMISTRY II. (3-4-5) S

Prerequisite: Chemistry 351.

Enzymology.

452. INDEPENDENT STUDY. (Var.)

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

490. SEMINAR. (Var.) F

Given twice each month. Credit, one hour.

491, 492, 493. PHYSICAL CHEMISTRY I, II, III. (4-2-5) each.

Prerequisites: Chemistry 103, 280; Mathematics 223, 224.

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

491. Thermodynamics. F

492. Chemical kinetics, catalysis, molecular spectroscopy. W

493. Crystal structure, symmetry and group theory, determination of molecular structure. S

## GRADUATE COURSES

(See Graduate Catalogue for full description.)

501. ADVANCED INORGANIC CHEMISTRY.

540. HIGH ENERGY INTERMEDIATES.

551. BIOCHEMISTRY.

552. INDEPENDENT STUDY.

### Area IV: Physics

Courses	Hours
Phys. 201, 202, 203	5-15
Math. 223, 240, 241, 242	5-20
Chem. 101, 102	0-10

**PHYSICS**

**101. ELEMENTARY PHYSICS I. (4-2-5) F, W, S, Su**

A study of the elementary principles of mechanics, properties of matter, heat, and sound.

**102. ELEMENTARY PHYSICS II. (4-2-5) F, W, S, Su**

A continuation of Physics 101 dealing with light, electricity, magnetism, and introduction to modern physics.

**201. GENERAL PHYSICS I. (4-3-5) F**

Corequisite: Mathematics 223.

Introductory calculus-based course presenting the fundamental principles of mechanics and properties of matter.

**202. GENERAL PHYSICS II. (4-3-5) W**

Corequisite: Mathematics 240.

Continuation of Physics 201 dealing with heat, sound, and light.

**203. GENERAL PHYSICS III. (4-3-5) S**

Corequisite: Mathematics 241.

Continuation of Physics 202 covering the subjects of electricity, magnetism, and modern physics.

**331. MATHEMATICAL PHYSICS. (5-0-5) F**

Prerequisite: Mathematics 242.

Mathematical tools and techniques used in advanced physics and engineering courses with applications in classical and relativistic mechanics, electricity and magnetism, and modern physics. Topics covered include vector analysis, first and second order differential equations, functions of a complex variable, and systems or orthonormal functions.



## EDUCATION

John H. Lounsbury, Chairman

Professor: Britt, Gardner, Lounsbury, Sanders. Associate Professor: Beard, D. Joyner, Leyda, Venable. Assistant Professor: Abbott, Bateman, Candler, Franson, Glover, Richardson, Souter, Thurston, Wells. Instructor: Baugh, Richardson, Wiggins.

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, early childhood, and special education majors are administered through the Department of Education.

The ELEMENTARY EDUCATION MAJOR is made up of 48 quarter hours of teaching field courses offered by various departments. The focus of the teaching field courses is on the knowledge, skills, and competencies necessary for successful elementary school teaching. Courses comprising the major are: Art 315, Music 321, Ed. 315, Math. 300, Ed. 351, Ed. 452, HPER 315, Ed. 410, Speech 380, and Eng. 314.

In addition, the elementary major selects either a breadth or depth approach in extending skills and understandings through appropriate use of 20 quarter hours of electives. A depth approach in library media carries a certification endorsement.

The professional sequence for elementary education majors consists of Ed. 204, Ed. 300, Ed. 301, Ed. 403, Ed. 459, and Ed. 424-426. The scheduling of teaching field and professional courses is done in such a way that elementary majors are enrolled in three sequences or blocks during the last seven quarters.

The EARLY CHILDHOOD EDUCATION major is made up of 46 quarter hours of teaching field courses as follows: Art 315, Music 321, Ed. 315, Math. 300, Ed. 351, Ed. 452, HPER 315, Ed. 410, Home Ec. 324, and Eng. 314.

The professional sequence for early childhood education majors consists of Ed. 204, Ed. 300, Ed. 301, Ed. 403, Ed. 459, Ed. 428-430, Ed. 493, Ed. 494, and Ed. 490. The latter three courses comprise the pre-primary professional term. Other professional courses, except Ed. 204, are scheduled in conjunction with teaching field courses to provide the same three sequences taken by elementary education majors.

The SPECIAL EDUCATION (Mental Retardation) major is composed of 38 hours of elementary teaching field courses and 35 hours of courses in special education as follows: Music 321, Ed. 315, Ed. 351, Ed. 452, HPER 315, Ed. 410, Eng. 314, Ed. 471, Ed. 473, Ed. 474, Ed. 475, Ed. 477, Ed. 479, and Ed.



480. The general professional sequence for majors in special education consists of Ed. 204, Ed. 300, Ed. 301, Ed. 459, and Ed. 488,A,B,C.

The offerings in EDUCATION LIBRARY MEDIA include the sequence of four courses required for supplementary certification as an Associate Library Media Specialist. Library Media may be combined with any major program and qualifies students to become library media associates in public, college, and special libraries, as well as providing supplementary certification for school libraries when combined with an approved teacher education program. Courses comprising the sequence are: ELM. 354, ELM. 355, ELM. 356, and ELM 358.

#### Area IV: Elementary Education

Courses	Hours	
Ed. 204	5	Chem. 231, Fren. 101, Span. 101,
Soc. 101 or Psy. 201	5	Ger. 101, Eco. 271, Math. 200,
Mus. 100 or Art 103 or Speech 101	5	Eng. 202, Pol. Sci. 201,
15 hours selected from:		Phys. 101, Psy. 210, Geo. 200,
Art 210, Bio. 210,		Phil. 200, Heal. 100,
		Hist. 201
		15

#### FOUNDATIONS AND GENERAL\*

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

#### 105. DEVELOPMENTAL READING. (0-5-3) F

Prerequisite: Enrollment in Total Developmental Program.

Focuses on the reading skill needs of freshmen who qualify for the Developmental Program. Considerable attention is given to study skills, comprehension, rates of reading, note taking, note making, and vocabulary extension.

#### 106. DEVELOPMENTAL READING. (0-4-0) W

Prerequisite: Ed. 105.

A continuation of Education 105. It is designed for those students whose progress has not yet been sufficient to earn credit for 105. The student may earn

\*The Education offerings are grouped under the following headings: Foundations and General, Elementary and Early Childhood, Secondary Education, Special Education, Home Economics Education, and Library Media.

*Education*

his three quarter hours credit at the end of 106. Additional testing helps to determine individualized skill activities.

107. DEVELOPMENTAL READING. (0-3-0) S

Prerequisite: Ed. 106.

A continuation of Education 106. It is designed for those students whose progress has not yet been sufficient to earn credit for 106. The student may earn his three quarter hours credit at the end of 107. Additional testing helps to determine individualized skill activities.

204. INTRODUCTION TO EDUCATION. (4-3-5) F, W, S, Su

The profession of teaching, its nature and requirements, general information about schools, their development, functions, and organization, as well as current issues in education are examined. A period of service as a teacher aide is a part of the course.

295. HUMAN GROWTH AND DEVELOPMENT. (5-0-5) W, Su

An introduction to scientific facts and principles which explain human growth and development from birth through adolescence.

301. THE CHILD IN THE EDUCATIVE PROCESS. (8-6-10) F, W, S

Prerequisites: Ed. 204 or equivalent.

Co-requisites: Ed. 300 and Ed. 351.

Explores scientific facts and principles which explain human growth and development, growth characteristics of the elementary school age child, the learning process, and the major learning principles and theories. A period of service as a teacher aide is a part of the course.

395. THE ADOLESCENT IN THE SCHOOL PROGRAM. (4-3-5) F, W, S, Su

An introduction to scientific facts and principles which explain human growth and development and characteristics of adolescence. Includes participation experiences with youth.

405. EDUCATIONAL PSYCHOLOGY. (3-2-5) F, W, S, Su

Prerequisites: Admission to Teacher Education.

Analysis of the psychological principles of learning and their application to classroom instruction. Particular emphasis is given to motivation, evaluation, individual differences and adjustment.

436. SEMINAR IN DRUG EDUCATION. (5-0-5) W,Su

An exploration of drug use with emphasis on understanding and relating to youth, communication techniques, and psychological causes and effects of drug use, as well as drug information, prevention, rehabilitation, and legal aspects.

## ELEMENTARY AND EARLY CHILDHOOD EDUCATION

300. THE ELEMENTARY SCHOOL CURRICULUM. (3-1-3) F, W, S  
Co-requisites: Ed. 301 and Ed. 351.  
Review of history and purpose of the elementary school. Emphasis on curriculum organization, subject areas, and current issues of the elementary school.
315. GENERAL SCIENCE FOR ELEMENTARY GRADES. (4-1-5) F, W, S  
Prerequisites: Ed. 300, 301, and 351.  
Methods and materials for teaching science in the elementary school. Some laboratory experiences are provided.
351. THE LANGUAGE ARTS PROGRAM. (3-1-3) F, W, S  
Co-requisites: Ed. 300 and Ed. 301.  
Methods and materials for teaching listening skills, manuscript and cursive writing, practical and creative writing, oral communication, and spelling.
403. PRACTICUM IN ELEMENTARY EDUCATION. (0-5-3) F, W, S  
Prerequisites: Sequence I, Admission to Teacher Education and majority of teaching field courses.  
Co-requisites: Ed. 410, Ed. 452, Ed. 459.  
An opportunity to translate theory into practice with directed participation in an elementary school. Emphasis is given to the elementary school program and the child in his school environment.
410. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. (4-3-5) F, W, S  
Prerequisites: Sequence I, Admission to Teacher Education and majority of teaching field courses.  
Co-requisites: Ed. 403, Ed. 452, Ed. 459.  
An overview of the social studies program in the elementary school including the inter-disciplinary, multi-media and process and inquiry trends.
- 415A-415B. STUDENT TEACHING IN MUSIC; ELEMENTARY (Var.) F, W  
A two-quarter sequence of student teaching, one hour a day, at the elementary school level under the supervision of the Department of Music. Credit, 415A, two hours; 415B, three hours.
- 424-25-26. STUDENT TEACHING IN THE ELEMENTARY SCHOOL.  
(0-40-15) F, W, S  
Prerequisites: Admission to Teacher Education, Sequence II, Application for Student Teaching.  
A quarter of full-time student teaching in selected off-campus centers, provided as the concluding sequence of the professional experience.
- 428-29-30. STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION.  
(0-40-15) F, W, S  
(For description of course, see Ed. 424.-25.-26.)

*Education*

452. READING IN THE SCHOOL PROGRAM. (4-1-5) F, W, S, Su

Prerequisites: Seq. I., Admission to Teacher Education and majority of teaching field courses.

Co-requisites: Ed. 410, Ed. 452, Ed. 459.

Provides the prospective teacher with an understanding of the principles and practices of teaching developmental reading. An analysis of pertinent research, and examination of current techniques, and a directed laboratory experience are included.

460. THE ELEMENTARY ENGLISH CURRICULUM. (3-2-5) Su

Basic concepts and understandings related to linguistic research and transformational grammar as they apply to the elementary curriculum. The production, use, and evaluation of appropriate teaching materials receive intensive study.

490. INTERPERSONAL RELATIONS IN TEACHING. (4-2-5) F

Co-requisites: Ed. 493, Ed. 494.

Peer relations in teaching, the teacher as a person, interacting with parents, professional co-workers, volunteers and paraprofessionals, insights of group dynamics, sensitivity training and parent education are incorporated into practical experiences of mutual involvement among students and others in the teaching role. Offered as an integral part of the Nursery School-Kindergarten (Pre-Primary) Term, but may be offered as separate course as needed.

493. EARLY CHILDHOOD EDUCATION. (4-2-5) F

Prerequisite: Home Economics 451.

Co-requisite: Ed. 493, Ed. 494.

For teachers of young children with emphasis on nursery school and kindergarten, deals with processes and content of program development based on nature and needs of children, educational objectives, and methods of providing effective learning situations. May be offered as a separate course as needed.

494. PARTICIPATION IN NURSERY SCHOOL AND KINDERGARTEN  
(Var.) F

Co-requisites: Ed. 490, 493.

Provides for teaching experiences under supervision, for involvement in planning and evaluating the daily program. May be offered as a separate course, as needed. Credit, 5 hours, or, with approval, 10 hours.

496A,B. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL  
(0-15-10) Su

Prerequisite: One year's teaching experience and basic professional education courses.

The approved substitute for student teaching, this course emphasizes a problem-centered approach and assists elementary teachers in applying research results and professional knowledge to the solution of various instructional problems.

## SPECIAL EDUCATION

471. CLINICAL PRACTICUM IN SPECIAL EDUCATION. (1-4-5) F,W,S,Su  
Prerequisite: Ed. 475.  
Supervised introductory field experiences in various facilities providing for the exceptional child.
473. SOCIAL-PSYCHOLOGICAL ASPECTS OF MENTAL RETARDATION.  
(5-0-5)  
Prerequisites: Ed. 475, 477  
Sociological and social-psychological methods, concepts, and research findings relevant to mental retardation, effects on adjustments of family members, parental attitudes, parent-child relationships, peer acceptance, techniques of counseling parents and contributions of social agencies.
474. LANGUAGE DEVELOPMENT OF THE MENTALLY RETARDED.  
(5-0-5)  
Prerequisites: Ed. 475, 477.  
The special problems of acquisition of language by mentally retarded individuals, including a review of the literature, psycholinguistic theory, verbal communication skills, language training programs and field experiences.
475. INTRODUCTION TO SPECIAL EDUCATION. (5-0-5) F,Su  
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.
477. THE NATURE OF MENTAL RETARDATION. (5-0-5) W,Su  
Prerequisite: Undergraduate, Ed. 470; graduate, permission of instructor.  
A basic survey of mental retardation including definitions, classification, etiology, characteristics and diagnostic means. Treatment procedures considered from medical, psychological, sociological, legal, and educational points of view are included.
479. CURRICULUM AND METHODS FOR THE EDUCABLE MENTALLY RETARDED (5-0-5) S,Su  
Prerequisites: Ed. 471, 475, 477.  
A clinical-diagnostic approach to teaching the retarded, task analysis, objectives, principles of learning, evaluation, administrative organization, and methods of teaching the retarded are emphasized.

## *Education*

### 480. APPLIED BEHAVIOR MODIFICATION THEORY IN EDUCATION. (5-0-5) S,Su

Prerequisite: Ed. 475.

The theory and practice of operant conditioning techniques that may be applied in teaching the exceptional child. Review of relevant research literature, and classroom techniques appropriate to both special and regular classes will be included.

### 484. TOPICAL SEMINAR IN SPECIAL EDUCATION. (5-0-5)

Class will focus on one or more of a number of special topics as interest and needs dictate. Basic topics include: occupations and guidance for the mentally retarded, gifted, learning disabilities, and behavioral disorders.

### 488A,B,C. INTERNSHIP IN SPECIAL EDUCATION. (Var.)

Provides the students with a full-time professional laboratory experience in a program for exceptional children under the supervision of a certified special class teacher and a college supervisor. Eligibility is dependent upon meeting all pertinent requirements. Credit: five hours each course.

## SECONDARY EDUCATION

### 416-417. STUDENT TEACHING IN MUSIC (SECONDARY). (0-40-10) S

Prerequisite: acceptance of application for student teaching.

A quarter of full-time internship provided in selected secondary schools. Eligibility is dependent upon meeting all teacher education and student teaching requirements. Apply to Education Department at least two quarters in advance.

### 445-446-447. STUDENT TEACHING IN THE SECONDARY SCHOOL. (0-40-15) F, W, S

Prerequisite: acceptance of application for student teaching.

A quarter of full-time participation and teaching in selected cooperating secondary schools culminating the professional education sequence. Eligibility is dependent upon meeting all teacher education and student teaching requirements. Apply at least two quarters in advance.

### 455. HIGH SCHOOL CURRICULUM AND METHODS. (4-3-5) F, W, S, Su

Prerequisite: admission to teacher education.

A study of the secondary curriculum, instructional objectives, learning

materials, teaching strategies, evaluation techniques and classroom management. Includes use of media, unit development, and a period of observation/participation in a local school.

**476. METHODS OF TEACHING BUSINESS SUBJECTS. (5-0-5) F**

Prerequisites: Ed. 395, 405.

