

BULLETIN 1962 - 63

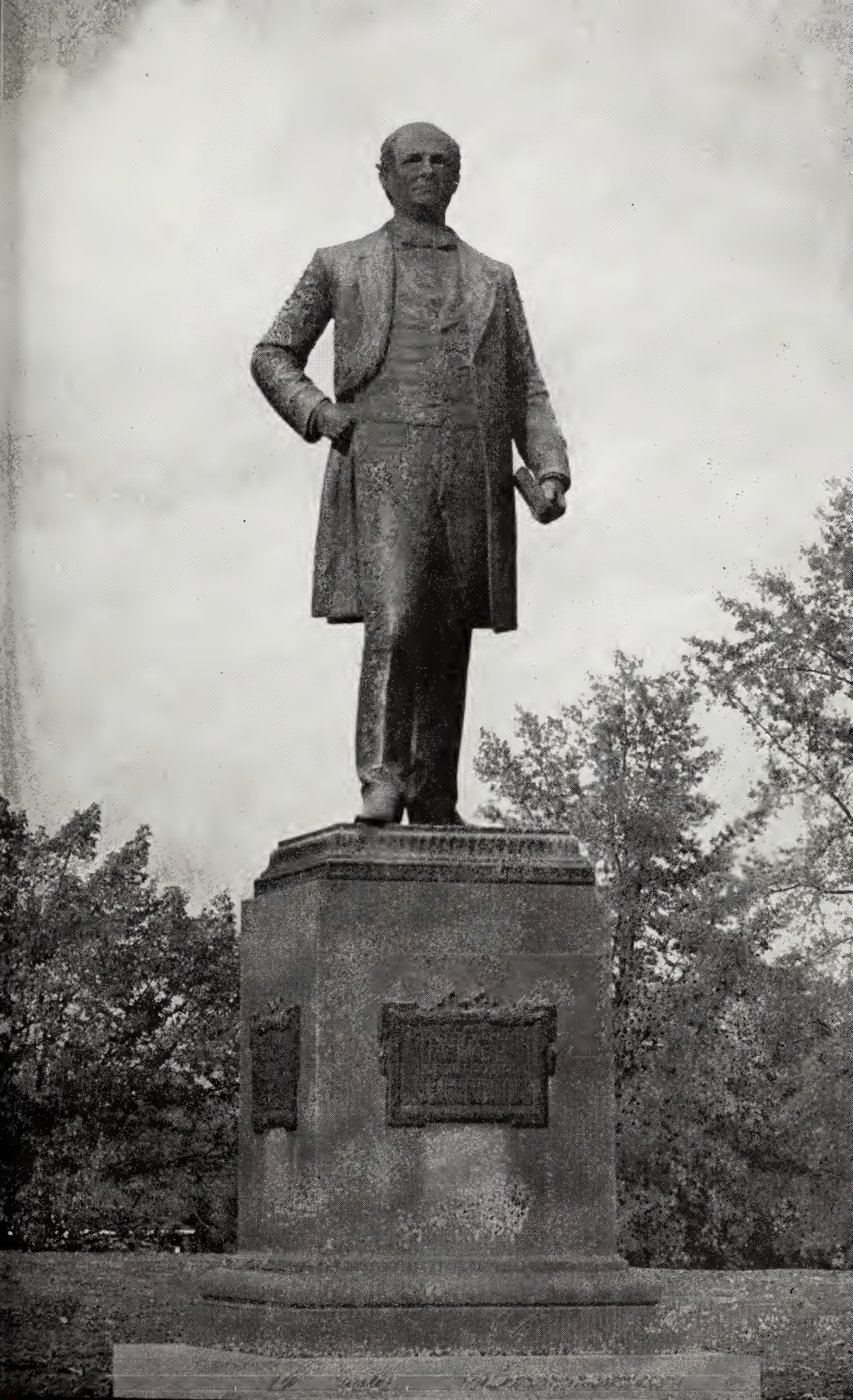


THE WOMAN'S COLLEGE
OF THE UNIVERSITY OF NORTH CAROLINA



. . . Educate a woman and you educate a family.

—*Charles Duncan McIver*







The Woman's College of the
University of North Carolina

Bulletin

Catalogue Issue for the Year 1961-1962
Announcements for 1962-1963

PUBLISHED BY THE COLLEGE AT GREENSBORO, NORTH CAROLINA

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UNDER ACT OF CONGRESS OF AUGUST 24, 1912

1962

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1963

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COLLEGE CALENDAR

1962-63 Session

1962

June 11, Mon.
June 12, Tues.
July 4, Wed.
July 20, Fri.

Registration
First Day of Classes
Classes meet
End of six weeks session

Summer Session

First Semester

Sept. 13, Thurs.—5:00 p.m.	Orientation Program for all new undergraduate students
Sept. 14, Fri.—7:00 p.m.	Faculty meeting
Sept. 15, Sat.—9:30 a.m.	Advising and registration of Graduate Students
Sept. 17, Mon.—8:30 a.m.-3:00 p.m. Mon.—3:00-5:00 p.m.	Advising Freshmen Advising Sophomores, Juniors, Seniors, (not pre-registered and students with schedule problems). Examinations to remove Condition (E) grades and Special Examinations for credit.
Sept. 18, Tues.—9:30 a.m.-5:00 p.m. Tues.—1:30-3:30 a.m.	Registration of Freshmen and Nursing Students. Registration of Commercial Students
Sept. 19, Wed.—9:00 a.m.-5:00 p.m.	Completion of registration for sophomores, juniors and seniors
Sept. 20, Thurs.—8:00 a.m.	Instruction begins
Sept. 27, Thurs.	Last day to change courses or course sections
Sept. 30, Sun.	Nursing Education Graduation
Oct. 5, Fri.	Founders Day
Oct. 20, Sat.	Last day to drop courses without penalty of having a WF grade recorded automatically
Nov. 1, Thurs.	Six weeks' Unsatisfactory Progress Reports due in the Registrar's Office.
Nov. 5, Mon.—3:00 p.m.	Graduate Executive Council, Consolidated University Office, Chapel Hill.
Nov. 12, Mon.	Last day for graduate students to apply for admission to candidacy in Fall semester
Nov. 21, Wed.—1:00 p.m.	Instruction ends—Thanksgiving Holidays
Nov. 26, Mon.—8:00 a.m.	Instruction resumes
Dec. 5, Wed.	Last day to apply for Special Examination for credit and Examinations to remove Condition (E) grades
Dec. 20, Thurs.—1:00 p.m.	Instruction ends—Christmas Holidays

1963

Jan. 3, Thurs.—8:00 a.m.	Instruction resumes
Jan. 18, Fri.	Last day of classes in First Semester
Jan. 19, Sat.	Reading Day
Jan. 21-29, Mon.-Tues.	Final Examinations
Jan. 29, Tues.	End of First Semester

Second Semester 1963

Feb. 2, Sat.—9:30 a.m.	Advising & Registration of Graduate Students
Sat.—9:30 a.m.-5:00 p.m.	Registration for students not completing pre-registration
Sat.—1:30-3:30 p.m.	Registration for Commercial Students
Feb. 4, Mon.—8:00 a.m.	Classes begin for Second Semester
Feb. 12, Tues.	Last day to change courses or course sections
Feb. 14, Thurs.	Last day for payment of diploma fee for 1963 for Masters' degree candidates
Mar. 18, Mon.	Last day for graduate students to apply for admission to candidacy in Second Semester
Mar. 20, Wed.	Six weeks Unsatisfactory Progress Reports due in the Registrar's Office
Apr. 1, Mon.—3:00 p.m.	Graduate Executive Council, Consolidated University Office, Chapel Hill
Apr. 9, Tues.—6:00 p.m.	Instruction ends for Spring Holidays
Apr. 17, Wed.—8:00 a.m.	Instruction resumes
Apr. 22-May 4 (2 wks), Mon.-Sat.	Pre-registration for First Semester of 1963
Apr. 24, Wed.	Last day to apply for Special Examination for credit and examinations to remove Condition (E) grades
Apr. 29, Mon.	Last day for filing completed Master's theses with Examining Committee
May 8, Wed.	Final date for oral and written examinations of June Candidates for Masters' degree
May 15, Wed.	Final date for complete clearance of June candidates for Masters' degrees, including deposit of theses in Graduate School Office
May 21, Tues.	Last day of classes, Second Semester
May 22, Wed.	Reading Day
May 23-31, Thurs.-Fri.	Final Examinations
May 31, Fri.	Commercial Students' Commencement
June 1, 2, Sat.-Sun.	Commencement Activities

1963 Summer Session

June 10, Mon.	Registration
June 11, Tues.	Instruction begins
July 4, Thurs.	Classes meet
July 19, Fri.	End of six weeks session

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OFFICERS OF ADMINISTRATION

THE UNIVERSITY OF NORTH CAROLINA

(General Administrative Officers at Chapel Hill)

By act of the General Assembly of 1931 the University of North Carolina at Chapel Hill, the North Carolina College for Women at Greensboro, and the North Carolina State College of Agriculture and Engineering at Raleigh were consolidated into The University of North Carolina.

The administrative officers of The University of North Carolina are:

WILLIAM CLYDE FRIDAY, B.S., LL.B., LL.D., *President*

DONALD BENTON ANDERSON, B.A., B.Sc.Ed., M.A., Ph.D., *Vice President for Graduate Studies and Research*

ALEXANDER HURLBUTT SHEPARD, JR., B.A., M.A., *Business Officer and Treasurer*

FREDERICK HENRY WEAVER, B.A., M.A., *Secretary of the University*

The Vice President and Finance Officer has general administrative responsibilities and is specifically concerned with the development programs of the University, the presentation of University budget requests to the several agencies of state government, the Escheats Fund, and relationships with national foundations and agencies of the federal government.

The Vice President for Graduate Studies and Research, working with the University Graduate Executive Council and the three Deans of the Graduate School, has the responsibility for the co-ordination and direction of the graduate offerings and research programs of the University.

The Provost of the University is responsible for the co-ordination and direction of the undergraduate programs of the University, the general extension programs, educational television, admissions policies, and academic personnel policies including promotion and tenure regulations.

The Business Officer and Treasurer has the responsibility of over-all supervision of the preparation of the University budget requests and the expenditure of authorized budgets. This officer is also responsible for the administration within the University of those enactments of the General Assemblies that relate to the classification of personnel under the State Personnel Act.

Each of these officers and the Chancellors of the component institutions are responsible to the President as the principal executive officer of the University of North Carolina.

**THE WOMAN'S COLLEGE
OF THE
UNIVERSITY OF NORTH CAROLINA**

Chancellor

OTIS ARNOLD SINGLETARY, B.A., M.A., Ph.D.

Academic Affairs*Dean of the College*

MEREK ETHNA MOSSMAN, B.A., M.A., L.H.D.

Associate Dean of the College

LAURA GADDES ANDERTON, B.A., M.S., Ph.D.

Graduate School

VANCE THOMAS LITTLEJOHN, B.A., B.S., M.Ed., Ph.D., Acting Dean

School of Education

KENNETH EDWIN HOWE, B.A., M.S., Ed.D., Dean

School of Home Economics

NAOMI ALBANESE, B.A., M.A., Ph.D., Dean

School of Music

LEE RIGSBY, B.M., M.M., Ph.D., Dean

Summer Session

KENNETH EDWIN HOWE, B.A., M.S., Ed.D., Director

Extension

CHARLES WILEY PHILLIPS, B.A., M.A., Director

Library

CHARLES MARSHALL ADAMS, B.A., B.S., M.A., Librarian

Office of Registration and Records

HOWARD HOYT PRICE, B.S., M.A., Registrar

LEWIS ROBERT GROGAN, B.A., M.Ed., Assistant Registrar

Office of Admissions

ALICE IRBY, B.A., M.A., Director

SADYE ELIZABETH DUNN, B.S., Certificate in Business Administration,
Assistant Director

Student Affairs*Dean of Students*

KATHERINE HENRIETTA TAYLOR, B.A., M.A.

Student Health Services

RUTH MARY COLLINGS, B.A., M.D., College Physician

Student Aid Officer

KATHLEEN PETTIT HAWKINS, C.C.

Religious Activities

KATHERINE TAYLOR, Co-ordinator

Elliott Hall

ELVIRA PRONDECKI, B.A., Director

Placement Officer

JOSEPHINE PARKER SCHAEFFER, B.A.

Business Affairs*Business Manager*

*WENDELL McCULLEN MURRAY

**HENRY LEE FERGUSON, JR., B.S., C.P.A.

Acting Business Manager

DALE FRANKLIN KELLER, B.S., M.A.

Auditor

GEORGE MINOR JOYCE, B.S., M.S.

Buildings and Grounds

NESTUS HANNIBAL GURLEY, B.S., Superintendent

Residence Halls

MAHLON HEDRICK ADAMS, Director

Dining Halls

ROBERT CHARLES BAILEY, B.C.S., M.C.S., Director

Developmental Affairs*Public Relations*

CHARLES WILEY PHILLIPS, B.A., M.A., Director

Alumnae Secretary

BARBARA ELLEN PARRISH, B.A., M.A.

News Bureau

ALBERT ALEXANDER WILKINSON, B.A., Director

*Deceased September 18, 1961.

**Appointed April 1, 1962.

I. THE COLLEGE

History of the College

Buildings and Grounds

The Library

The Weatherspoon Art Gallery

Television

The College Theatre

Lectures and Concerts

Musical Organizations

Residence Halls

Student Health Service

Student Government

Religion

Social Life

Sports and Recreation

Organizations

Placement Office

Publications

Alumnae Association

The Home Economics Foundation

The Institute for Child and Family Development

Public Relations

I. THE COLLEGE

HISTORY OF THE COLLEGE

The Woman's College of the University of North Carolina, the first state-supported institution for the higher education of women in North Carolina, was established by legislative enactment on February 18, 1891, and opened on October 5, 1892. The City of Greensboro, situated near the geographical center of the state, was selected for the location of the new institution. Its citizens voted bonds to the sum of \$30,000 for the erection of the first buildings, and the original ten-acre site was given by R. S. Pullen and R. T. Gray, of Raleigh.

The College, for many years (1896-1919) the State Normal and Industrial College, and later (1919-1932) the North Carolina College for Women, came into being as a direct result of a crusade made by Charles Duncan McIver in behalf of the education of women. Other pioneers in public-school education—notably, Charles B. Aycock, Edwin A. Alderman, and James Y. Joyner—came to Dr. McIver's assistance; but to him more than to any other individual the College owes its foundation. He became its first president and served it until his death in 1906. In that year Dr. Julius I. Foust became president, and upon the foundation laid by Dr. McIver he and his co-workers developed a strong liberal-arts college.

The College became a part of the University of North Carolina in 1931, when the General Assembly of North Carolina passed an act to consolidate the University of North Carolina at Chapel Hill, the State College of Agriculture and Engineering at Raleigh, and the North Carolina College for Women. By the provisions of this act the North Carolina College for Women, on July 1, 1932, became the Woman's College of the University of North Carolina. At that time, also, the Board of Trustees chosen by the General Assembly assumed control of the new university, and a few months later elected Dr. Frank Porter Graham its president. In 1934 Dr. Foust retired from active service and was made President Emeritus of the Woman's College. At the same time Dr. Walter Clinton Jackson, who had served the College as teacher and vice-president, was elected head of the institution with the title of Dean of Administration. By act of the Board of Trustees in 1945, the title of the head of the institution was changed to Chancellor.

Dr. Jackson, who retired in 1950, was succeeded by Dr. Edward Kidder Graham. After Dr. Graham's resignation in 1956, Dr. W. W. Pierson, Jr., served as Acting Chancellor until July 1, 1957, when Dr. Gordon W. Blackwell became Chancellor. Dr. W. W. Pierson returned to serve again as Acting Chancellor in September, 1960, after the resignation of Dr. Blackwell. Dr. Otis A. Singletary became Chancellor on July 1, 1961.

With a profound belief that education for women must go beyond providing technical skills and competencies, the Woman's College is committed to a program strongly rooted in general education. In addition to training in the liberal arts, the College offers teacher training in all fields, and specialized curricula in art, music, home economics, business, physical education, and nursing education.

From a student body of 223 and a faculty of 15 the College has grown into one of the largest colleges for women in the country, with a plant valued at approximately \$26,500,000, a faculty of more than 200, and a student body of more than 3,000. In addition, over 600 people are enrolled in Woman's College extension centers throughout the state.

The Woman's College is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council of Education, the Southern Association of Colleges for Women, the North Carolina College Conference, and the National Commission of Accrediting. Its graduates are eligible to membership in the American Association of University Women.

The College confers seven undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Business Education and Secretarial Administration, Bachelor of Science in Nursing, and Bachelor of Fine Arts. Certain curricula of the Graduate School of the University are also offered at the Woman's College. These curricula are in the field of Business Education and Secretarial Administration, Education, English, Home Economics, Music, Physical Education, and Fine Arts. A Ph.D. degree is given in Home Economics. The College is organized into the College of Arts and Sciences, the School of Music, the School of Education, and the School of Home Economics.

The Woman's College of the University of North Carolina is a part of the public-school system of the state. As a state institution it desires to be of the greatest possible service to the people of North Carolina, and its advantages are open to all on similar terms.

BUILDINGS AND GROUNDS

The main College campus is situated on West Market Street, about one mile west of the central business district of Greensboro. It consists of one hundred thirty acres of developed and wooded land, including a nine-hole golf course and about fifty buildings valued at more than twenty-six million dollars. These buildings are identified on the map appearing inside the back cover. More detailed descriptions of the residence halls, library, student union, infirmary and an off-campus recreation camp may be found elsewhere in this section.

THE LIBRARY

The Library, completed in the spring of 1950, has a capacity of over 300,000 volumes and total seating facilities for 1,000 students. It now has 200,000 catalogued volumes and a selected collection of federal and state documents, pamphlets, and maps. It provides on open shelves a generous selection of reference books and bibliographies, periodicals, and reserve books for class assignments. In the General Reading Room there is a selection of classics and current literature in all fields and a well-chosen collection of records. This area is attractively furnished to encourage leisurely reading and study. In the stack areas, open to faculty and all Woman's College students, faculty studies, carrells, desks, and tables are provided for concentrated work.

A sound-proof seminar room, seating about 40, and a large lecture hall, seating 372, are provided for group use of documentary films, music or lectures. Microfilm readers and a microcard reader are provided for use of back files of newspapers and specialized reference books not otherwise available in print.

It is a distinct advantage to the College that it is located in a rich literary and cultural area. In addition to its own book collection, the Library is able in a short time, by means of inter-library loan service, to make quickly available for faculty and graduate research the extensive book resources of other units of the Consolidated University, Duke University, and other libraries in the vicinity.

The Library is building collections to strengthen its position as a unit of the University and its facilities for graduate work. In the graduate fields of Home Economics, Education, Music, Art, and Physical Education, as well as in fields of the Liberal Arts, research facilities are being acquired. Files of periodicals and other serials, bibliographies, selected collections of documents in these fields, original editions, and out-of-print material on micro-text are being acquired to support these programs. There are some special collections which are being developed: the Woman's Collection, the Homan's Collection in Physical Education (acquired from Wellesley College), Historical textbooks, Juvenile Literature, and the Dance. The Library is the depository for the College Archives and the history of the College.

A Friends of the Library organization for the Woman's College was established in 1959. The present officers are: Mrs. Julius W. Cone, Chairman; Mr. Thornton H. Brooks, First Vice-chairman; Mrs. William C. Stanback, Second Vice-chairman; Mr. Dale F. Keller, Treasurer; Mr. Charles M. Adams, Secretary. One of the main objectives of the Friends group is to help interpret the mission of the Library and its needs to the people of North Carolina. Members of the organization also watch for opportunities to acquire for the Library books which will add distinction and excellence to its collection. This organization has over two hundred charter members.

THE WEATHERSPOON ART GALLERY

The Weatherspoon Art Gallery, named for Elizabeth McIver Weatherspoon, is located in the north wing of McIver Building. Facilities are provided for a program of exhibitions held throughout the year. This series of exhibits is an integral part of the instructional program of the Department of Art. The exhibitions are open to all students and thus become a part of the general education program for all students. The public is also invited to attend the exhibitions. Television programs originate in the Gallery, which bring to a large audience the exhibitions of paintings, prints, sculpture, and other objects. From time to time appropriate professional groups hold meetings in the Gallery.

The Weatherspoon Gallery Association established in 1942, has given support in the formation of a permanent collection of paintings, sculpture, textiles, and prints by contemporary American and European artists and designers. Works by John Marin, Willem de Kooning, William Ronald, John Flanagan, Alexander Calder, Robert Mallary, Henri Matisse, Pablo Picasso, and others are included in the Weatherspoon Gallery Collection. Membership in the Association is open to all persons who are interested in art.

The annual student exhibition is held in May. This exhibition provides a comprehensive display of the work done by the students in all courses given by the Department of Art.

TELEVISION

At the Woman's College is a Television Studio Building from which programs for WUNC-TV, The University's Educational Non-Commercial Channel 4 Television Station, are originated. This building contains a 60' x 60' studio, associated control room, projection room, film-editing room, and engineering room. There are also dressing rooms, scenery rooms, art studio, viewing room, and offices. The television equipment is ample for a full-time operating station. Although there is no curriculum in television, students in Drama use these facilities for laboratory work. In addition, selected students are given an opportunity to participate in television activities, either as performers or as production and program assistants. In this way they are exposed to, and trained in, the day-to-day operation of a full-time station. Programs telecast by WUNC-TV are in the nature of an extended service of the University. They are planned for and directed to all of the people in North Carolina. These are programs for specific groups (age, social, economic or educational level) and programs of general interest. Any activity of the University is potential television program material. The station also presents programs produced in co-operation with other educational and public service agencies.

THE COLLEGE THEATRE

The Theatre is the producing organization of the Department of Drama and the Masqueraders, an honorary society of those students who have distinguished themselves by their work in theatre. It produces a series of plays and television programs. It frequently tours. Any student is welcome to participate. Four major productions are offered each year. Included among the recently produced plays are *Gigi*, *The Good Woman of Setzuan*, and *The King and I*.

Through its completely student produced Laboratory Theatre Productions one-act plays are presented in January. Any student on campus may request to do a drama project on this series. Recent plays have included *A Phoenix Too Frequent*, *The Proposal* (original), and *Caesar and Cleopatra* (cutting).

In the summer of 1959 The Theatre was selected by the American Educational Theatre Association as the first in the South to make a 20,000 mile tour of the Pacific under a project jointly sponsored by AETA, USO, and the Department of Defense. Clare Booth's *The Women* was presented over a period of eight weeks to audiences in Japan, South Korea, Okinawa, the Philippines, and Hawaii.

Two special brochures covering the Pacific Tour and Theatre Activities are available upon request from the Director of Admissions.

LECTURES AND CONCERTS

The College is wholly or partly responsible for bringing to the student body each year a number of distinguished artists and lecturers in the field of art, the dance, music, and letters. The College also cooperates with the Civic Music Association in bringing to the campus throughout the year persons distinguished in the field of music.

In addition, the School of Music presents regular faculty and student recitals and concerts which all students may attend without charge.

MUSICAL ORGANIZATIONS

Six musical organizations are open to college students who wish to continue their high school musical enjoyment in College. Included are the College Choir, College Chorus, Madrigal Singers, College Orchestra, Chamber Music Players groups, and the College Band. Students are also urged to participate in School of Music opera productions, either as soloists or in the choruses.

RESIDENCE HALLS

There are nineteen residence halls on the campus. In each hall is a counselor to whom students may go for advice and who supervises social activities in accordance with regulations of the College. The rooms are comfortably furnished. Only single beds are used. North Spencer Hall and South Spencer Hall (1904, remodeled and modernized in 1938)—named for Mrs. Cornelia Phillips Spencer, one of North Carolina's most distinguished women, three hundred sixteen students; Woman's Hall (1912)—dedicated by the General Assembly of North Carolina to the women of the Confederacy, fifty-six students; Kirkland Hall (1912)—named for Miss Sue May Kirkland, the first lady principal of the College, eighty-four students; Anna Howard Shaw Hall (1920)—named for the great woman suffragist, one hundred students; Gray Hall (1921)—named for Mr. Robert T. Gray, a member of the Board of Trustees of the College from 1900 to 1912, one hundred sixteen students; Bailey Hall (1922)—named for Mr. T. B. Bailey, a member of the Board of Trustees of the College from 1902 to 1916, one hundred sixteen students; Cotten Hall (1922)—named for Mrs. Sally Southall Cotten, one hundred sixteen students; Hinshaw Hall (1922)—named for Colonel G. W. Hinshaw, a member of the Board of Trustees of the College from 1910 to 1918, one hundred sixteen students; Laura Coit Hall (1923)—named for Miss Laura Coit, late secretary of the College, one hundred sixteen students; Jamison Hall (1923)—named for Miss Minnie Jamison, one of the first students and long-time member of the faculty, one hundred sixteen students; Mary Foust Hall (1927)—named by the alumnae of the College in memory of the daughter of the late President Foust, one hundred forty students; Guilford Hall (1927)—a duplicate of Mary Foust Hall; Weil-Winfield Hall (1939)—named for Miss Martha Winfield, late professor of English at the College, and for Mrs. Mina Weil, benefactress of the College, two distinct but connected halls giving the appearance of one building, two hundred ninety students; Mendenhall-Ragsdale Hall (1950)—named for Miss Gertrude Mendenhall, charter member of the faculty and late head of the Department of Mathematics, and for Miss Virginia Ragsdale, who succeeded Miss Mendenhall as head of the Department of Mathematics—similar in construction to Weil-Winfield, three hundred eight students; Moore-Strong Hall (1960)—named for Miss Mary Taylor Moore, late registrar of the College, and for Miss Cornelia Strong, late professor of mathematics at the College—three hundred fifty students.

STUDENT HEALTH SERVICE

The Student Health Service has as its aim the maintenance of good health among all members of the College community. To reach this objective, the work is necessarily of two types; first, preventive and second, therapeutic.

Several types of preventive measures are taken. First, a complete medical examination given by her family physician is required of each new student before her acceptance and matriculation. This includes a complete physical examination, laboratory tests and certification of recent smallpox vaccination, Salk vaccination and tetanus toxoid administration. The examination done by the family physician is carefully reviewed by the college medical staff before the student's admission. After each student's entrance to the College she is given a Tuberculin test and each positive reactor is given a chest x-ray. All seniors are given a complete medical examination by the Health Service before graduation. The Health Service must occasionally recommend to the administration that a student physically unable to carry the college load be asked to lighten her work or to withdraw from college until such time as her health should improve. Second, follow-up examinations are given all students showing remediable defects with a special effort to see that all such defects are corrected as soon as possible. Third, a careful check is made of all students engaged in self-help activities, extra academic work, athletic contests or other strenuous extracurricular duties. Fourth, the physical conditions under which students work and live are carefully supervised. Proper diet, heat and lighting, ventilation and sanitation are all included among these conditions.

The care of students who are ill, which is the second major duty of the Health Service, is centered in the Anna M. Gove Infirmary. Here, with a staff of two full-time physicians and one half-time, a part-time psychiatrist, five graduate nurses and a laboratory technician in attendance, all medical and minor surgical cases are given complete care. Major surgical cases must be referred to a hospital or surgeon not directly connected with the College. A comprehensive insurance policy is offered to students, providing payment for medical services and hospitalization not available in the Student Health Service itself.

Students should report promptly to the Infirmary in cases of illness of any kind. Prompt attention to minor conditions prevents the development of major ill health.

STUDENT GOVERNMENT

The faculty and the students have integrated their ideas in the constitution governing the College. The law-making authority resides in a representative body from the student group and the faculty. All student officers are chosen democratically. The student organization works in close co-operation with the Dean of Students and the counselors who have charge of the residence halls.

There are three divisions of the student government machinery: the Judicial System, the Legislature, and the House Organization, serving in their various capacities. It is understood that to the faculty and the executive officers is reserved the handling of such matters as affect

academic questions, matters relating to the health of the college community, the control of property, and of special cases of discipline which are outside student jurisdiction.

RELIGION

CHURCH GROUPS. Students are encouraged by both the College and the churches to attend the church of their choice and to identify themselves with an organized church group. Four denominations—Methodist, Episcopal, Baptist, and Presbyterian—maintain student secretaries who live near the College and work through student centers and churches adjacent to the campus.

THE INTER-FAITH COUNCIL is composed of student representatives of the church groups. The Council promotes understanding of the common purposes of Jewish, Protestant, and Roman Catholic believers and unites all in joint activities. Members are working with the whole College on the fund for a chapel, a building in which students of all faiths will be at home.

DIRECTOR. The College employs a Co-ordinator of Religious Activities, whose office serves as a clearinghouse for the activities of all campus religious organizations.

SOCIAL LIFE

The social life of the College centers around the residence hall units, and various clubs and class organizations. Picnics, week-end camping trips, teas, and formal and informal dances help create a normal social atmosphere. Through certain of the clubs and through the advisory system, members of the faculty are able to establish social contacts with the students. Altogether there are many opportunities within the college community for a wholesome social life.

Elliott Hall, the student union, is the center of extracurricular activities. Its facilities include a large ballroom, a game room, lounges, meeting rooms, offices for publications, study and locker rooms for day students, and the College book store.

The Soda Shop is the campus snack bar, where students gather between classes and in the evening.

SPORTS AND RECREATION

The athletic fields include twelve tennis courts; soccer, speedball, hockey, lacrosse, and softball fields; a nine-holf golf course and practice tee and putting green; an archery range and other outdoor play areas.

The Rosenthal Gymnasium houses the swimming pool, dressing and shower rooms, game room, one large gymnasium floor and two auxiliary areas. The new Coleman Gymnasium provides the following modern facilities for a broad program of physical education for women: gymnasium, activity terrace, corrective unit, two dance studios, bowling alleys, indoor golf room, game rooms, and instructional and administrative rooms and offices.

Piney Lake, the recreation center, is located about six miles south of Greensboro. Forty-two acres of beautiful wooded land provide facilities which include two well-equipped houses, a large lake, a recreation hall, a crafts and hobby shop, a log cabin, playing areas, and various camp sites. Students of the College may use the recreation center for picnics, week-end outings, and for recreational purposes. The center is used also by the Department of Physical Education for instructional programs in camping and outdoor education, and by other departments and schools in the conduct of instructional work in out-of-door laboratories.

ORGANIZATIONS

The Board of Trustees prohibits any secret organizations.

PHI BETA KAPPA. Epsilon Chapter of North Carolina, Phi Beta Kappa. Candidates for the B.A. degree who have high scholastic averages are eligible for election to Phi Beta Kappa. Ordinarily students are elected in the senior year, but juniors of exceptionally high scholastic standing are also elected. Alumnae of not less than ten years' standing who have distinguished themselves in the arts, literature, or the sciences are eligible for election to alumnae membership.

PI KAPPA LAMBDA. Tau Chapter of Pi Kappa Lambda, the only national honorary scholastic society recognizing superior students of music. Elections are from the senior class.

SIGMA DELTA PI. Alpha Tau Chapter of Sigma Delta Pi, the national Spanish fraternity.

OMICRON NU, national home economics honor society.

TAU PSI OMEGA, national French fraternity.

SIGMA ALPHA, national business education honor society.

ALPHA KAPPA DELTA, national sociology honor fraternity.

PHI ALPHA THETA, national history honor fraternity.

PSI CHI, national psychology honor society.

BETA BETA BETA, national honor society for students in the biological sciences.

ALPHA PSI OMEGA, national honor society for students in drama.

GOLDEN CHAIN, campus honorary society. Membership in Golden Chain is based on a consideration of the following qualities: leadership, scholarship, service, tolerance, magnanimity, judgment, and character.

SIGMA ALPHA, business education honor society.

CLUBS. The numerous departmental clubs and other organizations promote interest in a wide range of activities.

THE RECREATION ASSOCIATION sponsors the following activities: swimming, gymnastics, modern dance, hockey, softball, basketball, archery, volleyball, soccer, tennis, riding, golf, boating, and speedball.

PLACEMENT OFFICE

The Placement Office, with the co-operation of department heads, assists students to secure positions in the field of their choice. The office maintains complete files for the information of prospective employers, many of whom send their representatives to the campus to interview candidates for positions. The services of the Placement Office are available without charge to all students and alumnae of the College.

PUBLICATIONS

Alumnae News: Published quarterly. The official organ of the Alumnae Association.

The Carolinian: The College newspaper, issued weekly.

The Coraddi: The literary magazine of the College, issued quarterly.

Pine Needles: The College annual.

Woman's College News: The College newsletter, published bimonthly during the school year.

ALUMNAE ASSOCIATION

The Alumnae Association of the Woman's College of the University of North Carolina was organized in 1893 and incorporated by act of the General Assembly of North Carolina on March 8, 1909. The objects of the Association, as set forth in Section 3 of the Act incorporating it, are: "To encourage, foster, and promote education in the State of North Carolina; to aid and assist the Woman's College of the University of North Carolina, by donations or otherwise; to aid and assist, by loans or donations, or both, worthy young women of the state to obtain an education at the said College, and for such purposes to receive, hold, invest, manage, and disburse any fund or funds which may come into its possession." The official publication of the Alumnae Association is

the *Alumnae News*, sent to active members of the Alumnae Association four times each year. In addition to keeping records on and attempting to maintain contact with twenty-six thousand former students, the Alumnae office assists in the promotion and organization of local alumnae chapters throughout North Carolina and in many cities outside the state. Alumnae House, opened in January, 1937, is headquarters for alumnae work in general. The House is available for official alumnae, student, and college affairs—social, cultural, and educational.

Officers for 1962-1963 are: President, Mrs. Howard Holderness, Greensboro; First Vice-President, Miss Patricia Markas, Durham; Second Vice-President, Mrs. Robert C. White, Charlotte; Recording Secretary, Mrs. Bern F. Bullard, Raleigh; Executive Secretary, Miss Barbara Parrish, Greensboro.

THE HOME ECONOMICS FOUNDATION

The Home Economics Foundation was incorporated in July, 1946, with headquarters at the Woman's College of the University of North Carolina at Greensboro, North Carolina. The corporation is a charitable, nonprofit, and educational organization, having no capital stock. Its members shall include such individuals, firms, and corporations as shall meet the terms and conditions for membership as are prescribed from time to time by the by-laws of the corporation. The management of the corporation and its properties shall be vested in a Board of Directors, which shall have full power and authority to act.

The purposes of the Home Economics Foundation are: (1) To aid and promote through financial assistance and other means all types of education, both undergraduate and graduate, and research in home economics in order that the School of Home Economics at the Woman's College may serve the people, the homes, the institutions, and the industries of North Carolina with maximum values at minimum costs in money, time, and labor. This contribution will include foods and nutrition, clothing and textiles, housing and furnishings, child development and family relationships, interior design and home management, home economics education, and institution management. (2) To enable the School of Home Economics to develop a strong teaching and research program through helping to secure and keep an outstanding and highly trained faculty. (3) To enable the School of Home Economics to offer short service courses, forums, and conferences on various subjects of home economics. (4) To enable the School of Home Economics to publish and distribute bulletins and reports of research and studies on various subjects of home economics. (5) To enable the School of Home Economics to sponsor various projects for improving the home, industrial, and institutional life of this state.

All funds contributed to the Foundation will be used for the purchase of special and additional equipment and teaching materials, for the supplementing of salaries of professors, instructors, and research fellows, and for the publication and distribution of papers, bulletins, and books, all in the interest of the development and service of the School of Home Economics in the Woman's College to the people, homes, and industries of North Carolina and the South. All funds solicited and collected for the Foundation will be applied as the donor requests in so far as is consistent with the program adopted.

The officers of the Foundation are: President, Mrs. R. S. Ferguson, Taylorsville; Vice-Presidents, Henry A. Foscue, High Point; Mrs. Rosa B. Parker, Albemarle; and Mr. James Lowe, Greensboro; Secretary-Treasurer, John C. Lockhart, Greensboro.

Further information regarding the Home Economics Foundation may be secured by writing to Dean Naomi G. Albanese, School of Home Economics, Woman's College.

THE INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT

Established September, 1959, by action of the Trustees of the University of North Carolina and financed initially by a grant from the Home Economics Foundation of the Woman's College, the Institute for Child and Family Development is an interdisciplinary agency which has two primary purposes: *Research*—to stimulate and co-ordinate research in child development and family life, and to transmit the findings to interested professional and lay groups. *Extended Services*—to provide consultation, instruction, and facilities for groups in the regions which are concerned with child development and family life. This service will draw heavily on the accumulated pool of research and technical knowledge developed through the research function of the Institute.

PUBLIC RELATIONS

Through the Department of Public Relations representatives visit high schools to give information regarding college opportunities. The College welcomes the opportunity to participate in College Days, Career Days, Vocational Conferences, etc., in high schools.

The College maintains a news bureau for the purposes of publicizing college events and for providing information to people of the state regarding the activities of the campus and the members of the student body. Albert A. Wilkinson is in charge of the News Bureau.

For further information regarding the services of the Department of Public Relations, address Charles W. Phillips, Director of Public Relations.

II. EXPENSES

Residence Status for Tuition Payment

Tuition and Regular Fees—Full-Time Undergraduates

Reservation Fee

Schedule of Payments

Tuition and Fees—Special and Part-Time

Undergraduates

Special Fees

Late Registration

Audits

Practice Teaching

Applied Music (Individual Instruction)

Applied Music (Group Instruction)

Music Practice Fees and Instrument Rentals

Laboratory Breakage

X-rays

Graduation Fee

Other Expenses

Books and Supplies

Dormitory Furnishings

Uniforms

Dry Cleaning

Tuition and Regular Fees—Graduate Students

Refunds

II. EXPENSES

RESIDENCE STATUS FOR TUITION PAYMENT

The tuition charge for legal residents of North Carolina is less than for nonresidents. A legal resident of North Carolina is one who has her domicile in this state. It is important that each applicant for admission and each enrolled student know her residence status. The following regulations cover most factual situations:

1. A person twenty-one years of age or older is not deemed eligible for the lower tuition rate unless she has maintained her legal residence in North Carolina for at least the six months next preceding the date of her first enrollment in an institution of higher education in this state.

2. The legal residence of a person under twenty-one years of age at the time of her first enrollment in an institution of higher education in this state is that of her parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court order to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is still living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.

3. The residence status of any student is determined as of the time of her first enrollment in an institution of higher education in North Carolina and may not thereafter be changed except: (a) in the case of a nonresident minor student at the time of her first enrollment whose parents have subsequently established legal residence in North Carolina; and (b) in the case of a resident who abandons her legal residence in North Carolina. In either case, the appropriate tuition rate will become effective at the beginning of the semester or term next following the date of change of residence status.

4. The legal residence of a wife follows that of her husband, except that a student currently enrolled in this institution as a resident may continue as a resident even though she marry a nonresident.

5. Military personnel attached to military posts or reservations in North Carolina are not considered eligible for the lower tuition rate unless they have maintained a legal residence in the state for at least six months next preceding the date of first enrollment in an institution of higher education in the state.

6. Aliens lawfully admitted to the United States for permanent residence who have established a legal residence in North Carolina according to paragraphs number 1, 2, or 4, above, are eligible for the lower tuition rate.

7. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the lower tuition rate.

8. Discretion to adjust individual cases within the spirit of these regulations is lodged in the Business Officer and Treasurer of the University.

Any student or prospective student in doubt concerning her residence status must bear the responsibility for securing a ruling by stating her case in writing to the Admissions Officer.

TUITION AND REGULAR FEES— FULL-TIME UNDERGRADUATES

The College reserves the right to make changes in charges for tuition and fees without advance notice. It is anticipated that the charges for 1962-1963 will be as follows:

For Students Living on Campus:

	<i>In-State</i>	<i>Out-of-State</i>
Tuition	\$175.00	\$ 600.00
Academic fees	81.00	81.00
Health service	15.00	15.00
Student Activities:		
Campus organizations	14.50	14.50
Entertainment	9.50	9.50
Student Union	20.00	20.00
Recreation Center	10.00	10.00
Room	180.00	180.00
Board	325.00	325.00
Laundry	40.00	40.00
	\$870.00	\$1,295.00
Total		

For Students not Living on Campus:

Deduct Room, Board, Laundry ..	545.00	545.00
	\$325.00	\$ 750.00
Total		

RESERVATION FEE

For students living on campus a dormitory room deposit of \$50.00 must be made by July 1 of each year. This deposit is credited to the first payment and is non-refundable if the student fails to register. The College shall assume the student does not wish to live on campus if the deposit is not made by the specified time. This regulation applies to all students (old and new) and room assignments will not be made without receipt of the \$50.00 deposit. Students admitted through the admissions office (either new or former) shall send the \$50.00 deposit to the Director of Admissions. Continuing students (registering consecutive semesters) shall send the deposit to the College Cashier.

SCHEDULE OF PAYMENTS

The annual charges as listed above are payable in equal sums each semester, in two installments per semester, in amounts and on or before dates as follows:

For Students Living on Campus:

First Semester:	<i>In-State</i>	<i>Out-of-State</i>
On entrance	\$217.50	\$323.75
November 15	217.50	323.75
Second Semester:		
January 15	217.50	323.75
March 15	217.50	323.75

For Students not Living on Campus:

First Semester:		
On entrance	\$ 81.25	\$187.50
November 15	81.25	187.50
Second Semester:		
January 15	81.25	187.50
March 15	81.25	187.50

Certain advance deposits (application fee, room reservation, etc.) have been required of students. If any of these were announced as *creditable*, the amount of the student's *first* payment under the schedule as listed above should be reduced in the amount of such deposits.

TUITION AND FEES

Special, Unclassified, and Part-time Students
Undergraduates

A. Incidental Special, Unclassified, and Part-Time Students. These students are defined as follows:

1. College study represents an activity secondary to a full-time occupation.

2. Residence is off campus (unless by special advance arrangements).
3. Six or fewer semester hours are scheduled.

Such students will pay \$9 per credit hour of instruction (\$32 for out-of-state students), plus an academic fee of \$5 per semester regardless of the number of hours scheduled. Incidental students are exempt from the activities fee.

B. Regular Special and Unclassified Students and Part-time Degree Candidates.

These students are defined as follows:

1. Those for whom study is the primary activity.
2. More than six semester hours are scheduled.

Credit Hours	Academic Activities		Tuition		Total Fees	
	Fees	Fees*	In-State	Out-of- State	In-State	Out-of- State
7	\$28.00	\$15.00	\$63.00	\$224.00	\$106.00	\$267.00
8	32.00	15.00	72.00	256.00	119.00	303.00
9	36.00	15.00	81.00	288.00	132.00	339.00
Over 9	Same as for full-time undergraduates					

SPECIAL FEES

Late Registration: All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of \$5. This fee is payable upon completion of registration.

Audits: Auditing a course includes the privilege of being present in the classroom, but not participating in class discussion or laboratory or studio work. An undergraduate student paying *full* tuition and fees may audit one course per semester without additional fee. An undergraduate student paying *part* tuition and fees may not audit more than two courses per semester, paying same tuition charges as credit courses. These fees are payable in full at the time such courses are scheduled.

Practice Teaching: A fee of \$10 for a three-hour course, or \$20 for a six-hour course, is charged during the semester in which the course is scheduled. These fees are payable in full at the time such courses are scheduled.

Applied Music (Individual Instruction): *Music majors* receiving *individual* instruction in any department of applied music will pay, in addition to regular tuition and fees, \$30 per semester for the first course

*This fee includes the use of the Student Union and the Recreation Center. It does not include the student activities fee for campus organizations nor the lecture-entertainment series. A fee of \$4.75 per semester entitles either a regular or incidental student to admission to events in the lecture-entertainment series.

scheduled and \$15 per semester for each additional course, if required. *Other students* will pay, in addition to regular tuition and fees, \$30 per semester for each course. All fees are payable at the time of registration.

Applied Music (Group Instruction): Should the special instruction be given in *classes* rather than by *private lessons* the fees are one-half those shown above *except* for the registration fee which, if required, remains at \$10 per semester.

Music Practice Fees and Instrument Rentals: Special fees are charged for use of practice rooms and/or instruments. A schedule of such fees may be secured from the School of Music. The appropriate charge for each student is determined by the School of Music and is payable upon receipt by the student of a statement from the College Cashier.

Laboratory Breakage: The standard academic fees charged all students include the *use* of laboratory facilities. Students are required, however, to pay for any equipment *broken or lost*. The amount due is determined by the several departments after periodic inspections and inventories, and is payable upon receipt of a statement from the College Cashier.

X-Rays: While the Health Service fee covers ordinary medical services in the College Infirmary, extra charges are made for X-ray services. Such fees are determined by the College Physician and are payable upon receipt of a statement from the College Cashier.

Graduation Fee: A fee of \$10.00, covering rental of cap and gown and cost of diploma, is payable during the semester in which the requirements for a degree are to be completed. No reduction of the fee is allowed for those receiving degrees *in absentia*.

OTHER EXPENSES

The foregoing statements cover essentially all of the charges to be paid to the College Cashier. In order that students and parents may develop reasonably accurate budgets, a few other expenses are listed.

Books and Supplies: These are to be paid for as purchased, either from the College Book Store or other available suppliers. The cost varies in accordance with the courses of study, but generally runs \$50-\$100 per year.

Dormitory Furnishings: Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads and towels; and room accessories, such as study lamps, draperies, scatter rugs, wastebaskets, etc.

Uniforms: All students are required to purchase an approved gymnasium outfit costing approximately \$21. Students in Nursing Education, during their freshman year, must purchase uniforms and accessories at a cost of approximately \$50. Many laboratory courses require special aprons. Smocks or coveralls are often required in art classes. A number of self-help jobs require special uniforms. Unless the student has advance information as to *exactly* what is required, it is preferable to purchase these items after arrival.

Dry Cleaning: The College Laundry handles *wash goods only*, the cost of such services being included in the laundry fee. Woolens and other articles requiring dry cleaning must be sent out to local establishments.

TUITION AND REGULAR FEES—GRADUATE STUDENTS

Graduate students will recognize that many of the listed expenses will apply to them as well as to undergraduates. There is, however, a different method of calculation of standard tuition and fees. Details are carried in The Graduate School section of the catalogue.

REFUNDS

Refunds are not made after the first four weeks except for medical reasons certified by the College Physician. The Accounting Department shall prorate all refunds.

III. FINANCIAL AID

Scholarships and Awards

Loan Funds

Federal Student Loan Fund

State Scholarship Loan Fund

Part-time Employment

Vocational Rehabilitation

Financial Institution Loans

III. FINANCIAL AID

The Woman's College makes every effort within the bounds of its available resources to encourage and assist young people of ability and seriousness of purpose to secure a college education. Lack of adequate funds to meet the necessary expenses should not bar a good student who desires to attend college from realizing that desire. If she is willing to work, and seeks financial help, the College will aid her insofar as is possible and feasible.

Students needing assistance in meeting their expenses while attending Woman's College should discuss the matter with the Student Aid Officer. Resources available include fellowships, scholarships, awards, loans, and opportunities for part-time employment. The Student Aid Office is located in the Administration Building.

SCHOLARSHIPS AND AWARDS

The following are arranged alphabetically by the key word in the name of the fellowship or scholarship.

AMERICAN BUSINESS WOMEN'S ASSOCIATION. The Greensboro Charter Chapter-American Business Women's Association offers a scholarship annually to a student who is doing creditable work and who needs financial assistance.

THE WINFIELD S. BARNEY AWARD. In 1956 the colleagues, friends, and former students of Dr. W. S. Barney, chairman of the Department of Romance Languages, established this fund in his memory. The income from it is used for an award to the senior student of Romance Languages who has the highest academic average.

THE BORDEN HOME ECONOMICS SCHOLARSHIP AWARD. The Borden Company Foundation, Incorporated, New York City, established at the Woman's College an annual scholarship award in the amount of \$300. All senior students majoring in home economics who have included in their curricula two or more courses in food and nutrition shall be eligible for the award. A student will be selected from those eligible on the basis of highest scholastic achievement prior to the senior year.

THE AUBREY LEE BROOKS SCHOLARSHIPS. An endowment fund of approximately \$1,000,000 was established in 1955 by Mr. Aubrey Lee Brooks of Greensboro to promote the education of deserving youth by providing scholarships at the University of North Carolina in Chapel Hill, the North Carolina State College of Agriculture and Engineering in Raleigh, and the Woman's College in Greensboro, to high school graduates selected by the Trustees of the Aubrey Lee Brooks Foundation. Applicants for these scholarships shall be residents of Surry,

Stokes, Rockingham, Caswell, Person, Granville, Alamance, Orange, Durham, Guilford, and Forsyth counties. Applications may be secured from high school principals in the counties named. The scholarships are currently valued at approximately \$500 for each year.

THE HENNIE BYNUM FUND. The late Judge John Gray Bynum bequeathed to the College \$1,000, the income from which is used to aid young women from the Presbyterian Church of Morganton, North Carolina.

THE MARY CHANNING COLEMAN MEMORIAL FUND. This fund is established by the staff and the graduates of the Department of Physical Education in memory of Miss Mary Channing Coleman, who was head of the department from 1920 until her death in 1947. The fund offers a scholarship for graduate work in health, physical education, and recreation. The scholarship is awarded to a senior candidate for the degree of Bachelor of Science in Physical Education. If there is no member of the graduating class who meets the conditions of the scholarship committee, the committee shall have the right to award the scholarship to a student who has completed her undergraduate professional education at the Woman's College within the preceding five years.

COLLEGE STORES. Profits derived from the operation of campus stores and merchandising activities are devoted to grants-in-aid to students selected on the basis of character, citizenship, and complete compliance with all requirements of the College pertaining to admission and normal academic progress.

MOSES CONE HOSPITAL SCHOLARSHIP-LOAN FUND. The Trustees of Moses Cone Hospital have established a Scholarship-Loan Fund to provide for scholarship-loan awards of \$400 annually to students enrolled in the two-year Associate Degree Program in Nursing at the Woman's College.

Cancellation for Service as a Nurse in the Hospital: The full amount of each \$400 scholarship-loan will be canceled for each year of service as a full-time nurse in Moses Cone Hospital after the student has graduated from the Associate Degree Program in Nursing at the Woman's College.

Inquiries should be addressed to the Student Aid Officer of the College.

THE DANFORTH SUMMER FELLOWSHIPS. The Danforth Foundation of St. Louis, Missouri, has established two annual fellowships at the Woman's College for home economics majors. Each fellowship covers the expenses of the respective award. The recipients of these fellowships are selected by the home economics faculty. One fellowship is to an outstanding junior in home economics for four weeks of study, travel,

and recreation in July and August, two weeks in St. Louis and two weeks at Camp Miniwanca of the American Youth Foundation on Lake Michigan. The other fellowship is to an outstanding freshman in home economics for two weeks of study and recreation in August at Camp Miniwanca.

THE HARRIET ELLIOTT SOCIAL SCIENCE FORUM FUND. This fund has been set up as a memorial to Dean Harriet Elliott, who was for many years a professor of political science at the College and Dean of Women for twelve years. The income from the fund will be used for the support of the annual Social Science Forum and for the establishment of scholarships or fellowships in political science.

ESCHEATS FUND. A number of scholarships valued at \$150 or more are given each year to students who are residents of North Carolina, through the Escheats Fund of the Consolidated University of North Carolina.

THE FACULTY SCHOLARSHIP. This award, supported by contributions from members of the Woman's College Faculty, is given annually to a junior or senior on the basis of scholarship, citizenship, and need.

THE LOUISE AND HERBERT FALK SCHOLARSHIP. This scholarship was established in 1960 by Mr. and Mrs. Falk. It provides an annual award of \$250 to a worthy and needy student.

JULIUS I. FOUST SCHOLARSHIP. Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is awarded annually to a rising senior who plans to teach.

THE MARY HARRINGTON HARRELL SCHOLARSHIP. Each Commercial Class leaves a fund to be awarded at the beginning of the second semester to a student in this department who is doing creditable work and who needs financial assistance.

THE JEFFERSON STANDARD SCHOLARSHIPS. (Established by the Jefferson Standard Life Insurance Company in 1961.) A grant of \$3,000 annually supports a maximum of four Jefferson Standard Scholars, chosen on the basis of character, financial need, scholarship and leadership. An award of \$750 will be made each year to an incoming freshman.

BETTY BROWN JESTER. Alumnae and friends of Betty Brown Jester, former alumnae secretary, have established a fund in her honor. The income is given annually to a needy student.

MARY FIELDS JONES MEMORIAL SCHOLARSHIP. This scholarship, established by the alumnae of Cumberland County, is given annually to a student from Cumberland County.

THE ROXIE ARMFIELD KING SCHOLARSHIPS. The Roxie Armfield King Scholarships are made possible through the generosity of the late Mrs. Roxie Armfield King, a long-time resident of Guilford County. Mrs. King

bequeathed to the Woman's College of the University of North Carolina a substantial sum, the income from which is used for the purpose of giving encouragement and financial assistance to worthy students who are residents of North Carolina.

KROGER SCHOLARSHIPS. The Kroger Company provides two \$250 scholarships for freshman students in home economics. Awards are made on the basis of scholastic achievements in high school as well as leadership qualities demonstrated in school, church, and youth organizations. Need for financial aid may also be considered.

THE MRS. CHARLES D. McIVER MEMORIAL SCHOLARSHIP FUND. This fund was established from a legacy of the late Dr. Anna M. Gove. The income from the \$5,000 gift is awarded "every other year as a scholarship to some capable, well-trained and upright junior or senior who is planning to study for and secure the degree of Doctor of Medicine."

THE MENDENHALL SCHOLARSHIP FUND. Miss Gertrude Whittier Mendenhall, head of the Department of Mathematics from the founding of the College until her death in 1926, left to the College a fund of \$2,091.41 to endow a scholarship to be named in honor of her aunt, Judith J. Mendenhall. The will provides that a faculty committee award the scholarship annually to a deserving student "who has made good records in preparatory and freshman mathematics and who desires to do higher work in mathematics and allied sciences."

THE JAMES G. K. McCLURE EDUCATIONAL AND DEVELOPMENT FUND, INC. This fund provides a limited number of scholarships to qualified freshmen from Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, Yancey counties.

The value of each scholarship is \$200. The awards are based on the "high school record for both scholarship and leadership, evidence of Christian character, intellectual promise, demonstrated ambition, and financial need."

MUSIC SCHOLARSHIPS. Eight scholarships are available to majors in the School of Music who are outstanding performing musicians. Awards are made upon the recommendation of the Dean of the School of Music.

DOROTHY VAN DEUSEN OPDYKE. This scholarship is granted by the Southern Baptist Convention for the benefit of needy students from the mountains.

PALMYRA PHARR SCHOLARSHIP FUND. Dr. Fred W. Morrison, a former member of the College faculty, established this fund in 1942 in

honor of his mother, Palmyra Pharr Morrison, and has made subsequent additions to the fund. The value of the fund is \$64,404. Preference is given to residents of Rowan and Cabarrus counties.

PHI BETA KAPPA AWARD. Epsilon Chapter of Phi Beta Kappa in North Carolina makes every fall an award of \$25 to that junior who in her first two years at the Woman's College has made the highest average in her class.

HELEN LEE PICKARD MEMORIAL FUND. This memorial scholarship has been established by friends of Helen Lee Pickard, who for many years was assistant to the business manager at the College. The income from the fund is given annually to a needy student.

EUNICE KIRKPATRICK RANKIN SCHOLARSHIP. This memorial scholarship has been established by the alumnae of the Atlanta chapter.

MYRTLE SPAUGH REEVES SCHOLARSHIP FUND. Mrs. Elizabeth Reeves Lyon, Class of 1938, has established the Myrtle Spough Reeves Scholarship Fund in honor of her mother. The income is used to support a scholarship awarded annually to a student registered or registering as an art major in the Woman's College of the University of North Carolina.

SCHOLARSHIP IN SCIENCE. The Faculty Science Club offers a scholarship to a rising junior, a rising senior, or a graduating senior of the Woman's College majoring in any department represented in the Science Club. The award is made on the basis of scholarship, personality, and financial need. The fund for the award consists of a percentage of the dues of members of the Science Club, contributions which the various student organizations in science may make, and of gifts from members of the Science Club and from others interested in science.

SEARS-ROEBUCK FOUNDATION SCHOLARSHIPS. Scholarships of \$100 or more are given each year to a limited number of graduates of North Carolina high schools who wish to enter the School of Home Economics. Funds for the scholarships are provided by the Sears-Roebuck Foundation. Preference is given to students from rural areas, and awards are made on the basis of need, scholastic record in high school, participation in 4-H club projects and other community activities.

THE ANNA HOWARD SHAW SCHOLARSHIP FUND. The late Miss Lucy B. Anthony of Moylan, Pennsylvania, established this fund to keep alive the memory of Dr. Anna Howard Shaw. The scholarship is awarded annually to an outstanding student in the field of social science.

MARY ELIZA SPICER SCHOLARSHIP. This award of \$200 is given annually to a freshman with interest in the Romance Languages. The recipient is determined by a competitive examination which must be

taken at the College during the preceding spring semester. This fund was established by Pierce T. Angell and daughter, Susan Spicer Angell, in memory of Mary Eliza Spicer Angell, Class of 1929.

CORNELIA STRONG MEMORIAL. Miss Cornelia Strong, a professor of mathematics at the Woman's College from 1905 until the time of her retirement in 1948, left in her will a bequest for the Department of Mathematics. This sum of money, together with gifts made in her memory by friends and relatives, has been set up as a memorial fund and is used to aid mathematics students recommended by the mathematics staff.

W. RAYMOND TAYLOR SCHOLARSHIP IN DRAMA. An award of \$250 is made each year upon the recommendation of the Head of the Department of Drama and Speech to an entering freshman who majors in drama. The recipient is determined through competitive audition at the College during the preceding spring semester. The fund was established by the Broadway Theatre League of Greensboro in honor of W. Raymond Taylor, who was for over thirty years director of drama at the College.

ANGELS OF THE THEATRE OF WOMAN'S COLLEGE AWARDS. Three awards of \$250 each are made annually to outstanding upperclassman drama majors who serve as undergraduate assistants to the directors of the Theatre in the areas of business management, organization, and technical production. The Angels of the Theatre of the Woman's College are a group of faculty members and citizens who are interested in furthering the cultural life of the College and community by supporting the programs of the Theatre.

THE UNITED DAUGHTERS OF THE CONFEDERACY SCHOLARSHIPS. The North Carolina Division of the United Daughters of the Confederacy offers eleven scholarships at Woman's College to descendants of Confederate veterans. These scholarships are worth \$175 each.

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL each year offers a scholarship to a graduate of the Woman's College. Its value is \$650 derived as follows: university stipend, \$400; supplement from special funds, \$250. The student must pay tuition at the in-state rate. Application is made to the Administrative Board, Graduate School, Woman's College Division.

SARAH MCINTOSH WADE SCHOLARSHIP. This scholarship was established in 1949 by Mr. and Mrs. C. W. Phillips, in memory of Mrs. Phillips's mother, Sarah McIntosh Wade of Beaufort, North Carolina. Preference is given an eastern North Carolina girl who has a rural background and who is doing self-help work. The amount is a minimum of \$50, and is awarded annually.

HENRY WEIL FELLOWSHIP FUND. The late Mrs. Henry Weil of Goldsboro, North Carolina, established at the College in memory of her husband a fund now amounting to \$22,000 known as the Henry Weil Fellowship Fund.

- (1) The Henry Weil Fellowship shall be awarded each year to a member of the graduating class, but if there is no member of the class who meets the conditions of the award, the committee shall have the right to award the fellowship to a member of any class graduating within the preceding five years.
- (2) A committee shall be appointed by the Chancellor to assist in making the award.

THE MINA WEIL MEMORIAL SCHOLARSHIP FUND. In memory of her mother, Mrs. Mina Weil, Miss Gertrude Weil has given \$3,000 for the establishment of a scholarship in the social sciences. The income from this fund is awarded annually to a member of the junior or senior class who is majoring in a social science.

THE MINA WEIL SCHOLARSHIP FUND. Mrs. Janet Weil Bluethenthal has established an endowment of \$6,000 in honor of her mother. The income from this fund is granted for scholarships.

MINA WEIL SPECIAL. A memorial to Mrs. Mina Weil established by her grandchildren.

THE ANNA MEADE MICHAUX WILLIAMS SCHOLARSHIP FUND. The Buncombe County Alumnae Chapter has established this fund. An annual award of \$100 is given to a student from Buncombe County.

THE WINFIELD SCHOLARSHIP FUND. Miss Martha Elizabeth Winfield, for many years a professor of English in the College, left an endowment of \$3,000. The income is awarded each year as a scholarship to a needy junior or senior of promise in the Department of English.

ANNIE MCIVER YOUNG SCHOLARSHIP. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the College the sum of \$5,000, the income from which is given annually to an earnest, needy senior.

The following alumnae chapters have established scholarships for worthy students: Forsyth, Guilford, Mecklenburg, Randolph, Wake, Columbia, S. C., Richmond, Va., and Atlanta, Ga.

LOAN FUNDS

Loans are based on the scholarship of the student as well as on her financial needs. The total amount available for any student is limited. All loans are secured by notes signed by the borrower and two guaran-

tors. Interest at three per cent begins in June after graduation or after withdrawal from college. Loan funds are listed herein alphabetically by the key word in the name of the fund.

Name of Fund and Donor	Amount as of June 30, 1961
Alamance County Chapter of the Alumnae Association	\$ 611
Alumnae Class Organ	1,117
Alumnae Loan and Scholarship	37,021
Sarah Atkinson, Class of 1939	421
Austin; gift of Miss Emily S. Austin, Class of 1901	1,184
Annette Beck, Class of 1956	122
Boyd; gift of Mrs. James Boyd	400
Bryant; bequest of Victor S. Bryant	7,500
Gladys Bullock Memorial; Mrs. S. F. Bullock	345
Daphne Carraway Memorial;	
Miss Irma Carraway, Class of 1897	857
Class of 1925	230
Class of 1929	729
Class of 1932	341
Class of 1933	75
Class of 1935	588
Class of 1936	489
Class of 1940	228
Judge E. B. Cline; Mrs. E. B. Cline	50
Laura H. Coit; faculty and students	4,325
Ida Haughton Cowan; Miss Ida H. Cowan, Class of 1902	256
Federation of Women's Clubs Music;	
Federation of Women's Clubs	204
Mollie K. Fetzer; T. J. Fetzer	886
Frank P. Graham Emergency	552
Martha Irvin Groome Memorial;	
Miss Ina Lee Groome, Class of 1934	153
Claude Heath; Mrs. W. O. Nisbet	128
Home Economics Club	650
Lucille Horn Memorial; Alumnae of Davie County	50
Ivey; gift of J. B. Ivey	350
North Carolina Association of Jewish Women	370
Nancy Lee Kiser Memorial, Class of 1958	125
Flora Patterson Lane; Mrs. Jean Lane Fonville	200
Bertha Marvin Lee Memorial; Miss Cornelia Strong	150
Liberty Hall Chapter Daughters of the	
American Revolution Membership Memorial	2,020
Elizabeth Crow Mahler; Miss Sue May Kirkland	380
Katharine Mavity Martin; Faculty Wives Club	600
Masonic Theatre Educational Fund of New Bern;	
Scottish Rite Masons of Eastern North Carolina	501

McIver; Alumnae of the College	\$17,642
McLean; gift of Miss Jessie McLean	81
Virginia Barker Moffitt Memorial; Mr. and Mrs. J. Rankin Parks, Miss Serena Parks	210
Grace Van Dyke More, gift of Edna Williams Curl, Class of 1933	507
Lily Conally Morehead; Mrs. Lily Mebane	8,924
Musgrove Memorial; Mrs. Jeannette Musgrove Bounds, Class of 1914	222
May Oettinger Memorial; Business and Professional Women's Club of Kinston, North Carolina	927
Rebecca Christine Phoenix Memorial; Mr. John J. Phoenix and family	334
Camilla Croom Rodman; Col. W. B. Rodman	
Winfield H. Rogers; Quill Club of 1947	180
Royal Arch and Knights Templar	4,720
Patty Spruill Memorial; Katherine D. Spruill, Commercial Class of 1931	515
Lizzie Stewart; bequest of Florence Stewart, Class of 1905	5,000
Student Government of 1935	413
Students	8,695
Mary McLean Taylor Memorial; Carrie McLean Taylor, Class of 1926	337
Carrie MacRae Tillett Memorial, Mrs. C. W. Tillett	119
Town Students	78
Ruth Gooding Worley; Mrs. Ruth Worley Simmons, Class of 1935	150
Doris Wright Memorial; citizens of Wilkes County	2,706
Pearl Wyche; bequest of Pearl Wyche, Class of 1903	1,000

FEDERAL STUDENT LOAN FUND

The Woman's College is participating in the student loan fund program established under the National Defense Education Act of 1958.

Full-time students who are in good standing and who need financial aid to continue their college course may borrow up to \$5,000 in the aggregate under the terms of this program.

Up to one-half of any loan (plus interest) is canceled for service as a full-time teacher in a public elementary or secondary school in a state, at the rate of 10% of the amount of the loan (which is unpaid at the time the teaching service begins) plus interest for each complete academic year of such service.

STATE SCHOLARSHIP LOAN FUND

The 1957 General Assembly enacted legislation establishing a Scholarship Loan Fund for Prospective Teachers. Only 300 awards of not more than \$350 are provided annually.

The fund is administered by the State Superintendent of Public Instruction, Raleigh, North Carolina. All scholarship loans are evidenced by notes which bear interest at the rate of 4% per annum from September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree.

Scholarship loans, together with 4% interest thereon, *may be cancelled by teaching one full year in North Carolina for each annual scholarship received.* Consideration for a scholarship loan is given to the aptitude, purposefulness, scholarship, character and financial need of the applicant.

For detailed information concerning the State loan scholarship program, write to the Prospective Teachers Scholarship Loan Fund, State Department of Public Instruction, Raleigh, N. C.

PART-TIME EMPLOYMENT

There are a number of opportunities for part-time employment on campus. Students work in the dining halls, in the library, and in various departments. Applications for work assignments are filed with the Student Aid Office.

VOCATIONAL REHABILITATION

The State of North Carolina provides financial assistance (equal to tuition and other regular fees in the College) for residents of North Carolina who are physically handicapped. For further information write directly to the N. C. Vocational Rehabilitation Division of the State Department of Public Instruction, Raleigh, N. C.

FINANCIAL INSTITUTION LOANS

Many parents prefer to pay the cost of their children's education out of regular income, in monthly installments throughout the full calendar year, and on occasion over a longer period than the normal four-year educational period. Often, too, the amount of financial aid needed by students and parents exceeds the amount available within the limited resources of the College. To meet such needs, a number of banks and financial institutions make educational loans available at reasonable interest rates.

IV. ADMISSION

General Information

Undergraduate Students

Graduate Students

Admission to Woman's College

Undergraduate Curricula

Application Fee

Room Reservation Fee

Pre-College Testing Program

Admission by Special Examination

Early Decision Plan

Advanced Placement Program

Admission to the Freshman Class

Admission to the Commercial Course

*Admission of Transfer Students to Advanced
Standing*

Admission of Former Students

Housing

Summer Session

Extension Courses

IV. ADMISSION

GENERAL INFORMATION

The Woman's College of the University of North Carolina accepts applications from women for admission to two groups, namely:

Undergraduate Students—those seeking admission to this group must have graduated from an accredited secondary school or must have completed special examinations required by the Admissions Policies Committee.

Graduate Students—those seeking admission as graduate students must hold a Bachelor's degree from a college or university approved by the appropriate regional accrediting association. For more detailed information, please see Chapter IX of this bulletin.

All inquiries regarding the admission of undergraduate students should be addressed to the Director of Admissions, the Woman's College of the University of North Carolina, Greensboro, N. C. Admissions inquiries about graduate study should be addressed to the Dean of the Graduate School, the Woman's College of the University of North Carolina, Greensboro, N. C.

Application may be made for admission to regular terms beginning in September and January, and to the summer sessions beginning in June. Applications to the one-year Commercial Course and to the two-year course in Nursing Education are reviewed only for the term beginning in September. Early application for any term is advisable. Application for the January term should be filed by December 1. The College reserves the right to withhold the admission of any applicant who ranked in the lower half of her graduating class in high school, or for other cause. The College reserves the right of final decision in the assignment of rooms.

Woman's College is on the approved list for the Veteran's Administration and may accept students for regular, retraining, or refresher courses under Public Laws 16 and 550. For more detailed information, write the Business Manager.

ADMISSION TO WOMAN'S COLLEGE UNDERGRADUATE CURRICULA

Admission to Woman's College undergraduate curricula will be limited to those applicants who can qualify under one of the following provisions:

New Freshmen—students who meet requirements for admission to the freshman class as stated below but who have earned fewer than 24 semester hours of college credit.

Commercial Students—residents of the State of North Carolina who desire to complete a one-year commercial course and who meet requirements for admission to this course.

Transfer Students—students who meet requirements for admission as undergraduate students and who have earned at least 24 semester hours credit in another college or university. See the paragraphs below headed Admission of Transfer Students to Advanced Standing.

Former Students—students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula at Woman's College but who did not complete the previous semester at the Woman's College.

Unclassified Students—students who meet the same entrance requirements as regular students, who wish to earn college credits, and who have the approval of the Dean of the School or the head of the department in which the courses are to be taken. Such students must abide by the same regulations as regular students. (Applicants may be asked to take special tests in lieu of the Scholastic Aptitude Test of the College Entrance Examination Board.) If at a later date an unclassified student changes to regular status, the credits earned while she was unclassified will be accepted only if she has satisfactorily completed the proper prerequisites.

Special Students—mature students who do not wish to work for a degree because of irregularities in qualifications or because of personal objectives. Such students must submit satisfactory records of education and experience, and obtain the approval of the Dean of the School or the head of the department in which the courses are to be taken. (Applicants may be asked to take special tests in lieu of the Scholastic Aptitude Test of the College Entrance Examination Board.) Special students will not receive college credit.

APPLICATION FEE. Undergraduate applicants for admission are required to submit an application fee of \$10 with the application form. For the student who enrolls this fee will be applied to the student's first semester bill. The fee will be refunded to North Carolina students whose applications are denied. It will be forfeited by the applicants who are admitted but do not enroll, or who fail to complete their application. The application fee for out-of-state applicants is non-refundable.

ROOM RESERVATION FEE. In order to reserve a room, a non-refundable deposit of \$50 is required. Payment is to be sent directly to the Admissions Office as early as possible after the student receives her notice of admission but no later than July 1 for students who are entering the following September. If the deposit is not received by July 1, the student's application will be canceled unless she has indicated to the Admissions Office that she expects to be a town student.

PRECOLLEGE TESTING PROGRAM—All applicants for admission to the freshman class, the one-year Commercial Course, or the two-year course in Nursing Education are required to take certain tests prior to matriculation. Scores on these tests, along with other criteria, will be used in determining the admissibility of each applicant.

Each applicant must take the Scholastic Aptitude Test of the College Entrance Examination Board in her final year of secondary school¹. If the examinations are taken for guidance purposes in the junior year, the scores should be reported to the College; however, they may not be used to meet the requirements for admission. For information about the Scholastic Aptitude Test, applicants should write to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey. The College Entrance Examination Board makes a moderate charge for these tests. It will advise the applicants of the time and place where the tests will be given near their homes. (Note: only the Scholastic Aptitude Test is required, and *not* the Achievement Tests in the subject-matter fields.) Applicants must request the Board to send their scores on these examinations to the Director of Admissions, Woman's College of the University of North Carolina.

Any North Carolina resident admitted to the freshman class, to the one-year Commercial Course, or to the two-year course in Nursing Education of the Woman's College for 1962-63 will have the fee which she has paid to the College Entrance Examination Board for the Scholastic Aptitude Test credited toward her tuition payment for the first semester in attendance.

ADMISSION BY SPECIAL EXAMINATION. The Admissions Policies Committee will review the application of a student who has not completed high school work if she presents fifteen acceptable units with no deficiencies and takes the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. One of the Achievement Tests must be in English and one in social studies with the third being chosen from science, mathematics, or foreign language.

EARLY DECISION PLAN. A student who ranks in the top ten per cent of her high school class may apply to the Director of Admissions for admission under the Early Decision Plan. To be eligible, a student must take the Scholastic Aptitude Test of the College Entrance Examination Board during her junior year in high school and she must have completed her application by October 1 of her senior year. A decision will be made on early applicants by November 15.

Requirements for admission under this plan are more selective than under the regular admissions plan. Students whose applications are not accepted under this plan may have their applications reviewed as regular candidates the following spring.

¹For the exception to this requirement which relates to Early Decision applicants, see paragraph below headed Early Decision Plan.

ADVANCED PLACEMENT PROGRAM. A student who participates in the Advanced Placement Program of the College Entrance Examination Board may have her record considered for advanced placement and/or credit at the Woman's College. She should instruct the College Entrance Examination Board to forward her credentials to the Woman's College upon completion of the examination in May of her senior year in high school.

ADMISSION TO THE FRESHMAN CLASS. Admission to the freshman class implies that the applicant may eventually become a candidate for a Bachelor's degree. A candidate for admission to the freshman class should submit on forms obtained from the Director of Admissions an official record of her secondary school course, recommendations from the principal as to her character and ability, and a recent medical report from her physician. If accepted for admission, the applicant should write immediately to the Director of Admissions acknowledging acceptance of her appointment.