Methods of teaching skill subjects as well as basic business subjects. Motivation of students, lesson planning, evaluation, and techniques for presentation of subject matter emphasized. Current business textbooks and instructional aids are examined.

**497A.,B. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL. (0-15-10) Su**

The approved substitute for student teaching this course employs a problem-centered approach and assists secondary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching.

### **HOME ECONOMICS EDUCATION**

**466. SCHOOL AND COMMUNITY PROBLEMS: Implications for Curriculum Planning in Home Economics. (5-0-5)**

Prerequisites: Ed. 204, 405, and overall average of 2.0.

A study of the facts, trends, and needs of different ages, cultural, and ethnic groups of Georgia communities which relate to home economics curriculum for secondary and adult groups. Responsibilities of the home economics teacher in the extended school program are studied as well as problems of the school and community. Observation in selected communities arranged.

**472. METHODS OF TEACHING HOME ECONOMICS IN THE SECONDARY SCHOOL. (5-0-5)**

Prerequisites: Ed. 204, 405, and a general average of 2.0.

Instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences with high school pupils and adults. The relation of home economics to the entire school program and community is included. Students select, evaluate, organize, and develop teaching materials for adolescents and adults.

**478. METHODS OF TEACHING NUTRITION. (5-0-5)**

A study is made of the methods of teaching of nutrition. Offered with Ed. 472 upon request.

*Education*

481-482-483. STUDENT TEACHING IN HOME ECONOMICS EDUCATION. (0-40-15) W, S

Prerequisites: Ed. 472 and overall average of 2.0.

Full-time student teaching is provided as the concluding experience of the professional sequence. Selected off-campus cooperating centers will be utilized for experience in teaching consumer homemaking and occupational Home Economics and extra-curriculum activities.

## LIBRARY MEDIA

354. OPERATION OF THE EDUCATIONAL LIBRARY MEDIA CENTER. (2-3-5) W, alt. Su and on demand

Media Center objectives and standards, techniques used in acquisition, circulation, and stimulation of the use of print and non-print library materials, and in designing effective media centers.

355. TECHNICAL PROCESSING OF LIBRARY MEDIA MATERIALS. (2-3-5) F, S, alt. Su and on demand

Techniques of classifying and cataloging print and non-print materials, as well as technical processes necessary to prepare materials for use by library clientele.

356. INFORMATION SOURCES AND SERVICES IN THE MEDIA CENTER. (5-0-5) Alt. Quarters and on demand

Survey of the standard print and non-print reference tools emphasizing the selection and implementation of reference media in school libraries, as well as public and college libraries.

358. SELECTION OF LIBRARY MEDIA. (Var. -5) F, S, alt. Su, and on demand

Acquaintance with print and non-print materials, standard selection aids, and application of criteria of selection in building media collections.

457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER. (Var. 5 or 10) F, W, S, Su

Prerequisites: ELM 354, and two of the following three courses: ELM 355, 356, or 358.

Supervised experience in a School Library Media Center providing the student an opportunity to function as a Library Media Specialist.

458. INTERPRETATION OF PRINT AND NON-PRINT MATERIALS. (Var. -5) W, alt. Su, and on demand

Survey of print and non-print material available for children and adolescents in the various media of communication, criteria of evaluation and analysis of books and other related materials in terms of today's needs, interests, and abilities of children and adolescents.



459. UTILIZATION OF MEDIA. (Var.) On demand.

Designed for teachers and library media specialists. Emphasis on evaluation, selection, use and relationships of various media to the school curriculum. Laboratory experiences stress production of materials and proper care and use of media equipment.

499. INTERNSHIP. (Var.) F,W,S,Su

Prerequisite: Approval by the instructor. Open only to students participating in the Georgia Internship Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit.

## GRADUATE COURSES\*

### General Professional\*\*

- 510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.
- 536. SEMINAR IN DRUG EDUCATION.
- 540. ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATION PROGRAMS.
- 558. INTERPRETATION OF PRINT AND NON-PRINT MEDIA.
- 559. UTILIZATION OF MEDIA.
- 585. TEACHER EDUCATION: A COOPERATIVE VENTURE.
- 586. INTERNSHIP FOR TEACHER EDUCATORS.
- 587. SEMINAR IN SUPERVISION.
- 590. INTERPERSONAL RELATIONS IN TEACHING.
- 593. EARLY CHILDHOOD EDUCATION.
- 594. PARTICIPATION IN NURSERY SCHOOL AND KINDERGARTEN.
- 596A,B. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL.
- 597A,B. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL.
- 599. INTERNSHIP.
- 600. SOCIAL FOUNDATIONS OF EDUCATION.
- 605. CURRICULUM PROBLEMS IN HOME ECONOMICS.

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\*See Graduate Catalogue for full descriptions and related information.

\*\*Graduate courses are grouped under the following headings: General Professional, Special Education, and Elementary Teaching Field.

*Education*

- 610. ORGANIZATION AND ADMINISTRATION OF PUBLIC EDUCATION.
- 620. PHILOSOPHICAL ISSUES IN EDUCATION.
- 630. EDUCATIONAL RESEARCH.
- 635. FIELD PROJECT IN EDUCATIONAL RESEARCH.
- 640. ADVANCED STUDIES IN LEARNING.
- 650. EDUCATIONAL PROGRAMS FOR EMERGING ADOLESCENTS.
- 680. PRINCIPLES AND PRACTICES OF GUIDANCE.
- 690. CURRICULUM PLANNING.

**Special Education**

- 571. CLINICAL PRACTICUM IN SPECIAL EDUCATION.
- 573. SOCIAL-PSYCHOLOGICAL ASPECTS OF MENTAL RETARDATION.
- 574. LANGUAGE DEVELOPMENT OF THE MENTALLY RETARDED.
- 575. INTRODUCTION TO SPECIAL EDUCATION.
- 577. THE NATURE OF MENTAL RETARDATION.
- 579. CURRICULUM AND METHODS FOR THE EDUCABLE MENTALLY RETARDED.
- 580. APPLIED BEHAVIOR MODIFICATION THEORY IN EDUCATION.
- 584. TOPICAL SEMINAR IN SPECIAL EDUCATION.
- 588A,B. INTERNSHIP IN SPECIAL EDUCATION.

**Elementary Teaching Field**

- 511. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.
- 515. ART EDUCATION.
- 521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.
- 525. EARTH AND BIOLOGICAL SCIENCES FOR ELEMENTARY TEACHERS.
- 526. PHYSICAL SCIENCES FOR ELEMENTARY TEACHERS.
- 560. THE ELEMENTARY ENGLISH CURRICULUM.
- 660. PRINCIPLES AND PRACTICES IN TEACHING READING.
- 661. DIAGNOSING AND CORRECTING READING DISABILITY.

## ENGLISH AND SPEECH

John R. Timmerman, Chairman

Professor: Dawson, Kickliter, Timmerman. Associate Professor: Ferrell.  
Assistant Professor: Eddleman, Mead, Tate, Thornton. Instructor: Rankin,  
Stanford.

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 and minor* (English 200 and 201 are prerequisites for both):

- a. *Major*: English 251, 252, 303, 304, 321, and three English electives at the 300-400 level. Satisfactory competence through the second intermediate course in a modern foreign language is required. Courses in speech, languages, library science, history, and philosophy are recommended as desirable electives from other disciplines.
- b. *Minor*: The two-course survey sequence in either English 251-252 or English 303-304, and two electives on the 300-400 level.

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

*Prerequisites*: English 101 and 102 (or 102H) are prerequisites for all other English courses.

### Area IV: English

### Area IV: English-Education

Courses	Hours	Courses	Hours
For. Lang.	10-20	Ed. 204	5
Choices from the following:	10-20	Soc. 101 or Psy. 201	5
Art 103, Hist. 201, 202		Mus. 100 or Art 103	
Mus. 100, Phil. 200,		or Speech 101, Eng. 201,	5
Speech 211		251, 252	

## ENGLISH

The courses in freshman English required of a student vary with ability as demonstrated by scores on standard tests. Students making scores of 500 and above on the verbal section of the SAT will be exempt from English 101. All students must take English 102 or English 102H.

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

101. GENERAL COLLEGE COMPOSITION. (5-0-5) F, W, S, Su

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.

102. GENERAL COLLEGE COMPOSITION. (5-0-5) F, W, S, Su

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.

102H. COMPOSITION AND LITERATURE. (5-0-5) F, W, S, Su

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 approved by the chairman of the department.

200. LITERATURE OF THE WESTERN WORLD. (5-0-5) F, W, S, Su

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

201. LITERATURE OF THE WESTERN WORLD. (5-0-5) F, W, S, Su

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

209. READINGS IN CURRENT LITERATURE. (5-0-5)

Prerequisite: English 200 or English 201.

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

210. INTRODUCTION TO SHAKESPEARE. (5-0-5)

Prerequisite: English 200 or English 201.

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.

211. SURVEY OF JOURNALISM. (5-0-5)

A course designed to cover the basics of newspaper reporting, editing, and layout with some emphasis on the various communication techniques of the mass media.

251. ENGLISH LITERATURE. (5-0-5)

A survey of English literature from its beginning into the eighteenth century.

252. ENGLISH LITERATURE. (5-0-5)

Continuation of English literature from the eighteenth century to the present day.

303. AMERICAN LITERATURE. (5-0-5)

A study of representative writings from the early records of colonization to Walt Whitman.

304. AMERICAN LITERATURE. (5-0-5)

A study of representative writers from Whitman to the present.

314. CHILDREN'S LITERATURE. (5-0-5)

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.

321. SHAKESPEARE. (5-0-5)

An introductory study of Shakespeare and the growth of his dramatic art. Detailed study of at least eight of his major plays.

332. THE ENGLISH NOVEL. (5-0-5)

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

370. HISTORY OF THE ENGLISH DRAMA. (5-0-5)

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.

372. MODERN AMERICAN DRAMA. (5-0-5)

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

411. MILTON (5-0-5)

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.

412. THE EIGHTEENTH CENTURY. (5-0-5)

Major figures from Dryden through Dr. Johnson.

422. THE LANGUAGE SKILLS. (5-0-5)

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.

424. ADVANCED COMPOSITION. (5-0-5)

An examination of various types of composition with special emphasis on the practical application of techniques studied.

434. MODERN POETRY. (5-0-5)

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

437. ROMANTIC POETRY (5-0-5)

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

438. TENNYSON AND BROWNING. (5-0-5)

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

439. CHAUCER AND HIS AGE. (5-0-5)

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

452. INDEPENDENT STUDY. (5-0-5)

Investigation of a topic or author of special interest. Approval by the chairman of the department is required.

## GRADUATE COURSES

(For course descriptions, see Graduate Catalogue.)

511. MILTON.

512. THE EIGHTEENTH CENTURY.

522. THE LANGUAGE SKILLS.

534. MODERN POETRY.

537. ROMANTIC POETRY.

538. TENNYSON AND BROWNING.

539. CHAUCER AND HIS AGE.

## **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. (5-0-5)

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.

208. VOICE AND DICTION. (5-0-5)

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.

211. INTRODUCTION TO THE THEATRE. (5-0-5)

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.

309. PUBLIC SPEAKING. (5-0-5)

Prerequisite: Speech 208 or consent of instructor.

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

310. ORAL INTERPRETATION. (5-0-5)

Prerequisite: Speech 208.

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

323. PLAY PRODUCTION. (5-0-5)

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

**380. SPEECH FOR TEACHERS. (5-0-5) F,S,Su**

Designed to help develop in pre-service teachers those personal skills of voice and diction necessary in daily classroom and related professional communication and to give knowledge and insight into the kinds of speech problems both elementary and secondary students possess or encounter. Appropriate research and performance projects are incorporated.

**400. INDEPENDENT STUDY. (5-0-5)**

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



## **HEALTH, PHYSICAL EDUCATION, AND RECREATION**

Floyd V. Anderson, Chairman

Professor: Poindexter, Walton. Associate Professor: Anderson. Assistant Professor: Bosserman, Fath, James, Osborne, L. Taylor. Instructor: Fogarty, McNamee, Robinson.

The Department of Health, Physical Education, and Recreation encompasses three areas of education and attempts to develop an understanding of the scopes of these three areas that are closely related but have features and functions which distinguish each from the other. The aims of the department are (1) to educate students to a sound program of health and physical education for careers in teaching in public and private institutions, (2) to educate students for careers in the field of recreation, (3) to provide selected minor areas for the general college student, (4) to conduct a variety of activity courses to meet the six quarter requirements in general education during the freshman and sophomore years (students with physical disabilities are assigned to special classes), and (5) to direct intercollegiate and intramural sports programs.

### **Intercollegiate and Intramural Sports Programs**

The intercollegiate sports program is for both highly skilled men and women. Competition for men consists of baseball, basketball, golf, soccer, and tennis; for women, gymnastics, tennis, and volleyball. The department is a member of the National Association of Intercollegiate Athletics, the Georgia Intercollegiate Athletic Conference, the Association of Intercollegiate Athletics for Women, and the Georgia Association of Intercollegiate Athletics for Women.

The program of intramural sports is provided for all students who wish to participate. A variety of activities, including seasonal sports, is planned for both men and women.

### **Activity Courses to Meet the General Education Requirement**

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

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

In addition to the six quarter physical education activity requirement, students may elect any activity other than those for which they have previously

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received credit. Two hours per week. Credit, one hour per quarter on audit with permission of instructor.

Number	Activity
101**	Beginning Archery (MW)*
102	Beginning Badminton (MW)
103**	Bait Casting (MW)
104	Basketball (M)
105	Basketball (W)
108	Fencing (MW)
110	Folk Dance (MW)
111	Intermediate Folk Dance (MW)
112**	Beginning Golf (MW)
113	Intermediate Golf (MW)
115	Gymnastics (M)
116	Gymnastics (W)
118	Beginning Modern Dance (MW)
119	Intermediate Modern Dance (MW)
121**	Recreation Games (MW)
122**	Sailing and Boating (MW)
123	Senior Life Saving (MW)
124	Soccer (M)
126**	Social Dance (MW)
127	Softball (M)
128	Softball (W)
129**	Beginning Swimming (MW)
130	Intermediate Swimming (MW)
133	Beginning Tap Dance (MW)
135	Beginning Tennis (MW)
136	Intermediate Tennis (MW)
137	Advanced Tennis (MW)
138	Touch Football (M)
141	Tumbling (M)
142	Tumbling (W)
143	Volleyball (M)
144	Volleyball (W)
145	Water Safety Instruction (MW)
146	Wrestling (M)
147	Intermediate Tumbling (MW)

\*Activities marked (MW) indicate men and women enroll in the same course; (M) only men enroll; (W) only women enroll.

\*\*These activities are suggested for students having physical limitations. Consult instructor for details.

## *Health, Physical Education, and Recreation*

<b>Number</b>	<b>Activity</b>
148**	Shooting (MW)
149	Square Dance (MW)
253	Rhythms for Children (MW)
254	Stunts, Tumbling, Apparatus for Children (MW)
255	Movement Exploration for Children (MW)

### **Minor Areas**

The general college student who is interested in selecting a minor in the department may do so in the areas of dance, elementary physical education and/or health by completing the following requirements:

Dance: HPER 151, 110, 118, 119, 316, 411, 416, Philosophy 411.

Elementary Physical Education: 100, 253, 254, 255, 308, 315, 328, 333, 433.

Health: 100, 325, 333, 340, 445.

## **UNDERGRADUATE PROFESSIONAL COURSES**

### **Health and Physical Education**

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

Health and physical education majors are required to complete the following professional courses: 100, 150, 151, 152, 250, 251, 252, 308, 309, 310, 312, 322, 328, 329, 331, 333, 401, 411 or equivalent (M), 423, 433, 445, Music 200, and the professional education courses required for teacher certification.

### **Recreation**

The department offers courses leading to the Bachelor of Science degree in Recreation. The professional curriculum in Recreation is designed to prepare the student to capably function in various private and commercial Recreation settings. The major in Recreation is an inter-disciplinary approach with emphasis upon the arts, social sciences, physical education activities, and administration.

\*The total number of hours required for a B.S. degree in HPE is 198; for a B.A. degree, 208-218 depending upon foreign language requirement.

\*\*These activities are suggested for students having physical limitations. Consult instructor for details.