An applicant for admission to the freshman class may be admitted by certificate after graduation from an accredited school, or by examination. She should present at least fifteen acceptable units of credit. A unit is defined here as credit given for a course taken in secondary school which meets for one period daily during the entire school year. For admission to candidacy for any Bachelor's degree, the student must present eleven and one-half of the fifteen units in the following subjects:

English	4
Foreign language (no credit recognized if less than two years in <i>one</i> foreign language is offered)	2
Mathematics (Algebra 1½, geometry 1)	2½
Social Science (history 1, elective in history, economics, sociology, or civics 1)	2
Science	1

It is recommended that students in the Nursing Education course present credit for courses in Biology and in Chemistry. For the Bachelor of Arts in Music or the Bachelor of Music degree, 2 units of music are prescribed. This work is usually taken in private lessons. For the Bachelor of Fine Arts degree with a major in Art, 1 unit of typewriting is prescribed.

The remainder of the fifteen units may include additional study in any of the courses above and also from the following: art, Bible, music, biology, chemistry, general science, physics, foreign language, solid geometry, plane trigonometry, geography, speech, home economics, commercial arithmetic, shorthand, typewriting, bookkeeping. As a rule, however, not more than 3 units in vocational subjects (*i.e.*, shorthand, typewriting, bookkeeping, home economics) taken in secondary school may

be included in the 15 units required for admission to the College. Less than a half unit will not be allowed in any subject.

Students who have not completed some of the prescribed units but who are otherwise qualified for admission may submit their credentials and will be given special consideration if their records warrant.

Every effort should be made to remove entrance deficiencies during the summer before entering college. Sometimes students are required to remove these deficiencies as a condition of admission. However, if students are allowed to enroll at the Woman's College with deficiencies, these deficiencies must be removed before the student can be classified a sophomore.

ADMISSION TO THE COMMERCIAL COURSE. The College offers a one-year Commercial Course for students who are *bona fide* residents of the state of North Carolina. Students earning a Commercial Certificate at the end of this period will have qualified for positions as clerks, bookkeepers, and secretaries. More detailed information regarding these courses may be found on page 115 of this catalogue. To be admitted to the program, an applicant must present a satisfactory high school record indicating graduation with fifteen acceptable units of work from an accredited secondary school, present a recommendation from her high school, and meet the Scholastic Aptitude Test requirements.

ADMISSION OF TRANSFER STUDENTS TO ADVANCED STANDING. A student transferring to this institution from another college or university must fulfill the requirements for admission to the freshman class. She should present an official transcript of record from her secondary school and from each college previously attended showing honorable dismissal. A catalogue of the institution from which she transfers, marked to indicate the courses taken, should accompany the application. (Applicants may be asked to take special tests as a condition of admission.) Application forms and official transcripts should be filed with the Director of Admissions before April 1 for those seeking to enter the first semester, and before December 1 for those seeking to enter the second semester.

Transfer students who enter the Woman's College after attendance at junior colleges will receive transfer credit for no more than 64 hours plus two semester hours of physical education.

An average of at least *C* in all previous college work attempted is required for admission to advanced standing. A course passed with the lowest passing grade at another institution does not give hours credit toward graduation, but may be used to satisfy a subject requirement of the Woman's College. The quality as well as the quantity of the student's previous college work will receive consideration when credit to be

allowed for it is determined. Should the student's work during her first year at Woman's College prove unsatisfactory, the amount of transfer credit allowed may be reduced.

ADMISSION OF FORMER STUDENTS. Students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula at Woman's College but who did not complete the previous semester at the Woman's College should apply for readmission to the Director of Admissions. If such students have earned credits at another college or university since last attending Woman's College, they must submit an official transcript of credit from that institution before they can be readmitted.

HOUSING

The College reserves the right to approve the housing of all students whether they live on or off the campus. The administration is authorized to establish minimum standards of health, safety, and general welfare in regard to housing and to require that students maintain their residence in quarters which comply with these standards.

Every student is required to keep on file in the appropriate office the complete and correct address of his place of residence, both home and local.

SUMMER SESSION

The Woman's College operates concurrent Summer Sessions of six and eight weeks. Classes are organized on a two-, four-, or six-weeks basis, enabling students to carry on a program of studies in the various departments best suited to their summer needs. Upper-division undergraduate courses and graduate courses are open to graduate students desiring credit on their advanced degree programs or renewal of their teaching certificates. When possible to do so, a student may carry any combination of two-, four-, or six-weeks courses as long as she does not carry a load of more than one credit hour per week. Special workshops and conferences enrich the opportunities for summer session study.

Graduate students contemplating the continuation of their study during the summer, or initiating summer work, should make application to the Graduate School at Greensboro and apply for summer study through the office of the director of the Summer Session.

EXTENSION COURSES

The Woman's College of the University of North Carolina desires to render aid to teachers in service by arranging for courses for credit toward a degree or certificate, and to offer to them and to other citizens

of the state cultural and professional courses. The state does not provide this service except as it may be self-supporting; but afternoon or evening courses can be arranged at a minimum cost to persons on or off the campus. Television courses are also offered for credit. Lecture series and individual lectures by members of the faculty can be arranged.

A series of conferences, usually concentrated in the summer, are held on the campus. These conferences are planned as a service to the state and as a contribution particularly to girls and women who may participate in them. Inquiries about the program of the Extension Division should be addressed to the Director of Extension, Woman's College, University of North Carolina, Greensboro, N. C.

V. DEGREES

General Information

Requirements for the Degree of Bachelor of Arts

Freshman-Sophomore Requirements

Junior-Senior Requirements

Preprofessional Study

Requirements for the Degrees of Bachelor of Science

Bachelor of Science in Home Economics

Bachelor of Science in Physical Education

Bachelor of Science in Business Education and

Secretarial Administration

Requirements for the Degree of Bachelor of Fine Arts

Requirements for Bachelor's Degrees in Music

Special Information

B.S. and B.M. Elective Hours

Honors Work

Special Program for Academically Talented Freshmen

Junior Year Aboard

Requirements for the Master's Degree

V. DEGREES

GENERAL INFORMATION

The Woman's College is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, American Association of Colleges for Teacher Education, the Southern Association of Colleges for Women, the North Carolina College Conference, and the National Commission of Accrediting. Its graduates are eligible to membership in the American Association of University Women.

The College confers six undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Business Education and Secretarial Administration, and Bachelor of Fine Arts. An Associate in Applied Science in Nursing is given for the two-year program in Nursing. Certain curricula of the Graduate School of the University are also offered at the Woman's College. These curricula are in the fields of Business Education and Secretarial Administration, Education, Home Economics, Physical Education, and Fine Arts. The College is organized into the College of Arts and Sciences, the School of Music, the School of Education, and the School of Home Economics.

The minimum quality point ratio (see p. 86) required of all Bachelor's degrees is 2.0. The two years of required physical education are not included in this computation.

Proficiency in written English is a requirement for graduation. Any undergraduate whose work in any course gives evidence of lack of proficiency in written English or in reading ability will be referred to the Department of English; she will then be given remedial work in English to correct her deficiencies¹.

A student who qualifies may do honors work (see p. 75) in her senior year.

Courses primarily for freshmen are designated as Grade I, numbered 100-199; those primarily for sophomores as Grade II, 200-299; those primarily for juniors and seniors as Grade III, 300-399. Grade IV, 400-499, indicates courses primarily for seniors. Grade V, 500-599, includes courses open to advanced undergraduate and graduate students, courses numbered 600-699 are open only to graduate students. Freshmen are admitted to courses of Grade II and sophomores to those of Grade III only by special permission given by the academic class adviser and the instructor concerned.

¹Remedial work will be offered through extension.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The minimum requirement for the degree of Bachelor of Arts is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 86). The hours required must include the following:

<i>Courses</i>	<i>S.H.</i>
English 101-102, 211-212	12
History 101-102, Social Science above Grade I	12
Natural Sciences and Mathematics	12
Foreign Language (one) or a reading knowledge	12
Health 101	3
Physical Education	2
Major Subject above Grade I	24-36
Electives and other non-major requirements	
including teacher certification	27-45
	122

These requirements are subject to the following restrictions:

Social Science:

The 6 hours above grade I may be taken in history, government, economics, sociology or geography. The geography courses which may be taken in partial fulfillment of the Social Science requirement are Geography 237, 339, 341, 344, 348. No student may offer geography in partial fulfillment of both the Social Science and the Natural Science requirement.

Natural Science:

Six hours must be taken in biology, chemistry, or physics; the remaining six may be in mathematics, biology, chemistry, physics, Psychology 211-212, or Geography 211-212. No student may offer geography in partial fulfillment of both the Natural Science and the Social Science requirement.

Foreign Language:

The languages which meet this requirement are French, German, Greek, Latin, Russian, and Spanish. A student continuing in college a language presented for entrance credit must take a course in advance of the work for which entrance credit has been given.

To prove a reading knowledge of a language the student must take an examination, the result of which will be judged by accuracy in understanding of the passages read.

Major Subject:

The departmental major is composed of a sequence of courses within one department. The following subjects offer an opportunity for a departmental major: art, biology, chemistry, drama¹, economics, English, French, German, Greek, History, Latin, mathematics, music, philosophy, physics, political science², psychology, Spanish, and sociology.

A student must take not less than 24 nor more than 36 hours in courses above Grade I in the major subject; except that whenever, during her freshman year, the student takes courses above Grade I in lieu of Grade I courses in her major subject, the maximum number of hours in that subject accepted toward graduation will be increased by the number of hours so taken. With the approval of the major department adviser and her academic class adviser, she may choose part of the major work from closely related departments. The student should consult the dean or department head for specific course requirements in her major subject.

Three interdepartmental majors are available: art, dance, and drama; elementary Education; recreation.

Electives:

Electives open to freshmen: Art 101, 103; Astronomy 101; Biology 121; Classical Civilization 111; Drama 101; Economics 111; English 105, English 108; Geography 101; History 105; Music 141; Philosophy 111; Sociology 111; Speech 111. Freshmen electives may not be used to satisfy Freshman-Sophomore requirements in the various subject fields.

Upper-class electives may be chosen from the various subject matter fields outside the major field and within the limitation of B.S. and B.M. hours. (See p. 73 for the latter.)

Applied music may be taken for elective credit by any student provided the music faculty grants permission after an entrance test performance. Twelve hours is the maximum credit allowed in applied music toward a Bachelor of Arts Degree in major fields other than music. Freshmen may take at least 4 hours of applied music.

FRESHMAN-SOPHOMORE REQUIREMENTS

The specified requirements for graduation, except those in the major subject, must ordinarily be taken in the freshman and sophomore years.

¹A student majoring in drama may take up to 6 hours of speech in addition to the 36 hours in drama above grade I.

²A student majoring in political science or history cannot have more than a total of 42 hours of work in history and political science, beyond the required freshman history, count toward graduation.

In exceptional cases a required subject may, with the consent of the faculty adviser and the academic class adviser, be taken later than the freshman and sophomore years.

Freshmen are expected to register for the following courses:

<i>Courses</i>	<i>S.H.</i>
English 101-102	6
History 101-102	6
Foreign Language	6

<i>Courses</i>	<i>S.H.</i>
Biology 101-102; Chemistry 101-102, or 103-104; Mathematics 103-104, 105-106, or 121, 217; or Physics 101-102	6
Health 101, and Elective, in alternate semesters	6
Physical Education	1

Some exceptions to these requirements follow:

Premedical students and those preparing to be medical laboratory technologists are advised to take biology and chemistry in the freshman year and two science courses in the sophomore year. Such students are not required to take Health 101.

Students who plan to major in biology, chemistry or physics are strongly urged to take a science and mathematics or two sciences in the freshman and sophomore years.

Students who plan to major in mathematics and who wish to secure a certificate to teach general science also are advised to choose both mathematics and a science in the freshman year.

Sophomores are expected to register for the following courses:

<i>Courses</i>	<i>S.H.</i>
English 211-212	6
Foreign Language (continuation of freshman language)	6
Science or Mathematics (see p. 56)	6
Social Science (Grade II, see p. 56)	6
Electives (Grade II)	6
Physical Education	1

Sophomores planning to teach should elect Psychology 221, 222.

JUNIOR-SENIOR REQUIREMENTS

In her junior and senior year each candidate for the degree of Bachelor of Arts must complete a considerable amount of work in a field of concentration. The selection of the field for intensive study

shall be made by the student after consultation with her faculty adviser and academic class adviser not later than the second semester of her sophomore year.

Courses fulfilling the requirements for graduation in the fields of concentration shall be above Grade I. At least 36 of the student's last 60 hours shall be of Grade III or IV, and not more than 12 of the last 60 may be of Grade I. When, however, this regulation will work a special hardship upon a student, adjustments may be made by the academic class adviser and the student's adviser.

Students desiring to teach are advised to fulfill the requirements of the State Department of Public Instruction for the certificate in the state in which they expect to teach. For students preparing to teach in the high school, not more than 15 hours of Education may be credited toward the Bachelor of Arts degree. For students preparing to teach in the elementary grades, 21 hours of Education may be credited toward the Bachelor of Arts degree; except that where a student offers for graduation courses required by the North Carolina Department of Public Instruction specifically for certification in Special Education, 24 hours of Education are allowed.

Interdepartmental Majors

Interdepartmental majors are offered in the following areas: Art, Dance, and Drama; Elementary Education; and Recreation.

An interdepartmental major includes work in two or three departments. When in two departments, not less than 15 hours nor more than 21 shall be offered in one subject, the minimum total to be 36 hours above Grade I. When in three departments, not less than 9 hours in a subject shall be offered toward the major, the minimum total to be 42 hours.

Requirements for the three interdepartmental majors are listed on the following pages. Additional information will be furnished upon request.

Interdepartmental Major in Art, Dance, and Drama

The purpose of this course is twofold:

1. To correlate the arts and provide opportunity for experience and investigation in each of the several arts for the student who does not know which art she wishes to emphasize, and
2. To provide a broad background for the student who may wish to take professional training or to do graduate work in one of the fields after graduation from college. The end in view is not to produce finished actors, artists, or dancers. The emphasis is rather upon an integrated program of study that utilizes the courses in each department most closely related to courses in other departments.

This program is administered by a committee composed of the head of the Department of Art, the director of Dance in the Department of Physical Education, and the head of the Department of Drama.

The requirements for the freshman and sophomore years are those of the Bachelor of Arts degree except that students are advised to take Art 101, Design, in the freshman year and Physical Education 145 and 245, Dance, in the sophomore year.

The requirements for the junior and senior years include work of not less than 9 hours in each of the departments of Art, and Drama, and Physical Education.

The courses required in each department, and the semester hours of credit are:

Art 373, 377, and one Grade III Art History course	9
Drama 375-376, and 301	9
Drama 333 (see English 333)	3
Physical Education 345, 346, 354, 355, 356	10

The remaining hours of the minimum total of 42 hours required for an interdepartmental major in three departments will be taken according to the need or interest of the individual student.

In the entire program there are 24 hours of free electives, 6 in the sophomore year and 18 in the junior-senior years. These 18 hours shall not be taken in any of the three fields involved in this major.

In addition to the specific requirements for the junior and senior years, each interdepartmental degree candidate is required to make a major contribution in each of the three fields, the nature of the contribution to be determined by the committee directing the degree program. The possibilities are, for example: designing the set or costumes for a major production of a play; choreographing a group dance for the annual dance recital; playing a leading role in a major production in drama.

Interdepartmental Major in Elementary Education

FRESHMAN-SOPHOMORE REQUIREMENTS

<i>Courses</i>	<i>S.H.</i>
English 101-102, 211, 212	12
History 101-102, 211-212	12
Science or Mathematics (see p. 56)	12
Foreign Language (one) or a reading knowledge (see p. 56)	12

Health 101	3
Psychology 221, 222	6
Physical Education	2
Elective	3
	<hr/>
	62

JUNIOR REQUIREMENTS

<i>Courses</i>	<i>S.H.</i>	
Education 330	3	
Education 413 or 443		3
Music 361, 362	3	3
Art 101 ¹ , 333	3	3
Geography ²	3 or	6
Health 341	3	
Physical Education 341		3
Electives	3	
	<hr/>	
		30

SENIOR REQUIREMENTS

Professional Course Block³

<i>Courses</i>	<i>S.H.</i>	
Education 317	(3)	
Education 414 or 444	(3)	
Education 424 or 446	(2)	
Education 463	(6)	14
Political Science 321 or 322		3
Other interdepartmental requirements and electives		13
	<hr/>	
		30

Interdepartmental Major in Recreation

An interdepartmental major in Recreation leading to a Bachelor of Arts degree is offered by the Departments of Sociology and Physical Education.

¹If Art 101 is taken as a freshman elective, three additional hours of general elective work may be taken in the junior-senior years.

²Geography 335 and an elective in regional geography fulfill the six-hour requirement. If Geography 211-212 is offered as a second science, the student must take an additional three hours of geography or Biology 333.

³Schedules will be planned so that approximately half of the students will take the professional course block each semester of the senior year.

A committee composed of one member from each of the departments of Sociology and Physical Education administers the program. A student will be admitted to this major only after approval by the two departments. The following is the curriculum:

FRESHMAN-SOPHOMORE REQUIREMENTS

<i>Courses</i>	<i>S.H.</i>
English 101-102, 211-212	12
History 101-102, Sociology 211, 212	12
Biology ⁴ 101-102, Psychology 211-212	12
Foreign Language (one) or a reading knowledge	12
Health 101	3
Physical Education 241	3
Physical Education	2
Elective ⁵	6
	62

JUNIOR-SENIOR REQUIREMENTS

JUNIOR YEAR		SENIOR YEAR	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
Physical Education 339, 334	2 1	Economics 325	3
Physical Education 344, 342	3 2	Drama 391 or 396	3
English (Speech)	2	English 367	2
Sociology 325	2	Phys. Ed. 336 or 337	1
Sociology 333, 340	3 3	Phys. Ed. 338, 340, 343	4
Art 336	2	Sociology 326	3
Health 236	1	Elective Sociology	3
Political Science 322	3	Elective (B.S. ⁵)	2
Elective ⁶	6	Elective ⁶	6 3
	15 15		15 15

Summer Experience: Between the sophomore and junior years, a student will be expected to have a playground or camp counselling experience, approved by the committee administering the Recreation major. During the summer between her junior and senior years, the committee will work out a summer experience suited to the student's particular range of interests.

⁴Chemistry or physics may fulfill this requirement on the approval of the adviser.

⁵Two-hour elective to be taken in one of the B.S. departments other than the Department of Physical Education. If the student takes a three-hour course, only two of the three hours shall count in credit. Courses elected must be from those approved for B.A. credit.

⁶The twenty-one semester hours of electives are to be taken in two or more B.A. departments other than Sociology.

PREPROFESSIONAL STUDY

Premedical Program

The premedical program is based upon the assumption that a broad liberal education is the best possible background for later professional medical work. A student may complete the requirements for the Bachelor of Arts degree and fulfill the requirements for entrance into medical college by majoring in any field. Premedical students are advised to take biology and chemistry in their freshman year, and two science courses in their sophomore year; they are not required to take Health 101. Elective subjects should be chosen in careful consultation with the adviser with a view to a well-balanced program in the social sciences and the humanities as well as in the physical and biological sciences. The Faculty Advisory Committee on Premedical Work has the responsibility for developing the broad outlines for the premedical program on this campus. Additional information about this program may be obtained from the Director of Admissions.

Medical Laboratory Technology Program

Two courses of instruction are offered to those students who wish to pursue the profession of Medical Technology. The first of these programs is one in which the student takes four years at the Woman's College after which she is granted a Bachelor of Arts degree. After graduating, the student is required to take an additional year of study and training in a medical school or hospital of Medical Technology which has been approved for this training by the American Society of Clinical Pathologists.

The second course of study is one in which the student receives her first three years at Woman's College and the fourth year at the Department of Medical Technology of the School of Medicine, University of North Carolina, Chapel Hill, North Carolina. The Woman's College grants the student a Bachelor of Science degree in Medical Technology after the completion of the fourth year, and she is then eligible for certification by the A. S. C. P.

Five-Year Program. A student may prepare for the five-year program by meeting the requirements for the Bachelor of Arts degree in either of two ways, that is, by majoring in biology and taking the necessary supporting courses in chemistry or by majoring in chemistry and taking the necessary supporting courses in biology.

Students taking this program are advised to take biology and chemistry in their freshman year and two science courses in their sophomore year; they are not required to take Health 101. The head of the department in which the student majors and the co-ordinator for the programs in Medical Technology will advise each student in planning her program. A graduate of this program is not eligible for certification

by the American Society of Clinical Pathologists until she has had a year's training or apprenticeship with an A. S. C. P. approved pathologist in an A. S. C. P. approved hospital.

Four-Year Program. An outline for the four-year program leading to a Bachelor of Science degree in Medical Technology follows:

Course of Study

FRESHMAN YEAR		SOPHOMORE YEAR	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
Biology 101-102	6	Biology 271, 277	6
Chemistry 101-102 or 103-104	6	Chemistry 231-332	8
English 101-102	6	English 211-212	6
Foreign Language	6	Foreign Language (continuation of language taken in Freshman year) ..	6
History 101-102	6	Mathematics 103-104	6
Physical Education	1	Physical Education	1
	—		—
	31		33
JUNIOR YEAR		SENIOR YEAR ⁸	
<i>Courses</i>	<i>S.H.</i>	The 12 months program in Medical Technology in the School of Medicine at the University of North Carolina at Chapel Hill, North Carolina, includes the following courses:	
Biology 382	3	<i>Courses</i>	<i>S.H.</i>
Biology 383	3	Bacteriology, Parasitology, Serology	9½
Chemistry 221	4	Biochemistry, Basal Metabolism	9½
Chemistry 322	4	Clinical Microscopy	4½
Electives ⁷	15	Ethics, Laboratory Management	1
	—	Hematology, Blood Bank ..	9½
	32	Tissue Technique	5
			—
			39
Total for three years		Complete total for 4 years	
96 hrs.		135 hrs.	

⁷Six of the 15 hours of electives must be used to complete the social science requirement. Histology may be taken in the sophomore year, or it may be taken as an elective in the junior year.

⁸School of Medicine, University of North Carolina.

The Committee on Medical Technology will review at the end of the sophomore year the records of those students who are candidates for the Bachelor of Science degree in Medical Technology.

The course of study in the four- and five-year programs in Medical Technology is essentially the same during the freshman year. At the end of the freshman year the student should decide which program she wishes to follow. Students who complete the five-year plan of study have the choice of many electives in the social sciences and advanced courses in chemistry and biology.

For further information, write to Director of Admissions, Woman's College of the University of North Carolina, Greensboro, N. C.

Preprofessional Program in Physical Therapy

A sequence of courses has been planned for students who are preparing themselves for professional education in physical therapy. Students' programs can be planned so that they will meet all requirements for admission to the Department of Physical Therapy in the School of Medicine, University of North Carolina, Chapel Hill, N. C.

A member of the faculty will advise all students interested in the preprofessional program in physical therapy. Students should see the adviser before registering for the freshman year. Additional information about this program may be obtained from the Director of Admissions.

Preprofessional Program in Social Work

The Department of Sociology has planned a sequence of courses for those students who are preparing themselves for graduate professional education in social work, and also for those students who wish to qualify for positions in social agencies for which graduate professional education is not now required. The Woman's College holds constituent membership in the Council on Social Work Education.

The head of the Department of Sociology will advise all students interested in the preprofessional program in social work.

**REQUIREMENTS FOR THE DEGREES OF
BACHELOR OF SCIENCE**

BACHELOR OF SCIENCE IN HOME ECONOMICS

The School of Home Economics offers several curricula, organized to meet specialized subject-matter interests and the requirements of official groups responsible for the accrediting of professional training courses.

The minimum requirement for the degree is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 86). The distribution of hours is as follows:

<i>Courses</i>	<i>S.H.</i>
English 101-102, 211-212	12
Science (see requirements for each sequence below)	12
History 101-102, Social Science above grade I ⁹	12

⁹For certain specified sequences (Foods and Nutrition, Institution Management, Home Economics Education and Housing and Management), the remaining six must be in economics and/or sociology.

Foreign Language (one) or reading knowledge (see p. 56)	12
Art 101	3
Physical Education	2
Home Economics:	
Core H. Ec. 101, 103, 205, 302, 405, 446, 512	18
Major	17-22
Non-Home Economics courses required in various Home Economics majors	3-24
Electives	8-33
Home Economics	0-15
Other	0-33

The majors in Home Economics are: Child Development and Family Relations; Clothing; Textiles; Food and Nutrition; Institution Management; Home Economics Education; Home Demonstration Education; Interior Design; and General Home Economics.

Child Development and Family Relations: Science (six hours must be taken in biology, chemistry, or physics; the remaining six may be in mathematics, biology, chemistry or physics, Psychology 211-212); Psychology 221 and 222 or 211-212, Psychology 337 or 348, Psychology 342; Education 413, 424, 481; H.E. 213, 509, 522, 532, 562, 592; home economics electives and general college electives 14 S.H.

Merrill-Palmer appointments: Juniors or seniors in this major are eligible each semester of the academic year to attend the Merrill-Palmer Institute in Detroit, Michigan, where they have an opportunity for special study in Child Development. Students should make application early in their junior year to the Dean of the School of Home Economics.

Clothing: Science (six hours must be taken in chemistry or physics; the remaining six in biology, physics, chemistry, Psychology 211-212 or mathematics); Art 224; H.E. 301, 311, 341, 504, 514, 561, 571; home economics electives and general college electives 27 S.H.

Textiles: Science (six hours must be taken in chemistry; the remaining six in physics, organic chemistry or mathematics); H.E. 301, 341, 514, 524, 541, 561, 571; Art 224, 359; Home Economics electives and General College electives 24 S.H.

Foods and Nutrition: Chemistry 101-102, Biology 101-102; Physics 301; Biology 277, 381; Chemistry 225, 326; social science (economics, sociology or Psychology 221); Education methods or principles; H.E. 303, 313, 503, 515, 533, 573, 583, 593; home economics electives and general college electives 8 S.H.

Institution Management: Chemistry 101-102, Biology 101-102; Chemistry 225, 326; Biology 277, 381; Business Education 338; Education

methods or principles; economics, sociology, psychology (9 S.H. from at least two of these departments); H.E. 303, 313, 503, 509, 519, 520, 549, 593, 573; home economics electives and general college electives 8 S.H.

Home Economics Education: Chemistry 101-102, Biology 101-102; Physics 301; Psychology 221, 222; Education 350, 317 or 481; H.E. 301, 303, 307, 311, 467, 515, 213; home economics electives and general college electives 12 S.H.

Home Demonstration Education: Science (six hours must be taken in biology, chemistry, or physics; the remaining six hours may be mathematics, physics, Psychology 211-212 or Geography 211-212); Psychology 221 (if Psychology 211-212 has not been taken), Psychology 222; Physics 301 (unless Physics 101-102 has been elected; H.E. 213, 301, 303, 307, 311, 341, 345, 468, 510, 515, 522, 525, 545, 571, 583, 592; general college electives 18 S.H.

Interior Design: Science (six hours must be taken in biology, chemistry or physics; the remaining six may be in mathematics, biology, chemistry or physics, Psychology 211-212); Art 224, 357 and 9 S.H. of 323, 332, 338 or 373; Physics 301 (unless Physics 101-102 has been elected); H.E. 341, 345, 500, 515, 535, 536, 546, 555, 575; home economics electives and general college electives 22 S.H.

General Home Economics: Science (see Natural Science, p. 56); H.E. 213, 301, 303, 515; H.E. courses above Grade II 6 S.H.; Physics 301 (unless Physics 101-102 has been elected); home economics electives and general college electives 33 S.H.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

The minimum requirement for the degree is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 86).

<i>Courses</i>	<i>S.H.</i>
English 101-102, English 211-212	12
History 101-102, Social Science above grade I	12
Natural Science ¹⁰	12
Foreign Language ¹¹ (one)	6 or 12
Health 101	3
Major Subjects (including General Physical Education)	33-42

The Department of Physical Education offers five sequences which are organized to meet specialized interests of students and the requirements of state and national accrediting agencies in professional education in Health, Physical Education, and Recreation. The five majors

¹⁰Includes Biology 101-102 for all sequences and Chemistry 101-102 or 103-104 for all sequences except Recreation.

¹¹If a student chooses to continue language offered for admission, 6 hours will fulfill this requirement.

within the department are: Teacher Education, Dance Education, Recreation in Physical Education, Corrective Physical Education, and Dance Performance.

Physical education major students are required by the Department of Physical Education to complete the following hours in physical education activities:¹²

FRESHMAN YEAR—First semester: Physical Education 111 (recreational sports, speedball, swimming, body mechanics, social dance), 6 hours weekly, one-half credit. Second semester: Physical Education 112 (volleyball, gymnastics, stunts, swimming, modern dance, softball, tennis), 6 hours weekly, one-half credit.

SOPHOMORE YEAR—First semester: Physical Education 211 (hockey, badminton, modern dance, swimming, tap dance, basketball), 6 hours weekly, one-half credit. Second semester: Physical Education 212 (bowling, folk dance, archery, swimming, golf and coaching), 7 hours weekly, one-half credit.

JUNIOR YEAR—First semester: Physical Education 359 (hockey, soccer, basketball coaching and officiating, tennis, gymnastic teaching, marching and apparatus), 6 hours weekly, 2 credits; Physical Education 351—as laboratory hours—(child rhythms, English country dance, stunts). Second semester: Physical Education 360 (folk dance teaching, intramurals, marching, modern dance, camp leadership theory, American country dance, track and field, softball coaching and officiating), 8 hours weekly, 2 credits. Included in the Camp Program in June of the junior year: volleyball coaching and officiating, water-front supervision, swimming methods, recreational sports, boating and canoeing, practical camp leadership.

SENIOR YEAR—First semester: Physical Education 469 (sports officiating and coaching, modern dance), 5 hours weekly, 1 credit. Second semester: Physical Education 470 (sports officiating and coaching, bowling, squash, fencing, handball, lacrosse, golf methods), 5 hours weekly, 1 credit.

BACHELOR OF SCIENCE IN BUSINESS EDUCATION AND SECRETARIAL ADMINISTRATION

The Department of Business Education and Secretarial Administration offers four sequences of courses to provide specialization during the junior-senior years. The sequences are designed to meet special interests of students and the requirements for specific types of business and teaching positions.

¹²Majors in Dance Education and Dance Performance must complete these hours in areas of dance and selected sports.

The minimum requirements for a degree are completion of 122 hours with a 2.0 quality point ratio (see p. 86). Not more than 45 of the 122 hours shall be in Business Education and Secretarial Administration courses.

FRESHMAN-SOPHOMORE REQUIREMENTS FOR ALL SEQUENCES

FRESHMAN YEAR		SOPHOMORE YEAR	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
English 101-102	6	English 211-212	6
History 101-102	6	Economics 211, 212	6
Foreign Language ¹³	6	Economics 233-234	6
Science or Mathematics ¹⁴	6	Geography 237,	
Health 101 and Elective ¹⁵ ...	6	History 213 ¹⁶	6
Physical Education	1	Foreign Language ¹³	
		or Elective ¹⁵	6
		Business Education 211-212 ..	2
		Physical Education	1
	—		—
	31		33

JUNIOR-SENIOR REQUIREMENTS

Four sequences are offered. The courses in each of these sequences are divided into groups from which a stated number of semester hours must be selected:

- A. *Secretarial Sequence*: Office Skills, 18 hours; Management and Accounting, 8 hours; Economics, 6 hours.
- B. *Business Teacher Sequence*: Office Skills, 18 hours; Management and Accounting, 8 hours; Economics, 6 hours (including Marketing); professional courses for teachers, 18 hours.
- C. *Distributive Education Sequence*: Retailing, 12 hours; Management and Accounting, 6 hours; and courses related to Retailing, (p. 108), 5 hours; Economics, 9 hours (including Marketing); professional courses, for teachers, 18 hours.
- D. *Merchandising Sequence*: Retailing, 12 hours; Accounting and Management, 9 hours; and courses related to Retailing, (p. 108), 17 hours; economics 9 hours (including Marketing).

¹³Students choosing to take only one year of foreign language in college must continue a foreign language offered for entrance.

¹⁴Students electing mathematics should take Mathematics 105-106.

¹⁵Students planning to specialize in Merchandising or Distributive Education should take Art 101 and Psychology 221. Students planning to specialize in Business Teacher Education should take Psychology 221.

¹⁶Students who take History 211 should substitute History 212 for 213.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF FINE ARTS¹⁷

The minimum requirement for the degree of Bachelor of Fine Arts is the completion of 128 semester hours with a 2.0 quality point ratio (see p. 86). The hours required must include:¹⁸

<i>Courses</i>	<i>S.H.</i>
English 101-102, 211-212	12
Social Science—History 101-102; the remaining six hours may be in history, government, economics, or sociology	12
Natural Science	6
Foreign Languages ¹⁹ (must be a continuation of language taken in secondary schools)	6
Philosophy	6
Health 101	3
Physical Education	2
Typing ²⁰	—

MAJOR REQUIREMENTS FOR THE FOLLOWING SEQUENCES WITH A MAJOR IN ART:

Art Education: Art History—Art 103, 325, 330, 349; Design—Art 101, 224, 227, 327, 331; Drawing and Painting—Art 241, 342, 364, 383; Ceramics and Sculpture—Art 239; Art Education—Art 354, 461; Psychology 221, 222; Education 317, 350; electives, 3 hours; art or a related course approved by the adviser, 10 hours.

Costume Design and Fashion Illustration: Art History—Art 103, 325, 330, 349; Design—Art 101, 224, 227, 322, 324, 327, 359; Drawing and Painting—Art 241, 342, 364, 383; Home Economics 301, 504; Physics 209; art and related courses approved by the adviser, 12 hours; Art 450, 569.

Design for Advertising: Art History—Art 103, 325, 357, 366, and one of the following: 329, 339, 350; Design—Art 101, 224, 227, 327, 379; Drawing and Painting—Art 241, 326, 342, 351, 364, 383; Business Education 506; Physics 209; art and related courses approved by the adviser, 15 hours; Art 450, 569.

History and Interpretation of Art: Art History—Art 103, 325, 330, 341, 349, 487, elective, 6 hours; Design—Art 101, 227, 332; Drawing and Painting—Art 342. Recommended courses in other fields: His-

¹⁷Since 128 semester hours are required to complete the work for this degree, the student should plan to attend one summer session.

¹⁸One unit of typewriting taken in high school is prescribed for all students who enter this program.

¹⁹If a new language is begun, 12 semester hours must be completed.

²⁰See page 48 regarding admission requirement.

tory 211, 353, 354; languages—Greek, Latin, German, or Romance Languages—6 hours; Physics 209, 310; Sociology 326, 328.

Industrial Design: Art History—Art 103, 325, 330, 357; Design—Art 101, 224, 227, 331, 359, 375; Drawing and Painting—Art 241, 373; Ceramics and Sculpture—Art 239; 344; Physics 209; Mathematics 101-102, or 103-104; Business Education 506; art and related courses approved by the adviser, 13 hours; Art 450, 569.

Interior Design: Art History—Art 103, 325, 330, 349, 357, 366; Design—Art 101, 224, 227, 332, 338, 359; Drawing and Painting—Art 241, 373, 383; Sociology 326; art and related courses approved by the adviser, 18 hours; Art 450, 569.

Painting: Art History—Art 103, 325, 330, 349; Design—Art 101, 224; Drawing and Painting—Art 241, 326, 328, 342, 351, 360, 364, 383, 581; Ceramics and Sculpture—Art 239, 344; art and related courses approved by the adviser, 14 hours; Art 450, 569.

Textile Design: Art History—Art 103, 325, 341, 349; Design—Art 101, 224, 227, 359; Drawing and Painting—Art 241, 326; Home Economics 341, 514; electives: 12 hours; Physics 209; art and related courses approved by the adviser, 9 hours; Art 450, 569.

REQUIREMENTS FOR BACHELOR'S DEGREES IN MUSIC

There are three majors leading to the degree of Bachelor of Arts: Applied Music, Music Literature, and Music Theory. The hours required include:

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

<i>Courses</i>	<i>S.H.</i>
English 101-102, 211-212	12
History 101-102, Social Science above	
Grade I (see p. 56)	12
Natural Sciences and Mathematics (see p. 56)	12
Foreign Language (one) or a reading knowledge	
(see p. 56)	12
Health 101	3
Physical Education	2
Music:	
Core	34
Major	3- 8
Elective courses	0- 5
Non-Music elective courses	25-27

BACHELOR OF MUSIC

There are six majors leading to the degree of Bachelor of Music: Music History and Literature, Applied Music (piano, organ, orchestral instrument) Voice, Theory and Composition, Liturgical Music, and Music Education. The hours required include:

<i>Courses</i>	<i>S.H.</i>
English 101-102, 211-212	12
History 101-102	6
Foreign Language	6
Health 101	3
Physical Education	2
Music:	
Core	30
Major	41-62
Elective	0-14
Other non-music courses required in various music majors	0-18
Non-music elective courses in various music majors	9-27

COURSE REQUIREMENTS IN THE BACHELOR OF MUSIC SEQUENCES:

Music History and Literature: Music 101, 102, 103, 104, 141, 201, 202, 203, 204, 301, 302, 303, 304, 331, 332, 431, 432, 447, 448; Applied Music, 16 hours: choir or orchestra, 4 hours; music electives, 6 hours.

Applied Music: Music 101, 102, 103, 104, 141, 196 ab, 201, 202, 203, 204, 301, 302, 303-304 or 461-462, 331, 332, 371, or 372, 431, 432, 447, 473, 474; Applied Music, 28 hours; Choir or Orchestra, 4 hours, music electives, 14 hours.

Voice: Music 101, 102, 103, 104, 141, 170, 171, 201, 202, 203, 204, 301, 302, 331, 332, 371, 375, 376, 447, 448, 475, 476. Voice, 24 hours, Piano, 4 hours; Choir, 4 hours; Madrigals, 6 hours.

Theory and Composition: Music 101, 102, 103, 104, 141, 201, 202, 203, 204, 205, 206, 301, 302, 303, 304, 305, 306, 331, 332, 371, 372, 401, 402, 403, 431, 432. Concentration Instrument, 16 hours; secondary instrument, 6 hours; Choir, Orchestra or Band, 4 hours; music electives, 3 hours.

Liturgical Music: Music 101, 102, 103, 104, 141, 201, 202, 203, 204, 301, 302, 331, 332, 368, 371, 372, 431, 432, 447, 448, 463, 464. Concentration instrument, 16 hours; Secondary instrument, 8 hours; Choir, 4 hours; music electives, 6 hours.

Music Education: Music 101, 102, 103, 104, 141, 161, 162, 163, 164, 165, 201, 202, 203, 204, 301, 302, 303, 331, 332, 363, 364, 371 or

372, 465, 466. Concentration instrument, 16 hours; secondary instrument, 8 hours; Choir, Orchestra or Band, 4 hours.

Master of Education with a major in Music Education: (see graduate school p. 210).

For further information about degree requirements call or write to the Dean of the School of Music.

SPECIAL INFORMATION

B.S. and B.M. Elective Hours

Under the restrictions noted below a certain number of hours of elective work chosen from the departments which give courses leading to the Bachelor of Science degree and to the Bachelor of Music degree may be credited toward the Bachelor of Arts degree. The courses chosen must be from those approved for Bachelor of Arts credit by the Curriculum Committee and the Faculty Council.

Also a student whose major is in one of the departments with work leading to the B.S. or the B.M. degree may take courses in another department offering work toward the B.S. degree, subject to the restrictions listed below.

1. Students taking the B.A. degree are permitted to count toward graduation not more than 12 hours from the offerings of a single department whose work leads to the B.S. or the B.M. degree, not more than 15 hours from the offerings of two such departments, and not more than 18 hours if taken in more than two of these departments.
2. Students taking the B.S. degree are permitted to count toward graduation a maximum of 9 hours of free elective work in other departments whose work leads to the B.S. or the B.M. degree. Students taking the B.M. degree are permitted to count toward graduation a maximum of 9 hours of free elective work in departments whose work leads to the B.S. degree.
3. Any course taught in a department whose work leads to the B.S. or the B.M. degree shall count toward the maximum number of B.S. or B.M. hours to be credited toward the B.A. or the B.S. or the B.M. degree. Required freshman and sophomore Physical Education courses are not included.

These limits do not apply to the Interdepartmental Major in Recreation.

The courses to be applied toward the Bachelor of Arts degree must be selected from the following:

Approved Business Education courses are: Business Education 211, 212, 311, 312, 314²¹, 321-322-423²², 425 or 426, 333, 433, 501, 502, 506, 507, 508, and 518. Courses, 211, 212, 333, and 433 are the only courses available to students below the junior level.

Approved Home Economics courses are: Home Economics 101, 213, 300, 301, 302, 341, 345, 351, 353, 355, 446, 504, 512, 514, 522, 532, 536, 562, and 592.

Approved Music courses are: Music 101, 102, 103, 104, 141, 180, 181, 182, 190, 191, 192, 201, 202, 203, 204, 301, 302, 331, 332, 341, 342, 368, 375, 376, 475, 476, 542, and applied music courses to which the student may be admitted in accordance with the School of Music rules.

The approved courses in the Department of Physical Education are: Physical Education 241, 334, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 354, 355, 356.

Certain departmental regulations govern the choice by the individual student of any of the courses above.

Associate in Applied Science in Nursing

The Department of Nursing Education offers a two-year program at Woman's College and Moses H. Cone Memorial Hospital. A six-week summer session in Psychiatric Nursing follows at John Umstead Hospital at Butner, N. C. the first year of academic work. The two years of academic work at the college are followed by a four-month practicum for which a salary is paid. Students are eligible to take the Registered Nurse Licensing Examination. Admission requirements and tuition fees are the same as for all students in the college. Graduation exercises are held upon completion of the practicum.

FIRST YEAR				SECOND YEAR			
<i>Courses</i>	<i>Semester</i>		<i>Courses</i>	<i>Semester</i>			
	<i>1st</i>	<i>2nd</i>		<i>1st</i>	<i>2nd</i>		
English 101-102 ²³	3	3	Sociology 211 ²³	3			
Psychology 221 ²³	3		Psychology 224 ²³		3		
Chemistry 106 ²³		3	Nursing 201-202	12	12		
Biology 103-104 ²³	3	3	Physical Education ²³ . .	½	½		
Nursing 101-102	6	4					
Physical Education ²³ . .	½	½					
Home Economics 302 . .		3					
	<hr/>			<hr/>			
Total sem. hrs.	15½	16½	Total sem. hrs.	15½	15½		
Summer School—Nursing S 150				6 cr.			

²¹For Economics majors only.

²²Business Education 321-332-423 (Shorthand) may not be taken for less than 9 semester hours if the credit is to be applied toward the Bachelor of Arts Degree.

²³A student transferring to a four-year degree program in the college may use these courses for credit.

HONORS WORK

A program of Honors Work for seniors with very superior records was established at the Woman's College in 1947. The purpose of the Honors program is to unify and deepen the student's knowledge of her major and to develop intellectual initiative and independence through special study or research of particular interest to her.

Requirements for Admission to the Program

Only very superior students may be considered as candidates for Honors Work.

The specific requirements for eligibility are: (1) recommendations from three members of the faculty, including the head and one other member of the department in which the student wishes to do Honors Work (these recommendations shall be sent to the Committee on Honors Work independently and shall, with the possible exception of the head of the department, be from members of the faculty who have taught the student); (2) a minimum average for courses taken at the Woman's College—3.5 in courses in her major subject above Grade I and 3.0 in all other courses which carry credit (both hours and quality points) for graduation; (3) approval of the Committee on Honors Work.

Method of Admission to Candidacy

Application for admission should be made by the student not later than May 10 of her junior year, by writing a letter of application to the Chairman of the Committee on Honors Work.

Work of the Candidate

The Honors Work shall replace 6 semester hours of classroom work in the senior year, 3 in each semester. One semester is to be devoted to extensive reading and research covering a broad area of the student's major, followed by an Honors Examination. The other semester is to be devoted to the writing of an Honors essay, to a creative project, or to an experimental project, depending upon the nature of the student's material. A director will guide the student and assist her in correlating the two phases of her Honors program. Credits earned in the major field through Honors Work are included in the total hours required for majoring in that field; however an Honors student in the B.A. course may take for credit the six hours of Honors Work in addition to the maximum allowed in her major subject. She shall not be permitted to enroll for more than 13 hours in addition to the Honors Work in either semester. With the permission of the head of the department and the instructor concerned, she may be excused from any course examination of her major subject in the second semester. Upon successful completion of her Honors Work, the student shall receive her degree with Honors in the field of her major.

More detailed information may be obtained from the Committee on Honors Work or from department heads.

SPECIAL PROGRAM FOR ACADEMICALLY TALENTED FRESHMEN

Special sections for academically talented freshmen are offered in chemistry, health, mathematics, English, Spanish, and French. Freshmen with excellent high school preparation in these areas who also show high aptitude in test scores on admissions and placement tests are eligible for these sections. The School of Home Economics offers a special section of the freshman course required of students planning to major in home economics.

In addition to these special sections, during the second semester 1961-62 a one semester hour elective seminar is offered to freshman and sophomore students who rank in the upper five per cent of their classes. The purpose of the seminar is to stimulate these students to an interest in an intellectual life with the hope that many of them will develop an early interest in graduate study with the ultimate goal of college teaching. A five-year grant from the Ford Foundation has made the seminar possible as a part of a pregraduate program which will focus upon a carefully planned undergraduate-graduate program leading to a strong subject matter master's degree at the end of the fifth year of work.

JUNIOR YEAR ABROAD

A qualified sophomore in good standing and with sufficient language training may, if conditions permit, spend her junior year abroad under the auspices of an approved group, or at an acceptably accredited institution. The group must be recognized by the Council on Junior Year Abroad or the Committee on Junior Year Abroad of the Institute of International Education. Residence, whenever possible, is with a family in the host country.

Study abroad is carefully supervised by faculty members of the sponsoring group, who, upon proof of satisfactory work, will recommend to Woman's College 30 semester hours of credit for one year of work. At times, examinations upon return may be required.

Interested students should consult with Dr. Virginia Farinholt, Professor in Romance Languages, Adviser on Junior Year Abroad.

REQUIREMENTS FOR THE MASTER'S DEGREE

See Chapter VIII, Graduate School of the University of North Carolina, Woman's College Division.

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VI. ACADEMIC REGULATIONS

ADMINISTRATION

THE ACADEMIC AND PERSONNEL COMMITTEE

Guidance of students in academic matters is administered through the Academic and Personnel Committee. This committee is composed of nine members, with the Associate Dean of the College as chairman. The committee acts as a clearing agency between the faculty and students in academic matters.

ACADEMIC COUNSELING

The Associate Dean of the College has responsibility for coordinating the academic counseling and advising services available to students. There is an academic class adviser for each of the four classes. The Freshman Adviser gives full time to the freshman class. The other three class advisers act in an advisory capacity to members of a specified class for the entire three years after the freshman year. There are special faculty advisers for small groups of freshmen and sophomores, and the deans of schools and heads of departments advise the juniors and seniors majoring in their particular schools and departments. In addition, the half-time services of a psychologist are available for vocational guidance. Each student has individual advice concerning her academic work throughout her entire college course, under the direction of members of the faculty acquainted with her needs and interests.

REGISTRATION

ORIENTATION WEEK

To aid new students in becoming adjusted to college life as quickly as possible, the College has established Orientation Week. The program of this week includes testing, preregistration counseling, special lectures on student traditions, library tours, and social gatherings, in addition to the registration for courses. This program begins with a convocation in Aycock Auditorium. All new students are required to be present at this and all other appointments of the program of Orientation Week.

REGISTRATION AND PREREGISTRATION DATES

Registration dates are set forth in the Calendar on page 3 of this bulletin. Students will be notified by campus mail the hour they should report to the gymnasium to begin registration. All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of \$5.00.

On the date of preregistration indicated in the Calendar (page 3 of this bulletin) each returning student shall present to the Registrar a copy of her program of study for the coming year. This program must have the official endorsement of the student's faculty adviser.

COURSE LOAD

Credits for all courses are reported in semester hours. A semester hour of credit is one fifty-minute period of recitation per week or its equivalent throughout one semester. Undergraduates normally carry 15 or 16 semester hours per semester, and are considered *full-time students* if they are carrying 12 or more semester hours for credit. Undergraduates carrying less than 12 semester hours per semester for credit are considered *part-time students*. Students may register for two half-hour lessons a week in applied music (without credit) in addition to their regular work so long as they are doing satisfactory work in all courses.

The maximum load for students who have a scholastic average of *C* in the preceding semester is 17 semester hours. A scholastic average of *B* in the preceding semester is required for students to register for 18 semester hours. Under special circumstances students who have a scholastic average of *B* on a program of 15 or more semester hours for the preceding semester may register for a maximum of 19 semester hours, which must constitute their complete program except for a required physical education course. *Permission to register for 17 hours or more must be secured from the class adviser and approved by the student's faculty adviser.* Such requests should be submitted prior to the day of registration.

All permissions for extra hours are subject to the approval of the College Physician.

No regular college students may carry less than 12 hours of work except by permission of the Academic and Personnel Committee.

CREDITS

No student may receive credit in any course for which she has not officially registered. Students are required to register and pay all course fees on appointed dates. Failure to do so will result in forfeiture of registration and credit.

CHANGE IN COURSE

Changes of courses should not be made after registration except in unusual cases. For one week after registration a student may make

necessary changes by presenting to the Registrar a change-of-course card signed by her faculty adviser and her class adviser. A student is not officially dropped from a course until she has followed this procedure.

Students are not permitted to enroll in a course for credit later than one week after registration.

A course dropped after four full weeks of instruction in a semester have elapsed shall be recorded as WF (withdrawn failing). This ruling may be waived by the class adviser and the college physician in case of illness of a student, or referred to the Academic and Personnel Committee if other circumstances beyond the student's control have interfered with her class work. See the Calendar on page 3 of this bulletin for deadline dates in dropping courses.

AUDITING A COURSE

If a student wishes to audit a course, she must first be eligible to take it for credit, in the semester concerned. No regular college student may audit more than *one* course each semester, and she is not permitted to establish credit by an examination on a course audited. A student must secure permission from her class adviser and the instructor whose course is to be audited, and must register for the course in the manner prescribed by the Registrar. A student auditing a course shall be required to meet the same attendance regulations as one taking the course for credit. An instructor may request that a student be dropped from the course if attendance requirements or other conditions set by him are not satisfactorily met. No student may change her registration in any course from audit to credit after the date for changing courses as stated in the Calendar on page 3 of this bulletin.

WITHDRAWAL FROM THE COLLEGE

Students desiring to withdraw from school before the end of a semester must file a Permanent Withdrawal card in the Office of the Registrar. Students living in the college residence halls obtain these cards from their residence halls counselors. All other students obtain these cards from the Office of the Dean of Students. Withdrawal from college becomes effective only when the completed Permanent Withdrawal card is filed in the Office of the Registrar.

CLASSIFICATION

At the beginning of the college year regular students working toward a bachelor's degree must have acquired the following minimum semester hours of credit (exclusive of required physical education) for the classi-

fication indicated: seniors, 84; juniors, 51; sophomores, 24. They must also have removed all entrance deficiencies.

On recommendation of the appropriate class adviser, the Academic and Personnel Committee may modify the foregoing regulations in the case of a meritorious student.

Those meeting entrance requirements and taking college courses for credit but not with the intent of earning a degree or Commercial Certificate are designated *unclassified students*. Those mature students who submit satisfactory records of education and experience but who do not wish to work for a degree because of irregularities in qualifications or because of personal objectives are designated *special students*. Special students will not receive college credit. Further information may be found on p. 46.

ENTRANCE DEFICIENCIES

Graduates of approved high schools who present the required 15 units may be admitted to the College. To be admitted as a candidate for a degree, the student must meet the specific requirements established for that degree. If there are entrance deficiencies, they must be removed before the student may be classified as a sophomore. Students who are admitted to the College with entrance deficiencies are urged to remove them whenever possible during the summer preceding enrollment in the College and are required to remove them before admission to the sophomore year unless an extension of time is granted by the Academic and Personnel Committee.

Every effort should be made to remove entrance deficiencies during the summer before entering college. Sometimes students are required to remove these deficiencies as a condition of admission. However, if students are allowed to enroll at Woman's College with deficiencies, these deficiencies must be removed before the student can be classified a sophomore.

Deficiencies may be removed in the following ways: (1) Any deficiency may be removed by passing a proficiency examination administered by the College; (2) or by completing the course in an approved high school or through the Extension Division of the University of North Carolina; (3) or by completing specified courses without credit in college.

COURSE WORK

GRADES AND QUALITY POINTS

Woman's College uses a credit-quality point system of grading for undergraduates. Semester credits represent the number of course hours completed. Quality point ratios are determined by the semester hours

attempted and grades earned; for each hour of A, 4 quality points; for each hour of B, 3; for each hour of C, 2; and each hour of D, 1; and for each hour of F., 0.

The course grade is not based on the examination alone but also on the quality of the student's classroom work and written work throughout the semester.

A—Excellent. A indicates achievement of distinction. It involves excellence in several if not all of the following aspects of the work:

- Completeness and accuracy of knowledge
- Intelligent use of knowledge
- Independence of work
- Originality

B—Good. B indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C—Average. C indicates the acceptable standard for graduation from college. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable standard should include the following factors:

- Familiarity with the content of the course
- Familiarity with the methods of study of the course
- Full participation in the work of the class
- Ability to write about the subject in intelligible English

D—Lowest passing grade. D indicates work which falls below the acceptable standard defined as C but which is of sufficient quality and quantity to be counted in the hours for graduation if balanced by superior work in other courses.

E—Conditional. E indicates conditional failure.

(a) *How removed.* An E may be removed only by re-examination.

(b) *When removed.* The re-examination for the removal of an E on a course in the regular session must be taken before the beginning of the corresponding semester in which the student is in residence. For the removal of an E on a course taken in summer school at the Woman's College the re-examination must be taken in September or not later than the student's next semester in residence. An E on a course taken in summer school at another college will be considered an F unless the student has removed the E prior to her next registration at the Woman's

College. If a senior wishes to remove an E received in her last semester at the Woman's College, she must remove it by passing a re-examination at the next examination period, or the E automatically becomes an F.

(c) *Application for re-examination.* Application for a re-examination must be made to the Registrar's Office. The final date for filing an application for re-examination either in September or during one of the regular examination periods will be found in the Calendar in the college catalogue. When application for a re-examination has been received, the instructor and the department head should be informed prior to the examination.

(d) *Grade received after removal.* An E may be replaced only by a D or an F. An E which has not been removed within the time limit specified under (b) automatically becomes an F.

F—Failure. Indicates failure that may not be made up except by repeating the course.

Inc—Incomplete. Inc indicates that the completion of some part of the work for the course other than the examination has been deferred because of the prolonged illness of the student or because of some other serious circumstances beyond the control of the student. An Inc for prolonged illness can be handed in only with the written approval of the College Physician. An Inc for other cause may be handed in only with the written approval of the Associate Dean. Concomitantly with the recording of an Incomplete grade, the instructor also files with the head of the department concerned the student's average grade and the specific work which must be accomplished before the Incomplete is removed.

(a) *How removed.* An Inc may be removed by the completion of the deferred work.

(b) *When removed.* An Inc received in a course in the regular session or in summer school must be removed within six weeks after the beginning of the student's next semester in college. An Inc on a course taken in summer school at another college will be considered an F unless the student has removed the Inc prior to her next registration at the Woman's College.

(c) *Grade received after removal.* When an Inc is removed, it may be replaced by A, B, C, D, or F. An Inc which has not been removed within the time limit specified under (b) automatically becomes an F.

Abs—Absent from examination. An examination may be authorized by the Registrar's Office only upon the written approval of the College Physician or the Dean of Students.

W—Withdrawal. W indicates either that the student withdrew from the course within the period permitted for withdrawal without penalty; or that her withdrawal after the period was for medical reasons certified in writing by the College Physician and that she was passing the course at the time of withdrawal.

WF—Withdrawal-Failure. WF indicates that the student withdrew at a time when she was not passing the course or after the period for withdrawal without penalty.

Aud—Audited. Aud indicates that the student registered for the course as an auditor and not for credit.

A grade report of each student's course work is mailed to her parent or guardian at the end of each semester, and a similar report is sent to each student at the end of the first semester.

CONTINUING IN COLLEGE

During the first semester that a freshman is enrolled she must pass at least six hours of work to remain in college. Every semester thereafter a student must pass at least nine hours to remain in college or to be readmitted. However, a regular freshman may not be readmitted for a second year in college unless she has a total of 21 semester hours by September.

In order to remain in residence a student must meet the following criteria of minimum number of hours passed and quality point ratios on all work undertaken at the Woman's College or one of the other branches of the University of North Carolina.

<i>To enter the indicated semester</i>	<i>Minimum number of semester hours passed</i>	<i>Quality point ratio on hours undertaken</i>
3rd	21	1.2
5th	45	1.4
7th	75	1.7
9th	105	1.9

A transfer student must have, on work undertaken at the Woman's College, the point-hour ratios indicated above, applied as if the student had started as a freshman at the Woman's College. In addition, a transfer student must have passed at least 24 semester hours by the end of her first year at the Woman's College.

The cases of all students who fail to meet the above requirements are reviewed by the Academic and Personnel Committee.

The College reserves the right to refuse readmission to a student even though she has met the above minimum quality point ratios if it is

apparent from her academic progress in required courses that she will not be able to meet the graduation requirements of the Woman's College within nine semesters.

PROBATIONAL READMISSION

The Academic and Personnel Committee may require attendance at summer session for those students whose academic work falls below standard. Failure on the part of the student to meet the terms of probational readmission thus set disqualifies her for readmission. The committee will, however, consider petitions for a change of probation terms before final action is taken.

GRADUATION REQUIREMENTS

Every candidate for a degree must satisfy all of the specific requirements of the College and of the department or school in which she is majoring. She must present for graduation 120 semester hours (exclusive of required physical education) and 240 quality points earned. If more than 120 hours are taken, a quality point ratio of at least 2.0 must be maintained in relation to the hours undertaken.

NOTE: Required physical education courses carry no quality points, and, therefore, will not be considered in computing averages.

HONOR ROLL

All students carrying 12 or more hours of course work are eligible for the Honor Roll. The roll is made up at the end of each semester, and the basis of selection for it is the total number of quality point ratio attained in the semester. The Honor Roll includes the upper 8% of the freshman class, upper 10% of the sophomore class, and upper 12% of the junior and senior class respectively. It is understood that when the range of the highest 8%, 10%, or 12% of the given class has been determined, all students in that class whose total number of quality point ratio falls within that range will be placed on the Honor Roll even though the number is greater than the allotted percentage for that class. Suitable recognition is accorded the recipients of this honor.

SUMMER SESSION CREDITS

Students who desire to apply transfer credit toward their degree by taking work taken in summer sessions of other colleges must have their summer school programs approved by their faculty adviser and class adviser and present a copy of their proposed program to the Registrar's Office in advance of registration for summer school. The Registrar will present to the students a copy of the program for which

they may register. Without this statement from the Registrar, no credit is assured. Quality points are given on all work undertaken within the Consolidated University.

Summer session students (other than those who have matriculated during the fall and spring semesters of the College) planning to apply their summer session work toward a degree must file a record of their entrance credits with the Registrar of the College previous to matriculation. In general, students who wish to apply summer session work toward a degree shall fulfill the prerequisites as set forth in the catalogue. A maximum of seven credits earned in one six-weeks' session, or fourteen credits earned in two six-weeks' sessions, may be counted toward a degree.

TRANSFER CREDIT

The Woman's College accepts the accreditation of the North Carolina State Department of Education for colleges in the state. Colleges and universities outside of North Carolina must have accreditation of the appropriate regional accrediting agency for transfer credit to be accepted. Unless an exception is made by the Admissions Policy Committee, no credit will be allowed for work done at a non-accredited institution unless a validating examination is passed at the Woman's College in each subject for which credit is sought.

The nature of the work in some courses for which a student seeks credit upon transfer from another college is such that it is desirable that the credit be validated by an examination where departments require transfer credits to be so validated. The examination shall be administered by the department or school.

CORRESPONDENCE AND EXTENSION CREDITS

No credit will be given for correspondence or extension work taken while a student is registered for work at this college.

Not more than one-fourth of the requirements for a degree may be done by extension or correspondence work and not more than nine semester hours of this work may be done in any one year.

Extension credit will be accepted from any institution from which residence credit is accepted provided the student is a junior or a senior and has a cumulative average of at least *C*.

Correspondence credit will be accepted from the Extension Division of units of the University of North Carolina provided the student is a junior or a senior and has a cumulative average of at least *C*.

A validating examination will be required before a freshman or sophomore may receive credit for a course taken by extension or correspondence.

COURSE EXAMINATIONS

Every student is required to take an examination, if one is given, on every course for which she is registered. No examinations may be given except during the regular examination periods of the year in September and at the end of each semester. Please see the Calendar on page 3 of this bulletin for the date of the September examination.

EXAMINATIONS FOR PLACEMENT

It is important that a student with exceptional ability be enrolled in courses which are of sufficient difficulty to challenge the student to her best performance. It is urged that these students be encouraged to take examinations for placement without credit in order that they may take advantage of opportunities for advanced courses and for individual research or other creative endeavor.

Regulations

- I. Passing an examination of this type will not alter the number of hours required in that area or subject except in the basic skill-building courses, Business Education 211, 212, 321, 322 in which cases the credit shall be recorded but not included in the minimum of 120 semester hours required for graduation.
- II. Examinations for placement without credit will be administered by the departments or schools concerned.
- III. It is recommended that departments or schools make available to interested students reading lists and other source material which might assist the student in preparing for the examination.
- IV. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted towards graduation above the 100 level by the number of hours so waived.
- V. In all cases where requirements or prerequisites have been waived, whether by examination or other means, this fact should be reported in writing to the Committee on Special Examinations and should be entered on the student's record.

SPECIAL EXAMINATIONS FOR CREDIT-HOURS TOWARD GRADUATION

In exceptional circumstances students of proven ability who have independently pursued a systematic course of study may attempt, upon

recommendation of the department or school concerned and endorsed by the Committee on Special Examinations, an examination to establish credit.

Regulations

- I. Examination for credit may be given only on those courses which have been designated by the department or school concerned.
- II. The student must consult in advance with her adviser and with the head of the department or school concerned and give evidence of making adequate preparation for the examination, including any work designated by the department or school concerned.
- III. It is recommended that the department or school concerned make available to interested students reading lists and other source material to assist the student in preparation for the examination.
- IV. A fee will be charged, payable at the time the application is approved. There will be no refund of any part of this fee regardless of the outcome of the examination.
- V. Not more than 12 semester hours may be earned towards fulfillment of graduation requirements by this method. Except with the permission of the class adviser and the approval of the Academic and Personnel Committee, a student will not be allowed to apply for and take more than one special examination for credit at a regular examination period.
- VI. Credit and quality points will be granted only if the level of performance is C or better. Grades of D or F will not be entered on the student's record.
- VII. No examination for credit may be given which tests subject matter or techniques for which a student has received high school credit or in the case of a transfer student, which would serve to extend the number of hours allowed in transfer.
- VIII. No junior or senior may take an examination for credit in a freshman elective course.
- IX. Examinations for credit must be taken before the beginning of the last semester or before a twelve-week summer school of work immediately preceding completion of requirements for graduation. Any exception to this regulation must go to the Academic and Personnel Committee for special action.
- X. No examinations for credit may be taken in a course which the student has audited.

All special examinations for credit hours are under the supervision of a Committee on Special Examinations.

- I. A committee composed of the four class advisers, the Dean of the College and one faculty member appointed by the Chancellor, shall constitute the Committee on Special Examinations.
- II. Special examinations shall be given only during the regular examination periods.
- III. Applications shall be made to the appropriate class adviser, together with the written permission of the head of the department or school concerned, at least 30 days before the examination period.
- IV. Each examination shall be a written examination, except in certain cases where mastery of techniques must be demonstrated either in combination with or in lieu of the written examination. The examination shall be kept on file in the office of the Dean of the College.
- V. Each examination shall be administered by the department or school concerned and should be read by at least two members of the department.
- VI. Results of all such examinations shall be reported to the Registrar and to the appropriate class adviser prior to the first day of the next registration period.

RE-EXAMINATIONS

An *E* may be removed only by passing a re-examination. See section on Grades and Quality points (p. 82) for procedure for arranging for re-examination.

Blanks on which to apply for September re-examinations are available at the Registrar's Office in July. In January and May the students must file requests for re-examinations to be given at the close of the first and second semesters, respectively. Consult the Calendar on page 3 of this bulletin for the deadline dates for filing for re-examinations.

An *E* grade may be removed by passing a re-examination before the beginning of the corresponding semester of the next year in which the student is in residence. If not removed, an *E* automatically becomes an *F*. An *E* grade on a course taken during summer school at Woman's College can only be removed by passing an examination in September or not later than the regular examination period of the next semester in which the student is in residence. An *E* or *I* grade on a course taken in summer session at another college will be considered as an *F* grade unless the student has removed such a grade period to her next registration at Woman's College.

CLASS ATTENDANCE REGULATIONS

Attendance at classes, laboratory sessions, and examinations is expected of all students. The regulations governing class attendance are intended to give the student special privileges within reasonable limits and at the same time to enforce a minimum of necessary restrictions. It is the obligation of the student to attend class.

1. Student Responsibility

- a. The student is responsible for all material covered in class.
- b. Each student must attend a quiz announced to the class at least one week in advance, and each student must attend laboratory sessions.
- c. "Make-up" work shall be permitted at the discretion of the instructor.

2. Attendance Probation

An instructor may place a student on attendance probation at any time that her work is endangered or when the instructor considers that it will be to the advantage of the student. The penalty shall be Attendance Probation in the course in which the student has been reported. Penalties for cutting class or laboratories while on probation will be invoked by the Academic and Personnel Committee.

- a. After a student has been notified of her attendance probation, absences shall be prohibited in that course except in the case of illness.
- b. Any unexcused absence from class in a course in which the student is on attendance probation shall make her subject to withdrawal from the course.
- c. When compulsory withdrawal occurs after the last day for dropping a course, a grade of WF shall be entered upon the student's academic record.

3. Special Regulations for Freshmen and Commercial Students

- a. In a course carrying three hours credit, freshmen and Commercial students will be permitted two cuts the first semester and three cuts the second semester. In courses with fewer credit hours, only one cut is allowed.
- b. A freshman or Commercial student will be placed on attendance probation for the remainder of the semester in a course immediately after she has taken the number of cuts permitted unless given a medical excuse by the College Physician or excused by the Dean of Students.

4. Holiday Regulations

Every student must attend her last day of classes before, and her first day of classes after, any regularly scheduled holiday. Attendance probation or other penalty may be imposed by the Academic and Personnel Committee for violation of this regulation.

5. Statement of Reasons for Class Absence

If a student misses college work because of circumstances beyond her control, she will be given a statement to that effect by either the College Physician or the Dean of Students. This is for the information of her instructors.

- a. Any student who misses college work because of illness which confines her for twenty-four hours or more in the infirmary, hospital, or at home will be given a statement to that effect by the College Physician. Any student who, because of some emergency other than illness, misses college work will be given a statement to that effect by the Dean of Students at her discretion.
- b. Special regulations for freshmen and Commercial students: For the first semester the College Physician will grant excuses for all confining illnesses, and during the second semester for all confining illnesses of 24 hours or more. The Dean of Students at her discretion may excuse freshmen and Commercial students for other emergencies.

6. Festival and Forum Regulations

- a. Upperclassmen may attend any forum session at their discretion unless there is a conflict with attendance regulations.
- b. A Freshman may, with the permission of the instructor in a course, substitute attendance at any session of the festival or forum for class attendance, providing the session is at the same hour as the scheduled class.
- c. These statements are subject to the following interpretations and restrictions:
 1. These regulations do not apply to laboratory classes and announced quizzes as stipulated in the present Class Attendance Regulations.
 2. Not later than the last class meeting previous to the opening of the festival or forum, a freshman desiring to attend should present to her instructor her request to be excused from class.

- d. The Honor Policy shall apply to the student's attendance at a forum session for which she has been excused from class.

GRADUATION

The student will be held responsible for fulfilling all requirements of the degree for which she is registered.

GRADUATION WITH HONORS

Honors are awarded to seniors at commencement. For *summa cum laude*, a minimum average of 3.90 is required; for *magna cum laude*, 3.60; for *cum laude*, 3.30. Averages are computed on the basis of those courses which have been undertaken for credit and which have been completed by the end of the first semester of the senior year. Any senior is eligible for honors who at the end of the first semester has completed at least 45 hours of work (not including hours for which credit has been received by proficiency examinations) in residence at the Woman's College and who has received not more than three semester hours of *F* in courses of Grade I and II.

RESIDENCE REQUIREMENTS

All students are expected to take their last year in residence at the Woman's College of the University of North Carolina. Under certain circumstances students who have completed their sophomore and junior years in residence at the College will be allowed to take a maximum of fifteen of their last thirty hours at another approved college, except in those instances where the faculty has adopted a co-operative program with another institution.

Senior transfer students must complete at least thirty semester hours for the degree in residence regardless of the number of credits transferred.

The Academic and Personnel Committee shall have jurisdiction over exceptional cases concerning residence requirements.

DUAL REGISTRATION, UNDERGRADUATE AND GRADUATE

Any senior who is required to take less than twelve semester hours of work in her last semester of residence to fulfill all requirements for the bachelor's degree, may register for graduate courses for graduate credit provided approval is granted by the Dean of the Graduate School, the student's major adviser, and the Senior Class adviser. The total credit to be obtained in this way shall not exceed twelve hours including undergraduate credit.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A graduate of the Woman's College in one curriculum may receive a baccalaureate degree in a different curriculum by fulfilling the following conditions:

1. Meet all the requirements for the second degree.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.
3. The same degree may not be awarded twice.

TRANSCRIPT OF RECORD

Only one complete transcript for each student registered will be furnished without charge. In the case of seniors applying for teaching certificates in North Carolina, one additional transcript is furnished without charge. Further copies will be supplied only on receipt of a fee of one dollar (\$1.00).

VII. COURSES OF INSTRUCTION

- General Information*
- Department of Art*
- Department of Biology*
- Department of Business Education and Secretarial Administration*
- Department of Chemistry*
- Department of Classical Civilization*
- Commercial Department*
- Department of Drama and Speech*
- Department of Economics*
- School of Education*
- Department of English*
- Department of Geography*
- Department of German and Russian*
- Department of Health*
- Department of History and Political Science*
- School of Home Economics*
- Department of Mathematics*
- School of Music*
- Department of Nursing Education*
- Department of Philosophy*
- Department of Physical Education*
- Department of Physics*
- Department of Psychology*
- Department of Romance Languages*
- Department of Sociology and Anthropology*

VII. COURSES OF INSTRUCTION

GENERAL INFORMATION

First semester courses are usually given odd numbers. Second semester courses are usually given even numbers. Courses which deviate from this arrangement will carry notation to the effect in their description.

An *r* after a course number indicates that the course may be given either semester.

An *s* before a course number indicates that the course is given only during the summer.

A semester hour credit corresponds, unless otherwise stated, to one 50-minute class period per week through one semester.

A hyphen (-) between course numbers indicates that no credit will be given for either course until both are successfully completed.

A comma (,) between course numbers indicates that independent credit is granted for the work of one semester.

The first of the figures enclosed in one or more parentheses immediately following the course title indicates the number of semester hours credit given for the course; the second and third figures indicate the number of lecture and laboratory hours (or studio) normally scheduled each week for one semester in the course. For example, (3:2:3) means that the course carries three semester hours credit, and meets two lecture hours and three laboratory hours each week. Graduate and certain other courses may have only one figure enclosed in parentheses; for such courses this figure indicates the number of semester hours credit given. Unless three figures appear in the parentheses, there are no laboratory or studio hour requirements.

The notation Pr. appearing in the course description is an abbreviation for the word prerequisite.

The *s* following the fee charged for the course denotes that the fee quoted is for one semester only.

Courses of Grade I are numbered 100-199 and are primarily for freshmen and sophomores; those of Grade II, 200-299, primarily for sophomores; those of Grade III, 300-399, primarily for juniors and seniors. Grades IV, 400-499, indicates courses open to seniors. Grade V, 500-599, includes courses open to advanced undergraduates and graduate students. Courses numbered 600 and above are open only to graduate students.

It is a requirement of the University that department heads obtain the special approval of the Chancellor to offer regularly scheduled undergraduate classes for which fewer than ten students enroll, or graduate classes for which fewer than five students enroll. If enrollment does not justify continuation of a class, it may be withdrawn.

FRESHMAN SEMINAR

100. **Honors Seminar for Freshmen (1:—)**. Honor's seminar for freshmen. Meets for two class hours every other week.