*Health, Physical Education, and Recreation*

The following professional courses are required for the bachelor's degree: Music 100, 200; Art 100, Arts & Crafts by consultation; Sociology 101, 444; Psychology 201, 452; Speech 101; Recreation 200, 308, 320, 370, 400, 401, 402, 497, 498, 499; Business Administration 317; selected physical education activity courses. In addition, one summer of camp work or its equivalent is required on a non-credit basis.

Students may elect additional hours as needed from any area of the College relative to the major.

The Department of HPER requires each major to attain at least a grade of "C" in all professional courses (professional courses are defined as those courses in Area IV of the core and all required junior and senior courses).

If a grade below "C" is earned in a professional course, the course must be repeated. Failure to achieve a "C" grade upon repeating the course will result in forced withdrawal from the department (change in the major area of emphasis).

When a student is forced to withdraw from the department, he has the right to appeal to the department's Standards and Ethics Committee.

**Area IV: Health, Physical Education  
and Recreation  
(Teachers & Non-Teachers)**

**Area IV: Recreation**

<b>Courses</b>	<b>Hours</b>	<b>Courses</b>	<b>Hours</b>
Ed. 204	5	Mus. 100 or Art 100	5
Mus. 200	5	Soc. 101 or Psy. 201	5
Bio. 201 & 211	10	Mus. 200	5
Health 100	5	Speech 101	5
Phy. Ed. Activities		Rec. 200	5
		HPER activity lab.	5

**HPER**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

**100. PERSONAL AND COMMUNITY HEALTH. (5-0-5) F, W, S**

Prerequisites: None.

Scientific health knowledge which aims toward an understanding of the student in the preservation and promotion of personal health and in the projection offered in governmental and group activities of the community. Discussion of normal body functions presents facts which are needed in the

*Health, Physical Education, and Recreation*

personal care of the body and in the establishment of health habits, behavior, and attitudes.

150, 151, 152. FRESHMAN MAJOR LABORATORY. (0-5-2) each. F, W, S

Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence (309, 310).

200. INTRODUCTION TO RECREATION. (3-4-5) S

The history of recreation; methods of organization; field trips for observation in various recreation settings.

250, 251, 252. SOPHOMORE MAJOR LABORATORY. (0-5-2) each. F, W, S

Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence (309, 310).

308. LEADERSHIP TRAINING IN PHYSICAL EDUCATION. (5-0-5) F (Rec. 308)

Materials, methods and techniques utilized in organizing and teaching physical education activities.

309. LEADERSHIP TRAINING OF TEAM SPORTS. (M) (W) (4-2-5) W

Prerequisites: 308 and Team Sports Activities.

Leadership methods for the various team sports including the principles and techniques involved in organizing and administering team sports in physical education programs.

310. LEADERSHIP TRAINING OF INDIVIDUAL SPORTS. (M) (W) (4-2-5) S

Prerequisites: 308 and Individual Sports Activities.

Leadership methods for the various individual and dual sports including strategy, conditioning, schedule making.

312. TECHNIQUES AND ORGANIZATION OF GYMNASTICS. (2-2-3) W

Prerequisites: Major laboratories in Stunts, Tumbling, and Gymnastics.

Coaching gymnastics and spotting of skills on all levels, routine construction for competitive gymnastics, officiating techniques, including rules for compulsory and optional exercises; running a gymnastic meet and gymnastic demonstrations.

315. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL. (4-2-5)

F,W,S

Prerequisites: Junior Classification.

Principles, materials, and methods involved in organizing and teaching physical education in the elementary school. Students are assigned throughout

*Health, Physical Education, and Recreation*

the day to a local elementary school and receive practical experience in teaching and conducting physical education in the elementary school.

316A,B,C. ELEMENTARY DANCE COMPOSITION. (0-4-2) F,W,S

Prerequisites: HPER 118 and 119.

Movement, rhythm, form, design and the art principles necessary for dance composition.

320. CREATIVE LEISURE. (1-4-3) S (Rec. 320)

Recreational skills for lifetime enjoyment; better understanding and appreciation of the environment and man's relationship to it; concepts of mental, social, and physical well-being as they relate to activities in the out-of-doors.

322. KINESIOLOGY. (5-0-5) F

Prerequisites: Biology 210 and 211.

Joint and muscular action involved in fundamental body movements and common motor activities in physical education.

325. SCHOOL HEALTH AND HEALTH EDUCATION. (3-0-3) W

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

328. PRINCIPLES OF PHYSICAL EDUCATION. (3-0-3) F

Principles and objectives of physical education in its relationship to education.

329. HISTORY OF PHYSICAL EDUCATION. (5-0-5) S

Historical and philosophical implications in the development of physical education from primitive man to the present day.

331. EVALUATION IN PHYSICAL EDUCATION. (3-0-3) W

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.

333. FIRST AID. (5-0-5) W

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

340. PUBLIC HEALTH: PRINCIPLES AND ADMINISTRATION. (5-0-5) W

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.

**370. CAMP LEADERSHIP. (1-4-3) F (Rec. 370)**

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).

**390. CARE AND PREVENTION OF ATHLETIC INJURIES. (2-2-3) S**

Prerequisites: Biology 210.

Experiences in recognizing athletic injuries, and preventative and corrective measures that could be practiced.

**400. PROGRAM PLANNING. (4-2-5) Rec.**

Principles which guide recreation programs; development and execution in a variety of settings, including hospitals, playgrounds, parks, churches, community centers, and camps, under the auspices of governmental, private, and voluntary agencies or organizations and schools.

**401. TECHNIQUES OF OFFICIATING. (M) (W) (2-2-3) F (Rec. 401)**

Prerequisites: Individual and Team Sports.

Rules, mechanics, and principles of officiating individual and team sports.

**402. COMMUNITY RECREATION. (4-2-5) (Rec.)**

Places, scope, and importance of recreation in the community setting. Interrelationships and relationships to recreation profession of social institutions, hospitals, business and industry, schools, religious organizations, home and family, armed services, youth-serving organizations.

**411. MATERIALS AND METHODS IN TEACHING DANCE. (3-4-5) W**

Prerequisites: Music 200, major laboratory in rhythms.

Materials and creative methods for the teaching of dance in a physical education program with particular emphasis upon social, folk, square, and modern dance.

**416A,B,C. ADVANCED DANCE COMPOSITION. (0-4-2) each. F, W, S**

Prerequisites: HPER 316.

A continuation of Elementary Dance Composition utilizing more complex forms and projects.

**423. RECREATIONAL LEADERSHIP. (5-0-5) W**

Prerequisites: Junior classification.

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

**433. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. (5-0-5) W**

Prerequisites: HPER 308, 309, 310, 315, and 411 (or equivalent [M]).

A critical analysis of problems involved in the organization and adminis-

tration of the total physical education program. Emphasis upon the problems of facilities, equipment, program leadership, administrative devices, departmental policies, professional organizations, and departmental relationships.

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL. (5-0-5) F

Prerequisites: Health 100 and 333 or equivalent.

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.

450. INDEPENDENT STUDY IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (Var.)

Prerequisites: Senior classification and department chairman's approval.

Credit, two, three, four, or five hours.

497, 498, 499. INTERNSHIP IN RECREATION. (Var.)

Prerequisites: Junior classification.

A quarter of internship provided in selected cooperating centers. Fifteen hours.

## GRADUATE COURSES

(For description of courses, see Graduate Catalogue.)

501. PROBLEMS SEMINAR

502. FOUNDATIONS OF HEALTH EDUCATION

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

515. THEORY AND PRACTICE

533. FIRST AID AND SAFETY EDUCATION.

550. OUTDOOR EDUCATION.

560. PHYSIOLOGY OF EXERCISE.

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

575. CURRICULUM PLANNING IN HPER

670. HISTORY AND PHILOSOPHY OF HPER.

675. APPLICATION OF PSYCHOLOGY TO P.E. AND ATHLETICS.





## HISTORY AND POLITICAL SCIENCE

Orville W. Taylor, Chairman

Professor: Greene, Taylor. Associate Professor: Deaton, Hemphill. Assistant Professor: Baumgartner, Elowitz, Krebs, McKale, Vinson. Instructor: Childers.

The Department of History and Political Science offers instruction leading to the following degrees:

1. The Bachelor of Arts degree with a major in history.
2. The Bachelor of Arts degree with a major in political science.
3. The Master of Arts degree in history.

The department also offers (1) undergraduate courses in geography which may be used to fulfill certain teacher certification requirements and as electives, and (2) graduate courses in history and in political science which fulfill subject-area requirements for the Master of Education degree with a concentration in social studies.

Detailed regulations governing graduate study in the department may be found in the Graduate Catalogue, published separately.

### **The Major in History**

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

1. Two courses in American history: History 201 and 202.
2. Two courses in Modern European or English history selected from the following: 315, 316, 317, 318, 321, 411, 413, 415, 419, 426.
3. One course in Non-Western or "Third World" history selected from the following: History 323, 352, 402, 451, 453.
4. Three additional courses in history.

One 300 or 400 level course in Political Science may be substituted for one of the three courses under category four above.

For certification to teach history in secondary school, majors must also complete two related courses, one from each of two additional social science fields: (1) political science, (2) geography, (3) economics, and (4) behavioral science (sociology, anthropology, psychology). The courses must be beyond or outside of general education requirements.

Professional education courses must be planned with the Department of Education.

Entering students contemplating a major in history are urged to take History 110 and 111 as early as possible. Prospective majors are also reminded that they must fulfill general requirements for the Bachelor of Arts degree, including the foreign language.

History majors planning to go on to graduate work should take the Graduate Record Examination or the National Teacher Examination, as appropriate, in the spring of the junior year or the fall of the senior year. (See the Graduate Catalog for specific requirements for graduate work at Georgia College; the chairman of the department can supply information concerning graduate work elsewhere.)

### **The Minor in History**

Students majoring in other disciplines may minor in history by completing twenty quarter hours of history above History 110 and 111 (at least ten at the 300 or 400 level), as follows:

1. Either History 201 or 202.
2. Three additional courses, at least one of which must be in non-American history.



*History and Political Science*

**Area IV, General Education Program, for History Majors**

Area IV; History		Area IV; History Education	
Courses	Hours	Courses	Hours
For. Lang.	0-10*	Ed. 204	5
Hist. 201, 202	10	Soc. 101 or Psy. 201	5
Choices from the following:	10-20	Mus. 100 or Art 103, or Speech 101	5
Pol. Sci. 200, 201, 210.		15 hours selected from:	
Geo. 200, Eco. 271, 272,		Hist. 201, 202	
So. 101, 202, Psy. 201, 210,		Pol. Sci. 200, 201, 210,	
250		Geo. 222	15
Math. 201, 220			
*Electives			

**The Major in Political Science**

The major in political science consists of forty quarter hours of political science above Political Science 101, distributed as follows:

1. Political Science 200.
2. Either Political Science 201 or 301.
3. Either Political Science 210 or 310.
4. Five additional 300 or 400 level courses in political science.

One 300 or 400 level course in history may be substituted for one of the five courses under category four above.

For certification to teach political science in secondary school, majors must also complete two related courses, one from each of two additional social science fields: (1) history, (2) geography, (3) economics, and (4) behavioral science (sociology, anthropology, psychology.) The courses must be beyond or outside of general education requirements.

Professional education courses must be planned with the Department of Education.

Entering students contemplating a major in political science are urged to take Political Science 101 as early as possible. Prospective majors are also reminded that they must fulfill general requirements for the Bachelor of Arts degree, including the foreign language.

Political Science majors planning to go on to graduate work should take courses in statistics and computer science, and should take the Graduate Record Examination or the National Teacher Examination, as appropriate, in

the spring of the junior year or the fall of the senior year. (See the Graduate Catalog for specific requirements for graduate work at Georgia College; the chairman of the department can supply information concerning graduate work elsewhere.)

Majors who plan to seek positions in government should also take courses in statistics and computer science. Prospective applicants for law school should consult with the College Pre-Law Adviser for advice on course selection and preparation for the Law School Admission Test.

### The Minor in Political Science

Students majoring in other disciplines may minor in political science by completing twenty quarter hours of political science above Political Science 101 (at least ten at the 300 or 400 level), as follows:

1. Political Science 200.
2. Three additional courses in political science.

### Area IV, General Education Program, for Political Science Majors

Area IV: Political Science		Area IV: Political Science-Education	
Courses	Hours	Courses	Hours
For. Lang.	10	Ed. 204	5
Math 201, Math 220	0-10	Soc. 101 or Psy. 201	5
Choices from the following:	10-20	Mus. 100 or Art 103	
Pol. Sci. 200, 201		or Speech 101	5
Hist. 201, 202, Eco. 271, 272		15 hours selected from:	
Soc. 101, Psy. 201, Geo. 200		Pol. Sci. 200, 201, 210	15
Anthropology 120			

## HISTORY

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

### 110. WORLD CIVILIZATION I. (5-0-5) F, W, S, Su

A survey of the history of the world from the beginnings down to 1763. Completion of this course and History 111 is prerequisite to all other history courses.

*History and Political Science*

- 110H.\* WORLD CIVILIZATION I. (5-0-5) F  
Prerequisite: admission to the college Honors Program.  
Special honors section of History 110. Open only to freshmen and sophomores with superior SAT scores and high school records who have been admitted to the college Honors Program.
111. WORLD CIVILIZATION II. (5-0-5) F, W, S, Su  
A continuation of History 110, carrying the study to the present.
- 111H.\*\* WORLD CIVILIZATION II. (5-0-5) W  
Prerequisite: admission to the college Honors Program.  
A continuation of History 110H, with same restrictions applying.
201. THE UNITED STATES TO 1865. (5-0-5)  
Prerequisite: History 110 and 111.  
A general study of American history from early exploration through the Civil War. Required of majors, who must take it before more advanced courses in American history.
202. THE UNITED STATES SINCE 1865. (5-0-5)  
Prerequisite: History 110 and 111.  
A continuation of History 201, with particular emphasis upon the contemporary period. Required of majors, who must take it before more advanced courses in American history.
- 290H. (Meetings TBA-2 hrs. credit.) SOCIAL SCIENCE PROBLEMS SEMINAR IN CONTEMPORARY AMERICA. (also listed as Political Science 290H and Sociology 290H.)  
Prerequisite: sophomore or higher standing and admission to college Honors Program.  
An interdisciplinary approach to the issues of Twentieth Century America.
302. THE ANCIENT WORLD. (Formerly 402.) (5-0-5)  
Prerequisite: History 110 and 111.  
The history of man from earliest times to about 300 B.C., concentrating on the peoples and cultures of Egypt, Western Asia, India, and China.
315. ENGLAND TO 1660. (5-0-5)  
Prerequisite: History 110 and 111.  
A survey of the history of England from earliest times to the Restoration.

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

\*\*Substitutes for History 111 in satisfying core curriculum and history prerequisite requirements.

316. ENGLAND SINCE 1660. (5-0-5)

Prerequisite: History 110 and 111.

The history of England from the Restoration to the present.

317. MODERN RUSSIA. (Formerly 417.) (5-0-5)

Prerequisite: History 110 and 111.

Russia from the time of Peter the Great to the present.

318. THE AGE OF ABSOLUTISM, 1648-1789. (Formerly 418.) (5-0-5)

Prerequisite: History 110 and 111.

Europe in the era of the great dynasties, from the Peace of Westphalia to the French Revolution.

321. EUROPE IN THE NINETEENTH CENTURY. (Formerly 421.) (5-0-5)

Prerequisite: History 110 and 111.

The history of Europe in its world setting from the Congress of Vienna to the end of the century.

323. LATIN AMERICA. (5-0-5)

Prerequisite: History 110 and 111.

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

341. ECONOMIC HISTORY OF THE UNITED STATES. (5-0-5)

Prerequisite: History 110 and 111.

An examination of economic factors affecting the history of the United States from the colonial period to the present.

352. EAST ASIA. (5-0-5)

Prerequisite: History 110 and 111.

An outline of the history of China and Japan and adjacent areas. Special attention is given to the twentieth century.

398. SPECIAL TOPICS IN HISTORY. (Var.)

Prerequisite: History 110 and 111.

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

400. CLASSICAL CIVILIZATION. (5-0-5)

Prerequisite: History 110 and 111.

The history of Greece and Rome, stressing the transmission of classical culture to later periods.

401. THE NEGRO IN AMERICAN HISTORY. (5-0-5)

Prerequisite: History 110 and 111.