DEPARTMENT OF ART

Professor THRUSH (Acting Head); Visiting Professor SEDGWICK; Assistant Professors BARKSDALE, HARDIN, KEHOE, PARTIN; Instructors SMITH, CINDRICH; Curator-Instructor TUCKER; Lecturer LOEWENSTEIN; Graduate Assistants BISHOP, HARO, KAO, MCMILLIAN.

COURSES FOR UNDERGRADUATES

DESIGN

- 101r. **Design (3:1:6)**. Basic course in the fundamentals of design.
224. **Color (3:1:6)**. A continuation of 101 with emphasis on color. Required of all art majors. Pr. 101.
227. **Lettering (3:1:6)**. A study of letter forms and their application in layout.
- 322, 324. **Costume Design and Fashion Illustration (3:1:6), (3:1:6)**. A basic study of creative design in costume and illustration. Pr. 101, 224, 241.
323. **Interior Design (3:1:6)**. Creative work in interior design. Pr. 101, 103, 224, 241.
327. **Design for Advertising and Display (3:1:6)**. A course for students interested in advertising art. Pr. 101, 103, 224.
- 331, 375. **Three Dimensional Design (3:1:6), (3:1:6)**. Problems using a variety of materials executed with emphasis on design and suitability for mass production. Pr. 101, 103, 224, 241.
332. **Architectural Design (3:1:6)**. Work in architectural design. Pr. 101, 103, 224, 241.
- 336r. **Introduction to Crafts (2:1:3)**. Problems using a variety of materials including wood, clay, metal, and various textile processes.

338. **Perspective and Architectural Rendering (3:1:6).** Various media and instruments are used to develop skill and knowledge necessary for making pictorial representations and perspective renderings. Pr. 101, 103, 241, 373.

359. **Textile Design (3:1:6).** Emphasis on structural design in weaving. Pr. Art 101, 103, 224.

361. **Printing of Textiles (3:1:6).** A course of advanced practice and execution of original designs for printed textiles. Pr. 101, 224, 241, 331, 359.

362. **Weaving of Textiles (3:1:6).** Application of the materials and techniques of weaving. Pr. Art. 101, 224, 241, 331, 359.

379. **Art of the Book (3:1:6).** A course for students interested in book illustration. Pr. 101, 103, 224, 241.

450. **Co-ordinating Course (3:2:2).** The purpose is to co-ordinate the previous course work of the student in the field of art. Pr., senior standing.

493-494. **Honors Work (3:1:6)-(3:1:6).**

DRAWING AND PAINTING

241. **Drawing (3:1:6).** Basic course in the fundamentals of drawing and composition. Required of all art majors.

326. **Woodcut and Wood Engraving (3:1:6).** The development of creative ability and technical skill in this graphic medium. Pr. 101, 103, 224, 241.

328. **Etching (3:1:6).** Technical processes of etching, drypoint, aquatint, soft ground, etc. Pr. 101, 103, 224, 241.

342, 360, 383. **Painting (3:1:6), (3:1:6), (3:1:6).** Experimental studies in the techniques of painting. Pr. 101, 103, 224, 241.

351. **Lithography (3:1:6).** Composition in black and white, using the lithograph stone as a medium of expression. Pr. 101, 103, 241.

364. **Figure Drawing and Painting (3:1:6).** This course is devoted to figure drawing in black and white. Pr. 101, 241, 342.

373. **Mechanical Drawing (3:1:6).** To equip the student to produce and read working drawings and plans. Pr. 101, 103, 241.

HISTORY AND INTERPRETATION OF ART

103r. **Introduction to Art (3:3).** Intensive analysis of selected monuments and artists.

325. **Modern Art (3:3)**. The development of the major artists and movements of the 19th and 20th century, with emphasis on painting.
329. **Primitive Art (1:1)**. Examples of the arts of prehistoric and primitive cultures. Pr., junior standing.
330. **Ancient Art (3:3)**. Egyptian, Mesopotamian, Greek, Etruscan, and Roman architecture, sculpture, and painting. Pr. Art. 103.
334. **Arts of East Asia (3:3)**. The development of architecture, sculpture, painting, and minor arts in India, China, and Japan. Pr., junior or senior standing.
339. **American Art (1:1)**. The major styles and artists of North America from Colonial times to the present.
341. **Arts of the Middle Ages (3:3)**. Early Christian, Byzantine, Romanesque, and Gothic Art. Pr. Art 103.
349. **Renaissance and Baroque (3:3)**. Development of architecture, sculpture, and painting of the 15th through 18th century. Pr. Art 103.
350. **Renaissance Art (1:1)**. Selected types of Renaissance sculpture and painting.
357. **History of Architecture (3:3)**. A study of the architectural forms and the chief historic styles.
366. **History of Furniture (2:2)**. Period styles of furniture and interior design and the relation of these to the life of the time.

CERAMICS AND SCULPTURE

239. **Modeling (3:1:6)**. A general course in the preparation and designing and modeling in clay.
344. **Sculpture (3:1:6)**. Study of the sculptural and plastic problems encountered in various sculptural media. Pr. 101, 103, 239.

ART EDUCATION

333. **Art Education in the Elementary School (3:2:2)**. A study of the aims and the philosophy of art education in the elementary school. Pr. 101. (Count as Art credit)
354. **Art Education in the Secondary School (3:2:2)**. The aims of art in the public school, the curricula of the creative program in schools for kindergarten through high school, and the selection, preparation, and use of teaching materials. Pr. 18 sem. hrs. of art. (Count as Art credit)

461r, 462r. **Student Teaching** (3:1:4), (3:1:4). Supervised student teaching at the elementary and secondary school level. Pr., senior standing, Education 350, Art 354. Certificate requirement for art education majors. \$10 fee. (Count as Education credit)

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

521. **Serigraphy** (3:1:6). Creative work in silk screen painting. Pr., advanced undergraduate or graduate standing.

569r. **Studio Problems** (3:3). Special problems adjusted to the needs and interests of the individual students. Pr., senior or graduate standing.

581. **Painting** (4:1:8). Theories, methods, and techniques characteristic of recent trends in painting. Pr., senior or graduate standing.

COURSES FOR GRADUATES

A graduate major in Painting and Graphic Arts is offered within the Department of Art as a part of the degree program leading to the Master of Fine Arts. (See p. 204). Graduate courses sufficient to constitute a minor in Painting and Graphic Arts or Art History are also available.

603. **Motion and Art** (3:3). An attempt to integrate sensorial and intellectual experience with emphasis on vision and the visual qualities of art. Pr., graduate standing.

626. **Woodcut and Wood Engraving** (3:1:6). Printing in black and white, and color. Pr., graduate standing.

628. **Etching** (3:1:6). Experimentation with processes of etching, dry-point, aquatint, soft ground, etc. Pr., graduate standing.

631. **Design** (3:1:6). Two and three dimensional design, emphasizing plastic qualities. Pr., graduate standing.

642, 660, 664. **Drawing and Painting** (3:1:6), (3:1:6), (3:1:6). Creative work in drawing and painting. Pr., graduate standing.

651. **Lithography** (3:1:6). A study of the use of the lithograph stone as an art medium. Pr., graduate standing.

654. **Art Education** (3:3). Selected problems of curricula, administration, method, and general education. Pr., graduate standing.

687, 688. **Painting Research Seminar** (3:3), (3:3). Research and study on selected painting problems. Pr., graduate standing.

694. Thesis (2 to 6).

MINOR PROGRAM MAY BE SELECTED FROM THIS GROUP:

634. **Painting in East Asia (3:3).** A study of the development of painting in East Asia. Pr., graduate standing.

649. **Italian Renaissance Painting (3:3).** The development of painting in Italy from 1300 to 1600. Pr., graduate standing.

650. **Northern Renaissance Painting (3:3).** The development of painting in the northern European countries from 1350 to 1700. Pr., graduate standing.

661, 662. **Modern Painting (3:3), (3:3).** Important art movements and theories will be studied. Pr., graduate standing.

690r. **Experimentation and Analysis—Painting and the Graphic Arts (3:1:6).** This course is designed to provide an understanding of painting as a creative activity. Not open to painting majors. Pr., graduate standing.

Tools of Research and Composition—Painting (3:3). See Philosophy 690—Aesthetics. Required of all graduate majors in painting.

Note: The graduate course in Philosophy of Education (Education 640) may be taken as a part of the minor in painting.

DEPARTMENT OF BIOLOGY

Professor CUTTER¹ (Head of the Department); Associate Professors DAWLEY, GANGSTAD, HARPSTER, ROEDER, ROGERS, WILLIAMS; Assistant Professors ANDERTON, BERKELEY, MORRISON, SANDS; Instructors LUTZ, VAN HOVEN; Lecturers LUND, WEISNER.

The department permits those students who can demonstrate a mastery of the material covered by its General Biology course to register for advanced courses. It also encourages students who demonstrate superior ability to undertake special problems, research assistantships and Honors Work. These students are also advised to apply for admission to the Summer Undergraduate Research Programs sponsored by the National Science Foundation, and to present papers before the Collegiate Academy of the North Carolina Academy of Science.

²101-102. **General Biology (3:2:3)-(3:2:3).** Selected plants and animals are studied to emphasize basic biological principles.

¹On leave 1961-1962. Deceased February 26, 1962.

²Specially qualified students may enter General Botany 221 or Plant Morphology 222 or General Zoology 241-342 upon presentation of their high-school biology note book, if accepted after an interview with the head of the Department of Biology.

103-104. General Biology, Microbiology, Anatomy and Physiology (3:2:3)-(3:2:3). Biological principles relating to the growth, development, structure and behavior of the human body and its parasites with particular reference to nursing practice. Restricted to students in Nursing Education.

3121r. Floriculture (3:3). The practical aspects of plant anatomy and physiology are applied to the growth and care of domestic plants, including propagation methods, soil requirements and the control of plant diseases. The basic principles of landscape and floral design are emphasized with demonstrations and field trips.

222r. Plant Morphology (3:2:3). Selected types of Thallophytes, Bryophytes and Spermatophytes.

241r. General Zoology (3:2:3). General principles of animal biology with dissection of representative animal types. Pr. 101-102.

271. Mammalian Anatomy (3:2:3). Human anatomy with study of skeletons, models, manikins and anatomical preparations and the dissection of the cat. Pr. 101-102.

277r. Physiology of the Human Body (3:2:3). Structure and function of the human body. Pr. 101-102.

324. Local Flora (3:2:3). Classification and identification of flowering plants with field work. Pr. 101-102 or 222.

325r. Plant Histology and Anatomy (3:2:3). Preparation of plant materials for microscopic study and the origin, differentiation and organization of the plant tissues. Pr. 222.

4326. Introductory Course in Biochemistry (3:2:3). Chemistry of foods and nutrition, emphasizing basic biochemicals and metabolic systems. Pr. Chem. 225.

327. Plant Ecology (3:2:3). Relationship of plants to their environment with emphasis on plant associations and distribution. Pr. 101-102 and three additional semester hours of Biology.

5333r. Natural Science (3:2:3). A general course to cultivate interest and understanding of the natural environment with field study of natural sites.

6335-336. Biochemistry (4:3:3)-(4:3:3). Organic chemistry of major biochemical groups, followed by study of enzymes, vitamins, and hormones, metabolic systems, energy transfer and bio-oxidation. Pr. Chem. 231-332, 322.

³This course cannot be used to fulfill the science requirement for graduation.

⁴Same as Chemistry 326.

⁵This course cannot be used to fulfill the science requirement for graduation.

⁶Same as Chemistry 335-336. "Major students in the respective departments of chemistry or biology who take either of the biochemistry courses shall count them in their own major department, subject to all of the usual restrictions applying to courses in the major sequence."

351. **Comparative Anatomy of Vertebrates** (4:2:6). Comparative study of anatomy and evolution of vertebrates with dissection of representative types. Pr. 101-102.
354. **Vertebrate Embryology** (4:2:6). Comparative embryology of frog, chick, and mammal with practical embryological techniques. Pr. 9 hours biology.
370. **Natural History of Vertebrates** (3:2:3). Classification, identification and life histories of all classes of vertebrates, with field work. Pr. 101-102.
372. **Histology and Microtechnique** (3:1:6). Histological study and preparation of animal cells, tissues and organs. Pr. 271.
373. **Physiology of the Neuromuscular System, Respiration and Circulation** (3:2:3). Advanced study of the neuromuscular, circulatory and respiratory systems in the human. Pr. 9 hours Biology, Chem. 101-102 or 103-104.
374. **Physiology of Digestion, Metabolism, Excretion and Reproduction** (3:2:3). Physiological study of digestion, metabolism, excretion, reproduction and the endocrine glands. Pr. 373.
378. **Physiology of Activity** (3:2:3). Mechanisms involved in the adjustments of the human body to physical activity. Pr. 271, 277 and Chem. 101-102 or 103-104.
381. **General Bacteriology** (3:1:6). The fundamentals of bacteriology. Pr. 101-102, Chem. 101-102 or 103-104.
382. **Pathogenic Bacteriology** (3:1:6). Relation of pathogenic microorganisms to disease in man. Pr. 381.
383. **Introduction to Clinical Pathology** (3:1:6). The course introduces the student to a career in Medical Technology. Stress is placed upon the reasons for doing clinical tests and only to a lesser extent on actual performance of tests. The subject matter includes the relationship of the laboratory to medical practice, the causes of disease, and the effects of disease, both structural and physiological. Practical procedures are correlated with the underlying principles of biology and chemistry.
384. **Immunology** (3:1:6). The principles of immunology and serology with laboratory applications. Pr. 381.
449. **Co-ordinating Course: Great Problems in Biology** (3:3). Current problems in the biological sciences. The student is expected to make individual contributions in the form of independent reading, bibliographic work and simple laboratory experiments. Required of all senior biology majors.

492. **Heredity and Eugenics (3:3).** Theory of organic evolution, Mendelism and modern trends in genetics. Pr. 9 hours of biology or permission of the instructor.

499r. **Biological Problems (3 or more).** Individual studies in any field of biology. Laboratory work and readings of the student will be guided by regular conferences with the instructor in charge. Times by arrangement.

COURSES FOR GRADUATES

Biology 601A (2). Biology for the Secondary School Teacher.

A review of fundamental biological facts and principles with particular references to those concepts included in the North Carolina Handbook for Elementary and Secondary Schools as applied to the teaching of Biology. Restricted to teachers in service.

Biology 601B (2). Recent Developments in the Biological Sciences.

A study of recent advances in biology and their application in the teaching of high school biology students. Restricted to teachers in service.

DEPARTMENT OF BUSINESS EDUCATION AND SECRETARIAL ADMINISTRATION

Professor LITTLEJOHN (Head of the Department); Associate Professors HARDAWAY, WHITLOCK; Assistant Professor SIEVERS; Instructors JONES, SMITH; Teaching Assistant DARNEL; Graduate Assistants NOELL, WORSLEY.

The curriculum leading to the degree of Bachelor of Science in Secretarial Administration integrates a broad general education with special education for students who are planning to enter business or business teaching. Four areas of concentration are provided: (1) a secretarial sequence, leading to secretarial and related positions; (2) a business teacher sequence, leading to clerical, stenographic, and basic business teaching positions in secondary schools, junior colleges and business colleges; (3) a distributive education sequence, leading to store service positions and distributive education positions in secondary schools; (4) a merchandising sequence, leading to store service positions. The business teacher sequence and the distributive education (retailing) sequence include courses required for a Grade A teaching certificate, valid in the high schools of North Carolina.

The requirements in the freshman and sophomore years correspond to those of a liberal-arts curriculum. Certain basic economics courses which provide a fundamental understanding of the operation of business and economic organization are prerequisite for the more specialized courses offered in this department.

For the requirements for graduation with the degree of Bachelor of Science in Secretarial Administration, see p. 68.

Graduate work leading to the degree of Master of Science and Master of Education with a major in business education is offered through courses in both the regular sessions and the summer sessions at the Woman's College division of the Graduate School of the University of North Carolina.

See also Chapter VIII, Graduate School.

OFFICE SKILLS

COURSES FOR UNDERGRADUATES

211-212. Elementary Typewriting (1:3)-(1:3). Development of basic typewriting skills and their application to the production of letters, tabulations, and manuscripts. Students other than majors may take 211 for one credit without taking 212.

311-312. Advanced Typewriting (1:3)-(1:3). Development of sustained production on typewriting problems commonly met in business offices. Measurement by office standards. Pr. 211-212 or the approved equivalent.

321-322-423. Shorthand (3:5)-(3:5)-(3:5). Development of reading, recording, and transcribing skills in Gregg shorthand. A minimum amount of directed work experience required during the third semester or during the summer preceding the third semester. Pr. 211-212 or the approved equivalent.

333r. Office Machines (3:1:4). Basic course in the operation, use, and care of office machines and equipment, including filing; stencil and fluid process duplicators; dictation and transcribing machines; adding, calculating, posting machines; and the Vari-Typer. Pr. 211-212.

424r. Secretarial Problems and Procedures (3:3). Secretarial duties in the office, including purchasing, selling, credit, accounting, and personnel functions in the organization. Application of knowledge and skills in routines and procedures specific to reception work, mailing and shipping, travel, telephone and telegraph, banking, investments, payroll, filing, reports, and business information sources. Pr. 333 and 423, or the approved equivalent.

425. Dictation and Transcription (1:2). Maintenance of recording speed. Intensive development of stenographic skill through timed and office-style dictation based on the terminology of selected vocations. Special transcription problems, techniques, and materials. Emphasis on mailable transcripts. Pr. 423 or the approved equivalent.

426. Advanced Dictation and Transcription (1:2). Development of recording speed at the expert level. Intensive development of stenographic skill through timed and office-style dictation based on the terminology of selected vocations. Special transcription problems, techniques, and materials. Emphasis on mailable transcripts. Pr. 423 or the approved equivalent, and consent of instructor.

433. Calculating Machines (2:0:6). Development of a marketable skill in the use of adding, calculating, and posting machines.

MANAGEMENT AND ACCOUNTING

COURSES FOR UNDERGRADUATES

Mathematics 341. Statistical Methods I.

314. Business Data (3:3). Uses, sources, correct interpretation, and common fallacies of numerical data in business and economics. Principles and practice in collecting, presenting, analyzing, and interpreting elementary statistical material.

338. Institution Accounting (3:2:2). The fundamental principles and techniques of accounting applied to a tea room, a school cafeteria, the nutrition department of a hospital, a college residence hall, a city club, and similar organizations.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. Advanced Accounting (3:3). Rapid review of the accounting processes, with particular emphasis on adjustments, working papers, financial statements, and closing and reversing entries. An intensive study of accounting statements and the items that comprise them, with major attention to procedures involved in evaluating, reporting, and interpreting working capital items and corporate capital. Pr. Econ. 233-234 or the equivalent.

502. Advanced Accounting (3:3). A continuation of the study of accounting statements and the items which comprise them, with major attention to procedures involved in recording, evaluating, reporting, and interpreting noncurrent items. Special attention given to ratios and measurements, and error analysis and corrections. Pr. Econ. 233-234 or the equivalent.

504r. Office Management (2:2). Principles of management applied to the business office. Organization, planning, and control of physical factors, methods, and personnel practices.

509r. Business Communications (3:3). Analysis, composition, and dictation of effective business letters and reports. The use of communication as a management tool within the business enterprise and with the public.

RETAILING AND RELATED COURSES**COURSES FOR UNDERGRADUATES**

314. **Business Data.**

Art 101. **Design**

Art 224. **Color**

Art 327. **Design for Advertising and Display.**

Home Economics 341. **Textiles.**

Psychology 532. **Industrial and Business Psychology**

Psychology 535. **Personnel Psychology**

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

506. **Introduction to Retailing (3:3).** Introductory course in the fundamentals of retail store organization, management, and merchandising. Pr. or corequisite Economics 530.

507. **Merchandise Information (3:3).** Intensive study of selected items of non-textile merchandise. Reports by students. Special problems involved in merchandising these items discussed by instructor. Pr. 506 or consent of the instructor.

508. **Operating Problems in Retailing (3:3).** Operating problems and techniques of the modern store and relationship of the operating divisions to the merchandising functions of buying and selling. Pr. 506.

518. **Advanced Merchandising and Sales Promotion (3:3).** The fundamentals of the preparation of merchandise budgets, the techniques of merchandise control and merchandise pricing. The student is introduced to the methods of planning and executing a sales promotion program including advertising and display. Pr. 506.

WORK EXPERIENCE**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES**

550r. **Directed Business Practice (2).** Planned work experience approved in advance by instructor. A paper or project by the students and a rating of the students by the employer required. This course meets the work experience requirements in course 423, and partially fulfills the state requirements for certification as retail-selling co-ordinator. Pr., consent of instructor.

PROFESSIONAL BUSINESS TEACHER EDUCATION**COURSES FOR UNDERGRADUATES**

365. **Principles of Business Education (3:3).** The scope and functions of the agencies and institutions for business education; the aims and

objectives of business education. An evaluation of various business curricula in relation to modern educational philosophy, trends in business education, and findings of research.

463r. Methods and Student Teaching in the Skill Subjects (3:4:2). Analysis and evaluation of objectives, materials, and methods for teaching office skills. Provisions for directed observation of demonstration teaching and for supervised teaching experience in the Curry School, in the Greensboro Senior High School, and other co-operating public high schools. A co-ordinated program in which classroom lectures and individual and group conferences are closely related to the immediate teaching experience of the student teachers. Fee, \$5.00.

464r. Methods and Student Teaching in Basic Business Subjects (3:1:3). Analysis and evaluation of objectives, materials, and methods for teaching basic business subjects. Provisions for directed observation of demonstration teaching and for supervised teaching experience in the Curry School, in the Greensboro Senior High School, and in other co-operating public schools. A co-ordinated program in which classroom lectures and individual and group conferences are closely related to the immediate teaching experience of the student teacher. Fee, \$5.00.

465. Student Teaching in Business Education (3:0:5). Directed observation and student teaching of business subjects wholly or partly in public secondary schools. Provides for additional experience beyond that required in Business Education 463 or 464. Pr. 463 or 464 or equivalent. \$10.

COURSES FOR GRADUATES

The graduate program in business education for the Graduate School of the University of North Carolina is a function of the Woman's College division. Students are encouraged to complete some graduate study at the Chapel Hill division. The program is designed to prepare master teachers and supervisors of business subjects, including teachers and heads of departments in secondary schools, junior colleges, and teacher-training institutions. A special leaflet outlining the requirements for the degrees of Master of Science and Master of Education may be obtained from the head of the department on request.

605. Business Statistics (2 or 3). A study of the steps in the statistical approach to problems in business and economics; statistical populations; sample selection; probability theory; data flow. Emphasis on the significance, usefulness, and limitations of statistical methods in dealing with management problems.

611. Review of Research (2 to 4). Intensive study, analysis, and evaluation of research in business education and related fields.

612. **Field Study (2 to 4).** Opportunity for individual investigation, conducted in absentia with periodic conferences and reports required. Students are encouraged to study their individual problems with approved research technique.

613. **Independent Study in Business Education (1-3).** Intensive study on some phase of business or business education of special interest to the student. Regular conferences with the instructor. Pr. Demonstrated capacity for independent work and consent of the instructor.

614. **Tests and Measurements in Business Education (2).** A study of the types, functions, construction, evaluation, administration, and scoring of tests in business courses. Analysis and interpretation of test results.

615, 616. **Seminar in Teaching (1:1), (1:1).** Critical examination and evaluation of current research in teaching procedures. Credit for two semesters may be allowed in this course.

620. **Principles and Problems in Business Education (2).** Problems and issues in business education, including philosophy, functions, and relationships.

629a. **Curriculum Problems in Business Education (2).** An evaluation of present curriculum practices and trends in terms of the functions of education and business education.

629b. **Course-Making in Technical Business Education (1 or 2).** The statement of objectives, selection of appropriate teaching materials, learning exercises, and recommended teaching procedures in the courses which have as their primary purpose technical skill development and job training for the office occupants. The curriculum workshop technique is followed with an opportunity to work on individual problems.

629c. **Course-Making in Basic Business Education (1 or 2).** Consideration of the scope, objectives, teaching materials, and teaching procedures in (1) the courses which have for their primary purpose the development of economic intelligence of all students, and (2) the courses which have for their primary purpose the development of an understanding of business and job intelligence essential for success in business occupation. The curriculum workshop technique is followed, with an opportunity to work on individual problems.

631. **Improving Instruction in Bookkeeping (2).** Recommended materials and procedures in teaching bookkeeping, and an analysis of standardized test materials.

635. **Improving Instruction in Gregg Shorthand (2).** Materials and methods in Gregg shorthand, new classroom procedures and techniques, and recent research and standards of achievement.

636. Improving Instruction in Typewriting (2). Materials and methods of teaching typewriting. Special attention to a study of individual differences.

639. Improving Instruction in Office Practice (3:0:6). Materials and teaching procedures in office and clerical practice, including an acquaintance with and instructional use of office machines. \$3.00s.

640. Retail Personnel Problems (2). Problems and practices of personnel administration in retail stores, including case studies of actual problems geared to text material. Pr. B.E. 506, or consent of instructor.

DEPARTMENT OF CHEMISTRY

Professor SCHAEFFER (Head of the Department); Associate Professors MARBLE, VERMILLION; Assistant Professor FELTON; Instructor MORRISON.

101-102. General Chemistry (3:2:3)-(3:2:3). Introduction to the theories, principles and applications of various fields of chemistry.

103-104. General Chemistry (3:2:3)-(3:2:3). A general course designed for those students who have had high-school chemistry. Offered for students who present one unit in chemistry for entrance.

106. Applied Chemistry (3:1:4). Introduction to inorganic, organic, and physiological chemistry with emphasis on the fundamental principles and applications of these fields of chemistry to nursing. This course cannot be used to fulfill the science requirement for graduation and a student may not receive credit for it and Chem. 101-102 or 103-104. Students admitted by permission of instructor. Miss Felton.

221. Qualitative Inorganic Analysis (4:2:6). Theory and practice of the separation and identification of the common cations and anions using the semimicro technique. Pr. 101-102 or 103-104. Miss Marble.

225. Introductory Course in Organic Chemistry (3:2:3). An introduction to organic chemistry in preparation for Chemistry 326. Pr. 101-102 or 103-104. Miss Felton.

231-332. Organic Chemistry (4:2:6)-(4:2:6). Aliphatic hydrocarbons, their derivatives, fats, carbohydrates, proteins, and the aromatic series of organic compounds. Pr. 101-102 or 103-104. Miss Schaeffer, Miss Vermillion.

322. Inorganic Quantitative Analysis (4:2:6). Introduction to the principles and methods of volumetric and gravimetric analysis with emphasis upon volumetric methods. Pr. 221. Miss Marble.

323. **Advanced Inorganic Quantitative Analysis (3:1:6).** Continuation of Chemistry 322 with emphasis upon gravimetric methods of analysis. Also practice in analysis by potentiometric titration, electrodeposition and colorimetry. Pr. 322. Miss Marble.

1326. **Introductory Course in Biochemistry (3:2:3).** Offered in the Department of Biology. Chemistry of foods and nutrition, emphasizing basic biochemicals and metabolic systems. Pr. Chem. 225. Mr. Roeder.

2335-336. **Biochemistry (4:3:3)-(4:3:3).** Offered in the Department of Biology. Organic chemistry of major biochemical groups, followed by study of enzymes, vitamins, and hormones, metabolic systems, energy transfer and bio-oxidation. Pr. Chem. 231-332, 322. Mr. Roeder.

337-338. **Qualitative Organic Analysis (3:1:6), (3:1:6).** Characteristics of various classes of organic compounds with laboratory practice in identifying pure compounds and simple mixtures. Pr. 231-332. Miss Vermillion.

342. **Physical Chemistry Lectures (2:2).** Introduction to the principles and problems of physical chemistry. First semester. Pr. 322, 231-332; Math. 101-102 or 103-104; Physics 101-102. Miss Schaeffer.

343. **Physical Chemistry Laboratory (2:0:6).** To accompany Chemistry 342. Practice in the making of fundamental physiochemical measurements, with emphasis on the mathematical treatment and interpretation of scientific data. Pr. 342. Miss Marble.

344. **Physical Chemistry (4:2:6).** Continuation of Chemistry 342, 343 dealing with chemical equilibrium and kinetics, electrochemistry, atomic structure, and colloid chemistry. Pr. 342, 343. Miss Marble.

361. **Chemical Literature (2:2).** Instruction in the use of the library and the literature of chemistry. Library problems will be assigned. Pr. fourteen hours of chemistry or the consent of the instructor. Reading knowledge of German would be helpful. Miss Marble.

450. **Co-ordinating Course (3:3).** To co-ordinate previous course work of the student in the field of chemistry and to present a general survey of the field. Required of all students majoring in chemistry. Miss Schaeffer.

493-494. **Honors Work. (3:3)-(3:3).** Staff.

601a. **Basic Concepts in Chemistry (2:1:2).** A course designed to study the fundamental principles and theories in the field of chemistry with emphasis on modern concepts of the structure, properties and chemical reactions of the elements and their compounds. Miss Schaeffer.

¹Same as Biology 326.

²Same as Biology 335-336. "Major students in the respective departments of chemistry or biology who take either of the biochemistry courses shall count them in their own major department, subject to all of the usual restrictions applying to courses in the major sequence."

601b. **Selected Topics in Chemistry (2:1:2)**. A course designed to present some of the more recent developments in chemistry of particular interest to the teacher of high school science. Miss Schaeffer.

603. **Selected Topics in Chemistry (2)**. A study of fundamental concepts in chemistry and some of their relationships to other sciences which are essential to General Science. Thirty lecture and twelve laboratory hours. Pr. Consent of instructor and Dean of Graduate School.

DEPARTMENT OF CLASSICAL CIVILIZATION

Associate Professor LAINE (Head of the Department); Instructor MERIWETHER.

COURSES IN ENGLISH TRANSLATION

(No knowledge of Greek or Latin required)

111r. **Mythology (3:3)**. Designed mainly for freshmen. The great myths of the world, with frequent references to the literature which they inspired. The Greek, Roman, and Norse mythologies are stressed. Mr. Laine.

330. **Ancient Art**. See Art 330.

335, 336. **Greek and Latin Literature in Translation (3:3), (3:3)**. The art of epic poetry and influence of Greek and Roman epic upon subsequent literature; Homer and Vergil. Second semester: Greek tragedy and other types of Greek and Latin literature. Greek literary and religious conceptions; the ideals making Greek culture pre-eminent in the history of thought; the influence of Greek literature upon subsequent thought. Mr. Laine. (Not offered in 1962-1963)

397. **The Epic in World Literature (3:3)**. A course in the comparative study of major world epics in translations. The following works will be read in whole or in part: *Iliad*, *Odyssey*, *Aeneid*, *Chanson de Roland*, *Nibelungenlied*, *Divine Comedy*, *Jerusalem Delivered*, *Beowulf*, *Paradise Lost*, *Paradise Regained*, *Joyce's Ulysses*. Mr. Laine.

398. **Studies in World Types of the Drama (3:3)**. Comparative studies by means of translations of some of the best of the Greek, Latin, and modern plays. Representative plays from Aeschylus through Euripides, Terence, and Racine, Cocteau and Anouilh. Mr. Laine.

GREEK

201-202. **Elementary Greek (3:3)-(3:3)**. Greek language and cultural influences. Emphasis on the principles of grammar, and attention to

the correlation of Greek grammar with the grammar of modern languages. Recommended for students of the languages, religion, and medicine. Mr. Laine.

203-204. **Intermediate Greek (3:3)-(3:3)**. Designed to develop fluency in the reading of Greek and to introduce the student to a part of the great literature of the past. Selections from Plato, Herodotos, etc. Pr. 201-202 or two entrance units. Mr. Laine.

325, 326. **Homer "Iliad" and "Odyssey" (3:3), (3:3)**. Mr. Laine.

401, 402. **Plato, Selected Works (*Apology, Crito*, etc.) (3:3), (3:3)**. Mr. Laine.

403, 404. **Greek Drama**. Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes. (3:3), (3:3). Mr. Laine.

450. **Co-ordinating Course for Majors (3:3)**. Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.

493-494. **Honors Work (3:3)-(3:3)**. Staff.

LATIN

101-102. **Elementary Latin (3:3)-(3:3)**. Essentials of grammar and reading of selections from Cicero. Designed to give fundamental knowledge of the Latin language, to present an introduction to the further study of Roman literature and civilization, and to provide for a greater understanding of English. Miss Meriwether.

103-104. **Intermediate Latin (3:3)-(3:3)**. Review of fundamentals. Selected reading from Vergil's *Aeneid*, I-VI, with lectures on pertinent topics and emphasis upon literary appreciation. Pr. 101-102 or two or three entrance units. Miss Meriwether.

201-202. **Roman Comedy and Lyric (3:3)-(3:3)**. Study of the background of the Roman drama and lyric; selections from the odes and epodes of Horace and the poetry of Catullus. Reading of selected plays from Plautus. Pr. 103-104 or four entrance units. Miss Meriwether.

COURSES FOR JUNIORS AND SENIORS

301. **Roman Historical Writings (3:3)**. Selections from the works of Livy and Tacitus.

302. **Roman Philosophical Writings (3:3)**. Selections from the essays of Cicero, *De Rerum Natura* of Lucretius, and the essays of Seneca.

303. **Latin of the Augustan Age (3:3).** A survey of Latin literature from 30 B.C. to 14 A.D.; selections from Vergil, Horace, the elegaic poets, Ovid. Mr. Laine.

326. **Roman Satire (3:3).** A study of the satires of Persius, Horace, and Juvenal; emphasis on the last; influence on the 18th century.

331. **Advanced Prose Composition (3:3).** Intensive review of Latin forms and syntax; extensive composition and translation into Latin from English.

402. **Roman Drama (3:3).** Selections from the tragedies of Seneca and their influence on Renaissance drama.

450. **Co-ordinating Course for Majors (3:3).** Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.

493-494. **Honors Work (3:3).** Staff.

COMMERCIAL DEPARTMENT

Associate Professor ALLEN (Head of the Department), Assistant Professors DEVINNY, WEYL; Instructors COLLINS, PIERCE, SILLS.

To be eligible for a Commercial Certificate, a student must complete satisfactorily the prescribed courses and meet specific skill requirements in typewriting, shorthand, and office machines. Grade requirements for certification are based on a passing grade each semester and a minimum grade of *C* the second semester in typewriting and shorthand. Certain credits earned by the Commercial Department students may be applied toward a Bachelor's degree¹.

FIRST SEMESTER

SECOND SEMESTER

<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
Commercial 11	1	Commercial 12	1
Commercial 21	3	Commercial 22	3
Commercial 33	3	Commercial 34	3
Commercial 26r	3	Commercial 26r, 31r, Health, and	
Commercial 31r	2	Physical Education if not taken in	
Health 103r	2	first semester.	
Physical Education 107r	1		

¹Commercial 11-12; 21, 22; 33, 34; Health 103; and Physical Education 107.

11-12. Typewriting (1:5)-(1:5). Development of basic typewriting skills and sustained production on various types of problems encountered in the business office. Students receiving a certificate must be able to type with a minimum rate of 60 correct words a minute on a series of five-minute straight copy tests with errors totaling no more than 5 per cent of words typed; to maintain a rate of speed, on a series of production tests, comparable to office requirements. Miss DeVinity and Staff.

21. Shorthand (3:5). The fundamental principles of Gregg Shorthand. Pretranscription training. Miss Pierce and Staff.

22. Dictation and Transcription (3:5:3). An intensive course in dictation and transcription. Mailability emphasized. Requirements for certificate: a minimum transcription rate of 22 words a minute for a given period on letters of medium difficulty and length, with 60 per cent of the letters dictated in mailable form; a series of tests dictated at 90 words a minute for five minutes, transcribed with satisfactory accuracy. Miss Pierce and Staff.

26r. Business Correspondence (3:3). A detailed study of the major types of business letters and practice in the composition of office correspondence. Miss Pierce.

31r. Office Machines (2:3). Development of a working knowledge in the use of adding and calculating machines and a marketable skill on voice-writing machines, with emphasis on mailable transcripts. Miss DeVinity.

33-34. Principles of Accounting (3:3), (3:3). The principles of accounting theory, closing the books, and preparation of statements for service and merchandising firms. Second Semester: Advanced theory; analysis of business forms and procedures; payroll records. Mr. Allen, Mrs. Sills.

DEPARTMENT OF DRAMA AND SPEECH¹

Associate Professors MIDDLETON (Head of the Department), ENGLAND; Instructors FRENCH, PERKINS, ROOTES, SMITH, WILBUR.

DRAMA

101r. Introduction to the Theatre (3:2:3). The basic course in Theatre. Designed to familiarize the student with various aspects of play production including choice and analysis of script, acting, directing, and techniques of production. Practical experience is given in the laboratory. No participation in College Theatre productions is required. Mr. Rootes.