The role of Black Americans in the development of the United States. Some attention is given to the Black experience in other areas of the Western Hemisphere.

406. THE MIDDLE AGES. (5-0-5)

Prerequisite: History 110 and 111.

Europe from the fall of Rome to the Renaissance. The Byzantine and Islamic Empires are also considered.

407. COLONIAL AMERICA. (5-0-5)

Prerequisite: History 110 and 111.

The North American colonies from settlement to the American Revolution. The English colonies are emphasized, but French, Dutch, and Spanish colonies are also considered.

409. CONTEMPORARY AMERICA. (5-0-5)

Prerequisite: History 110 and 111.

The United States from World War I to the present.

411. EUROPE IN THE TWENTIETH CENTURY. (5-0-5)

Prerequisite: History 110 and 111.

Contemporary European problems and their background, with emphasis on social and political changes growing out of World War I.

413. ECONOMIC AND SOCIAL HISTORY OF ENGLAND SINCE 1870. (5-0-5)

Prerequisite: History 110 and 111.

England's place in the emergence of the modern world economy of interdependence, and the resulting effects on all social classes.

415. RENAISSANCE AND REFORMATION. (5-0-5)

Prerequisite: History 110 and 111.

The rebirth of classical learning in Italy and its spread across Europe, and the religious upheavals of the 16th and 17th centuries.

419. THE FRENCH REVOLUTION AND NAPOLEON. (5-0-5)

Prerequisite: History 110 and 111.

Europe from 1789 to 1815, emphasizing the role of France in the events of the period.

420. THE AMERICAN CIVIL WAR. (5-0-5)

Prerequisite: History 110 and 111.

The background of the war, followed by a detailed examination of the conflict between 1861 and 1865.

422. THE ANTE-BELLUM SOUTH. (5-0-5)

Prerequisite: History 110 and 111.

An examination of basic factors in Southern life such as the agrarian economy and racial dualism.

426. CONSTITUTIONAL HISTORY OF ENGLAND. (5-0-5)

Prerequisite: History 110 and 111.

A study of English constitutional history emphasizing developments in England and the British Empire after 1776.



430. THE SOUTH SINCE RECONSTRUCTION. (5-0-5)

Prerequisite: History 110 and 111.

Economic, social, and political developments in the South from the end of Reconstruction to the present.

432. STUDIES IN GEORGIA HISTORY. (5-0-5)

Prerequisite: History 110 and 111.

Social, political and economic developments with emphasis on modern trends.

438. MAN AND HIS ENVIRONMENT. (5-0-5)

Prerequisite: History 110 and 111.

A historical and political study of man's relation to the earth's resources, with emphasis on the United States and conservation. Pollution, over-population, and other environmental problems are examined in their social context.

440. URBAN AMERICA. (5-0-5)

Prerequisite: History 110 and 111.

A study of the growth of the American city from colonial time to the present era of the megalopolis. Attention will be given to the economic, social, political, cultural, racial, and religious tones of urban life.

442. AMERICAN SOCIAL AND INTELLECTUAL HISTORY TO 1865. (5-0-5)

Prerequisite: History 110 and 111.

An examination of the principal ideas and cultural trends which shaped American life in the formative years of the nation.

443. AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1865.  
(5-0-5)

Prerequisite: History 110 and 111.

A study of selected concepts and attitudes in their social framework from Social Darwinism to student activism.

451. TROPICAL AFRICA TO 1860. (5-0-5)

Prerequisite: History 110 and 111.

Tropical Africa to 1860, with special emphasis on West Africa. Major themes include the medieval empires, Islam, the slave trade, and the beginnings of European interest.

453. COLONIAL AND CONTEMPORARY AFRICA. (5-0-5)

Prerequisite: History 110 and 111.

Africa since 1860; considered are European penetration and the partition, colonial rule and the African response, and the independence movement.

455. CONTEMPORARY AMERICAN FOREIGN POLICY. (See Political  
Science 455.) (5-0-5)

498. INDEPENDENT STUDY. (Var.)

Prerequisite: approval of chairman of department.

Investigation of a topic or period of special interest, with reports to the instructor. Open only to juniors and seniors with superior records. Two to five hours.

499. INTERNSHIP. (Var.)

Prerequisite: selection for participation in Georgia Intern Program or Georgia Legislative Program.

An individually-designed course sequence involving off-campus study, research, and work in a government agency or the Georgia legislature. Five to fifteen hours.

## GRADUATE COURSES

(For complete information see the Graduate Catalogue)

500. CLASSICAL CIVILIZATION.

501. THE NEGRO IN AMERICAN HISTORY.

507. COLONIAL AMERICA.

509. CONTEMPORARY AMERICA.

511. EUROPE IN THE TWENTIETH CENTURY.

513. ECONOMIC AND SOCIAL HISTORY OF ENGLAND SINCE 1870.

515. RENAISSANCE AND REFORMATION.

519. THE FRENCH REVOLUTION AND NAPOLEON.

520. THE AMERICAN CIVIL WAR.

522. THE ANTE-BELLUM SOUTH.

525. THE TEACHING OF HISTORY AND RELATED STUDIES.

526. CONSTITUTIONAL HISTORY OF ENGLAND.

527. THE RECONSTRUCTION PERIOD.

529. MODERN GERMANY.

532. STUDIES IN GEORGIA HISTORY.

542. AMERICAN SOCIAL AND INTELLECTUAL HISTORY TO 1865.

543. AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1865.

551. TROPICAL AFRICA TO 1860.

553. COLONIAL AND CONTEMPORARY AFRICA.

555. CONTEMPORARY AMERICAN FOREIGN POLICY.

- 599. INTERNSHIP.
- 600. HISTORIOGRAPHY.
- 605, 608, 611, 614, 617. GRADUATE SEMINARS.
- 650. ADVANCED STUDY.
- 654. THESIS RESEARCH.

## **POLITICAL SCIENCE**

### **101. THE AMERICAN POLITICAL SYSTEM. (5-0-5) F, W, S**

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.

### **200. INTRODUCTION TO POLITICAL SCIENCE. (5-0-5)**

Prerequisite: Political Science 101.

A study of the development and scope of the political science discipline and its methods of research and presentation. Required of majors, but open to others.

### **201. THE POLITICAL SYSTEM OF THE AMERICAN STATES. (5-0-5)**

Prerequisite: Political Science 101.

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.

### **210. THE POLITICAL SYSTEMS OF INTERNATIONAL ORGANIZATIONS. (5-0-5)**

Prerequisite: Political Science 101.

A study of the development, the structures and procedures, and the policies of contemporary regional alliance systems and of the international system of the United Nations and its subsidiary organizations.

### **290H. (Meetings TBA-2 hrs. credit.) Each quarter. SOCIAL SCIENCE PROBLEMS SEMINAR IN CONTEMPORARY AMERICA. (See History 290H.)**

### **301. THE POLITICAL SYSTEMS OF METROPOLITAN AREAS. (5-0-5)**

Prerequisite: Political Science 101.

A study of the political structures and processes of urban and suburban American.

**305. THE AMERICAN PARTY SYSTEM AND THE POLITICAL PROCESS. (5-0-5)**

Prerequisite: Political Science 101.

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

**310. INTERNATIONAL RELATIONS AND POLITICS. (5-0-5)**

Prerequisite: Political Science 101.

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

**315. THE AMERICAN JUDICIAL SYSTEM. (5-0-5)**

Prerequisite: Political Science 101.

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.

**320. COMPARATIVE EUROPEAN POLITICAL SYSTEMS. (5-0-5)**

Prerequisite: Political Science 101.

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.

**398. SPECIAL TOPICS IN POLITICAL SCIENCE. (Var.)**

Prerequisite: Political Science 101.

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

**405. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES. (5-0-5)**

Prerequisite: Political Science 101.

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.

**410. WESTERN POLITICAL THEORY I. (5-0-5)**

Prerequisite: Political Science 101.

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.

**411. WESTERN POLITICAL THEORY II. (5-0-5)**

Prerequisite: Political Science 101.

A study of political theory from Locke to the present. A continuation of Political Science 410.

420. AMERICAN POLITICAL THEORY. (5-0-5)

Prerequisite: Political Science 101.

A study of American political thinking from the colonial era through the contemporary period.

438. MAN AND HIS ENVIRONMENT. (5-0-5) (See History 438.)

455. CONTEMPORARY AMERICAN FOREIGN POLICY. (5-0-5)

Prerequisite: Political Science 101.

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.

475. CONTEMPORARY INTERNATIONAL PROBLEMS. (5-0-5)

Prerequisite: Political Science 101.

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.

498. INDEPENDENT STUDY. (Var.)

Prerequisite: approval of chairman of department.

Investigation of a topic or period of special interest, with reports to the instructor. Open only to juniors and seniors with superior records. Two to five hours.

499. INTERNSHIP. (Var.)

Prerequisite: selection for participation in Georgia Intern Program or Georgia Legislative Intern Program.

An individually-designed course sequence involving off-campus study, research, and work in a government agency or the Georgia legislature. Five to fifteen hours.

## GRADUATE COURSES

(For complete information see the Graduate Catalogue)

505. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES.

520. AMERICAN POLITICAL THEORY.

550. THE INTERNATIONAL LEGAL SYSTEM.

555. CONTEMPORARY AMERICAN FOREIGN POLICY.

575. CONTEMPORARY INTERNATIONAL PROBLEMS.

599. INTERNSHIP.

## **GEOGRAPHY**

**200. PHYSICAL GEOGRAPHY. (5-0-5)**

A study of the shape and form of the world land mass, the configuration of the oceans and seas, the enveloping atmosphere, and the distribution of climates and soils.

**376. CULTURAL GEOGRAPHY. (5-0-5)**

A world regional survey of population and cultural phenomena. Emphasis is placed upon man's organization of and relationship to his environment.

**398. SPECIAL TOPICS IN GEOGRAPHY. (Var.)**

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

**401. ECONOMIC GEOGRAPHY. (5-0-5)**

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.

**440. GEOGRAPHY OF THE UNITED STATES AND CANADA. (5-0-5)**

A study of the physical, social, and economic regions of North America, with attention to their interdependence.

**443. GEOGRAPHY OF EUROPE. (5-0-5)**

A study of the physical and cultural patterns of the continent west of the Soviet Union. Each country is examined with a view to understanding its individuality within the regional complex.

**446. GEOGRAPHY OF AFRICA. (5-0-5)**

An examination of the regions of Africa in terms of their physical and cultural frameworks. Economic and political developments of the newly-emergent nations are stressed.

**449. GEOGRAPHY OF LATIN AMERICA. (5-0-5)**

An analysis of the geography of continental and Caribbean Latin America, including physical, cultural, and economic characteristics of the various regions.

**499. INTERNSHIP. (Var.)**

Prerequisite: selection for participation in Georgia Intern Program.

An individually-designed course sequence involving off-campus study, research, and work in a government agency. Five to fifteen hours.

## HOME ECONOMICS

Therry N. Deal, Chairman

Professor: Deal. Associate Professor: Maynard, Venable. Assistant Professor: Betz, DuPree, Hutton, Smythia, Staples, Stewart. Instructor: Judkins, Word.

The purposes of the department are to prepare students for the home economics professions and to educate young men and women in fundamentals which develop more competent individual, family, and societal members. Students have the option of obtaining a Bachelor of Arts, Bachelor of Science, or an Associate in Science degree in one of several Home Economics curricula.

Selected students concentrating in child or family development, with departmental approval and planning may attend Merrill-Palmer Institute in Detroit as part of a cooperative program between institutions.

### BACHELOR OF ARTS DEGREE WITH CONCENTRATION INDIVIDUALLY DESIGNED

The A.B. degree in home economics offers flexibility in tailoring a concentration in the subject matter areas of child and family development, clothing and textiles, housing and consumer management, or foods and nutrition. The student may combine home economics with appropriate course work in other disciplines to prepare for involvement in housing, fashion, furnishing, or residential lighting design; writing or editing in home and consumer affairs; and work as human resources specialist in child, family, nutrition, or consumer management.

Art 100

Foreign Language: 10 to 20 hrs.

Choice Of: Sociology 462 or 452 or Economics 473

Choice of: Chemistry 231, Biology 211 or 320, or Physics 102

Home Economics: 100, 120, 293, 215, 224, 311, 324, 326, 330, 331, 332, 432, 451

Electives: 23-38 hours may be used to develop student's specialized concentration in Home Economics or other appropriate discipline.

## BACHELOR OF SCIENCE IN 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. In addition to meeting the following requirements for the major, students may take a concentration in Child Development, Foods, Clothing, Family Life Education, or courses for work with public utilities. Electives may be used in this way. Requirements are:

Art 100

Home Economics 100, 120, 215, 224, 293, 311, 314, 324A, 326, 330, 331, 332, 432, 451, 453

Education 204, 405, 466, 472, 481, 482, 483

Choice of one: Biology 211, 320, Chemistry 231, Physics 102

Choice of one: Economics 473, Sociology 452, 462

## BACHELOR OF SCIENCE IN DIETETICS

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

Students graduating in this major 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.

This curriculum, open to men and women, prepares students for positions as hospital dietitians and for managerial positions in cafeterias, and other eating establishments. 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. Requirements are:

Home Economics 100, 215, 324A, 326, 333, 341, 343, 423, 424, 427, 432, 446, 451, and one of either: 293, 120, 224, 314.

Chemistry 231, 351

Education 478, 405

Art 100



Biology 211, 320

Business Administration 251, 443, 217 or Math 201

Psychology 201, 448, or 452

## **BACHELOR OF SCIENCE IN 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 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 Admission To The Fashion Marketing Program**

It is recommended that students have previous work experience in retail stores or in clothing and textile industries prior to their junior year. Two months or sixty days of full-time employment is suggested.

A grade of 2.0 by the beginning of the junior year is required.

Transfer students are required to arrange an interview with the program coordinator immediately upon entering the program.

### **Requirements for Home Economics Advisees:**

Home Economics 100, 120, 214, 224, 311, 316; 417; or Business Administration 362; H. Ec. 418, 419

Business Administration 212, 217, 251, 361, 363, 366, 443

Economics 271

Art 100, 320

Psychology 201

Sociology 452

## **BACHELOR OF SCIENCE IN INSTITUTIONAL FOOD SERVICE ADMINISTRATION**

Men and women who graduate with this major will be prepared for commercial food systems positions. The entry to this interdisciplinary major can be through Home Economics or Business Administration. Summer field experiences are encouraged and supervised work experiences are a part of the program during senior year. Home Economics major requires:

Home Economics 100, 215, 224, 293, 324A, 331, 333, 326, 341, 342, 420,  
421, 432, 446, 451

Business Administration 217, 251, 361, and 443

Art 100

Chemistry 231

Biology 320

Math 201

Psychology 201

## **ASSOCIATE OF SCIENCE DEGREE IN FOOD SERVICE TECHNOLOGY**

This is a two year program for those who wish to specialize at the associate level in food service.

Prepares for positions such as assistant to hospital dietitian, supervising food service in a nursing home or school food service system. Prepares as assistant manager for a commercial institution.

Home Economics 215, 216, 217, 324A, 333, 341, 342, 420, 421

Art 100

Psychology 201

Political Science 101

History 110

English 101, 102

Math 110

Biology 123, 320

Chemistry 101

Area IV: Home Economics		Area IV: Home Economics-Education	
Courses	Hours	Courses	Hours
Soc. 101, Psy. 201, H.E. 293	5-10	Ed. 204	5
Phys. 101, 102, Chem. 101, 102	5-15	Soc. 101 or Psy. 201	5
H.E. 120	5	Mus. 100 or Art 103 or Speech 101	5
H.E. 215	5	15 hours selected from H.E. 120, 214, 215, 216, 217, 224, 293	15

### HOME ECONOMICS

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

### GENERAL

#### 100. HOME ECONOMICS AND ITS CAREERS. (1-0-1)

The student gains acquaintance with the philosophy, scope and purpose of home economics. A study is made of the opportunities, preparation and personal qualities important for each profession. Required of home economics majors in their first year of enrollment.

#### 454. INDEPENDENT STUDY (Var.)

An opportunity is provided for advanced study in any area of concentration in the home economics field. The course is for students enrolled in the honors program, or seniors and graduate students who are approved by the chairman of the department. Credit: Two to ten hours.

#### 499. INTERNSHIP. (Var.)

Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit: five to fifteen hours.

### CHILD AND FAMILY DEVELOPMENT

#### 293. FAMILY INTERACTION. (5-0-5)

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

#### 305. THE FAMILY AND SOCIETY. (4-2-5)

Intracultural comparison and interactional patterns in the American family across the developmental life cycle. Stress on such issues as division of labor,

## *Home Economics*

decision making processes, social relationships, and utilization of resources.

### 351. CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Study is made of current concepts of growth, development, and factors which contribute to physical, intellectual, and emotional life of human beings particularly between conception and age seven. Observation is made of children.

### 453. ADVANCED CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Prerequisite: Home Economics 451 or equivalent.

Opportunity is offered for the student to explore at an advanced level the principles of human development and child study in relation to infancy and the preschool period. Participation in nursery school and home settings is required.

### 455. THE CHILD IN THE FAMILY AND COMMUNITY. (4-2-5)

Family factors affecting the child's development are identified and studied. Community influences, resources and services for children of various social economic groups are explored. Direct contacts will be made with community agencies.

### 494. THEORY IN CHILD AND FAMILY DEVELOPMENT. (5-0-5)

Prerequisite: Home Economics 293 or equivalent and permission of instructor.

Theories related to human development in the family context such as interactional, structural, role and developmental.

## **CLOTHING, TEXTILES AND FASHION**

### 120. DRESS FOR THE INDIVIDUAL. (3-4-5)

This is a beginning clothing course including individual figure analysis with selection of appropriate dress and accessories. Basic principles of clothing construction are applied in making simple garments with emphasis on fitting and creativity.

### 214. VALUES OF DRESS. (5-0-5)

This is a beginning course in the comprehensive study of why dress. Emphasis is placed on attitudes and relationships of dress to emotional and social stability.

### 224. TEXTILES. (3-4-5)

A consumer oriented study is made of textiles. Emphasis is placed on basic information of fibers, fabric construction, and finishes to enable the consumer to determine use, serviceability and care of apparel and household fabrics.

### 311. FAMILY APPAREL. (3-4-5)

Prerequisites: Art 100, Home Economics 120, 224.

A study of the clothing needs during the various stages of the family cycle with consideration of various socio-economics groups. Opportunity is provided for planning, selecting, constructing, and buying apparel for family members.

**316. FASHION INNOVATION AND MARKETING. (5-0-5)**

Prerequisite: Business Administration 361.

A study is made of the workings of the fashion world from designing to marketing.

**412. TAILORING. (2-6-5)**

Prerequisites: Home Economics 120 or equivalent and instructor's approval.

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

**414. DRESS DESIGN. (2-6-5)**

Prerequisites: Home Economics 120 or equivalent and instructor's approval.

Dress design applied through flat pattern. Pattern development, alteration, and styling emphasized.

**418. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING SELECTION. (5-0-5)**

Prerequisite: Home Economics 311.

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

**419. FIELD EXPERIENCE IN FASHION MARKETING. (Var.)**

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: five to fifteen hours.

**FOODS, HUMAN NUTRITION AND  
FOOD SYSTEMS ADMINISTRATION**

**215. PRINCIPLES OF FOOD PREPARATION. (3-4-5)**

A study is made of the basic scientific concepts of food preparation in relation to quality and nutritional value. Effective use of time, energy, money, and equipment are applied to preparation. Laboratory fee, \$5.00.

**216. QUANTITY FOOD CONTROLS. (3-4-5)**

This course deals with selection of food by written specifications, receiving of food and supplies, storage and record keeping, and handling of left-overs.

**217. FOOD SERVICE MANAGEMENT. (3-0-3)**

Principles of organization and management, standards of sanitation for food service institutions, job analysis, labor policies, labor organizations, personnel problems, and financial control will be included.

*Home Economics*

324A. NUTRITION. (5-0-5)

Prerequisite: Chemistry 101.

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.

324B. NUTRITION. (Var.)

Basic nutrition concepts as applied across the developmental cycles and across various socio-economic backgrounds. Factors influencing nutritional attitudes and practices in families, young children, the aged and those requiring nursing care. For mental health, early childhood and nursing majors. Credit, three to five hours.

333. INSTITUTIONAL EQUIPMENT AND LAYOUT. (2-2-3)

The course includes the principles of equipment selection and layout for institutional food service organization. Emphasis will also be given to the operation and care of equipment.

341. QUANTITY FOOD PRODUCTION I. (5-0-5)

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.

342. QUANTITY FOOD PRODUCTION II. (1-6-5)

This course is a continuation of Home Economics 341. It emphasizes the application of principles of preparing various types of food to achieve quality for 25-50 people.

343. FOOD SERVICE ORGANIZATION AND MANAGEMENT. (5-0-5)

Principles of scientific management as related to food systems and appropriate control aspects are involved. The role and responsibilities of management in food service with emphasis on institutional organization, human behavior, and record keeping.

420. TECHNIQUES AND PROCEDURES FOR SUPERVISION OF FOOD SERVICE ADMINISTRATION. (5-0-5)

The student will apply principles of organization and management, work with personnel in actual situations in approved food establishments.

421. FOOD FOR SPECIAL OCCASIONS. (3-4-5)

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

Emphasis is given to food preparation skills and management for such occasions as buffet meals, receptions, formal meals, and outdoor meals. Laboratory fee, \$5.00.

**423. EXPERIMENTAL FOODS. (3-4-5)**

Prerequisite: Chemistry 101.

Study of chemical and physical properties affecting food preparations. Controlled experimentation will be used to test principles and techniques. Group and individual projects. Laboratory fee \$5.00.

**424. ADVANCED NUTRITION. (5-0-5)**

Prerequisites: Home Economics 324, Chemistry 231, 351.

This course deals with current knowledge of the metabolic functions of food in the human organism.

**427. DIET THERAPY. (3-4-5)**

Prerequisite: Home Economics 424.

A study of impaired digestive and metabolic conditions. Adaptations of the diet as a prevention and treatment of these diseases.

**444. ADVANCED INSTITUTIONAL ORGANIZATION AND MANAGEMENT. (1-8-5)**

Prerequisite: Home Economics 343 and instructor's approval.

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 lecture.

**446. QUANTITY FOOD PURCHASING AND CONTROL. (3-4-5)**

Prerequisite: Instructor's approval.

The course deals with principles and methods of purchasing food in quantity, using specifications, control food cost through estimating, buying, and storing. Emphasis is placed on factors determining quality, grade, and cost.

## **HOME AND CONSUMER MANAGEMENT**

**314. FURNISHING THE HOUSE. (3-4-5)**

Prerequisites: Art 100 and Home Economics 224.

An application of principles of art, consumer buying, management and financial relationships in furnishing the family dwelling. Residential lighting concepts introduced.

**326. MEAL MANAGEMENT. (3-4-5)**

Prerequisite: Home Economics 215.

Students have experience in planning, marketing, preparing, and serving foods for family meals at different economic levels. Emphasis is placed on management of time, energy, materials, nutrition knowledge, and money. Laboratory fee: \$5.00.

**330. PERSONAL AND FAMILY FINANCE. (3-0-3)**

Principles of personal and family planning are studied.

331. HOME MANAGEMENT. (3-0-3)

Principles of time, energy, and physical resource management as related to individual and family living in a variety of life-styles. Parallels HOE 432.

332. EQUIPMENT FOR CONSUMERS. (1-4-3)

Principles in selection, use, care, and expected performance of household equipment.

417. MERCHANDISE INFORMATION AND CONSUMER BEHAVIOR. (5-0-5)

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.

432. HOME MANAGEMENT RESIDENCE. (0-6-3)

Management and family interaction principles are applied through residence in a home management setting which include a variety of socio-economic settings. Parallels HOE 331.

435. THE FAMILY AS HOUSING CONSUMERS. (3-0-3)

This course is designed to help young persons or young families to become informed consumers in their choice of a place to live appropriate for income and values.

## HOME ECONOMICS EDUCATION

466. SCHOOL AND COMMUNITY PROBLEMS: Implications for Curriculum Planning in Home Economics. (5-0-5) F, S

Prerequisites: Education 204, 405 and overall average of 2.0.

A study of the facts, trends, and needs of different ages, cultural, and ethnic groups of Georgia communities which relate to home economics curriculum for secondary and adult groups. Responsibilities of the home economics teacher in the extended school program are studied as well as problems of the school and community which have implications for teaching. Observation in selected communities to be arranged.

472. METHODS OF TEACHING HOME ECONOMICS IN THE SECONDARY SCHOOL. (5-0-5) F, W

Prerequisites: Education 204, 405, 466 and a general average of 2.0. Education 466 may be concurrent.

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



478. METHODS OF TEACHING NUTRITION. (4-2-5 or 5-0-5)

A study is made of the methods of teaching of nutrition. May be offered simultaneously with Education 472.

481-482-483. STUDENT TEACHING IN HOME ECONOMICS EDUCATION.  
(0-40-15) W,S

Prerequisites: Education 472 and overall average of 2.0.

Full time student teaching is provided as the concluding experience of the professional sequence. Selected off-campus cooperating centers will be utilized for experience in teaching consumer homemaking and occupational Home Economics and extra-curriculum activities.

## GRADUATE COURSES

(For complete information see the Graduate Catalogue.)

- 510.\* CURRENT PROBLEMS IN TEACHING HOME ECONOMICS. (EDU 510)
515. ADVANCED PROBLEMS IN APPAREL SELECTION.
518. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING SELECTION.
523. EXPERIMENTAL FOODS.
524. ADVANCED NUTRITION.
525. FAMILY AND COMMUNITY NUTRITION PROBLEMS.
527. DIET THERAPY.
531. FAMILY ECONOMICS.
533. MANAGEMENT OF HUMAN RESOURCES.
535. FAMILY HOUSING PROBLEMS.
538. RESOURCES FOR TEACHING HOUSE FURNISHINGS.
- 540.\* ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL PROGRAMS. (EDU 540)
550. MANAGEMENT AND HOUSEHOLD EQUIPMENT.
552. READINGS IN CHILD DEVELOPMENT.
553. ADVANCED CHILD DEVELOPMENT AND GUIDANCE.
554. INDEPENDENT STUDY.

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\*Courses cross-listed with Department of Education.

*Home Economics*

- 555. THE CHILD IN THE FAMILY AND THE COMMUNITY.
- 585.\* TEACHER EDUCATION: A COOPERATIVE VENTURE. (EDU 585)
- 590. FAMILY LIFE EDUCATION.
- 593.\* EARLY CHILDHOOD EDUCATION. (EDU 593)
- 594. THEORY IN CHILD AND FAMILY DEVELOPEMENT.
- 599. INTERNSHIP.
- 605.\* THE HOME ECONOMICS CURRICULUM. (EDU 605)

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\*Courses cross-listed with Department of Education.

## MATHEMATICS

Dick L. George, Chairman

Professor: George. Associate Professor: Farmer, H. Gonzalez. Assistant Professor: Mayberry, Scott.

The Department of Mathematics attempts to develop an understanding of the history and development of mathematics and a recognition of the importance of mathematics as applied to other fields of study. Of particular importance is the use of precise language and the practice of logical thinking.

### Major Programs

1. Bachelor of Arts degree: A major must include at least fifty hours, in mathematics above the freshman level including 201, 223, 240, 241, 242, 320, 350, and 460. In addition, the student must meet the Georgia College requirements for foreign languages. The Mathematics Department requires that the language be French or German.

2. Bachelor of Science degree: A major must include at least sixty hours in mathematics above the freshman level including 201, 223, 240, 241, 242, 320, 350 and 460. In addition the student must take ten hours of French or German or be able to demonstrate a competency equivalent to French 102 or German 102.

Professional Education: Students majoring in mathematics who desire to teach should register with the Education Department in one of the approved programs which lead to certification.

A minor in mathematics can be obtained by completion of Math 201, 223, 240, 241, 242 and two upper level courses. Math 300, 301, or 400 can not be used to satisfy the requirements for a minor in mathematics.

#### Area IV: Mathematics-Education

#### Area IV: Mathematics

Courses	Hours	Courses	Hours
Ed. 204	5	For. Lang.	10
Soc. 101 or Psy. 201	5	Math. 223, 240, 241, 242	20
Mus. 100 or Art 103 or Speech 101	5		
15 hours selected from:			
Math. 223, 240, 241, 242	15		

## MATHEMATICS

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

105. DEVELOPMENTAL MATHEMATICS. (5-0-5) F

Prerequisites: Participation in the developmental program.

Emphasis is on discovering number patterns and relationships, the use of set language, and a study of the real number system.

110. MATHEMATICS FOR THE SOCIAL SCIENCES AND BUSINESS.

(5-0-5). F, W, S, Su

Prerequisites: None

Linear equations, systems of linear equations, systems of linear inequalities, logarithms and mathematics of finance.

111. ELEMENTARY ANALYSIS. (5-0-5). W, S.

Prerequisites: Math 110, 120 or 130.

A survey of analytic geometry and single variable calculus with applications from the social and life sciences.

120. MATHEMATICS FOR LIBERAL ARTS STUDENTS. (5-0-5). F, W, S, Su

Prerequisites: None.

This course emphasizes the historical and philosophical aspects of mathematics and is intended as a terminal course for the liberal arts student.

130. PRECALCULUS MATHEMATICS. (5-0-5). F, Su.

Prerequisites: None.

Those topics from algebra, trigonometry and analytic geometry which are fundamental to the understanding of the calculus.

200. MATHEMATICS FOR ELEM. EDUCATION MAJORS I. (4-2-5). F, W, S, Su

Prerequisites: Declared major in Elem. Education.

A study of the structure of the rational number system with emphasis on concepts, generalizations and skills needed for teaching elementary school mathematics. Laboratory sessions will deal with teaching strategies.

201. INTRODUCTION TO COMPUTER SCIENCE. (5-0-5). F, W, S, Su

Prerequisites: Successful completion of any freshman level math course above 105.

A course designed to introduce the use of computers for solving problems in the physical and social sciences, business and mathematics.



*Mathematics*

220. PROBABILITY AND STATISTICS. (5-0-5). S.

Prerequisites: Successful completion of any lower level math course above 105.

Designed to acquaint the student with the theory of probability and to apply probability to statistical theory. Problems will be taken from business, the life sciences and the social sciences.

223. CALCULUS WITH ANALYTIC GEOMETRY I. (5-0-5). W.

Prerequisites: Math 130 or equivalent.

Basic concepts, derivatives of algebraic, trigonometric and inverse trigonometric functions. Applications of derivatives.

240. CALCULUS WITH ANALYTIC GEOMETRY II. (5-0-5). S.

Prerequisites: Math 223 with a grade of C or higher.

The definite integral with applications. Derivatives of logarithmic and exponential functions.

241. CALCULUS WITH ANALYTIC GEOMETRY III. (5-0-5). F.

Prerequisites: Math 240 with a grade of C or higher.

Techniques of integration, improper integrals, indeterminate forms and infinite series.

242. CALCULUS WITH ANALYTIC GEOMETRY IV. (5-0-5). W.

Prerequisites: Math 241 with a grade of C or higher.

Vectors and the calculus of real-valued functions of several real variables.

300. MATHEMATICS FOR ELEM. EDUCATION MAJORS II. (4-2-5). F, W, S, Su

Prerequisites: Math 200 or permission of the chairman of the mathematics department.

A continuation of the study of the topics from the elementary school curriculum: the real number system, logic, informal geometry and metric geometric. Laboratory sessions will deal with teaching strategies.

301. MATHEMATICS FOR ELEM. EDUCATION MAJORS III. (4-2-5). S.

Prerequisites: Math 300.

Equations, inequalities, functions, graphs measurement, accuracy and precision. This course is designed as a sequel to Math 300 and is for those students who desire a concentration in mathematics.

320. MATHEMATICAL STATISTICS I. (5-0-5). F, Su.

Prerequisites: Math 242.

Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, point estimation, interval estimation and hypothesis testing.