¹Drama majors are advised to take 101 in the freshman year. Majors are allowed to take a maximum of six semester hours of speech in addition to the maximum of 36 semester hours allowed in drama.

150r. Students' Theatre (1:0:3). The departmental workshop. Open to any student in the College who is interested in participating in any phase of the theatre's production program. May be repeated for credit. Mr. Rootes.

201. Drama Appreciation (3:3). A survey of continental drama and of classical oriental drama. Mr. French. (Alternate years, offered 1961-1962).

250. Stage Make-Up (1:0:2). Study and practice in creating straight, middle-age, old-age, and character make-ups. Drama majors should take this course concurrently with 251 when possible. Mr. Middleton. (Alternate years, offered 1962-1963).

251, 252. Acting I, II (2:1:2), (3:1:4). Designed to train the actor to convey thought and emotion through the use of the body and the voice. Mime, oral exercises, and improvisations. In the second semester, emphasis on the Stanislavsky method through the preparation of roles and scenes. Pr. 101r or consent of instructor. Mr. Middleton. (Alternate years, offered 1962-1963).

301. Writing for the Theatre (3:3). Exercises in dramaturgical technique. The composition of one-act plays. Exploration and experimentation in radio, television and film scripting. Mr. French. (Alternate years, offered 1962-1963.)

333. History of the Theatre (3:3). Intended to give the student a knowledge of the specific conditions under which the great plays of the western world have been produced. Consideration of audience, actors, patrons, and physical conditions, architecture, and the relation of the theatre to the various arts. Projection of the production of representative plays, which the student will read. Mr. French. (Alternate years, offered 1962-1963.)

375, 376. Design and Production I, II (3:2:3), (3:2:3). The principles of scene, lighting and costume design for the stage. Introduction to technical problems of play production through assignments in the workshop and backstage during rehearsal and performance. Pr. 101r, or consent of the instructor. Mr. Rootes.

391. Television Production (3:2:2). A course designed to introduce the student to basic television techniques and to acquaint her with studio operations. Mr. French.

396. Creative Dramatics for School and Community (3:2:2). A study of the research and literature of creative dramatics for children ages five through fourteen. Practice in leading groups of children from Curry School in creative dramatics. Exploration of it as a method of teaching other subject matter and its use in community recreation programs. Mr. Wilbur.

471. Directing (3:3). The fundamental principles of directing for the theatre. Pr. 201-202, 251, 252, or consent of the instructor. Mr. Middleton. (Alternate years, offered 1961-1962.)

491. Experimentation (3:1:4). A course designed to permit the student to experiment in the creative process of building a dramatic role, directing, playwriting, stage design, or television production with an accompanying analysis of that process. Open only to drama majors of senior standing.

SPEECH

Speech courses are open to all students. Those following recommendations of the speech faculty based upon the Freshman Speech Screening Test should register for Speech 111r if freshmen or sophomores, or, Speech 229r if juniors or seniors.

Other students desiring to elect a course in speech should choose 111r, 229r, 320 or 341. Those who speak English as a second language should take Speech 229r.

All courses include recordings and offer opportunities for individual criticism and regular practice in the Speech Laboratory.

111r. Fundamentals of Speech (3:3). A basic introductory course to oral communication with emphasis on voice and speech improvement, reading aloud, public speaking and group discussion. Mrs. Perkins, Mr. Middleton.

217. The Speaking Voice (2:2). Mechanism of the voice. The principles and practice of good voice and speech—clear voice quality phrasing, stress patterns, distinct and acceptable pronunciation. Recommended only for those who cannot schedule Speech 111r or 229r. May not be taken by those who have had Speech 111r. Miss England.

219r. Speech Laboratory (1:0:2). Supervised practice in continuing the development of good speech for those who have nasal or husky voices, stutters, lisps, foreign accents, or other speech problems which need attention beyond that possible in Speech 111r or 229r. Pr. Speech 111r or 229r or consent of instructor. May be repeated for credit. Miss England.

229r. Voice and Speech Production (3:3). Physiology of the vocal and auditory mechanisms; phonetics; exercises designed to develop strength, resonance, and flexibility in voice and speech production. Recommended for those in teacher education programs who have had no previous training in speech. Miss England.

320. Reading Aloud (3:3). Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from narrative and dramatic prose and poetry, lyric poetry, old ballad, sonnet, and essay. Miss England.

341. Public Speaking (3:3). Composition and delivery of various types of speeches. Techniques of group discussion. Analysis of speaking situations in business, professional and social relations. Mr. Middleton.

DEPARTMENT OF ECONOMICS

Professor KENNEDY (Head of the Department); Assistant Professor LINDSEY; Lecturers BRASHEAR, KREPS, REYNOLDS.

COURSES FOR UNDERGRADUATES

111r. Introduction to the Business World (3:3). An introduction to some of the practices and procedures of the business world with emphasis upon types of business organization, personnel administration, marketing, finance, business law, and taxes.

211-212. Principles of Economics (3:3)-(3:3). A study of the present-day economic system; demand, supply, prices, and costs; wages, interest, rent, and profits; national income analysis; business cycles, underdeveloped nations, and other current economic problems; a comparison of capitalism, fascism, socialism, and communism.

1233-234. Principles of Accounting (3:2:2)-(3:2:2). The typical transactions of a business firm as they pass through the books; closing the books and making up the statements. Business forms and practices.

325r. General Economics (3:3). A survey of elementary economics especially designed for students who may want only one semester of work in the field. A brief treatment of the production and distribution of wealth in society; money and banking; business organization; labor economics; and other current economic problems. Not open to those who have had 211-212.

327. Money and Banking (3:3). How our different varieties of money and credit instruments are issued and secured; the functions performed by money in our society; the services of commercial banks and of the Federal Reserve System. Pr. 211-212, or 325.

431, 432. Business Law (3:3), (3:3). The general principles of business law, including contracts, agency, sales, negotiable instruments, partnerships, corporations, and bankruptcy. Ec. 431 is a prerequisite for 432.

493-494. Honors Work (3:3)-(3:3).

¹This course cannot be offered to satisfy the social science requirement for graduation.

**COURSES FOR ADVANCED UNDERGRADUATES
AND GRADUATES**

523. Public Finance (3:3). The chief expenditures and the main sources of revenue used by governments; property taxes; income and inheritance taxes, and various forms of sales taxes; the distribution of the tax burden on different classes in society; managing the federal debt. Pr. 211-212, or 325.

524. Labor Problems (3:3). The relationship between labor and employers, and some of the more important results thereof, such as labor organizations, collective bargaining, and labor legislation. Pr. 211-212, or 325.

528r. The Management of Personal Finances (3:3). Budgeting and keeping account of one's personal funds; borrowing money; buying on credit; making out personal income tax returns; saving and the wise investing of savings; insurance; and home ownership.

530r. Principles of Marketing (3:3). A general survey of the field of marketing, including the functions, policies, and institutions involved in the marketing process. Pr. 211-212, or 325; or consent of instructor.

534. Social Control of Business (3:3). The responsibilities of business to society; different methods of encouraging and compelling business to recognize its social responsibilities, including regulation of corporations, rate fixing of public utility enterprises, the conservation of natural and human resources, and the better ethical practices voluntarily developed by business itself. Pr. 211-212, or 325.

536. Consumer Economics (3:3). The economic position of the consumer; the factors, both helpful and harmful, influencing consumer demand; building up the defenses of the consumer against the pressure of the producer and the advertiser; the various movements to aid the consumer, including more effective legislation, research, testing of products, and consumer co-operatives.

550. Comparative Economic Systems (3:3). A comparison of capitalism, socialism, communism, and fascism as economic systems and as philosophies; the points of strength and weakness in each system. Pr. 211-212, or 325.

551. Directed Studies in Economics (3). Individual studies on economic problems with emphasis upon areas of special interest to the student. Regular conferences with the instructor required. Pr. 12 S.H. of Economics, including 211-212, or 325; and consent of instructor. Ec. 111 and 233-234 not acceptable as prerequisites.

625. Problems in Applied Economics (2:2). A study of certain economic principles and their application to modern economic problems such as

monopoly, economic growth, inflation and depression, money and banking, fiscal policy, international trade, agriculture, and organized labor.

THE SCHOOL OF EDUCATION

KENNETH E. HOWE, *Dean*

Professors EUGENIA HUNTER, RUSSELL, VAUGHAN; Associate Professor HAGOOD; Assistant Professors FRANKLIN, MARY HUNTER, KREIMEIER, MEHAFFIE, PEDEN, PERRY; Instructors ALLRED, AROMI, ASH, AVENT, BOWLES, GALLOWAY, GILBERT, HART, LATHAM, MANCHESTER, MILLER, MITCHELL, MOSER, PARRISH, SHIPTON, WILBUR; Lecturer RAINWATER; Teaching Assistant BURTON; Librarian JARRETT.

CURRY SCHOOL

Located on the college campus, Curry School includes kindergarten, elementary and high school. It serves as an experimental center, carrying on such functions as: research, curriculum development, observation, demonstration, and provides some opportunity for student teaching experiences. The student body of Curry School is somewhat selective; admission is by application and particular emphasis is given, on the high school level, to a liberal arts program—college preparatory in nature. The school is a member of the Southern Association of Colleges and Secondary Schools.

TEACHER EDUCATION PROGRAM

The teacher education program in primary and elementary education is under the direction of the School of Education. The curriculum and sequence of courses are described in the requirements for the interdepartmental major in the Bachelor of Arts degree. Teacher education programs in the liberal arts fields for secondary teachers are directed by the department in which the student majors. The sequence of professional education courses should be carefully noted and followed in working out the total program in teacher education. For students preparing to teach in the high school, not more than 15 hours of Education may be credited toward the Bachelor of Arts degree. For students preparing to teach in the elementary grades, 21 hours of education may be credited towards the Bachelor of Arts degree; except that where a student offers for graduation courses required by the North Carolina Department of Public Instruction specifically for certification in Special Education, 24 hours of Education are allowed.

CERTIFICATION

Students who complete the total program in teacher education, and who meet all requirements and standards pertaining to academic and

professional preparation as required by the respective departments, and who are certified by their major department as fully competent to carry on the work of a classroom teacher, will be recommended by Woman's College for a teaching certificate.

To be certified in North Carolina, the student must meet the specific state requirements for the certificate and take the National Teacher Examination, both Common and Optional forms.

STUDENT TEACHING

Student teaching is a period of guided teaching in which the student takes increasing responsibility for the work of a given group of learners over a period of consecutive weeks. Preparation and planning for this assignment should be carefully worked out in advance. Students who, upon graduation, expect to qualify for a Class A certificate in North Carolina, are required to complete satisfactorily an assignment in student teaching. The student teaching requirement may be met by the satisfactory completion of Education 461 or 465 for teachers in secondary fields; for Elementary Education the student must complete Education 463. Teaching in the Nursery School is provided for majors in early childhood education who wish additional hours in student teaching beyond the requirements of Education 463.

Admission to Student Teaching. A student planning to do student teaching in the School of Education must make application by May 1 of the year before the teaching is to be done. Application is made through the office of the Dean of the School of Education. Assignments to student teaching will be made after the application has been approved and the applicant has satisfactorily met all prerequisites. The prerequisites to student teaching in the School of Education are: (1) Grade point average of 2.0 in the total college record; (2) Health Certificate from the college physician; (3) Approval of the Speech Department; (4) Recommendation from the department where the student is doing her major work (for secondary teachers).

Block Schedule for Primary and Elementary Majors

One semester in the program for primary and elementary majors is reserved for professional courses. The schedule for this semester consists of:

Primary

Ed. 317	American Public School	3 sh
Ed. 414	Curriculum for Kindergarten and Primary Grades	3 sh
Ed. 424	Literature for Young Children	2 sh
Ed. 463	Student Teaching	6 sh

(Prerequisite to courses in this schedule: Ed. 330, 413)

Elementary

Ed. 317	American Public School	3 sh
Ed. 444	Curriculum for Intermediate Grades	3 sh
Ed. 446	Literature for the Upper Elementary School	2 sh
Ed. 463	Student Teaching	6 sh

(Prerequisite to courses in this schedule: Ed. 330, 443)

Course Program in Secondary Education

The trend in teacher certification is to require six semester hours of student teaching. Thus, the first sequence below is recommended. However, in certain departments it is difficult to incorporate more than three semester hours in student teaching; therefore, two sequences of courses are presented:

Secondary Sequence with 6 hours Student Teaching:

Psychology 222	(Soph. or first half of Jr. Yr.)	3 sh
Education 350	(Junior Year)	3 sh
Education 35x	(Methods, last of Jr. Year or first half of Jr. Yr.)	3 sh
Education 481	(Prior or concurrently with student teaching) ..	3 sh
Education 465	(Student Teaching, Prereq. Psych. 222, Ed. 350 and Methods)	6 sh

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Secondary Sequence with 3 hours Student Teaching:

Psychology 222	(Soph. or first half of Jr. Yr.)	3 sh
Education 317	(Prior to or concurrently with student teaching) ..	3 sh
Education 350	(Junior Year)	3 sh
Education 35x	(Methods, last of Jr. Yr. or first half of Sr. Yr.)	3 sh
Education 481	(Prior or concurrently with student teaching)	3 sh
Education 461	Student Teaching, Prereq. Psych. 222, Ed. 350 and Methods	3 sh

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COURSES FOR UNDERGRADUATES

317r. American Public School (3:3). Teaching as a profession; the teacher's public relations; promotion policies and grading; the administration and financing of public education with special reference to North Carolina.

481r. The Social and Philosophical Aspects of Education in the Public School (3:3). Background, purposes, and concepts basic to public education; the school as an expression of social and economic life, as a modifying influence on this life, as an interpreter of ideologies, as an

instrument for the transmission of culture; evolution, use, and personal significance to the teacher of the dominant American philosophy of education. Required of Liberal Arts Majors for certification.

Secondary Education

350r. The Secondary School Pupil (3:3). Physical, mental, and social development at the secondary age levels; the goals of the American secondary school as related to individuals; pupil study through observation and use of anecdotal records; practical procedures for meeting individual differences; tests and evaluations of teaching; extracurricular activities of secondary students with opportunity for observation and participation. Pr. Psychology 222.

351r. Teaching English in Secondary Schools (3:3). Designed to acquaint prospective teachers with the modern concepts and practices of English instruction in the secondary schools; emphasis on the teaching of the four fundamental language arts of speaking, writing, reading, and listening. Required of student teachers in English.

352. Teaching the Secondary School Romance Languages (3:3). Effective guidance of secondary classes in their approach to objectives in Romance Languages; criteria for methods, devices, and materials; observation of teaching in the Curry School. Required of student teachers in Romance Languages.

353. Teaching the Social Studies in Secondary Schools (3:3). Organization of the social studies in the secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. Required of student teachers in the social studies.

357. Teaching Secondary School Mathematics (3:3). Effective guidance of secondary classes in their approach to objectives in mathematics; criteria for methods, devices, and materials; observation of teaching in the Curry School. Required of student teachers in mathematics.

359. Teaching Secondary School Science (3:3). The mission of science as a high-school subject. Science in the early secondary schools; current trends and their causes. Principles for selection and organization of content; methods in laboratory and classroom; evaluation of teaching. Course presupposes a teaching knowledge of physical and biological sciences. Required of student teachers in science.

461r. Student Teaching (3:0:5). Supervised student teaching in junior and senior high schools under the direction of the principal of the school and a special supervisor for each subject. Introductory observation followed by daily teaching on an hourly basis; conferences with supervisors. Pr. methods course Education 350. \$10.

465r. Student Teaching (6:0:10). Supervised student teaching in junior and senior high schools. Introductory observation followed by daily teaching on a two-hour basis. Pr. methods course, Ed. 350. \$20.

Elementary Education

330r. Group Observation and Study of Elementary Pupils (3:2:6). Designed to develop understanding of the characteristics of the elementary school child. Special emphasis is given to the introduction of the language arts and communication skills needed by teachers. Students observe in public elementary schools and spend six hours a week participating in the program. Pr. Psychology 222.

413r, 414r. Curriculum for Kindergarten and Primary Grades (3:3), (3:3). The organization and functions of the curriculum in language arts, social studies, arithmetic, and science. Pr. 330.

443r, 444r. Curriculum for Intermediate and Upper Grades (3:3), (3:3). The organization and functions of the curriculum in social studies, language arts, arithmetic, and science. Pr. 330.

424r. Literature for Young Children (2:2). The reading, discussion, appreciation and function of children's literature in the lives of preschool and primary-age children.

446r. Literature for the Upper Elementary Grades (2:2). The literature appropriate for children in the middle and upper grades; its place in the integrated curriculum.

463r. Student Teaching (6:0:10). Supervised student teaching in elementary schools under the direction of the principal of the school, a college faculty supervisor, and a supervising teacher in each grade. Full-time teaching for a period of eight weeks. Weekly conferences with supervisors. Pr. 413 or 443 and 330. \$20.

464. Student Teaching in Nursery School (3:0:6). Intended for those primary education majors who need additional student teaching credit to meet certification requirements in other states. Pr. 330. \$10.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Students taking graduate courses or pursuing a graduate degree program should consult the bulletins and official announcements of the Graduate School of the University of North Carolina at Greensboro.

504. Kindergarten Teachers Workshop (2). A course planned for teachers of kindergarten-age children. Daily observation in the Curry School Kindergarten, lectures, discussions, laboratory experiences with specialists. Designed for teachers in service.

510. **Arithmetic in Primary Grades (2).** Study and evaluation of instructional materials and methods of teaching arithmetic in grades 1-3. Emphasis on meaning theory. Designed for teachers in service.
511. **Reading in Primary Grades (2).** An overview of the total reading program in grades one through three. Materials, methods, and demonstrations are included with reading of current textbooks and periodicals. Pr. undergraduate course in teaching of reading or experience in teaching.
516. **Literature in the Elementary School (2).** A course designed to acquaint teachers with the resources, the functions and the use of children's books in the elementary school today. Designed for teachers in service.
517. **Reading in the Elementary School (2).** Nature of the reading process. Principles, methods and materials for developing effective attitudes and skills in the reading program. Designed for teachers in service.
518. **Arithmetic in the Elementary School (2).** A study of the current arithmetic program, including emphasis on meaning theory and on instructional materials, methods and procedures in teaching the fundamental operations. Designed for teachers in service.
519. **Elementary School Science (2).** A course in science for the elementary school teacher with some emphasis on methods and materials for teaching. Designed for teachers in service.
520. **Social Studies in the Elementary School (2).** Modern trends and practices in teaching the social studies in the elementary school. Discovery and use of local resources. Designed for teachers in service.
521. **Workshop in Language Arts—Elementary (2).** A workshop designed to give experienced teachers practical assistance in improving the skills of listening, speaking, reading, writing, and observing. Observation in Curry Laboratory School. Designed for teachers in service.
522. **Diagnosing Learning Difficulties in Elementary and Junior High School (2).** Procedures and techniques for classroom diagnosis of learning difficulties in basic school subjects; methods by which developmental and corrective measures can be adjusted for individual needs. Designed for teachers in service.
523. **Problems in Elementary School Art (2).** Presentation of specific art problems and activities found in elementary grades. By studio work student will deal directly with art work which can aid children in and outside the classroom. Designed for teachers in service.
526. **Physical Science for the Elementary Teacher (2).** Consideration will be given to ways in which science concepts are developed. Included

will be the application of fundamental laws to properties of matter, sound, heat, light, electricity, magnetism, and atomic theory; applications of various fields of chemistry.

527. Workshop in Elementary Education (2-4). A general workshop on problems and trends in organization, administration, teaching and curriculum in the modern elementary school. Designed for teachers in service.

540. Exceptional Children (2). An introduction to problems and programs of work with children who differ from the average in mental, physical, and emotional characteristics.

541. Materials and Methods for Teaching Mentally Handicapped Children (2). Instructional content, procedures and programs for educable and trainable mentally retarded children. For special education majors. Pr. an introductory course in Exceptional Children and approval of instructor.

542. Materials and Methods for Teaching Mentally Handicapped Children (2). A continuation of Ed. 541. Emphasis on the selection and development of materials for instruction and guidance of the mentally retarded. For Special Education majors. Pr. Education 540, 541, and approval of instructor.

543. Laboratory Experiences with Mentally Handicapped Children (2). A practicum designed to meet North Carolina provisional requirements for certification in the teaching of mentally retarded children. For Special Education majors. By arrangement. Pr. Education 540, 541, 542 and approval of instructor.

550. Education of the Gifted (2). Definition and identification of mentally gifted children. The role of the school and the parent in dealing with giftedness. Demonstrations and evaluation of gifted children. Designed for teachers in service.

553. Library Education—Classification and Cataloguing (3). A lecture-laboratory course in principles of classifying and cataloguing books and related materials. Designed for teachers in service.

554. Library Education: Book Selection for Young People (3). Experience in the evaluation and selection of library materials appropriate for the adolescent reader with emphasis upon reading interests. Designed for teachers in service.

555. Library Education: School Library Administration (3). A study of the organization, administration, and functions of the school library; equipment, budgets, book buying, and circulation. Designed for teachers in service.

- 556. Library Education: Book Selection for Children (3).** A comprehensive survey of books published for children; selection and purchase of books for the classroom and the school library; tools for book selection. Designed for teachers in service.
- 557. Library Education: Reference (3).** A course designed to acquaint students with various types of reference materials, standards for their evaluation, and methods of utilizing them in school libraries. Designed for teachers in service.
- 558. Library Education: Non-Book Materials. (3).** Techniques of selection, preparation, and circulation of non-book materials; implementation in library programs. Disregard for teachers in service.
- 560. Audio-Visual Methods of Teaching (2).** Survey of basic psychology, literature, operation of audio-visual equipment. Criteria for previewing and auditioning materials, utilization of materials, sources; preview and audition films, filmstrips, tapes and records. Designed for teachers in service.
- 561. Production of Audio-Visual Materials (2).** Analysis of scripts, production of a script, analysis of prepared films and filmstrips, elementary photography, production of still and projected material; and production of film or filmstrip with accompanying audio. Designed for teachers in service.
- 563. Arts Laboratory (2).** Lecture and demonstration of art media and processes which can be effectively utilized on all grade levels. Beginning with basic skills and techniques, course later introduces more comprehensive methods. Emphasis on creative approach and integration with subject matter. Designed for teachers in service.
- 564. Practical Arts Workshop (2).** Industrial arts and crafts course for elementary and primary teachers. Emphasis on manipulative experience and handwork adapted to the elementary and primary child. Designed for teachers in service.
- 565. Crafts Workshop (2).** For junior and senior high school in-service industrial arts teachers. Designed to increase the number of general shop areas and improve manipulative proficiency of industrial arts teachers.
- 567. Phonetics (3).** A foundation course in the science of speech sounds. Consideration of the voice mechanisms, the sounds of the English language, and the International Phonetic Alphabet.
- 568. Principles of Speech Correction (3).** A foundation course in principles and procedures of speech correction for children handicapped by disorders of voice, rhythm and articulation. Clinical demonstrations. Pr. a course in phonetics.

574. Educational Measurement (2). Study of the selection, administration, and interpretation of group psychological and educational tests; and diagnostic devices. Sources of standard tests, criteria for their evaluation, methods of scoring and interpretation are considered. Designed for teachers in service.

575. Principles of Guidance (2). Designed to help teachers, administrators, and other nonspecialists in guidance understand guidance roles and emphasis in education. Consideration will be given to guidance philosophy, principles and procedures. Designed for teachers in service.

576. Counseling Theory and Practice (2). The application of principles, devices, instruments, etc., to practical problems in the school. Emphasis on techniques of interviewing and counseling. Pr. Ed. 575 or approval of instructor. Designed for teachers in service.

579. School Public Relations (2). The fundamentals of public relations programs, cooperating agencies and organizations, the public interest and the community approach to education. Designed for teachers and other community participants.

580. Supervision of Student Teachers (2-3). Intended for supervising teachers in public schools; aims of the student teaching experience; the beginning stage and its problems; more advanced levels of responsibility; conferences and techniques of evaluation.

581. Mental Hygiene in the School (3). A basic course in the principles of mental hygiene and their applications in school organization, instruction, and management. Pr. Psychology 222 or equivalent. Designed for teachers in service.

582. Biography for Teachers (2). The lives of outstanding men and women who have helped in the making of our modern world civilization. Special attention is given to ways in which biography can be used in teaching. Designed for teachers in service.

583. Cultural Comparisons (2). A study of selected cultures; practice in cultural analysis. Designed for teachers in service.

COURSES FOR GRADUATES ONLY

628. Seminar in Elementary Education (2). Advanced study of problems in the field of elementary education.

644. Problems in Program Development for the Mentally Handicapped (3). Major administrative, curriculum and instructional problems in public day and residential school programs for mentally retarded children and youth. Development of individual and co-operative student projects. For special education majors. Pr. Education 541, 542, 543, and approval of instructor.

645. Seminar: Research in the Management of Mental Deficiency (3). A study of major contemporary developments and research in the medical, psychological, educational and sociological management of mentally retarded children and youth. Pr. Psychology 503 or equivalent and approval of instructor.

651. Seminar in Education of the Gifted (2). For school people involved in programs for mentally gifted children. Includes evaluation of research, experimentation with methodology and construction of functional materials. Pr. a basic course, or a year of experience in teaching gifted children.

677. Seminar in Guidance. A seminar for counselors who are now engaged in guidance and who wish to extend technical skills, analyze current problems, and plan new activities in guidance. Enrollees are given the opportunity to deal with problems in guidance in accordance with their special needs and interests.

678. Educational and Occupational Information (2). Functional information in relation to vocational development theory; development and use of educational and occupational information in public school guidance. Pr. 575, 576.

679. Administration of Guidance Program (2). This course is designed to aid counselors develop and administer a guidance program. It will include analysis of organizational patterns for guidance services, the functions of various school personnel, methods of initiating a program, in-service training, legal and budgetary matters, facilities and equipment. Pr. Ed. 575.

685. Supervision: Improvement of Instruction (3). A study of the nature and function of supervision and of supervisory techniques such as workshops, conferences, observational visits, evaluation and research.

686. Curriculum Construction (3). A study of curriculum problems and methods of improvement in the light of objectives and significant research findings.

688. Elementary School Organization and Administration (2). Trends, practices and leadership roles in the organization and administration of the modern elementary school.

689. Secondary School Administration (2). Trends, practices and leadership roles in the organization and administration of the modern secondary school.

692. Independent Study (1-4). Guided readings, research and individual project work under direction of a staff member. Pr. graduate standing and approval of instructor.

693. **Individual Thesis Problems (2-6).** Individual guidance and direction in the development of a research problem in the master's degree thesis.

REQUIRED CORE FOR MASTER'S DEGREE

696. **Philosophical Foundations in Education (3).** A study of educational thought, purposes, and practices as found in the writings of major educational philosophers.

697. **Major Issues in American Education (3).** Identification and analysis of the major issues facing American education. Requires practice in research, critical thinking, and evaluation.

698. **Human Development (3).** A study of selected studies in social and biological sciences and their relevance to educational practices. Pr. Psychology 222 or equivalent.

699. **Research Seminar (2).** The seminar will be built on the presentation and discussion of significant research data on current educational problems.

DEPARTMENT OF ENGLISH

Professors BRIDGERS, BRYANT (Head of the Department), BUSH, JARRELL, JAMES PAINTER; Associate Professors BUCHERT, CHARLES, GAGEN,¹ ROBERT WATSON; Assistant Professors DIXON, FINESTONE, PENNINGER, PUTZEL, STEPHENS; Instructors ANDERSON, APPLEWHITE, BRASHEAR, BROSS, EVANS, HEGE, LEWIS, KATHLEEN PAINTER, WALLACE WATSON; Lecturer NAUSS.

Proficiency in written English is a requirement for graduation. Any undergraduate whose work in the course in any department gives evidence of lack of proficiency in written English or in reading ability shall be referred to the Department of English for remedial work.

COURSES FOR UNDERGRADUATES

REQUIRED COURSES

101-102. **English Composition (3:3)-(3:3).** A course designed to develop the student's ability to read with discrimination and to write effectively. Theme writing throughout the year. First semester: a review of fundamentals in English, the reading and writing of exposition, and the study of narrative. Second semester: a continuation of the writing of exposition; practice in the use of source materials; the study of poetry and drama. Miss Charles and Staff.

¹On leave 2nd semester 1961-1962.

211-212. English Literature (3:3)-(3:3). Introduction to English literature. Reading and writing discipline of English 101-102 continued; emphasis on interpretation and intelligent appreciation of certain literary masterpieces. Miss Gagen and Staff.

ELECTIVE COURSES

The courses listed below are open to qualified students according to the college regulations except as specifically stated in the course descriptions.

The student who majors in English, in addition to taking the required twelve hours of English composition and literature, is expected to elect three hours of American literature (351 or 352 or 554) and three hours of Shakespeare. Beyond these elections, with the advice of the head of the department or her departmental adviser, she will be expected to decide on one of the following sequences: (1) English Literature, (2) American Literature, (3) Writing. The student should also arrange, when possible, for the intelligent correlation of her sequence with other subjects. Details concerning these sequences may be obtained at the office of the Department of English. In preparation for the departmental examination, the major in English will be assigned to a tutor, with whom she will work individually and in small groups in English 449.

105r. An Approach to Narrative (3:3). Intended primarily for freshmen who do not plan to major in English, and designed to give the student a knowledge of various types of narrative and to stimulate purposeful and discriminating reading for pleasure. Mr. Jarrell.

108. Vocabulary Building (1:1). To direct the student in the use of the many tools available for building vocabulary. Mrs. Painter.

WRITING AND LANGUAGE

221, 222. Advanced Composition (3:3), (3:3). A course in the writing of fiction and poetry for students beyond the freshman year. Mr. Robert Watson.

223, 224. Advanced Exposition (3:3), (3:3). A course in expository writing for students beyond the freshman year. Mr. Robert Watson and Staff.

319. English Grammar (1:1). Modern English grammar; the relationship of grammar and composition. Designed to satisfy the state requirements for prospective teachers of English who have taken or are taking courses in advanced composition. Credit will not be given for both 319 and 321. Mrs. Painter.

321. Grammar and Composition (3:3). Present-day grammar viewed historically. Various types of writing. This course satisfies a state requirement for prospective teachers of English. Miss Charles.

325, 326. **The Writing Workshop I, II (3:3), (3:3).** A writing laboratory course devoted to fiction, verse, and criticism. Student work criticized in class and in individual conferences; parallel reading in, and class discussion of, the work of contemporary novelists, short-story writers, poets, and critics. Prerequisite: the completion of either 221 or 222, or permission of the instructor. Mr. Jarrell.

513. **The English Language (2:2) or (3:3).** A study of the origins and the development of the English language, emphasizing the influences on its growth as well as its present usage. Miss Charles.

LITERATURE

271. **The Literary Study of the Bible (3:3).** The Bible as a part of the world's great literature; designed to give the student a better comprehension of the Bible through study of its origins, history, structure, and literary qualities. Miss Bush.

301. **European Literary Masterpieces (3:3).** Extensive reading of complete works in translation: Dante, Erasmus, Montaigne, Cervantes, and others. Mr. Robert Watson and Staff.

302. **European Literary Masterpieces (3:3).** Extensive reading of complete works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. Mr. Robert Watson and Staff.

311, 312. **Readings in English and American Literature (1:1), (1:1).** For small informal groups with like interests and for the non-English major though not exclusively. Either semester or both. Qualified sophomores admitted with the consent of the instructor. Mr. Painter and others.

337. **English Literature to 1500 (3:3).** An introduction to the culture of the Middle Ages. Selected reading in English literature from *Beowulf* to Malory. Works in Anglo-Saxon and some of those in Middle English in translation. Mr. Bridgers.

338. **Literature of the English Renaissance, 1500-1610 (3:3).** Readings in the poetry and prose, with emphasis on the development of thought and style.

339. **Shakespeare: The Early Plays and the Sonnets (3:3).** Twelve plays will be studied, including *The Merchant of Venice*, the two parts of *Henry IV*, *Romeo and Juliet*, *As You Like It*, *Twelfth Night*, and *Hamlet*. Mr. Bridgers, Miss Gagen, Miss Buchert, and Staff.

340. **Shakespeare: The Later Plays (3:3).** Twelve plays will be studied, including *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Measure for Measure*, and *The Tempest*. Mr. Bridgers, Miss Gagen, Miss Buchert, and Staff.

342. **The Seventeenth Century (3:3).** The main lines of thought and style noted in the major writers from the beginning of the century through Milton and Bunyan. Emphasis upon the lyric and meditative poetry of the metaphysicals. Miss Charles.
359. **The Restoration and Early Eighteenth Century, 1660-1740 (3:3).** A study of representative writers of the period, including Pepys, Dryden, Congreve, Defoe, Addison and Steele, Swift, and Pope. Mr. Painter.
360. **The Later Eighteenth Century (3:3).** A study of the decline of the Neoclassic tradition. Emphasis upon such writers as Richardson, Fielding, Gray, Goldsmith, Boswell, Johnson, Burns, and Blake. Mr. Painter.
343. **Wordsworth and Coleridge (3:3).** Intensive study of the works of Wordsworth and Coleridge, with attention to the development of the Romantic movement. Mr. Dixon.
344. **The Later Romanticists (3:3).** The major poems of the later Romantic poets and some prose of the period. Mr. Dixon.
345. **Victorian Literature (3:3).** Important writings (exclusive of the novel) of the era 1832-1880. Those studied include Tennyson, Browning, Arnold, Rossetti, Swinburne, Elizabeth Browning, Carlyle, Ruskin, Newman, Clough, Huxley, and others. Miss Bush.
346. **The Late Nineteenth Century (3:3).** Writings of the last thirty years of the nineteenth century, including Hopkins, Hardy, Housman, Wilde, Meredith, Shaw, Kipling, Yeats, Wells, and others. Miss Bush.
351. **American Literature from 1667 to 1850 (3:3).** American culture and literature from early colonial times through Emerson, with emphasis upon the expansion of the American mind. Mr. Finestone and Mr. Stephens.
- 352r. **American Literature from 1850 to 1900 (3:3).** American literature from 1850 to 1900, with emphasis on the Civil War and Reconstruction; westward expansion; the local color movement and regionalism; the rise of realism, the development of social revolt, and the beginning of naturalism. Mr. Finestone and Mr. Stephens.
- 357, 358. **Contemporary Poetry (3:3), (3:3).** A study of contemporary poets whose writings reflect the changing aesthetic, social, political, and ethical conventions of our present civilizations. Either course may be elected independently of the other. Mr. Jarrell.
382. **The Modern Drama (3:3).** Drama of the late nineteenth century and the twentieth century.
- 449r. **Co-ordinating Course (3:3).** Required of English majors in the senior year. Conducted by the tutorial method, and designed to give the student opportunity to organize successfully her work in her major subject to co-ordinate this with work in other subjects. Staff.
- 493-494. **Honors Work (3:3)-(3:3).** Staff.

COURSES FOR ADVANCED UNDERGRADUATES
AND GRADUATES

525, 526. **Writing—Advanced (3:3), (3:3).** A continuation of 325, 326; a course reserved for writers who have been encouraged to continue creative writing through a second year: Fiction or poetry and criticism. Prerequisites for graduate credit: (1) the successful completion of a semester in advanced composition and in 325 or 326 or the equivalent; and (2) permission of the head of the Department of English and of the instructor. Mr. Jarrell.

Prerequisite for graduate credit in all courses in literature listed below: the successful completion of at least nine hours of approved courses in English and American literature above Grade I.

536. **Chaucer (2:2) or (3:3).** The literary study of selections from *The Canterbury Tales*, and parts of *Troilus and Criseyde*; selected minor poems. A project will be expected of the graduate student. Mr. Bridgers.

539. **Spenser (3:3).** A study of Spenser's *Faerie Queene* and selected minor poems. Extensive reading in related works of the period. Mr. Bryant.

540. **Shakespeare, Eight Plays (3:3).** A course background in the reading of Shakespeare's plays will be assumed. Mr. Bridgers and Mr. Bryant.

541. **Milton (3:3).** A study of Milton's major poems and several of his most important works in their seventeenth-century setting. Miss Gagen.

547. **The English Novel through the Nineteenth Century (3:3).** An historical and critical study of the English novel from its beginning through Thomas Hardy, with emphasis on the novel in the nineteenth century. Mr. Bryant.

548. **The Modern Novel (3:3).** A study of a group of selected novels of the late nineteenth and twentieth centuries; emphasis on continental novelists with some comparative study of a few English and American masters. Mr. Bryant.

549. **Literary Criticism (3:3).** A study of important critical writings from Plato to the present. Particular attention to English criticism. Miss Bush.