321. MATHEMATICAL STATISTICS II. (5-0-5). W, Su.  
Prerequisites: Math 320.  
A continuation of Math 320.
343. DIFFERENTIAL EQUATIONS WITH APPLICATIONS. (5-0-5). W, Su.  
-odd years.  
Prerequisites: Math 242.  
Ordinary linear differential equations with applications. Some consideration will be given to the existence and uniqueness of solutions.
350. ABSTRACT ALGEBRA. (5-0-5). F, Su. -even years.  
Prerequisites: Math 241.  
Algebraic proofs are stressed and it is hoped that students will come to work easily with abstractions and generalities. Some of the topics studied are: rings, integral domains, the fields of rational and complex numbers, groups and polynomials.
351. LINEAR ALGEBRA. (5-0-5). W, Su. -odd years.  
Prerequisites: Math 241.  
Vectors and vector spaces, systems of linear equations, matrices, determinants and linear transformations.
400. METHODS AND MATERIALS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS. (5-0-5). F  
Prerequisites: Declared major in mathematics and senior standing.  
Emphasis on techniques of teaching, development of materials, and application of secondary school mathematics.
410. NUMBER THEORY I. (5-0-5). F.  
Prerequisites: Math 242 or consent of instructor.  
Divisibility, congruences, quadratic residues, important functions of number theory, Diophantine equations, simple continued fractions and the sequence of primes.
411. NUMBER THEORY II. (5-0-5). W.  
Prerequisites: Math 410.  
A continuation of Math 410.
460. ANALYSIS I. (5-0-5). W.  
Prerequisites: Math 242.  
Set theory, the real number system, topology of Euclidean spaces and a rigorous development of the differential calculus of real valued functions of several real variables.
461. ANALYSIS II. (5-0-5). S.  
Prerequisites: Math 460.  
Functions of bounded variation, rectifiable curves, Riemann-Stieltjes integration, sequences and series.

## Mathematics

470. INTRODUCTION TO HIGHER GEOMETRY. (5-0-5). S.  
Prerequisites: Consent of the instructor.  
A review of Euclidean geometry and an introduction to Non-Euclidean geometry.
480. NUMERICAL ANALYSIS. (5-0-5). S.  
Prerequisites: Math 201, 242 and 451.  
A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adapted to computer solution.
490. SPECIAL TOPICS. (5-0-5). On demand.  
Prerequisites: Consent of the chairman of the mathematics department.  
Selected topics in mathematics which are not available in any other course offered by the department.

## GRADUATE COURSES

(See Graduate Catalogue for description)

500. METHODS AND MATERIALS FOR TEACHING SECONDARY SCHOOL  
MATH. S.
501. ELEMENTARY NUMBER CONCEPTS I.
502. ELEMENTARY NUMBER CONCEPTS II.
510. NUMBER THEORY I.
511. NUMBER THEORY II.
520. MATHEMATICAL STATISTICS I.
521. MATHEMATICAL STATISTICS II.
550. ABSTRACT ALGEBRA.
551. LINEAR ALGEBRA.
560. ANALYSIS I.
561. ANALYSIS II.



## MODERN FOREIGN LANGUAGES

Jean M. Guitton, Chairman

Professor: Guitton. Associate Professor: J. Gonzalez. Assistant Professor: Carnes, Walters.

### **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 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. If the student passes the test, he will receive the appropriate credit for the course (or courses) exempted.

### **Major Programs**

The major programs consist of the following sequences of courses:

*French:* 321, 322, 421, 422, 423, 445 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, 420, 433, 441, 445 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.

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.

Modern Foreign Language

Area IV: Modern Foreign Languages		Area IV: Modern Foreign Language-Education	
Courses	Hours	Courses	Hours
Fr. 211, 212, 221, 231	0-20	Ed. 204	5
Span. 211, 212, 221, 231	0-20	Soc. 101 or Psy. 201	5
Ger. 211, 212	0-10	Mus. 100 or Art 103 or Speech 101	5
Art 210, 211, 212	9	15 hours selected from:	
Phil. 200	5	Fr. 211, 212, 221, 231	
		Ger. 211, 212, 221, 231	
		Span. 211, 212, 221, 231	15

**FRENCH**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

101, 102. ELEMENTARY FRENCH. (5-0-5) each course.

The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary French prose.

211, 212. INTERMEDIATE FRENCH. (5-0-5) each course. 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.

221. ADVANCED FRENCH READINGS. (5-0-5)

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.

311. ADVANCED CONVERSATION AND COMPOSITION. (5-0-5)

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.

312. ADVANCED GRAMMAR. (5-0-5)

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

321, 322. SURVEY OF FRENCH LITERATURE. (5-0-5) each course

Prerequisite: French 221.

A study of the development of French literature from the beginning to the present day. Study of principal trends. Reading of representative authors.

421. LITERATURE OF THE CLASSICAL PERIOD. (5-0-5)

A study of French literature of the seventeenth and eighteenth centuries.

422. LITERATURE OF THE NINETEENTH CENTURY. (5-0-5)

A study of French literature of the nineteenth century with emphasis on the novel. Reading of representative authors.

423. CONTEMPORARY FRENCH LITERATURE (5-0-5)

A study of the French literature in the twentieth century with emphasis on the last twenty-five years.

434. THE EARLY FRENCH NOVEL. (5-0-5)

A study of the novel in France from its earliest manifestations through the eighteenth century. Credit, five hours.

445. FRENCH CIVILIZATION (5-0-5)

A study of significant examples of French expression in art, music, philosophy, etc. set against the social, political, and especially the literary background. Readings and discussions in French.

495, 496, 497. STUDY ABROAD. (5-0-5) each course.

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.

## GERMAN

101, 102. ELEMENTARY GERMAN. (5-0-5) each course.

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary German prose.

211, 212. INTERMEDIATE GERMAN. (5-0-5) each course.

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.

495, 496, 497. STUDY ABROAD. (5-0-5) each course.

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.

SPANISH

101, 102. ELEMENTARY SPANISH. (5-0-5) each course.

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary Spanish prose.

211, 212. INTERMEDIATE SPANISH. (5-0-5) each course. 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.

221. ADVANCED READINGS IN SPANISH AND SPANISH AMERICAN LITERATURE. (5-0-5)

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.

311. ADVANCED CONVERSATION AND COMPOSITION. (5-0-5)

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.

312. ADVANCED GRAMMAR. (5-0-5)

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

321, 322. SURVEY OF SPANISH LITERATURE. (5-0-5) each course.

Prerequisite: Spanish 221.

A study of the development of Spanish literature from the beginning to the present day. Study of main trends. Readings of representative authors.

361, 362. SURVEY OF SPANISH AMERICAN LITERATURE. (5-0-5) each course.

Literary development from the letters of Columbus to the present, development of Spanish American pattern of civilization 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.

420. LITERATURE OF THE GOLDEN AGE. (5-0-5)

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.

443. LITERATURE OF THE NINETEENTH CENTURY. (5-0-5)

Study of the Literature of the nineteenth century, as represented by Romanticism and Realism.

441. MODERN SPANISH LITERATURE. (5-0-5)

Contemporary Spanish Literature. The essay, novel, poetry, drama in Spain since 1898. Emphasis on the Generation of 1898, and the *tremendista* movement.

445. SPANISH CIVILIZATION (5-0-5)

A study of significant examples of Spanish expression in art, music, philosophy, etc. set against the social, political, and especially the literary background. Readings and discussions in Spanish.

450. SEMINAR IN CONTEMPORARY LATIN-AMERICAN CULTURE AND INTER-AMERICAN RELATIONS. (5-0-5)

A study of the culture of the Latin-American peoples in the light of the various ethnic, 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.

495, 496, 497. STUDY ABOARD. (5-0-5) each course.

The study of Spanish language and culture in a native environment. Designed especially for students in the Study Aboard Programs of the University of Georgia.

## GRADUATE COURSES

(See Graduate Catalogue for Description)

Language 500. INTRODUCTION TO LINGUISTICS.

Spanish 502. PHONETICS.

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

Spanish 520. LITERATURE OF THE GOLDEN AGE.

Spanish 522. PROSE OF THE GOLDEN AGE.

Spanish 523. DRAMA OF THE GOLDEN AGE.

Spanish 532. NINETEENTH-CENTURY PROSE.

Spanish 543. TWENTIETH-CENTURY DRAMA.

Spanish 561. MODERN SPANISH AMERICAN POETRY.

## MUSIC

Robert F. Wolfersteig, Chairman

Professor: Wolfersteig. Associate Professor: Benton, Underwood. Assistant Professor: Bittick, Douglas, Hillman, Willoughby. Instructor: J. D. Watkins.

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 and Electives .....	66
Music Courses .....	123
Applied Music and Ensemble .....	57
Music 158, 159, 160, 261, 262, 263, 266 .....	22
Music 336, 337 .....	4
Music 340, 341, 342, 343, 364, 380 .....	17
Music 368, 369, 400, 462, 470 .....	19
Music 439, 440 .....	4
	189

#### Voice Major

*Basic Requirements and Electives .....	86
Music Courses .....	118
Applied Music and Ensemble .....	57
Music 158, 159, 160, 261, 262, 263, 266 .....	22
Music 336, 337 .....	4
Music 340, 341, 342, 343, 364, 380 .....	17
Music 368, 400, 470 .....	11
Music 439, 440, 465 .....	7
	204

\*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 and Electives .....	66
Music Courses (Vocal Concentration) .....	109
Applied and Ensemble .....	45
Music 158, 159, 160, 261, 262, 263 .....	18
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 .....	<u>30</u>

205

Basic Requirements and Electives .....	66
Music Courses (Instrumental Concentration) .....	109
Applied and Ensemble .....	45
Music 158, 159, 160, 261, 262, 263 .....	18
Music 213, 214, 215, 216 .....	8
Music 330, 331, 332 .....	9
Music 333, 364 .....	6
Music 340, 341, 342, 343 .....	12
Music 380, 381, 382 .....	6
Music 462 .....	3
Music 316 .....	2
Professional Education .....	<u>30</u>

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**Attendance Requirement**

All music majors are required (1) to participate in an ensemble during each year in College, and (2) to attend designated recital classes, faculty and student recitals, and special concerts at the College during the year.

**Ensemble Participation**

1. There should be ensemble experience throughout the four years of study, which should be varied in the size and nature of the ensemble and in which at least 50% of the total experience should be on the major instrument.

2. Those enrolled in the Bachelor of Music degree program preparing a senior recital may take the three hour recital credit in lieu of ensemble credit during the senior year.

*Music*

3. Music majors in the Bachelor of Music Education program will participate in an ensemble during each year in college except during the quarter when they are student teaching off-campus. At least 50% of the total experience should be on the major instrument.

4. A student may not receive credit for more than two ensembles per quarter. Once a student has selected an ensemble, it is expected that he will remain in that ensemble for the year. A change will be made only with the permission of the department head.

*The quarter's credit* (1 hour) which is given for membership in Georgia College ensembles is based upon attendance, participation and general attitude. Students are not to request permission to be absent from rehearsals or performances to take private lessons, do outside work, or engage in other college activities.

Area IV: Music		Area IV: Music-Education	
Courses	Hours	Courses	Hours
Applied Music - Ensemble	12	Ed. 204	5
Mus. 100	5*	Mus. 100 or Art 103	
Mus. 158, 159, 160, 261, 262, 263	18	or Speech 101	5
Mus. 266	4*	15 hours selected from: Applied Music - Ensemble, Mus. 158, 159, 160, 261, 262, 263	15
*Electives			

**MUSIC**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

**001. PREPARATORY MUSIC THEORY. (5-0-0)**

A course designed for the student who elects to major in music, but who has not had high school classes that prepare him for the freshman courses in music theory.

**100. INTRODUCTION TO MUSIC. (5-0-5)**

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.

**107, 207, 307, 407. GLEE CLUB. (0-2-1)**

Rehearsals are held twice weekly for the purpose of studying and performing music written for male voices. Membership is open to the general college student.



110, 210, 310, 410. (M) MIXED CHORUS. (0-4-1)

Rehearsals are held four times weekly for the purpose of reading, studying, and performing standard choral literature. Membership is open to the general college student by audition.

100, 210, 310, 410. (C) THE WOMEN'S CHORALE. (0-2-1)

Rehearsals are held two times weekly for the purpose of studying and performing music written for treble voices. Membership is open to the general college student.

108, 208, 308, 408. (AS) AEOLIAN SINGERS. (0-2-1)

Rehearsals are held twice weekly for the purpose of studying and performing music written for the small ensemble. This organization has become a popular attraction both on and off campus with numerous requests for performances of light and popular music. Membership is open only to members of one of the larger ensembles.

111, 211, 311, 411. (P) PIANO ENSEMBLE, ACCOMPANYING. (0-2-1)

Emphasis on the playing of literature for piano ensemble. Supervised studio accompanying.

111, 211, 311, 411. (B) CONCERT BAND. (0-3-1)

Study and performance of the best in standard and contemporary band literature. Open to all college students.

111, 211, 311, 411. (BC) BRASS CHOIR. (0-2-1)

This group meets one day a week and performs the best in standard and contemporary literature. This group is open to instrumental music majors only, except with director's consent.

111, 211, 311, 411. (S) STAGE BAND. (0-3-1)

Study and performance of the best in the jazz repertoire. Lab groups ranging from small combos to 17-piece orchestra. Open to all college students.

115. CLASS VOICE (Non-Music Majors) (1-0-1)

Group instruction in voice production with emphasis on the fundamentals of breathing vowel and consonant production, diction, phrasing and interpretation of simple vocal literature. Open to non-music majors with the consent of the instructor. Does not carry major credit in the vocal music curriculum.

119, 219. CLASS PIANO INSTRUCTION. (0-2-1)

Emphasis on skills required for Piano Proficiency Examination for Bachelor of Music Education degree (vocal and instrumental concentrations).

158, 159, 160. ELEMENTARY THEORY. (5-0-3) each

A study of the fundamentals of music structure, terminology, and pitch relationships. Integrated courses 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.

200. MUSIC FOR THE PHYSICAL EDUCATION MAJOR. (5-0-5)

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.

201. INTRODUCTION TO MUSIC, PART II. (3-0-3)

Prerequisite: Music 100.

As a sequel to Music 100 this course provides a general introduction to music literature. A wide range of musical styles and genres will be examined. Designed for the general college student as well as for music majors.

213, 214, 215, 216. CLASS INTRODUCTION IN BRASS, WOODWINDS, PERCUSSION, AND STRINGS. (2-0-2)

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.

217. INSTRUMENTAL SURVEY. (4-0-4)

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.

261, 262. INTERMEDIATE THEORY. (5-0-3) each course.

Prerequisite: Music 158, 159, 160.

Continuation of Elementary Theory with emphasis on aural, keyboard, analytical, and compositional procedures. Includes the study of non-harmonic tones, modulations, and chromatic harmony.

263. FORM AND ANALYSIS. (5-0-3)

Prerequisites: Music 261, 262.

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 conata, vocal forms, accompaniment in its stylistic and formal significance, canon, fugue, concerto, and symphony. Listening to scores and music diagramming. Harmonic analysis of compositions.

266. TONAL COUNTERPOINT. (4-0-4)

Prerequisite: Music 263.

A study of traditional contrapuntal procedures, particularly those of the 18th century, with emphasis on score analysis and written projects.

316, 317, 318. CLASS INSTRUCTION IN VOICE. (2-0-2) each course.

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.

**321. MUSIC IN THE ELEMENTARY SCHOOL. (5-0-5)**

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 acquisition of sufficient knowledge and skills in classroom music. Required for a major in Elementary Education.

**330, 331. GENERAL MUSIC, KINDERGARTEN THROUGH SIXTH. (3-0-3) each course.**

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. First course centers around musical experiences for pre-school and primary; second course is designed for the upper grades. Scheduled observation at the Peabody Early Childhood Center and in selected off-campus cooperating centers is considered a part of the requirements for 330 and 331. Currently offered fall and winter quarters.

**332. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL. (3-0-3)**

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.

**333. INSTRUMENTAL METHODS. (3-0-3)**

Music education course for instrumental majors dealing with problems specifically related to organization, maintenance and development of public school instrumental groups.

**336, 337. LITERATURE OF MAJOR INSTRUMENT. (2-0-2) each**

Analytical study principally of the solo literature for piano, voice, organ, or an orchestral instrument. Special emphasis is given to musical structure and style.

**340, 341, 342, 343. HISTORY OF MUSIC. (3-0-3) each**

Prerequisite: Music 100.

A general survey of music from the early Christian era to the present.

**364. FORM AND ANALYSIS. (3-0-3)**

Prerequisite: Music 263.

A continuation of Music 263. Intensive study of larger forms and the contrapuntal procedures of the 16th and 18th centuries.

**368, 369. SURVEY OF MUSIC LITERATURE I AND II. (5-0-5) each course.**

Prerequisite: Music 364.

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. Two quarters. Offered alternate years.

*Music*

380, 381, 382. CONDUCTING. (2-0-2) each course.

Prerequisite: Music 158, 159, 160, 261, 262, 263.

Materials for choral and instrumental groups, score reading, cataloging of works, and rehearsal with actual groups.

400. SEMINAR IN MUSIC HISTORY AND THEORY. (3-0-3)

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

Basic concepts of music in reference to a variety of composition and styles. Lectures, class and individual projects.

412. SENIOR RECITAL. (0-0-3)

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

415A, 415B. STUDENT TEACHING IN MUSIC (Elementary). (0-5-2) (415A), (0-5-3) (415B)

A two-quarter sequence of student teaching, one hour a day, at the Peabody Early Childhood Center and in selected off-campus cooperating centers, under the supervision of the Department of Music.

415C, 415D. STUDENT TEACHING IN MUSIC (Instrumental concentration). (0-5-2) (415C) (0-5-3) (415D)

A two-quarter sequence of student teaching, one hour a day, at selected off-campus cooperating centers, under the supervision of the Department of Music.

416, 417. STUDENT TEACHING IN MUSIC (Secondary). (0-40-10)

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

439, 440. PEDAGOGY OF MAJOR INSTRUMENT. (2-0-2) each

Techniques of teaching piano, voice, organ, strings, brass, or woodwinds with emphasis on the selection and organization of teaching materials. Two quarters. Credit, two hours each quarter.

461. CHORAL METHODS. (3-0-3)

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.

462. ORCHESTRATION. (3-0-3)

Prerequisite: Music 262.

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.

465. CHORAL ARRANGING. (3-0-3)

Prerequisite: Music 262.

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.

470. SURVEY OF MUSIC LITERATURE III. (3-0-3)

Continuation of Music 369. 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. One quarter. Offered alternate years.

**Music Theory Placement Examination**

All freshmen and, when necessary, transfer music majors will take a theory placement test prior to registering for courses in music theory.

**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 third quarter of the junior year. A student must exhibit competency in basic skills such as sight reading, harmonization, accompanying, and open score reading. A prerequisite for student teaching.

All music majors enrolled in the Bachelor of Music Education Degree are required a *minimum* of 12 quarter hour credits in piano. Further study may be necessary to fulfill the keyboard requirements for the Bachelor of Music Education Degree.

By special request a student may be permitted to take the functional piano examination without the minimum credit hours.

**Applied Music Courses**

Students who are enrolled for applied music will be assigned credit hours as follows:

## *Music*

### *Music Majors\**

- Major Instrument—4 hours (two one-half hour lessons per week)  
2 hours (one-half hour lesson per week)  
Minor Instrument—2 hours (two one-half hour lessons per week)  
1 hour (one one-half hour lesson per week)

### *General College Students*

Students who are not majoring in music and who are taking 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 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. (See Applied Music fee section.)

HARPSICHORD 101-102-201-202-301-302-401-402

PIANO 103-104-203-204-303-304-403-404-503-504

VOICE 105-106-205-206-305-306-405-406-505-506

ORGAN 109-209-309-409-509

### *BAND AND ORCHESTRAL INSTRUMENTS*

120-220-320-420	Baritone
121-221-321-421	Bassoon
122-222-322-422	Clarinet
123-223-323-423	Cornet or Trumpet
124-224-324-424	Flute or Piccolo
125-225-325-425	French Horn
126-226-326-426	Oboe or English Horn
127-227-327-427	Percussion Instruments
128-228-328-428	Saxophone
129-229-329-429	Sousaphone or Tuba
131-231-331-431	Trombone
132-232-332-432	Violin

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\*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)

133-233-333-433	Viola
134-234-334-434	Violoncello
135-235-335-435	Stringed Bass

### Music Activities

#### *Recital Class*

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

### Student Organizations

#### *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 150, and the interest on the part of organ students in church music and in maintaining a high excellence of organ playing continues to grow.

#### MUSIC EDUCATORS NATIONAL CONFERENCE, Student Chapter #453.

The Music Educators National Conference, an Affiliate of the National Education Association, is the organization that serves as leader and spokesman for music education in the United States. The student MENC provides opportunities for professional development for college students through participation in state, division, and national meetings of the organization. Members enjoy all rights of full, active membership in MENC except those of voting and holding office.

#### PHI MU ALPHA SINFONIA.

Phi Mu Alpha Sinfonia is a national fraternity for men representing the music profession. Its objectives are to advance the cause of music in American, to foster the mutual welfare and brotherhood of students of music, to develop the truest fraternal spirit among its members, and to encourage loyalty to the Alma Mater. Eta Alpha Chapter was established at Georgia College in February, 1971.

#### SIGMA ALPHA IOTA.

Sigma Alpha Iota is a national professional fraternity for women in the field of music. Its objectives are to uphold the higher ideals of music education, to raise the standards of productive musical work among the women students, to further the development of music in America and to promote stronger bonds of musical interest and understanding between foreign countries and America, give inspirational and material aid to its members, organize the social life of its members as a contributing factor to their educational program, cooperate wholeheartedly with the ideals and aims of the Alma Mater, and adhere to the highest standards of American citizenship and democracy. Beta Rho Chapter was established at Georgia College in spring of 1953.

#### MUSIC THERAPY

The Bachelor of Music Therapy degree is designed to educate students in the principles and techniques of music therapy. The curriculum is designed to qualify a student who completes requirements to become certified as a Registered Music Therapist by the National Association for Music Therapy, Inc. Training emphasizes development of a wide range of music skills in addition to concentration in voice or a primary instrument. Music therapy courses cover all aspects of the uses of music in clinical settings and in research into the influences of music on behavior. A six-month supervised clinical internship follows the completion of all course work and precedes the granting of the degree. Students interested in Music Therapy should consult with the Chairman of the Department of Music for details.



## PHILOSOPHY AND RELIGION

John E. Sallstrom, Chairman

Associate Professor: Littleton, Sallstrom.

The aim of the Department of Philosophy and Religion is to help each student develop his own philosophy of life by giving him an opportunity to wrestle with the central issues of philosophy in dialogue with great thinkers of the past and present. Students are expected to read primary sources and discuss 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 is recommended but not required for the advanced philosophy courses. No course has any prerequisites.

### PHILOSOPHY

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

#### 200. INTRODUCTION TO PHILOSOPHY. (5-0-5) F, W, S, Su.

A first study of the major themes and issues of philosophy through readings drawn from masters of the philosophic tradition and modern writers.

#### 250. INTRODUCTION TO LOGIC. (5-0-5) F

A study of the requirements of clear thinking involved in all areas of human experience.

#### 320. ANCIENT PHILOSOPHY. (5-0-5) F, even years

Greek thought from the pre-Socratics to the late classical period, with special emphasis on the philosophies of Plato and Aristotle.

#### 321. MEDIEVAL PHILOSOPHY. (5-0-5) W, odd years

Western thought from the beginning of Christian philosophy to the late nominalists, with special consideration of Augustine and Aquinas.

#### 322. MODERN PHILOSOPHY. (5-0-5) S, odd years

Philosophy from the Renaissance and Reformation to the beginning of the nineteenth century, especially the period from Descartes to Hume.

*Philosophy and Religion*

410. ETHICS. (5-0-5) W, even years  
Major theories of morality in relation to contemporary individual and social problems.
411. AESTHETICS. (5-0-5) S, even years  
Theories of aesthetic experience and art, with special consideration of the problems of evaluation.
412. PHILOSOPHY OF RELIGION. (5-0-5) Su, even years  
Theories of the nature of religion and its relation to philosophy.
424. AMERICAN PHILOSOPHY. (5-0-5) W, odd years  
American thought from early New England philosophy to the present.
433. CONTEMPORARY PHILOSOPHY. (5-0-5) S, odd years  
Recent thought from German idealism to the present, with special attention to twentieth-century trends in linguistic analysis and existentialism.
454. INDEPENDENT STUDY. (Var.)  
Advanced study in the thought of a particular philosopher or a particular philosophical problem. Open to students with the approval of the department chairman. Credit: two-five hours.
490. INTERNSHIP. (Var.)  
Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit: five to fifteen hours.

**RELIGION**

310. INTRODUCTION TO THE OLD TESTAMENT. (5-0-5) F, odd years  
Literature, history, and theology of the Old Testament, with an effort to examine its significance in its own day and in ours.
311. INTRODUCTION TO THE NEW TESTAMENT. (5-0-5) W, even years  
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.
405. COMPARATIVE RELIGION. (5-0-5) S, even years  
Major world religions including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam, and some modern "religions" such as Humanism, Nationalism, and Communism.

## PSYCHOLOGY

William W. Nish, Chairman

Professor: Nish. Associate Professor: Wildman\*. Assistant Professor: Cheek, Miller.

Courses in the Department of Psychology are designed for students who desire to study psychology in preparation for graduate study, for students who seek a basic understanding of behavior as a supplement to some other field of concentration, and for students who want a sound background in the scientific study of man's behavior and experience.

*Psychology Major:* A major in psychology for either the Bachelor of Arts or the Bachelor of Science Degree consists of Psychology 201, 315, and 320, plus at least thirty additional hours in psychology selected in conference with the major adviser.

*Psychology Minor:* A minor in psychology consists of Psychology 201, 315 or 456, and at least fifteen additional hours in psychology, ten of which must be upper division.

*Psychology Technician Training Program:* A psychology technician training concentration may be taken along with the regular psychology major by completing a prescribed sequence of courses. The psychology technician training program is designed to prepare students with a Bachelor's Degree in Psychology for work under supervision in such settings as mental health clinics, counseling centers, state institutions, testing centers, and personnel programs. In addition to the courses required of all psychology majors, the program requires Psychology 210, 448, 456, 457, 463, 487, 488, and 492-93-94. Students who are interested in this program are advised to plan their course schedules carefully in consultation with their advisers, in that certain of the required courses have prerequisites which must be taken during a specific quarter.

*Behavioral Science Teacher Program:* Students who wish to work toward certification to teach behavioral sciences in secondary schools may do so by majoring in psychology, completing supporting work from sociology and other social sciences, and taking a sequence of professional education courses. Specific courses required by state certification requirements must be planned with the psychology major adviser and with an adviser assigned by the Department of Education.

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\*Part-time.

Psychology

Area IV: Psychology		Area IV: Psychology-Education	
Courses	Hours	Courses	Hours
Psy. 201	5	Ed. 204	5
25 hours selected from:		Soc. 101 or Psy. 201	5
Phil. 200, 250		Mus. 100 or Art 103 or	
Fr., Gr., Span. 101, 102		Speech 101	5
211, 212		15 hours selected from:	
Math. 110, 111, 201;		Psy. 201, 210, 250,	15
Bio. 123, 124, 210, 211;		Soc. 101	
Chem. 101, 102, 231; Phys.			
101, 102, 201, 202, 203			
Soc. 101, 120, 202			
Psy. 210, 250	25		

PSYCHOLOGY

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

201. GENERAL PSYCHOLOGY. (5-0-5) F, W, S, Su

Prerequisite: None.

An introduction to the basic concepts, principles, and methods of psychology as a science.

210. APPLIED PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201.

The uses of psychological principles and research in such fields as personnel work, business and industry, consumer behavior, clinical and counseling work, education, medicine, and law.

250. PERSONALITY AND ADJUSTMENT. (5-0-5)

Prerequisite: None. Not available for credit for students who have completed Psychology 463.

An introduction to personality development and adjustment problems.

290H. SOCIAL SCIENCE PROBLEMS SEMINAR IN CONTEMPORARY AMERICA. (Var.)

Prerequisite: Honor student status.

An interdisciplinary approach to the issues of Twentieth Century America for sophomore honors students. Issues will be discussed in their historical, sociological, psychological, educational, geographic and political perspectives. Credit, two hours for one quarter, three hours for two quarters, five hours for three quarters.

315. STATISTICS. (5-0-5) F, S

Prerequisite: None.

An introduction to the basic descriptive and inferential statistical methods used in the behavioral sciences.

320. EXPERIMENTAL PSYCHOLOGY. (3-4-5) F, S

Prerequisites: Psychology 201 and 315.

The principles and methods of experimental psychology, with laboratory investigations of topics such as sensation, perception, and learning.

323. CHILD PSYCHOLOGY (5-0-5)

Prerequisite: Psychology 201.

The physiological, intellectual, social, and emotional factors in child development.

352. GROUP DYNAMICS. (5-0-5)

Prerequisite: None.

The theory and application of the psychology of a wide range of diverse groups, from task groups to sensitivity groups. Experience with personal functioning and becoming an effective change agent in the small group setting is given.

432. ADOLESCENT PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201.

A consideration of basic studies dealing with adolescence, with emphasis on developmental tasks and problems.

448. ABNORMAL PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201.

Study of causative factors in the development of all types of psychological maladjustment, and of diagnostic and treatment techniques.

452. SOCIAL PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201.

The origin and development of psychological aspects of social behavior in man.

454. INDEPENDENT STUDY. (Var.)

Prerequisites: Status as junior or senior psychology major and permission of department chairman.

Individually arranged advanced study in a special area of psychology. Credit, two to five hours.

455. HISTORY AND SYSTEMS OF PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201.

Historical analysis of the schools of thought in psychology such as structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis.

*Psychology*

456. TESTS AND MEASUREMENTS. (5-0-5)

Prerequisite: Psychology 201. Recommended prerequisite: Psychology 315.

The construction, use, and interpretation of psychological tests, and an evaluative survey of available tests.

457. TESTING PRACTICUM. (5-0-5)

Prerequisite: Psychology 456.

The administration, scoring, interpretation, and reporting of psychological tests, with emphasis on individual intelligence tests.

460. PHYSIOLOGICAL PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201 or permission of instructor.

The structures, functions, and interrelationships of the biological bases which underlie behavior.

462. RESEARCH METHODS. (5-0-5)

Prerequisites: Psychology 201, 320.

Principles of scientific research, research design and methods, and research statistics.

463. THEORIES OF PERSONALITY. (5-0-5)

Prerequisite: Psychology 201.

The historical development of the study of personality, the methods of studying personality, and major theories of personality.

465. INTERNSHIP. (Var.)

Prerequisite: Application for and acceptance into the Georgia Intern Program.

An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

470. COGNITIVE PSYCHOLOGY. (5-0-5)

Prerequisite: Psychology 201.

A critical examination of recent work in the areas of perception, memory, imagination, thinking, and communication.

487. PSYCHOLOGY OF LEARNING. (5-0-5)

Prerequisite: Psychology 201.

An introduction to the concepts of learning as reflected in the systematic positions of the major learning theorists and to the results of research in the field of learning.

488. APPLIED LEARNING THEORY. (5-0-5)

Prerequisite: Psychology 487.

The application of learning theory and research to such areas as childhood learning and discipline, communication, attitude change, social interaction, and especially clinical behavior modification.



*Psychology*

489. PSYCHOLOGY OF MOTIVATION. (5-0-5)

Prerequisite: Psychology 201.

An introduction to the concept of motivation in psychology and to the results of research in motivation and emotion.

490. SEMINAR. (5-0-5)

Prerequisite: Fifteen hours in psychology.

Intensive study of selected topics in psychology. Student reports and discussion will be used, and an emphasis will be placed upon the relationships of research and theory.

492-93-94. CLINICAL PRACTICUM. (Var.)

Prerequisites: All other courses required in the psychology technician training concentration.

Full-time clinical experience under the supervision of the staff of the Psychology Department at Central State Hospital during the spring quarter of the senior year. The student receives intensive experience in the psychological methods and procedures used in a clinical setting, including appraisal of capacity, evaluation of personality, case diagnosis, and therapy. Application for the clinical practicum must be made by the last day of the fall quarter of the year in which the practicum is to be taken. Enrollment will be limited to the number of students who can be properly supervised by the Central State Hospital Psychology Staff in a given spring quarter. Selection of students from among the applicants will be made on the basis of academic performance and personality suitability for clinical work by a joint committee representing the Psychology Departments of Central State Hospital and Georgia College. Credit, fifteen hours.