550. **Modern English Literature (3:3) or (2:2).** Consideration of a selected group of outstanding contemporary writers: essayists, novelists, dramatists, and poets. Mr. Robert Watson.

552. **Southern American Literature (3:3).** A study of principal authors, from colonial times to the present, and literary movements related to the development and influence of the Southern tradition in American literature. Mr. Stephens.

553. **Studies in American Literature (2:2) or (3:3).** In 1962-1963, the novel; in 1963-1964, drama; in 1960-1961, poetry.

554. **American Literature of the Twentieth Century (3:3).** The main currents of thought in the more significant works of American poets and prose writers during the first five decades of the twentieth century.

555, 556. **English Drama from Its Beginning through the Eighteenth Century (3:3), (3:3).** First semester, English Drama from the Beginnings to 1640. Second semester, English Drama of the Restoration and Eighteenth Century. Either course may be elected independently of the other. Miss Gagen, Miss Buchert.

COURSES FOR GRADUATES

The graduate student in English may work toward either of two degrees: the Master of Fine Arts with a major in writing and a minor either in other arts or in English literature; and the Master of Education with a major in English, or a minor in English. Graduate programs are described in Chapter VIII, pp. 204, 207.

Prerequisite for all graduate courses: admission to graduate standing. Prerequisite for writing courses (664 and 666), planned for candidates for the M.F.A. in writing: the successful completion of at least eighteen hours in approved courses in English and American literature above Grade I. Required of all candidates for the M.F.A. in writing: Philosophy 690. Aesthetics (3:3).

617 a, b. **Studies in Lyric and Narrative Verse: (a) Romantic; (b) Victorian (2:2), (2:2).**

662 a, b, c. **Studies in Poetry and Drama: (a) Sixteenth Century; (b) Seventeenth Century; (c) Eighteenth Century (2:2), (2:2), (2:2).**

663 a, b. **Studies in the Development of English Prose: (a) 1500-1600; (b) 1660-1900 (2:2), (2:2).**

664, a, b. **Graduate Seminar in Writing (3:3), (3:3).** Mr. Jarrell.

666 a, b. **Graduate Seminar in Writing—Special Problems (3:3), (3:3).** Mr. Jarrell.

667 a, b. **The English Novel (2:2), (2:2).**

668. **Directed Reading (3 to 6).** Conducted by means of individual conferences. Program of reading formulated to meet the varying needs of each student. Prerequisite: admission to candidacy for the degree. Staff.

694. **Thesis (2 to 6).** Staff.

DEPARTMENT OF GEOGRAPHY

Associate Professor DOZIER (Head of the Department);
Instructor SCHUL; Assistant PARKER.

211-212. Elements of Geography (3:2:3)-(3:2:3). A geographic interpretation of such elements of man's physical environment as planetary relations, climate, surface configuration, native vegetation, soil, and mineral resources. Not open to those who have had 335.

237r. Economic Geography (3:3). Important raw commodities—food textiles, fibers, timber, and minerals; the major types of manufacturing industries; trade routes and transportation facilities. Required of sophomores pursuing the course in secretarial administration.

335r. General Geography (3:2:3). A general survey of world environmental patterns and features, especially those of climate, the inter-relationships, the physical processes involved, and the human-economic significance. Required of education majors except those who have earned credit for 211-212.

337. Geography of South America (3:3). A study of the physical environmental conditions, resources, patterns of population and development, economic and social problems of the various countries of the South American continent.

339. Geography of Middle America (3:3). A study of the physical environmental conditions, resources, patterns of population and development, economic and social problems of Mexico, Central America, and the Caribbean Islands.

341. Geography of Europe (3:3). An analysis of the influences of climate, surface features, and natural resources on the distribution of peoples, their industries, agriculture, and commerce.

344. Geography of Anglo-America (3:3). A regional study emphasizing the relationships that exist between the natural environment and the human activities in each of the geographic regions of the U. S. and Canada.

348. Geography of Asia (3:3). A survey of the physical features, natural resources, population distributions, and economic adjustments of the peoples of Eastern, Southeastern, and Southwestern Asia.

601. Basic Concepts in Earth Science (2). A study of fundamental concepts in Earth Science as related to the various phases of general science: topics to be selected from the general fields of the universe and its nature, the earth in motion, and the atmosphere with its air masses and wind systems—together with laboratory exercises. Pr. Consent of instructor and Dean of Graduate School.

602. **Basic Concepts in Earth Science (2).** A study of fundamental concepts in Earth Science as related to the various phases of general science: subject matter will be taken from the general areas of the water resources of the earth, geologic aspects of earth science, and recent developments in mapping the earth—together with laboratory exercises. Pr. Consent of instructor and Dean of Graduate School.

DEPARTMENT OF GERMAN AND RUSSIAN

Associate Professor BAECKER (Head of the Department);
Assistant Professors KURLAND, RENER.

GERMAN

German 101-102, 103, 104, and 210 will not count toward a major in German. Suggested courses in support of a German major: English 301, 302 (European Literary Masterpieces); History 391 (Germany and Central Europe), History 392 (Germany and Central Europe from 1815 to the Present); Geography 341 (Geography of Europe); Philosophy 312 (History of Modern Philosophy).

101-102. **Elementary German (3:3)-(3:3).** Essentials of grammar, graded reading, vocabulary building. Language laboratory facilities.

103, 104. **Intermediate German (3:3)-(3:3).** Review of grammar, reading lyrics, short stories, and classical plays.

210. **Scientific and Technical German (3:3).** German readings in chemistry, physics, zoology, botany, geology. Prerequisite, 103.

211r. **German Conversation and Composition (3:3).** For students desiring some proficiency in spoken and written German. Free conversation on a wide range of everyday subjects. Language laboratory facilities. Pr. 103, 104, or permission of the instructor.

212. **Intermediate Conversation (1:1).** Free conversation in idiomatic German. Written work in dialogue form. Building up an active vocabulary. Laboratory facilities.

317-318. **Survey of German Literature (3:3)-(3:3).** Survey of the German Literature to the Nineteenth Century. Major works and figures of the Medieval, the Renaissance, and the Baroque periods.

321-322. **Goethe's Life and Selected Works (3:3)-3:3).** A study of the various periods of Goethe's literary activity; reading of works illustrating different periods of his development. (Not offered in 1962-1963).

325, 326. **German Literature of the Nineteenth and Twentieth Centuries (3:3), (3:3).** Selected works of representative writers in the fields of poetry and novel and drama.

327, 328. **The Classical Period of German Literature** (3:3), (3:3). Representative works of Lessing, Schiller, Goethe. Not offered in 1962-1963.

331. **Lessing and His Time** (3:3). (Not offered in 1962-1963.)

332. **Schiller's Life and Selected Works** (3:3). (Not offered in 1962-1963.)

401r. **Goethe's "Faust"** (3:3). (Not offered in 1962-1963.)

Readings for Seniors. Required of all seniors majoring in German. A reading list will be provided to meet the needs of the individual student. Weekly reports are required.

RUSSIAN

201-202. **Elementary Course** (3:3)-(3:3). Basic principles of grammar; reading of selected texts from Lermontov, Pushkin, Turgenev; some conversation.

203-204. **Intermediate Course** (3:3)-(3:3). Review of grammar, practice in conversation, selected readings from 19th and 20th century literature. Pr. 201-202.

DEPARTMENT OF HEALTH

Medical Division: DR. COLLINGS (Head of the Department), DR. CURTIS, DR. HELEN DEANE, DR. KENNETH EPPLE.

Instructional Division: Professor SCHRIVER (Head of Instruction Division); Assistant Professors MCCAIN, SHAM-BURGER; Instructor WHITE; Teaching Assistant LOCKE.

101r. **Health** (3:3). To promote the ideal of a well-balanced program for daily living and to emphasize the student's obligation to serve society by the promotion of individual, family, and public health. Required of all freshmen except those in the home economics course, premedical, laboratory technicians, and nursing students. Miss Schriver and Staff.

103r. **Health** (2:2). Basic principles of health maintenance and promotion. Required of all one-year commercial students. Staff.

236r. **First Aid** (1:1). American National Red Cross Standard Course leading to certification for those who qualify. Required of majors in physical education and in recreation, open to others. Mrs. White.

301. **Health** (3:3). The scientific approach to physical, emotional and social health problems; application of personal health knowledge and practices to community and world living. Open only to juniors and seniors who have not had Health 101. Miss McCain.

330. **Family Health (3:3)**. The principles and protection of family health and safety, and home care of the sick. Pr. 101 or its equivalent. Elective for juniors and seniors and qualified sophomores. Miss McCain and Staff.

334. **Community Health (3:3)**. The broadening scope of community health, the attack of official and voluntary agencies upon major health problems, and the responsibility of the individual in the community health program. Pr. 101 or its equivalent. Miss McCain.

338. **Safety and First Aid (3:3)**. Factual information, desirable attitudes and behavior in safety matters, essential to safety in the home, school, camp, and community. Presentation of the American Red Cross first aid instructor training course leading to certification as instructor for those who qualify. Teaching of first aid in community adult groups is emphasized. Pr. 101, or its equivalent. Miss Schriver.

341r. **Elementary School Health (3:3)**. Problems relevant to desirable health practices. Selection and organization of materials, methods of instruction, and the use of modern communications media are stressed. Required of majors in Elementary and Grammar-grade Education. Pr. 101, Education, one course, and Biology 101-102 or Chemistry 101-102 or 103-104. Miss Schriver.

369. **Child Health (3:3)**. Growth and development as related to the health of children from prenatal life through adolescence. Consideration is given to meeting physical, emotional, and social needs in the care of children. Pr. 101, or Biology 277.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Professors BARDOLPH (Head of the Department), PFAFF¹, SINGLETARY; Associate Professors BEELER, HEGE, PARKER³, ROBINSON, WRIGHT; Assistant Professors BRANDON, CONNELLY, KURLAND, LUCZYNSKI; Instructors BODEN, CLUTTS, HUNT, KEZIAH², MARKS, MCCOWEN; Lecturers AFRICA², LARGENT².

HISTORY

101-102. **Modern European History (3:3)-(3:3)**. Since 1500, with backgrounds in ancient and medieval Europe. Staff.

105. **The World in Our Time (3:3)**. A survey of recent world developments. Mr. Parker.

¹On leave 1961-1962.

²Part-time.

³On leave, first semester, 1961-1962.

- 211, 212. **The United States: A General Survey** (3:3), (3:3). First semester: to 1865. Second semester: since 1865. Staff.
- 213r. **The United States since 1865** (3:3). Emphasizing economic development. Primarily for majors in Business Education; elective for others who have not had History 212. Miss Hege.
215. **The Civilizations of Asia** (3:3). A survey of the history, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea. Mr. Wright.
216. **The Civilizations of Asia** (3:3). A study of the impact of the West on Asia, and Asia's response; the development of nationalism and Communism. The focus is on India, China, and Japan in the 19th and 20th centuries. Mr. Wright.
4315. **American Foreign Policy** (3:3). An historical approach to contemporary problems.
326. **The Civil War and Reconstruction** (3:3). Staff.
328. **Constitutional History of the United States** (3:3). A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law.
338. **South America** (3:3). Historical development of the continent of South America with emphasis on twentieth-century politics. Mr. Parker.
340. **Middle America** (3:3). Historical development of Mexico, Central America, and the West Indies with emphasis on twentieth-century politics. Mr. Parker.
343. **North Carolina to 1865** (3:3). Mr. Robinson.
344. **North Carolina since 1865** (3:3). Mr. Robinson.
348. **The United States since 1918** (3:3). Selected topics in the political, economic, and cultural history of the United States since World War I. Miss Hege.
349. **Social and Cultural Forces in the United States to 1865** (3:3). The development of American society, with emphasis on the life of the people, and the influence of changing religious, intellectual, aesthetic, literary, social, and economic currents. Mr. Bardolph.
350. **Social and Cultural Forces in the United States since 1865** (3:3). A continuation of History 349, but also open to those who wish to take the course separately. Mr. Bardolph.

⁴Same as Political Science 315. Major students in either history or political science who take History (Political Science) 315 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

353. **Ancient Civilization (3:3).** The Ancient World to the death of Justinian, with emphasis on the political and cultural development of Greece and Rome, and the rise of Christianity. Mr. Beeler.

354. **Medieval Civilization (3:3).** From the middle of the sixth century to the end of the fifteenth. Emphasis is placed on medieval life and manners, the rise and decline of the universal church, and the emergence of centralized governments from feudal localism. Mr. Beeler.

355. **The Renaissance (3:3).** A study of the background, causes and progress of the intellectual and cultural movements in Europe in the fourteenth, fifteenth, and sixteenth centuries. Staff.

356. **The Reformation (3:3).** A study of the Reformation period in European History. Staff.

361. **The Age of Absolutism (3:3).** Europe 1648-1789, emphasis on French history; Louis XIV; Eighteenth century enlightened monarchs; the Old Regime; background of the French Revolution. Mr. Connelly.

366. **Europe Since 1920 (3:3).** Domestic developments, internal politics, and the international relations of the major countries of Europe, from the Treaty of Versailles to the present. Mr. Luczynski.

368. **The French Revolution and Napoleon (3:3).** The struggle for social, economic, and political democracy during the Revolution and the advancement or negation of progress toward those goals under Napoleon. Mr. Connelly.

369. **Europe in the Nineteenth Century (3:3).** Emphasis will be placed upon social, cultural, and intellectual history. Works of leading thinkers will be read and discussed. Mr. Pfaff.

370. **Europe in the Twentieth Century (3:3).** A continuation of History 369, but may be taken separately. Mr. Pfaff.

373. **England to 1600 (3:3).** Origins and evolution of English culture and the English constitution. Miss Brandon.

374. **England since 1600 (3:3).** A continuation of History 373, but designed for those who wish to take the course separately. Miss Brandon.

375. **The British Empire and Commonwealth (3:3).** A study of the founding, growth, and problems of the British colonies, with emphasis on the major dominions, the evolution and adaptation of parliamentary government, and the concepts of dominion status and the Commonwealth. Miss Brandon.

⁵Same as Political Science 375. Major students in either history or political science who take History (Political Science) 375 shall count it in their own major, subject to all of the restrictions applying to courses in their major sequence.

377. **Russia to 1900 (3:3).** An introduction to the old Russia of Kiev and Muscovy, followed by a more intensive survey of the eighteenth and nineteenth centuries. Mr. Kurland.

378. **Russia since 1900 (3:3).** The end of the Tsarist Empire, the revolution of 1917 and its aftermath, the Soviet Union under Stalin, and recent developments. Mr. Kurland.

381. **The Near and Middle East (3:3).** Emphasizing developments since World War I. Mr. Wright.

382. **The Far East (3:3).** China, Japan, Southeast Asia, India and Pakistan, emphasizing the impact of Western imperialism, Asian nationalism and Communism. Mr. Wright.

391. **Germany and Central Europe (3:3).** A study of the main political, economic, and cultural developments, with special emphasis on basic factors and problems in German history, from the origins to 1815.

392. **Germany and Central Europe, from 1815 to the Present (3:3).** A continuation of History 391, but may be taken separately. Special emphasis is given to the "German problem" and contemporary Germany.

401, 402. **Individual Study (1) to (3).** A directed program of reading or research. Available to the qualified student upon the recommendation of an instructor. Staff.

493-494. **Honors Work (3:3)-(3:3).**

FOR ADVANCED UNDERGRADUATES AND GRADUATES

501a. **Social History of the United States to 1865 (2:2).** Early American life, with special attention to changing religious, intellectual, aesthetic, literary, social, and economic currents, and their influence upon the shaping of the American tradition. Mr. Bardolph.

501b. **Social History of the United States since 1865 (2:2).** A continuation of History 501a, but may be taken separately. Mr. Bardolph.

502. **Problems of Latin America (2:2).** Dictatorship in government, colonialism in the economy, illiteracy in society, church-state relationships, role of the Indian, and hemispheric cooperation presented against their historical background. Mr. Parker.

503. **Main Currents in Western Civilization: The Twentieth Century (2:2).** Trends in interrelationships in major aspects of contemporary culture. Discussion of principal alternatives confronting Western man. Readings in the works of leading thinkers of our time. Mr. Pfaff.

504a, b. **Contemporary Problems in International Relations (2:2).** International political questions in historical context, (a) with emphasis

upon their handling by the United Nations, regional organizations, and individual nations; (b) with emphasis upon an analysis of the questions themselves and alternative solutions. Mr. Parker.

POLITICAL SCIENCE⁶

7315. **American Foreign Policy (3:3).**

321r. **The Federal Government (3:3).** Origin, organization, and development, with special attention to government in action and to administration. Miss Hunt.

322. **State and Local Government (3:3).** Structure and functions of government in the state and local fields. Miss Hunt.

323. **International Politics (3:3).** Analysis of basic factors of power among nations; imperialism; national policies. Mr. Wright.

324. **International Organization (3:3).** International law and organization, with emphasis on the United Nations. Mr. Wright.

327. **American Political Parties (3:3).** Party development and organization, campaigns and elections, political machines. Miss Hunt.

328. **Constitutional History of the United States (3:3).** A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Staff.

371. **Political Theory (3:3).** The works of leading thinkers from ancient times to the nineteenth century. Mr. Pfaff.

372. **Political Theory (3:3).** The nineteenth and twentieth centuries. A continuation of Political Science 371, but may be taken separately. Mr. Pfaff.

8375. **The British Empire and Commonwealth (3:3).** Miss Brandon.

376. **Comparative Government (3:3).** Parliamentary and Communist governments in Europe. Miss Brandon.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

505. **Government and Public Policy (2:2).** Legislative, administrative, and judicial aspects of current public questions. Mr. Bardolph.

⁶A student majoring in either political science or history cannot have more than a total of 42 hours of work in history and political science combined beyond the required freshman history, count toward graduation.

⁷See note 4 on page 141.

⁸See note 5 on page 142.

THE SCHOOL OF HOME ECONOMICS

NAOMI G. ALBANESE, *Dean*

Professors ALBANESE, JOHNSON, KEENEY, PENN, RIDDER, SPERRY, STREET; Associate Professors CANADAY, HATHAWAY, LOWE, STALEY; Assistant Professors DAY, DICKEY, MCCARTNEY, MAGEE, SPAHR, STRINGER; Instructors DICKS, FREEDMAN, HENKEL, HURLEY, SMITH, WILLINGHAM; Teaching Assistant SINGLETARY; Research Instructors BUCHANAN, GARNER, KIVETT; Graduate Fellows FOSTER, SNODGRASS, WHITE; Graduate Assistants BROOKS, CAGLE, CRAWFORD, DEAL, LIGON, MOORE, NEELY, PICKARD, ROBERTSON, STEWART, TUTEN; Assistant to Director of Family Life Institute ASHBY.

The School of Home Economics offers both undergraduate and graduate courses in its various subject-matter fields, leading to the Bachelor's, Master's and Doctor's degrees.

The subject-matter areas of home economics include foods and nutrition, clothing and textiles, housing and management, child development and family relations, institution management, and home economics education.

The general education requirements of this program include courses in the humanities, the biological, physical, and social sciences.

The specialized curricula in home economics may lead to many careers and professions, including public school and college teaching, extension service, nursery school education, adult education, nutrition, food demonstration work, hospital dietetics, school lunchroom management, commercial food service, clothing and textile designing, textile testing, merchandising, interior designing, experimental laboratory work, research, and home economics journalism.

Courses listed "For Advanced Undergraduates and Graduates" may be taken for graduate credit, provided an additional problem, equivalent to one semester hour of work, is approved by the instructor and satisfactorily completed.

THE REQUIREMENTS FOR THE MASTER'S AND DOCTOR'S DEGREES

Before being admitted to candidacy for the Master's and Doctor's degree in home economics, the student must have received a Bachelor's degree in home economics or in a related field from an accredited college or university. See Chapter VIII, Graduate School.

GENERAL COURSES**FOR UNDERGRADUATES**

- 105r. Orientation (0:1).** Personal development; choice of professions in home economics; the development of home economics. Required of all freshman majors, either semester.
- 300r. Principles of Home Living (3:3).** Principles of co-operative living in the family group. For students other than home economics majors.
- 401r. Special Problems in Home Economics (2) to (4).** Conference hours to be arranged.
- 493-494. Honors Work (3:3)-(3:3).**

FOR ADVANCED UNDERGRADUATES AND GRADUATES

- 500. Supervised Professional Experience (1-4:0:3-12).** Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with the major interests of the student.
- 510. Home Economics in the Agricultural Extension Service (2:2).** Principles and procedures in home demonstration work with emphasis on problems of rural living. Field trips.

FOR GRADUATES

- 601r. Special Problem in Home Economics (1) to (4).** Conference hours to be arranged.
- 611r. Graduate Seminar (0).** Required of students registered for 650; optional for other graduate students.
- 630r. Fundamentals of Laboratory Research in Home Economics (3:3).** Methods of research adapted to the different subject-matter fields of home economics, to develop the scientific approach and techniques necessary for research.
- 640. Design and Philosophy of Research in Home Economics (2-3:3).** Application of logic and the scientific method to problems in home economics. Progress in research in home economics. Survey, field, experimental and historical methods of research. Development of a research plan. Understanding of research reports.
- 650r. Thesis Problem (1) to (6).** Required of all candidates for the degrees of Master of Science and Master of Science in Home Economics. Credit may be divided over two or more semesters.
- 670r. Minor Research (2) to (6).** An individual problem required of candidates for the degree of Master of Education.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS**FOR UNDERGRADUATES**

302r. Child Development (3:2: observation). Development of the young child in the home. Pr. Psychology 221 or approved equivalent. Not open to students with credit in Psychology 326. Observation in the nursery school is required.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

512r. Family Relationships (2:2). Approach to marriage, marriage adjustment and the relationships of parents and children as they are affected by modern living. Pr. or parallel 302 or Sociology 321, or approved equivalent. Course completed in nine weeks.

522. Family Life Education (3:3). Objectives and methods in family life education. Pr. or parallels, 302 and 512. Second semester.

532. Nursery School Education (3). The theory, methods and materials of nursery education. Pr. or parallels, 302 and 512, or approved equivalents. Group conferences with experience in the nursery school. First semester.

542. Creative Activities for Preschool Children (3:3). Principles and components of a creative preschool program with emphasis on the teacher's role and the acquiring of knowledge and skill in presentation of creative materials and guidance of experiences.

552. Child Development for Advanced Students (2). Study of the physical and psychological development of young children at home and in the community. Pr. Psychology 221 or approved equivalent. Observation in the nursery school required. Not open to students with credit in 302.

562. Supervised Teaching in the Nursery School (3:1:8). Teaching experience with preschool children and their parents. Pr. basic knowledge of general psychology, child development, nursery education, or equivalent, upon the consent of the instructor.

592. Contemporary Home Life (2:2). Advanced study of personal relations in the home and professional efforts for their improvement. Pr. 302 and 512 or equivalent. First semester.

FOR GRADUATES

602. Problems in Child Development (2) to (4).

612. Seminar in Child Development and Family Relationships (2-4). 2 hours credit each semester for two semesters. Methods, design, and appraisal of research relating to Child Development and Family Relationships.

622. Family Life Education Workshop (2). Group participation in solving selected problems in Family Life Education.
632. Infant Development (3:2:1). Principles of development, home and community factors, developmental testing, and research as related to the infant and very young child.
- 642r. Readings in Child Development and Family Relationships (2). First semester.
667. Teaching Family Life in the High School (2). Principles, methods, and materials.
672. Teaching Child Development in the High School (2). Principles, methods, and materials.
682. Current Trends in the Field of Child Development (2).

CLOTHING AND TEXTILES

FOR UNDERGRADUATES

- 101r. Clothing Construction and Selection (3:1:6). Principles of selection and purchase of textiles and clothing for the family; clothing construction for the individual.
121. Clothing Selection and Construction for the Consumer (3:2:3). A course designed to meet the needs of those students who have had broad experiences in clothing construction at the high school level.
- 301r. Dress Design and Construction I (3:1:6). Pattern construction: construction of garments from designed patterns. Pr. 101 and Art 101 or approved equivalents.
- 311r. Dress Design and Construction II (3:2:3). Art principles applied to ensemble planning, dress designing, and construction. Pr. Art 101 and H.E. 301 or approved equivalents.
341. Textiles (3:2:3). Study of textiles from raw materials through manufacturing; identification; analysis; choice, use, and care of fabrics.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

504. History of Costume (3:3). Historical, literary, and artistic background of the costume of various countries from early civilization to the present. Second semester.
514. History of Textiles (3:3). Historical and artistic background of textiles of various countries from early civilization through modern times. Selected field trips. Second semester.

524. **Textile Technology (3:2:3)**. Advanced study of the physical and chemical properties of fibers and fabrics in relation to the processing methods, handling, and adaptability. Pr. 341 or approved equivalent.
534. **Textiles in Home Furnishings (2)**. A study of the factors related to the materials, selection, comparative cost, performance, and care of textiles used in home furnishings.
541. **Textile Analysis (3:1:6)**. Advanced study of textile fibers and fabrics through standard testing procedures. Pr. 341, basic sciences, or approved equivalents. First semester.
551. **Clothing for the Family (2:2)**. Understanding of family clothing problems and standards of buymanship.
561. **Clothing and Textile Economics (3:3)**. Economic and social aspects of production, distribution, use, and care of clothing and textiles. Second semester.
571. **Advanced Clothing Construction (3:1:6)**. Development of appreciation of line, form, texture, and color through draping and creative construction. Pr. 311 or approved equivalent. Second semester.

FOR GRADUATES

621. **Advanced Textiles (2)**. Study of current textile fibers, their use and care. Pr. 341 or approved equivalent.
631. **Problems in Clothing and Textiles (2) to (4)**. For clothing and textile graduate students with the approval of the instructor.
634. **Evaluation of Methods in the Construction of Clothing and Household Textiles (2)**.
647. **Materials and Methods for Teaching Clothing (2)**. Discussions, demonstrations, and projects planned to meet student needs. \$2.00.
681. **Dress Design and Construction III (3:1:6)**. Advanced study of creative dress design and construction; their relation to fashion, materials, the human form, and accessories. Pr. 571 or approved equivalent.
684. **Problems in the Purchase and Care of Clothing (2)**.
691. **Problems in Tailoring (2)**. Comparative study of methods and techniques of tailoring; selection and construction of tailored garments. Pr. 571 or approved equivalent.
694. **Readings in Clothing and Textiles (2)**.

FOODS AND NUTRITION**FOR UNDERGRADUATES**

103r. **Food Selection and Preparation (3:2:3)**. Standards of selection, purchase, preparation, storage and service of food.

213r. **Nutrition (3:3)**. Principles of nutrition, food preparation, and meal planning as related to health and efficiency. Pr. or parallel one year of science. Course is completed in nine weeks.

303r. **Meal Management (3:2:3)**. The planning, marketing, storing, preparing, and serving of food for family meals and special functions at different cost levels. Pr. 103 or approved equivalent.

313. **Nutrition and Dietetics (3:2:3)**. Principles of nutrition; application to the planning of adequate dietaries for normal individuals and family groups of different economic levels. Pr. or parallels, Chemistry 225 and 326 or approved equivalents. Second semester.

353r. **Food Preparation and Meal Service (3:2:3)**. The selection, purchase, storage, and preparation of food; the planning and serving of meals for different occasions at varying cost levels. Planned primarily for other than home economics majors.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

503. **Experimental Food Study (3:2:3)**. Experimental study of factors regulating the preparation of standard food products. Pr. or parallels, 103 and 303 or approved equivalent. First semester.

533. **Food Economics (2:2)**. Food production and distribution; markets and marketing; selection and storage; standardization and prices; utilization of foods in the home. Second semester.

563. **Food Preservation (2)**. Comparative study of methods of food preservation with laboratory application, emphasizing recent developments.

573. **Diet Therapy (3:3)**. Modification of normal diet to meet the dietary requirements of pathological and special conditions. Pr. 313, Biology 277. Second semester.

583. **Food Demonstration Techniques (2:1:2)**. Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 303. Second semester.

593. **Advanced Nutrition (3:3)**. Emphasis on pregnancy, infancy, childhood and adolescence, old age; normal nutritional conditions. Pr. 313. First semester.

FOR GRADUATES

613. Readings in Foods and Nutrition (2).

617. Management Problems in Teaching Foods (2). Food preparation in relation to the use of time, energy, and equipment.

623. Current Trends in Nutrition Education (2:2). Advanced study of principles of nutrition and their relation to health; effective methods of teaching nutrition on different age levels. Pr. 213 or 313.

643. Family Nutrition (2). Nutrition related to the well-being and needs of family members; methods of judging and appraising nutritional status; and practice in planning meals to meet nutritional needs.

653. Problems in Foods and Nutrition (2) to (4).

INSTITUTION MANAGEMENT

FOR ADVANCED UNDERGRADUATES AND GRADUATES

509. Quantity Cookery (3:1:6). Principles of food preparation applied to large quantities. Emphasis is placed on menu planning, the correct use and care of power equipment, cost control, and food service. Pr. 303 or approved equivalent. Second semester.

519. Institution Management (2:2). The planning, organization, and administration of institution food service, personnel, and work units.

520. Institution Marketing (2:2). Purchasing procedures, quantity buying guides, food storage, and methods of cost control. Pr. or parallel 103 or 303. First semester. Field trips required.

540. School Food Service (2:1:3). Selection, purchase, preparation, and service of food for school lunchrooms; organization, administration, records and cost control applicable to school lunchrooms.

549. Supervised Experience in Institution Management (3:0:9). Directed experiences in managerial problems of institution food service. Pr. 509, 519, 520. Second semester.

FOR GRADUATES

629. Readings in Institution Management (2).

639. Advanced Institution Management (3:3). The furnishing, maintenance, and administration of institution housing.

659. Advanced Quantity Cookery (2:1:3). Advanced problems in the standardization, preparation, and cost of food on the quantity basis. Pr. 509 or approved equivalent.

660. **Problems in Institution Management** (2) to (4). With the permission of the instructor.

HOME ECONOMICS EDUCATION

FOR UNDERGRADUATES

307r. **Methods of Teaching Home Economics** (3:3). Underlying philosophy of homemaking education; relation to total school and community; preparation of curriculum materials and teaching aids. Pr. or parallel Psychology 222 or Education 350 or approved equivalent.

467r. **Supervised Teaching in Home Economics** (6). Provides experiences required for certification of home economics teachers. Observation, teaching experience, home visiting and contacts with school and community activities. Course completed in nine weeks. Fee \$20.

468. **Directed Field Work in Home Economics Extension Education** (4). Provides practical experiences with programs necessary for the education of home demonstration agents; observation, teaching experiences, home visiting and contacts with community groups and activities. Pr. 307; pr. or parallel 510. Fee \$7.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

508. **Vocational Home Economics** (2). Emphasis on special problems and philosophy of vocational homemaking programs in secondary schools.

518. **Methods in Adult Homemaking Education** (2:2). Organization; teaching methods and materials; evaluation.

527. **Problems in Home Economics Education** (2) to (6).

578. **Planning and Evaluating the Homemaking Program** (2). Planning the homemaking program in secondary schools in relation to the total school program and the community, emphasis being given to curriculum development and evaluation.

597. **Audio-Visual Education in Home Economics** (2:2). Evaluation and use of audio-visual materials in home economics.

FOR GRADUATES

607. **Trends in Home Economics Education** (2).

637. **Philosophy and Techniques of Supervision in Home Economics Education** (2-3). Principles and procedures in supervision related to pupil and teacher growth and improvement of instructions. First semester.

657. **Evaluation in Home Economics (2:2).** Basic philosophy, methods, and techniques. Experience in preparation of evaluation procedures.

668. **Group Work Techniques and Interpersonal Relations in the Teaching of Home Economics (2).** Procedures recommended for improving interpersonal relationships between teachers, pupils, and others in school and community.

677. **Curriculum in Home Economics (2).** Underlying principles of curriculum development and application of principles to homemaking programs.

687. **Guidance in Home Economics (2).** Principles and techniques used in conducting conferences with pupils, especially in relation to home experiences.

HOUSING AND MANAGEMENT

FOR UNDERGRADUATES

205r. **The House and Its Furnishings (3:2:3).** Planning and furnishing a livable home in relation to use, economy, beauty, and individuality. Pr. Art 101 or equivalent.

345r. **Home Furnishings Laboratory (2:0:6).** Selection, renovation, and construction of economical, attractive and functional home furnishings.

355r. **Planning and Furnishing the House (3:3).** Planning and furnishing a livable home in relation to use, economy, beauty, and individuality. Primarily for other than home economics majors.

405r. **Home Management House Residence (2).** Application of principles of management through residence in the home management house. Group conferences. Course completed in nine weeks.

446r. **Family Economics (2:2).** The management of resources of individuals and families in relation to human needs, goals, and values. Pr. or parallel 405. Course completed in nine weeks.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

515r. **Household Equipment (3:2:3).** Selection, operation, care, and arrangement of household equipment in relation to family resources. Pr. Physics 301 or approved equivalent.

525. **Work Simplification (2:1:2).** Problems of home management in relation to the use of time and motion. Second semester.

535. **Lighting and Wiring Design (2:2).** A basic study of lighting and wiring design for homes.

536. **History of Furniture (3:3).** Dominant influences and characteristics of historical and contemporary furniture design. Field trips required. First semester.

545. **Family Finance (2:2).** The use of financial resources in relation to the life cycle of the family. Second semester.

546. **Seminar in Home Furnishings (2:1:1).** The design, construction, materials and cost of current home furnishings related to manufacturing and retailing processes. Weekly field trips will be made to representative manufacturing plants, retail stores and the Southern Furniture Market.

555. **Housing (2:2).** Economic and social factors relating to planning and constructing houses for family living. Second semester.

575. **Advanced Home Furnishing (3:1:6).** Advanced study of aesthetic, economic, and practical problems in furnishing a livable home. Creative problems which include practical experience will be executed. Field trips required. Pr. 205. Second semester.

586. **Furnishings for Contemporary Living (2).** New developments in home furnishings as they affect family living.

FOR GRADUATES

605. **Advanced Home Management (2).** Development of procedures used in home management with emphasis on organization, group relations, and evaluation. First semester.

606. **Social and Economic Problems of the Family (2).** A study of present-day home and family living as affected by social and economic factors. First semester.

616. **Problems in Family Economics and Home Management (2) to (4).** Individual study of problems in family economics and home management. First semester.

626. **Readings in Family Economics and Home Management (2).** First semester.

646. **Practical Problems in Home Furnishings (2).** Planned primarily for teachers.

656. **Methods and Materials for Teaching Housing (2).**

665. **Problems in Housing and Furnishing (2) to (4).**

675. **Advanced House Planning (3:1:6).** The planning of houses to meet the individual and group needs of families for work, leisure and rest from a combined functional and aesthetic viewpoint.

685. Readings in Housing (2).

695. Advanced Household Equipment (2). Intensive study of selected household equipment. Pr. 515, or approved equivalent.

DEPARTMENT OF MATHEMATICS

Professors LEWIS (Head of the Department), BARTON; Associate Professor COBB; Instructors JONES, SMITH, STEINMETZ.

MATHEMATICS

The courses essential to the major, which is based on 103-104 or 121, are 217, 218, 320, 325, 327, 337, 433, 450.

1103-104. Introduction to College Mathematics (3:3)-(3:3). Fundamental principles of mathematics, including a study of the number system, elementary set theory, algebraic and trigonometric functions, logarithmic computations and a brief introduction to the calculus. Staff.

1105-106. General Mathematics with Application to Business (3:3)-(3:3). Designed especially for those taking the Business Education course. Students taking the B.A. course will be admitted only with special permission from the head of the department. College Algebra and an introduction to statistical concepts; Mathematics of Finance, including such topics as annuities, amortization and sinking funds, bonds and depreciation. (Cannot be used as the prerequisite for 217.) Mr. Cobb.

121. College Algebra and Plane Trigonometry (3:3). Advanced topics in college algebra; plane trigonometry. Limited to students with superior high school preparation in mathematics. Pr. $2\frac{1}{2}$ units of high school algebra and permission of the Department of Mathematics. One-half unit of trigonometry desirable. Miss Lewis, Mr. Jones.

217r. Analytic Geometry (3:3). Pr. 103-104 or 121 or the equivalent. Mr. Jones, Mrs. Smith, Miss Lewis.

218. Introduction to the Calculus (3:3). Pr. 217. Miss Barton, Mrs. Smith.

320. Foundations of Geometry (3:3). Pr. 103-104 or 121 and approval of the instructor. Mr. Jones.

325. Advanced Algebra and Theory of Equations (3:3). Pr. 217 or approval of the instructor. Miss Lewis.

327. Differential and Integral Calculus (3:3). A continuation of 218. Miss Barton, Miss Lewis.

¹Students with permission of the class chairman and the head of the department may be allowed to combine Mathematics 105 with 104.