## GRADUATE COURSES

(For course description see Graduate Catalogue)

548. ABNORMAL PSYCHOLOGY.

552. SOCIAL PSYCHOLOGY.

556. TESTS AND MEASUREMENTS.

563. THEORIES OF PERSONALITY.

565. INTERNSHIP.

587. PSYCHOLOGY OF LEARNING.



## SOCIOLOGY

Dorothy E. Pitman, Chairman

Professor: Pitman. Assistant Professor: Bailey, Gregory. Instructor: Byram

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.

*Core Curriculum.* Area IV courses for Sociology majors.

*Sociology Major.* A departmental major for the Bachelor of Arts or Bachelor of Science degree includes Sociology 202, 315, 442, 450 and other courses selected in conference with the major adviser. A minimum of forty hours above the 101 level is required for a major. Sociology 101 is prerequisite to all courses at the 200 or higher levels.

*Sociology Minor.* A departmental minor includes Sociology 202, 315, 442 and a minimum of two additional courses approved by the department chairman.

*Professional Education.* Students who desire to teach may plan a major in Sociology with other behavioral science courses to meet certification requirements for Social Studies: Behavioral Sciences. In addition, they must register with the chairman of the Department of Education. Information on certification requirements is available from the department chairman.

*Sequence in Undergraduate Education for Social Welfare:* The objectives of this sequence, which is taken over and above the 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.

*Sociology*

Area IV: Sociology		Area IV: Sociology-Education	
Courses	Hours	Courses	Hours
Choices from the following: Soc. 101, 120, 202	5-15	Ed. 204	5
Choices from the following: Math. 110, 111, 201, Phil. 250 Ger., Fr., Span. 101, 102, 211, 212	5-15	Soc. 101 or Psy. 201 Mus. 100 or Art 103 or Speech 101	5
Choices from the following: Eco. 271, 272 Pol. Sci. 201, 210 Psy. 201, 210, Geo. 200	5-15	15 hours selected from: Soc. 101, 120, 202	15

**SOCIOLOGY**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

101. INTRODUCTION TO SOCIOLOGY. (5-0-5) F, W, S, Su

Designed for the general education program. Study of structures, processes, and functions of human society.

105. SOCIOLOGICAL COMMUNICATIONS I. (5-0-5) F

A course in the Developmental Program, designed to give a perspective for viewing social issues. Written and oral communication on issues is stressed.

106. SOCIOLOGICAL COMMUNICATIONS II. (3-0-3) W

Continuation of Sociology 105. More specific sociological orientations presented in this quarter.

120. INTRODUCTION TO ANTHROPOLOGY. (5-0-5) W

Fields of anthropology with attention to problems and methods in each field.

202. SOCIAL ORGANIZATIONS. (5-0-5) F, W, S, Su

Structure and operation of large scale social organizations. Particular emphasis upon American social structure.

290H. SOCIAL SCIENCE PROBLEMS SEMINAR IN CONTEMPORARY AMERICA. (Var.) F, W, S

(See History 290H)

310. DEMOGRAPHY. (5-0-5) W

Composition of the population, its distribution in space, and changes in population size. Emphasis upon five demographic processes: fertility, mortality, marriage, migration, and social mobility.

312. SOCIAL GERONTOLOGY. (5-0-5) S

Interdisciplinary approach to adult development and aging. Impact of aging upon individuals and societies; reaction of individuals and society to aging.

315. GENERAL STATISTICAL ANALYSIS. (5-0-5) F, S

(See Psychology 315)

360. AMERICAN SOCIAL WELFARE. (5-0-5) F

Social welfare as a social institution. History and philosophy of social welfare in American society and needs for social welfare in a cybercultural era.

424. CRIMINOLOGY AND PENOLOGY. (5-0-5) F, Su

Causes of crime and juvenile delinquency, analysis of criminal behavior and offenses, theories of punishment, and study of penal institutions.

426. SOCIAL CHANGE. (5-0-5) S

Prerequisite: Sociology 202.

Nature, types, and courses of social change; technological and cultural factors underlying social change.

428. SOCIOLOGY OF THE FAMILY. (5-0-5) F

Cross-cultural study of the family, both as a social group and a social institution.

430. SOCIOLOGY OF RELIGION. (5-0-5) S

General principles concerning the relationship of religion to society. Religion as an aspect of group behavior; focus on the roles religion plays in furthering the survival of human groups.

432. SOCIOLOGY OF EDUCATION. (5-0-5) S

The social institution of education from a sociological perspective. Structure, function, and process of education in mass society; role of education in cultural transmission.

442. METHODS OF RESEARCH IN SOCIAL RELATIONS. (5-0-5) W

Prerequisite: Sociology 315 or Psychology 315.

Processes of research in social relations; emphasis upon application of the scientific method to social data. Current research studies are examined and analyzed.

444. RACE AND ETHNIC RELATIONS. (5-0-5) W

American racial and ethnic groups, including ethnic, cultural and social backgrounds, are studied. Causes and results of contemporary ethnic conflicts, ethnic problems of adjustment, and ethnic contributions to modern society.

*Sociology*

450. CONTEMPORARY SOCIOLOGICAL THEORIES. (5-0-5) F  
Prerequisite: Sociology 202 and 15 additional hours in Sociology.  
Major theoretical orientations in sociology. Emphasis upon those theorists, American and European, whose works currently underlie various studies in sociology.
452. CULTURAL ANTHROPOLOGY. (5-0-5) S  
Prerequisite: Sociology 120 or permission of the instructor.  
Patterns of behavior growing out of group life, stressing backgrounds, diffusion, and interrelations of human cultures. Preliterate as well as national societies.
460. INTRODUCTION TO SOCIAL WORK. (5-0-5) W  
Prerequisite: Sociology 360 or permission of the instructor.  
Designed for students who look toward social work as a possible career, course includes the three methods of professional social work: case work, group work, and community organization.
462. SOCIOLOGY OF THE COMMUNITY. (5-0-5) W  
Prerequisite: Sociology 202 or permission of the instructor.  
Nature and organization of the modern community, with particular reference to structure, growth and types of communities. Changing role of the local community in total society.
464. FIELD EXPERIENCE IN SOCIAL WELFARE. (0-40-15) S  
Prerequisites: Sociology 360 and 460.  
One quarter's work in a social service agency; biweekly group meetings with the faculty member responsible for the field experience.
472. SOCIAL PROBLEMS. (5-0-5) S  
Pathological societal conditions and social deviation, with emphasis on causes, consequences, and corrective social action.
480. INDEPENDENT STUDY. (Var.) F, W, S, Su  
Open to seniors majoring in sociology. Reading and research under guidance of departmental faculty. Credit: two to five hours.
490. INTERNSHIP. (Var.) F, W, S, Su  
Open only to students participating in the Georgia Intern Program. Individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit: five to fifteen hours.

GRADUATE COURSES

(For course description, see Graduate Catalogue.)

- 542. METHODS OF RESEARCH IN SOCIAL RELATIONS.
- 544. RACE AND ETHNIC RELATIONS.
- 552. CULTURAL ANTHROPOLOGY.
- 562. SOCIOLOGY OF THE COMMUNITY.
- 572. SOCIAL PROBLEMS.
- 590. INTERNSHIP.

## ASSOCIATE DEGREES

### NURSING EDUCATION

M. Catherine Summerlin, Director

Assistant Professor: Blakely, Cook, Summerlin. Instructor: Andrews, Glawson.

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. assess nursing needs and apply standard methodology in planning and giving patient care;
3. use types of nursing intervention which have predictable results;
4. plan nursing care for groups of patients;
5. assume responsibility for directing lesser prepared personnel in giving nursing care;
6. utilize appropriate resources in planning and implementing patient care;
7. assume the responsibility for their own continuing education and professional development.

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 and in Macon are used for clinical teaching. Courses in the natural sciences, social sciences, and the humanities round out the curriculum.

The educational program may be completed in six quarters, with the graduate being granted an Associate in Science degree. Graduates of this program are prepared to take the State Board Examination for licensure to become registered nurses. This program is fully approved by the Board of Examiners of Nurses for Georgia. It is also fully accredited by the National League for Nursing.

**Courses in Nursing Curriculum**

Nursing	56 hours
Biology	15 hours
English	10 hours
Psychology	5 hours
Sociology	5 hours
Home Economics	3 hours
Physical Education	3 hours
Education	5 hours

102 hours

In addition to the above, students are expected to meet the legislative requirements for American History and Political Science. (See page 55)

**NURSING**

NOTE: (4-3-5) following course titles indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

**101.\* FUNDAMENTALS OF NURSING. (5-9-8) F**

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.

**130. PHYSICAL AND MENTAL ILLNESS. (5-9-8) W**

Prerequisite: Nursing 101.

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.

**140. PHYSICAL AND MENTAL ILLNESS. (5-9-8) S**

Prerequisite: None.

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.

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\*Selected students with previous nursing education may validate Nursing 101 by written and practical examinations.

## *Associate Degrees*

### 202. PHYSICAL AND MENTAL ILLNESS. (5-9-8) F

Prerequisite: Nursing 140.

A continuation of Nursing 130 and 140. 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.

### 204. HISTORY AND TRENDS IN NURSING. (3-0-3) S

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.

### 230. MATERNAL AND CHILD NURSING. (5-15-10) W

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.

### 240. ORGANIZATION AND INTEGRATION OF HEALTH CARE. (3-24-11) S

Students will coordinate all previous learning and experiences by participating in around-the-clock coverage in the hospital. They will be guided in utilizing community resources for planning and providing care for both hospitalized and non-hospitalized patients.

## **Policies for Associate Degree Nursing Students**

1. An over-all grade point average of 2.0 is necessary for graduation.
2. A grade of 2.0 is the minimum requirement for the successful completion of all nursing courses. The student may repeat one nursing course failed, but may repeat it only once and may not repeat another nursing course.
3. An over-all grade point average of 1.8 is necessary for promotion to the second year.
4. Applicants with a predicted GPA of 1.5 - 1.7 are required to complete one full quarter of college courses and reach a minimum quarterly average of 1.8 before admission to the nursing program.
5. Applicants with a predicted GPA below 1.5 are required to complete one full academic year and reach a minimum cumulative GPA of 1.8 before being admitted to the nursing curriculum.
6. Applicants without high school averages who have total SAT of less than 700 with verbal score of less than 360 are required to complete one full academic year and achieve a GPA of 1.8 before entering the nursing curriculum.
7. Both theory and lab work in nursing courses will receive a letter grade and a student must attain at least a 2.0 grade in each to pass the course. Less than a 2.0 grade in either area will mean failure of the course.



8. Correspondence work will not be accepted for nursing courses.
9. Applicants must have taken high school chemistry or basic college chemistry within the last ten years in order to enter the nursing curriculum.
10. Health records must be received and any clarification from the doctor which may be indicated, before the student is accepted.
11. Birth certificate or other valid proof of birthdate and legal name must be received before the student is accepted.

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

In addition to the two-year program which may be completed on this campus, Georgia College cooperates with the four-year nursing program at the Medical College of Georgia School of Nursing, Augusta, by offering the first year of their baccalaureate program on this campus.

## MENTAL HEALTH

Joseph F. Vincent, Director

The Associate Degree in Mental Health provides instruction in counseling, coaching, teaching, behavior modification, group and individual therapy. Competence is developed in helping people and communities to solve mental health problems. Students are trained to apply the sum total of their skills to helping disturbed and disabled clients and families to resolve their problems. The functional roles for which students will be trained include: outreach worker, referral agent, advocate, evaluator, teacher-educator, behavior changer, mobilizer, consultant, community planner, care giver, data manager, administrator, and assistant to specialist.

A major aspect of the curriculum is to provide opportunities for further education in order to make use of career ladders. As with other programs, full or part-time students may participate.

### Required Courses

Health 100	English 101
Sociology 101	English 102
Political Science 101	Psychology 201
Biology 123	Mental Health 101, 102, 103, 104, 201, 202, 203

Elective courses will be chosen in consultation with the adviser.

## MENTAL HEALTH

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will *normally* be offered during the Fall, Winter, Spring, or Summer quarter respectively.

### 101. ORIENTATION TO MENTAL HEALTH FIELD. (5-0-5) F

Orientation to the field of mental health, history, trends; concepts of human behavior; scope of mental illness and mental health; observational skills.

### 102. INTERPERSONAL RELATIONSHIPS AND COMMUNICATION TECHNIQUES. (3-Var-5) W

Techniques of interviewing; establishing interpersonal relationships with clients, and other mental health workers; techniques of organizing groups and skills in leading and conducting groups; a systems approach to an understanding of the family in relation to larger systems such as service delivery systems or whole communities.

### 103. INTERPERSONAL RELATIONS LAB AND INTRODUCTION TO AGENCIES. (2-Var-5) S

Basic teaching and consultation skills; skill in information gathering, evaluating, diagnosing and planning treatment, intervention or action, and an introduction to community resources and services rendered.

### 104. PRACTICUM. (0-40-15) Su

One quarter field experience — placement in community agencies with participation in all the activities of the general staff, including base conferences, individual and group supervision, and general staffing of clients. Supervision will be under the direction of staff member appointed by agency and a responsible faculty member who will make frequent agency visits, confer with students and agency personnel and observe students in clinical setting.

### 201, 202, 203. FIELD EXPERIENCE WITH SOME DIDACTIC MATERIALS AT APPROPRIATE INTERVALS. (A DIFFERENT SETTING EACH QUARTER) (Var-5) each

201. The recording and reporting of clinical information; community organization skills and techniques; and major emphasis on communication skills and interpersonal relationships and on the problem-solving process utilizing case materials prepared by the student in field placement.

202. Advanced interpersonal relationships lab; the role of advocacy in the helping professions; methods of treatment utilized by various professional disciplines; similarities and differences; administrative, management, and supervisory methods and techniques.

203. Professional ethics and values basic to the helping professions; the role of the mental health worker now and in the future; job opportunities; professional problems seminar — organized and conducted by students utilizing faculty as consultants; advanced interpersonal relationships lab continued.

# UNIVERSITY SYSTEM OF GEORGIA BOARD OF REGENTS

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Aurelia M. Dykes	.....	<i>Financial Aid and Placement</i>
Nelly H. Gilbert	.....	<i>Education Department</i>
Thelma T. Dixon	.....	<i>Health, Physical Education, and Recreation</i>
Grace J. Underwood	.....	<i>Home Economics Education</i>
Patricia Harley	.....	<i>Peabody Laboratory School</i>
Hoyle D. Giles	.....	<i>Food Services</i>
Hilda Thompson	.....	<i>Procurement</i>
Deborah Bloodworth	.....	<i>Inventory Control</i>
Irene Grimes	.....	<i>General Stores</i>
Mildred C. Stenbridge	.....	<i>Physical Plant</i>
Lula M. Smith	.....	<i>Library</i>

**COMPTROLLER'S OFFICE**

William L. Eddins, M.A.	.....	<i>Comptroller</i>
Betty H. Scott	.....	<i>Administrative Assistant</i>

**ACCOUNTING**

Wayne A. Monroe, Jr., M.A.	.....	<i>Assistant Comptroller</i>
Barbara A. Cheeves	.....	<i>Programmer</i>
Rebecca R. Hodges	.....	<i>Cashier</i>
Connie Garrett	.....	<i>Bookkeeper</i>
Juanita W. Worsham	.....	<i>Payroll</i>
Kay Johnson	.....	<i>Bookkeeper</i>

**PROCUREMENT**

Wilmot J. Kinns	.....	<i>Director</i>
-----------------	-------	-----------------

**PHYSICAL PLANT**

Ronald M. Harley	.....	<i>Director</i>
Walter B. Peeler	.....	<i>Assistant Director</i>

**FOOD SERVICES**

C. Harold Shadwell, A.B.	.....	<i>Director</i>
Laura Joe Mays, B.S.	.....	<i>Dietitian</i>
Jane D. Walton, B.S.	.....	<i>Dietitian</i>

*Staff*

**BOOKSTORE**

Robert E. Thrower ..... *Manager*

**SERVICE AREA**

John H. Tollison ..... *Security*  
Rachel M. Hood ..... *Duplicating*  
Betty Hodges ..... *Mail Room*  
Billy G. Wood ..... *Inventory Control*  
Robert Kines ..... *Central Stores*  
Sybil Hooks ..... *Telephone Operator*

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Chairman, Special Gifts: Bonnie Burge (Mrs.) Johnson, AB '38, Milledgeville

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