328. **Advanced Analytic Geometry** (3:3). Pr. 218. Miss Lewis.
337. **History of Mathematics** (2:2). Pr. 218. Mr. Cobb.
341. **Fundamental Concepts of Statistics** (3:3). An introductory course for either mathematics majors or students in other departments. Emphasizes the logic of statistical inference rather than either mathematical proof or computational routines. Includes simple linear correlation, regression, and contingency as well as tests of hypotheses and confidence intervals based on the hypergeometric, binominal, normal, or *t* distribution. Pr. one year of College Mathematics. Mr. Cobb.
430. **Advanced Calculus** (3:3). Pr. 327 or the equivalent. Miss Lewis.
432. **Differential Equations** (3:3). Pr. 327. Mr. Cobb.
433. **Introduction to Modern Algebra** (3:3). Basic concepts of abstract algebra; set theory, groups, fields, rings, and integral domains; matrices and vector spaces. Mr. Jones.
450. **Co-ordinating Course** (3:3). Required of all mathematics majors in the senior year. Miss Lewis.
- 493-494. **Honors Work** (3:3)-(3:3). Staff.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

529. **Modern Algebra** (2). Axioms and numbers, sets and numbers, vectors and lines, the complex plane, lines and planes, elementary matrix theory. Given in co-operation with the NBC-TV Continental Classroom program. Prerequisites: one year each of high school algebra and geometry.
530. **Probability and Statistics** (2). Counting problems, probability theory in finite sample spaces, random numbers and their uses, random variables, expectations, means, variances, binomial and normal distributions, random walk problems, point estimation, confidence limits, hypothesis testing, applications of Bayes' theorem, sums of independent random variables, law of large numbers, central limit theorem. Given in co-operation with the NBC-TV Continental Classroom program. Prerequisite: three years of high school mathematics including a second course in algebra.
531. **Teaching Modern Algebra** (3). Includes Mathematics 529, plus methods of presenting modern mathematics in the classroom. Given in co-operation with the NBC-TV Continental Classroom program. Prerequisites: one year each of high school algebra and geometry.

²A student may receive credit for only one of 341, 530, 532 and 541.

³Same as Education 531.

², 4532. **The Teaching of Probability and Statistics (3)**. Includes Mathematics 530, plus materials and methods for teachers of mathematics. Given in co-operation with the NBC-TV Continental Classroom program. Prerequisite: three years of high school mathematics including a second course in algebra.

2541. **Statistical Methods for Research (3:3)**. A brief course for graduate or advanced undergraduate students with little or no college mathematics but with a serious interest in some field of science. Primarily concerned with inductive statistical methods but also includes the basic concepts and techniques of descriptive statistics. Mr. Cobb.

542. **Selected Topics in Statistics (3:3)**. Analysis of variance and covariance. Multiple and partial correlation, multiple and curvilinear regression. Rank correlation and other non-parametric methods. Pr. 341 or 541 or permission of the instructor. Mr. Cobb.

601a. **Fundamental Concepts of Mathematics with Special Reference to Algebra (2:2)**. Such basic concepts as the theory of sets, mappings, number systems, and algebraic structures. Topics in groups, rings, and fields will be selected from modern algebra as they have particular relevance to high school algebra. Pr., one semester each of analytic geometry and calculus, or consent of the instructor. Miss Lewis.

601b. **Fundamental Concepts of Geometry (2:2)**. Deductive reasoning in Euclidean geometry, non-Euclidean geometries, introduction to projective geometry, topics from elementary topology. Pr., one semester each of analytic geometry and calculus, or consent of instructor. Miss Lewis.

ASTRONOMY

6101. **Introduction to Astronomy (3:3)**. An elementary appreciation course designed to enlarge the student's horizon and to give her a permanent and enjoyable out-of-doors interest. Although the course lays emphasis upon the constellations and their stories and upon the bodies in the solar system, it also attempts to give the student some sense of the universe as a vast and ordered whole, and of our place in this universe. A three-inch telescope and a small electrically driven planetarium used for demonstration purposes. Designed primarily as a freshman elective. Mr. Steinmetz.

7310. **Elementary Descriptive Astronomy (3:3)**. An outline of the basic facts in astronomy and its history, with constellation study. Designed for those interested in the cultural side of science and for prospective teachers of general science and geography. No prerequisite in college mathematics and cannot be used to fulfill the science requirements for graduation. Elective for juniors and seniors and approved sophomores. Mr. Steinmetz.

⁴Same as Education 532.

⁵This course cannot be used to fulfill the science requirement for graduation.

⁶A student may not receive credit for both Astronomy 101 and 310.

SCHOOL OF MUSIC

LEE RIGSBY, *Dean*

Professors RIGSBY, HOLLOWAY, THOMPSON; Associate Professors COWLING, DARNELL, DEVENY, DICKIESON, P. MORGAN; Assistant Professors ATKISSON, LUCE, I. MORGAN, WINSTON; Instructors ALEXIUS, ALTON, COX, STARBUCK; Teaching Assistant BRETT; Assistant HUDSON.

The School of Music offers curricula leading to the degrees of Bachelor of Music, Bachelor of Arts with major in music and the Master of Education in Music Education.²

The School of Music is a member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalogue are in accordance with the published regulations of the National Association of Schools of Music.

COURSES FOR UNDERGRADUATES THEORY AND COMPOSITION

101, 102. **Theory I, II** (3:3), (3:3). A course in the fundamentals of music with special emphasis on part-writing techniques and principles.

103, 104. **Sight Singing and Dictation I, II** (1:2), (1:2). A concentrated drill in the techniques and principles of aural musicianship.

201, 202. **Theory III, IV** (3:3), (3:3). A continuation of Theory I, II. Special emphasis on chromatic harmony and composition in smaller forms.

203. **Sight Singing and Dictation III** (1:2). A continuation of Sight Singing and Dictation I, II.

204. **Keyboard Harmony** (1:2). Application of the techniques and principles of written harmony to the keyboard. Special emphasis on modulation, improvisation, and figured-bass realization.

205, 206. **Composition I, II** (3:3), (3:3). Creative writing in the smaller forms.

301. **Counterpoint** (3:3). A study of contrapuntal forms and techniques.

302. **Form and Analysis** (3:3). A study of musical form with special emphasis on the structural procedures of 18th, 19th and 20th century compositions.

²See page 72 for list of major options.

303, 304. **Orchestration I, II** (2:2), (2:2). Ranges and tonal possibilities of all instruments and analysis of scores.

305, 306. **Composition III, IV** (3:3), (3:3). Continuation of 206.

401. **Twentieth-Century Musical Idioms** (2:2). Specialized study of contemporary styles and idioms.

403, 404. **Advanced Contrapuntal Writing** (3:3), (3:3).

405, 406. **Composition V, VI** (3:3), (3:3). Continuation of 306.

493. **Honors Work**

MUSIC HISTORY AND LITERATURE

All Music History and Literature courses are open to nonmusic majors with the consent of the instructor.

141r. **Music Appreciation** (3:3). An introduction to the literature of music. No musical background is necessary.

331, 332. **History of Music I, II** (3:3), (3:3). Detailed study of music history. First semester: History of Music to about 1600; second semester: History of Music from 1600 to the present.

341r. **Music Appreciation** (3:3). Designed particularly for junior and senior nonmusic majors. No musical background necessary. Not open for credit to those who have had 141r.

342. **Music Appreciation, Twentieth Century** (3:3). Designed particularly for junior and senior nonmusic majors. No musical background is necessary.

368. **Church Music Organization** (2:2). Organization and training of church choirs; technique of conducting from the organ. (Offered second semester 1961-1962, and in alternate years thereafter.)

431, 432. **History of Music III, IV** (2:2), (2:2). Further studies in the area of Music History and Literature. Emphasis upon the evolution of musical style and thought in the western world.

447, 448. **Individual Study in Music History and Literature** (2), (2) or (3), (3). Directed study in reading and research in specialized areas of Music History and Literature.

463, 464. **Liturgical Music Internship** (3:3), (3:3). Supervised work in the various duties and responsibilities of a choirmaster.

493. **Honors Work**

MUSIC EDUCATION

161, 162. **Class Strings I, II (2:4), (2:4)**. Class instruction in all stringed instruments.

163, 164. **Class Woodwinds and Brasses (2:4), (2:4)**. First semester: class instruction in all woodwind instruments; second semester: class instruction in all brass instruments.

165. **Class Percussion (1:1)**. Class instruction in all percussion instruments.

361, 362. **Public School Music (3:3), (3:3)**. First semester: emphasis on music fundamentals and methods for primary grades; second semester: Methods and materials for intermediate and upper grades.

363, 364. **Elementary and Secondary Music Methods (3:3), (3:3)**. First semester: principles, materials and procedures for elementary grades; second semester: junior and senior high schools.

365, 366. **Piano Methods and Materials (3:3), (3:3)**. Study of fundamental teaching materials and their application.

461, 462. **Piano Student Teaching (3:3), (3:3)**. Daily teaching of children under faculty supervision.

465, 466. **Student Teaching (3:3), (3:3)**. Daily teaching in primary and secondary grades of Curry School under faculty supervision. Prerequisite Music 363-364. Fee, \$10.

493. **Honors Work**

**COURSES FOR ADVANCED
UNDERGRADUATES AND GRADUATES**

539ab. **Advanced Conducting (2:2), (2:2)**. Advanced score reading. Conducting of works in larger forms, with detailed criticism of conducting technique in its relation to content of the score.

541. **Music for Classroom Teachers (2:2)**. Review of fundamentals of music with special emphasis on methods of teaching music in grades 1-6. Music literature for use in elementary schools reviewed and discussed.

542. **Music in Our World Today (2:2)**. Designed especially for the teacher of the general music class, both elementary and secondary public schools. Subject matter to cover music in recreation; music in religion; folk music of this and other lands; music in relation to the other arts.

544. **Psychology of Music (2:2).** An examination of music as an art and a science with special attention to the psychological processes upon which music appreciation depends.

545. **Pedagogy of Music Theory (2:2).** The techniques, methods, and materials involved in the teaching of Music Theory on high school and college levels.

547, 548. **Individual Study in Music History and Literature (2:2), (2:2).** A directed study in reading and research in specialized areas of Music History and Literature.

559. **Projects in Music Education (2:2).** Special studies in the field of Music Education. Designed primarily to meet the problems of the general classroom teacher of the elementary and secondary grades.

COURSES FOR GRADUATES

The graduate student in music may work toward the Master of Education degree with major in Music Education. For further information on this program, consult the graduate section of the catalogue or write to the Dean of the School of Music.

647, 648. **Individual Study in Music History and Literature (2:2), (2:2).** A directed study in reading and research in specialized area of Music History and Literature.

650, 651. **Seminar in Music Education (2:2), (2:2).** A study of current philosophy, practices and trends in the field of music education; its challenges in dealing with elementary and secondary students and its opportunities in the community. Each student will do research in a subject of her own choice.

652. **Music Administration and Supervision (2:2).** A detailed accounting of the many facets of school music administration and the problems and responsibilities pertaining thereto.

694. **Thesis (4).** Individual guidance in the development of a specific research problem. Required of all applicants for the Master's Degree in Education with major in Music Education.

ENSEMBLES

All ensembles are open to any college student with permission of the director.

180ab. **College Choir ($\frac{1}{2}$:3), ($\frac{1}{2}$:3).**

181ab. **College Chorus ($\frac{1}{2}$:2), ($\frac{1}{2}$:2).**

182ab. **Madrigal Singers (1:3), (1:3).**

190ab. **College Orchestra ($\frac{1}{2}$:2), ($\frac{1}{2}$:2).**

191ab. **Chamber Orchestra (1:3), (1:3).**

192ab. **College Band ($\frac{1}{2}$:2), ($\frac{1}{2}$:2).**

196ab. **Piano Ensemble (1:2), (1:2).**

APPLIED MUSIC

170. **Diction for Singers (3:3).** A study of phonetics and their application to the pronunciation of English, Italian, and ecclesiastical Latin. A study of the special problems involved in singing in English.

171. **Diction for Singers II (3:3).** A study of the phonetic alphabet as it relates to French and German and of the special problems involved in the singing of these languages.

371, 372. **Conducting I, II (2:2), (2:2).** First semester: emphasis on choral direction; second semester: emphasis on orchestral conducting.

375, 376. **Opera Workshop I, II (3:2:3), (3:2:3).** Techniques of singing in opera and oratorio with actual participation in School of Music performances. Open to any college student with the permission of the director.

473, 474. **Accompanying (1:2), (1:2).** Accompanying of vocal and instrumental performers under faculty supervision.

475, 476. **Opera Workshop III, IV (3:2:3), (3:2:3).** Continuation of 376.

All entering students who plan to major in applied music must pass a placement examination. Students not majoring in music who wish to earn credit in applied music must also pass an examination or take applied music without credit.

Private music instruction is offered in piano, organ, voice, and all orchestral and band instruments. All lessons are one hour each week or two ½-hour lessons each week plus required practice time.

<i>Credit</i>	<i>Freshmen</i>	<i>Sophomores</i>	<i>Juniors</i>	<i>Seniors</i>	<i>Graduates</i>
0	150 a,b	250 a,b	350 a,b	450 a,b	550 a,b
1,1	151,152*	251,252*	351,352	451,452	551,552
2,2	153,154*	253,254*	353,354	453,454	553,554
3,3	155,156	255,256	355,356	455,456	555,556
4,4	157,158	257,258	357,358	457,458	557,558
5,5	159,160	259,260	359,360	459,460	559,560

COURSE REQUIREMENTS

The list of requirements in applied music as outlined below is for the guidance of the student majoring in applied music (Bachelor of Music), and is a flexible rather than a rigid description of requirements. However, a student must complete one level each semester.

For a student studying applied music as a secondary area in her major, the requirements are outlined by her teacher according to the needs of the student's major field of study.

*These courses may be designated a and b, and extended through two semesters.

Piano Course

Entrance Requirements: Major and minor scales and arpeggios at moderate tempi; Études, such as Czerny 299; Heller Op. 47; Little Preludes and Fugues, Bach; easier Two-part Inventions, Bach; compositions by standard composers equivalent in difficulty to Mozart, Sonata in C Major, No. 3; Haydn, Sonata in C minor, No. 11; Beethoven, Sonata Op. 49, No. 2.

Freshman Year: Major and minor scales M.M. 108. Major and minor, dominant seventh and diminished seventh arpeggios. M.M. 72; trill, one, two, four, eight notes, M.M. 60; legato and staccato octaves at moderate speed. Czerny, Op. 299 and Cramer; Bach, Two-part Inventions, early sonatas of Haydn, Mozart, Beethoven, compositions of equal difficulty from romantic and modern schools.

Sophomore Year: Scale M.M. 132. Cramer; Czerny Op. 740; Bach, Three-part Inventions; easier dance movements from French suites; Beethoven Sonatas Op. 14, No. 1; Op. 14, No. 2; romantic and modern compositions.

Junior Year: Major and minor scales M.M. 144; scales in thirds, sixths, tenths, M.M. 132; Czerny, Op. 740; Clementi, Gradus and Parnasum; French and English suites; easier preludes and fugues from W. T. C., Bach; more difficult Beethoven sonatas; compositions by Schumann, Schubert, Chopin, Brahms, Liszt, Debussy, Bartok, and other contemporary composers.

Senior Year: Bach, preludes and fugues from W. T. C.; Chopin Études, a wide repertoire embracing a sonata, concerto, and pieces by classic, romantic, and modern composers. Graduation recital appearance.

Voice Course

Freshman Year: Voice classification. Tone production and diction study. Song literature from the Italian operatic and oratorio repertoire of the seventeenth century. Study of Old English classics.

Sophomore Year: Emphasis on development of legato singing and flexibility as elements of technique. Choice of song literature determined in large measure by state of development in the use of foreign languages.

Junior Year: Emphasis on vocal agility, volume, range and quality of tone. In addition to study of more advanced works in foreign languages, modern American and English songs are given increased attention. Operatic and oratorio arias required at this stage of development.

Senior Year: The main emphasis is upon the interpretive aspects of singing and development of the student's capacity to sing with style and distinction. The repertoire is general and is governed by special capabilities of the student. A graduation recital appearance is required.

Violin Course

Entrance Requirements: The student should be able to pursue to her advantage the study of the 42 Études of Kreutzer. A previous thorough study of the Kayser Op. 20, the Mazas Special Studies, and the Dont Exercises Preparatory to Kreutzer is recommended.

Freshman Year: Careful review of previous technical study. Sevcik trill studies. Kreutzer Études. Three octave scales and arpeggios. Concertos of Bach, Viotti.

Sophomore Year: Kreutzer and Fiorillo études, double stop studies. Concertos, Spohr, No. 2; Viotti, No. 22.

Junior Year: Rode Caprices. Concertos, Bruch, Mendelssohn; sonatas, Tartini and Corelli.

Senior Year: Bach solo sonatas. Selected great concertos and sonatas. Smaller modern works. Graduation recital appearance.

Violoncello Course

Entrance Requirements: Major and minor scales in two octaves; ability to play musically the Corelli Sonata in D minor, or a classic work of similar type; technical ability to play the Goltermann Concerto No. 4 or the equivalent. The student should be in a position to pursue to her advantage the course for the freshman year outlined below.

Freshman Year: Major and minor scales in three octaves; scales in broken thirds and arpeggios (Klengel, *Technical Studies*, Vol. I) Lee Op. 31, Book II; *Dotzauer, 113 Exercises for Violoncello*, Book II. Bach Suite I in G Major. Sonatas by Corelli, Eccles, Handel, Marcello. Pieces by Bach, Goltermann, Popper, etc.

Sophomore Year: Major and minor scales in four octaves; scales in thirds and arpeggios. Merk, Op. 11; Duport, 21 Études; Grutzmacher, Op. 38, Book I. Bach, Suite II in D minor. Sonatas by Sammartini, Mozart, Cassado, Beethoven (Op. 5, No. 1 or 2), Mendelssohn, Strauss. Boellmann, Symphonic Variations. Pieces by Bach, Faure, Guerini, Mendelssohn (Op. 17) Saint-Saëns, etc.

Junior Year: Major and minor scales in sixth, octaves and double stops. Grutzmacher, Op. 38, Book II; Francomme, Op. 7; Piatti, Op. 25. Bach, Suite III in C major. Sonatas by Beethoven (Op. 69), Grieg, Rachmaninoff. Concertos by Boccherini and d'Albert, Lalo or Saint-Saëns. Pieces by Bach, Bloch, Granados, Senaille, Schumann (Op. 70, 73, or 102), etc.

Senior Year: Major and minor scales with spiccato and other special bowings. Orchestral studies, Bach, Suite IV in E-flat major or Suite V in C minor, Sonatas by Beethoven (Op. 102, No. 1 or 2), Brahms (Op.

38), Debussy, Delius. Concertos by Haydn and Elgar or Schumann. Pieces by Bach, Beethoven (Variations), Bloch, Cassado, Chopin (Op. 3), Dvorak, etc. Graduation recital appearance.

Organ Course

Entrance Requirements: The completion of the freshman requirements in Piano of this College or their equivalent.

Second Year: The foundations of organ technique are laid by the study of simple exercises in legato, pedal, and manual playing by Stainer, followed by the Caspar Koch Pedal Scales, the completion of at least four of the *Eight Little Preludes and Fugues* by Bach, easy preludes and offertories, and intensive study of the art of hymn playing.

Third Year: Completion of the *Eight Little Preludes and Fugues* by Bach, and at least two of the more difficult preludes and fugues, such as the Cathedral Preludes and Fugue in E minor, and the Short G minor Fugue, one of the easier sonatas by Mendelssohn or Guilmant, standard pieces of the German and French school. Choir accompaniments.

Fourth Year: Larger preludes and fugues by Bach, sonatas and compositions by Widor, Vierne, Bonnet, Karg-Elert, and others of the modern school. Oratorio accompaniments. Graduation recital appearance.

Wind Instrument Course

FLUTE

Freshman Year: Scale and arpeggio studies. Studies by Sousmann, Gariboldi, etc. Literature: Sonatas—Handel and Loeillet.

Sophomore Year: Studies: Anderson, Op. 21, Op. 30. Literature: *Concertino*—Chaminade; *Concerto in D*—Boccherini; *Concerti*—Vavaldi.

Junior Year: Studies: Andersen, Op. 15, Op. 60. Literature: Sonatas—J. S. Bach. Appropriate Paris Conservatoire pieces, etc.

Senior Year: Studies: Karg-Elert, Op. 107; Gariboldi, Op. 217. Orchestral studies. Concerti—Mozart, Quantz; Bach B minor suite. Sonata—Hindemith.

OBOE

Freshman Year: Scale arpeggio studies. Studies by Ferling, Brod, Barret. Literature: Sonatas—Handel; six partitas—Telemann.

Sophomore Year: Studies: Lamotte, Gillet. Literature: Three Romances—Schumann; Piece in G minor—Pierne; Fantaisie, Op. 71—d'Indy.

Junior Year: Studies: Gillet, Prestini, Loyon. Literature: Concerto (M major)—Mozart. Concerto—Ralph Vaughan Williams; Sonata—Hindemith; Quartets—Mozart and Stamitz.

Senior Year: Studies: Singer, Orchestral studies: Literature: Concerto grossi Nos. 8, 9 and 10—Handel. Concerto in D minor—Marcello.

CLARINET

Freshman Year: Studies: Rose and Langenus; scale studies—Langenus. Literature: Weber—Concertino; appropriate Paris Conservatoire solos.

Sophomore Year: Studies: Rose and Langenus (continued). Literature; appropriate Paris Conservatoire solos; Weber—Fantasy and Rondo, Grand Duo Concertante.

Junior Year: Langenus, Polatschek, Jeanjean, orchestral studies. Literature: Sonatas—Hindemith, Bax; Trio (with piano and viola) Mozart.

Senior Year: Advanced studies and study of the most important chamber works in the clarinet literature; *e.g.*, the sonatas of Brahms. Op. 120, Nos. 1 and 2. The Trio, Op. 114 and quintet, Op. 115, by Brahms. The quintet of Max Reger; the Rhapsody of Debussy, etc.

BASSOON

Freshman Year: Scale and arpeggio studies; studies by Weissenborn. Literature: Sonatas—Gaillard; appropriate Paris Conservatoire solos.

Sophomore Year: Weissenborn studies continued; studies by Gambaro. Appropriate Paris Conservatoire pieces.

Junior Year: Studies: Jancourt, Orchestral studies. Literature; Sonatas—Hindemith and Saint-Saëns; Paris Conservatoire solos.

Senior Year: Advanced technical studies. Orchestral studies. Further studies of the literature of the bassoon, including the Mozart Concerto.

TRUMPET

Freshman Year: Instrumental techniques, scales, arpeggios, and studies from Arban, Laurent (Book I) and others.

Sophomore Year: More extended work in Arban, Laurent, Chavannes (Characteristic Studies) and Maxime-Alphonse. Transposition.

Junior Year: Study of the more advanced études of St. Jocomé, Chavannes, Petit, Maxime-Alphonse, etc.

Senior Year: Advanced work covering a variety of studies, solos and orchestral passages.

FRENCH HORN

Freshman Year: Techniques, scales, and arpeggios. Études from Koppraseh, Maxime-Alphonse, Arban; and other suitable studies. Elementary transposition.

Sophomore Year: Transposition. Mozart Concertos, Maxime-Alphonse (Book IV) and solos and studies of similar difficulty.

Junior Year: Orchestral studies, Maxime-Alphonse (Book V) Gallay (Unmeasured Preludes) or the equivalent.

Senior Year: Haydn Concertos (I and II), Orchestral studies covering as much of the entire range of orchestral styles as possible. Belloli and other advanced studies.

TROMBONE (BARITONE)

Freshman Year: Techniques, scales, arpeggios, songs, études, studies and solos of a suitable character. Development of the trombone style.

Sophomore Year: Reading in the various clefs. Lafosse (Book I), Rochut, and others.

Junior Year: Lafosse (Book I and II), Rochut, Borclogni, and similar studies of a more advanced nature.

Senior Year: Advanced studies: Couillaud, Lafosse, etc. Orchestral studies.

RECITALS

All music majors are required to attend all faculty and student recitals, and concerts given by School of Music choral and instrumental ensembles.

All music majors are required to attend the weekly student recitals given in the Recital Hall and are required to take part in these recitals when requested to do so.

DEPARTMENT OF NURSING EDUCATION

BOEHRET (Head of the Department and Assistant Professor); Instructors DELABARRE, GALER, HORTON, KORN.

The Department of Nursing Education offers a two-year program at Woman's College and Moses H. Cone Memorial Hospital. A six-week summer session in Psychiatric Nursing at John Umstead Hospital at Butner, N. C. follows the first year of academic work. The two years of academic work at the college are followed by a four-month practicum for which a salary is paid. Students are eligible to take the Registered Nurse Licensing Examination. Admission requirements and tuition fees are the same as for all students in the college. Graduation exercises are held upon completion of the practicum.

101. Fundamentals of Nursing (6:4:6). An approach to nursing care through a knowledge and understanding of the well person; designed to

develop technical skills, concepts, attitudes and understandings essential to total nursing care; integrates ethics, normal nutrition, history of nursing, and pharmacology. Miss Korn and Staff.

102. **Maternal and Child Care** (4:2:6). Developmental approach including theory and practice necessary to give knowledge and skills in the care of mothers and children; integrates ethics, diet therapy, history of nursing, and pharmacology. Pr. 101. Miss Horton and Staff.

s150. **Psychiatric Nursing** (6:5:20). S.S. hours of week different at John Umstead Hospital, Butner, N. C. Preparation to function in prevention of mental illness, care, treatment and rehabilitation of mentally ill; integrates ethics, diet therapy, history of nursing, and pharmacology. Pr. 101, 102.

201, 202. **Medical and Surgical Nursing** (12:7:15), (12:7:15). Emphasizes inter-relations of social, psychological, dietary, medical surgical nursing problems; the implications of common medical surgical conditions of the chronically and acutely ill, the child, the adult and the geriatric patient; integrates ethics, diet therapy, trends in nursing, pharmacology. Pr. 101, 102, s150, 201. Miss Galer, Mrs. Delabarre.

FIRST YEAR				SECOND YEAR			
Courses	Semester		Courses	Semester			
	1st	2nd		1st	2nd		
English 101-102 ¹	3	3	Sociology 211 ¹	3			
Psychology 221 ¹	3		Psychology 224 ¹		3		
Chemistry 106 ¹		3	Nursing 201-202	12	12		
Biology 103-104 ¹	3	3	Physical Education ¹	½	½		
Nursing 101-102	6	4					
Physical Education ¹	½	½					
Home Economics 302r ..		3					
	<hr/>			<hr/>			
Total sem. hrs.	15½	16½	Total sem. hrs.	15½	15½		
Summer School—Nursing s150....	6 cr.						

DEPARTMENT OF PHILOSOPHY

Professor ASHBY (Head of the Department); Assistant Professor ROSTHAL.

COURSES FOR UNDERGRADUATES

Philosophy 211, 311 and 312 are required in the major program.

111. **Living Philosophy** (3:3). An introduction to philosophy through consideration of the lives and ideas of leading contemporary thinkers; examination of historical origins of their thought.

¹A student transferring to a four-year degree program in the college may use these courses for credit.

211. Introduction to Logic (3:3). An introduction to the principles of argument and proof, deductive and inductive. Fallacies, definition, validity. Attention to the theory of language and to the nature of the scientific method.

221r. Introduction to Ethics (3:3). An analysis of the nature of ethics; a critical survey of the major Western ethical systems; development of an ethical theory by the student; and an examination of some contemporary problems.

311. History of Ancient and Medieval Philosophy (3:3). Ethics, theories of knowledge, and metaphysics in the ancient and medieval periods. Readings in the principal writings of Plato, Aristotle, the Stoics, Augustine, and Aquinas.

312. History of Modern Philosophy (3:3). A survey of modern philosophical thought, Descartes to Dewey.

322. Aesthetics (3:3). Philosophical problems connected with the description, interpretation and evaluation of the arts.

323r. Philosophy of Religion (3:3). A study of philosophic interpretations of religion with major attention given to significant problems in contemporary religions of Western civilization.

347. Contemporary Philosophy: Analytical Philosophy (3:3). Contemporary techniques of philosophical analysis: the nature of analysis, perceptual knowledge, meaning and verification and other selected topics.

348. Contemporary Philosophy: Philosophies of Existence and Phenomenology (3:3). Contemporary developments in continental philosophy. Kierkegaard, Nietzsche, Husserl, Heidegger, Jaspers, Sartre, Marcel.

COURSES FOR GRADUATES

690. Aesthetics (3:3). Reading and reports of the major philosophies of art, analyses of artistic categories, and development of personal aesthetic theories.

DEPARTMENT OF PHYSICAL EDUCATION

Professor MARTUS (Head of the Department); Associate Professors DAVIS, GRIFFIN, HENNIS, LEONARD, MCGEE, MOOMAW, ULRICH; Assistant Professor GREENE; Instructors HARRIS, PORTER, KINGSTON; Graduate Assistants BROWN, ELLER, EASON, FLINCHUM, KING, THORNBURG, WILSON.

Physical education is required of all students in the freshman and sophomore years, and of all commercial students. Not more than two

semesters of any one activity may be presented for credit. Juniors and seniors may elect courses listed in the catalogue as elective courses for credit, and may audit activity courses with the permission of the class chairman and the instructor.

All students are classified for activity participation by the College Physician. Selection of activities for physical education instruction and recreation must be made on the basis of these recommendations. Motor skill scores, posture examinations, interests, needs, and previous experience are used in the guidance of the student in the intelligent choice of activities for instruction and for leisure. A wide range of course offerings is available to students within the limitations of health status recommendations.

In the latter part of the first semester of the freshman year, an orientation program is offered to all freshmen. This orientation course includes readings, assignments, discussions, and group participation in units of study in the history of physical education, the philosophy of modern physical education, and patterns of living defined as health practices, body mechanics, relaxation, and leisure. Through these experiences, the student has opportunities to develop understandings, appreciations, and attitudes in the theoretical approach to physical education as a part of her total educational experiences.

Courses for Freshmen and Sophomores ($\frac{1}{2}$:2). 103, Body Mechanics; 104., Basic Activities; 105, Modified Activities; 106, Rest; 121, Badminton; 123, Softball; 125, Basketball and Softball; 127, Beginning Golf; 130, Field Hockey; 131, Recreational Sports; 135, Soccer; 137, Speedball; 139, Volleyball and Basketball; 140, Hall Ball; 141, Lacrosse; 142, Social Dance; 143, Folk Dance; 145, Beginning Modern Dance; 147, Square Dance; 149, Tap Dance; 151, Beginning Swimming; 161, Beginning Tennis; 163, Volleyball; 170, Fencing; 220, Archery; 227, Intermediate Golf; 228, Advanced Golf; 245, Intermediate Modern Dance; 252, Intermediate Swimming (lower); 254, Intermediate Swimming (higher); 256, Advanced Swimming; 258, Life Saving; 259, Water Safety Instructors; 262, Intermediate Tennis; 264, Boating and Canoeing; 266, Bowling; 109, Riding.

103. Body Mechanics for the Individual ($\frac{1}{2}$:2). Group and Individual work in practical body mechanics, the use of the body in everyday activities; posture and relaxation. Particularly recommended for students whose posture examination indicates a need for work in this area.

104. Basic Activities ($\frac{1}{2}$:2). Designed for the student who needs additional work in basic fundamental skills as evidenced by the motor skills tests.

105. Modified Activities ($\frac{1}{2}$:2). Substituted for regular class work on the advice and recommendation of the College Physician and the head

of the department, for those students for whom a program of light activities is recommended. Recreational activities adapted to the needs of individuals in the group.

106. Rest ($\frac{1}{2}$:2). Substituted for regular class work on the advice of the College Physician. Reading assignments and written work required in selected activities.

107. Physical Education for Commercial Students ($\frac{1}{2}$:2). Selection of activity may be made in one of the following activities: swimming, recreational games, folk and social dance, tennis, or modern dance.

108. Physical Education for Nursing Students ($\frac{1}{2}$:2).

109. Horseback Riding ($\frac{1}{2}$:2).

ELECTIVE COURSES

241. Playground Organization and Management

See p. 173.

334. Camp Leadership (1:1). Lectures, discussions, observations, and required readings on camp program, camp organization and administration, and the place of camping in the educational program.

336. Advanced Modern Dance (1:2). Open only to students who have completed two semesters of the Modern Dance or who can demonstrate the necessary skill.

337. Life Saving and Waterfront Supervision (1:2). Open only to students who can present the requisite skill in swimming. Designed for students interested in camp counselorships and summer recreational programs. Red Cross certification.

338. Sports Organization and Management: Tennis (1:1). Designed especially for recreation leaders, camp counselors, high-school teachers, and social workers. Fundamentals of coaching and standards of tournament play with emphasis on the values of health protection and ethics of sportsmanship.

339. Sports Organization and Management: Volleyball and Basketball (2:2). Adapted to meet the needs of recreation leaders, high-school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports.

340. Sports Organization and Management: Recreational Sports and Softball (2:2). Adapted to meet the needs of recreation leaders, high-school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports and organization and management of recreational games.

341r. Principles and Procedures in Physical Education (3:3). Integration of principles in general education and physical education curriculum for Grades I to VI. Enrollment limited to Primary and Elementary Education Majors.

342. Social, Folk and Country Dance (2:2). A study of the national characteristics of music, costumes, dances, and folk arts. Designed for the high-school teacher, community worker, or recreation leader.

343. Festivals for School and Community (1:1). A study of traditional folk festivals and their adaptation to school and community use. Each student is required to write one festival based on the semester's study. The student should have had one semester in folk dances.

344r. Community Recreation (3:2:3). The philosophy of recreation; program planning for various types of groups; practice teaching in social recreation; and observation in local community programs. Designed especially for recreational leaders, camp counselors, girl scout executives, county home demonstration agents and social workers.

345. Elementary Dance Composition

See p. 173.

346. Intermediate Dance Composition

See p. 173.

354. History and Theory of the Dance

See p. 174.

355. Applied Dance (2:1:3). A co-ordinating course designed to increase skill in technique and the use of related art materials.

356. Applied Dance (2:1:3). Continuation of first semester course in which advanced skill and maturity in the selection and use of materials should be demonstrated.

PROFESSIONAL COURSES IN PHYSICAL EDUCATION

The department offers graduate and undergraduate courses leading to the Bachelor's and Master's degrees.

In co-operation with the Department of Sociology, the Department offers work leading to the Bachelor of Arts degree in Recreation Leadership. See p. 61.

The Departments of Art, Physical Education (Dance), and English (Drama) offer the interdepartmental major in Creative Arts leading to the Bachelor of Arts degree, See p. 59.

The curriculum leading to the Bachelor of Science degree with a major in Physical Education is based on the study of natural sciences, social sciences, and health. Courses in the humanities are required to

insure the cultural background essential to women who hope to hold positions in this field of education. At the beginning of the junior year, the professional student in physical education may choose a program emphasizing teacher education, dance education, recreation in physical education, corrective physical education, or dance performance. The teacher education and dance education sequences include courses in Education and Psychology required for a Grade A secondary-school teaching certificate.

No student is permitted to enter upon or continue the work of the professional course if in the judgment of the College Physician her physical condition renders it inadvisable.

For the requirements for the Bachelor of Science degree with a major in Physical Education, see p. 68.

Graduate work is offered leading to the Master of Fine Arts degree with a graduate major in dance, the Master of Education degree with a major in Physical Education, and the Master of Science degree in Physical Education.

See also Chapter VIII, Graduate School and department bulletin.

COURSES FOR UNDERGRADUATES

111, 112. Theory and Practice in Selected Activities ($\frac{1}{2}$:6), ($\frac{1}{2}$:6). Speedball, swimming, body mechanics, recreational sports, stunts, volleyball, rhythmic fundamentals, tennis, softball, modern dance, orientation, safety.

211, 212. Theory and Practice in Selected Activities ($\frac{1}{2}$:6), ($\frac{1}{2}$:6). Field hockey, archery, modern dance, bowling, social dance, basketball, badminton, folk dance, swimming, golf, tap dance, American dance, coaching, orientation, and safety.

241. Playground Organization and Management (3:3). Organization and leadership; techniques of teaching playground games, lead-up games to team sports, stunts, relays, and safety. Includes programming for and construction of school and community playgrounds. Observations of playground activities.

345. Elementary Dance Composition (2:2). Includes the study of the rhythmic and musical bases of dances, the elements of art and theatre in the structure of dances.

346. Intermediate Dance Composition (2:2). Includes the study of the historical and anthropological bases of dance form from primitive through modern times.

- 348. The Dance Curriculum (2:2).** Evaluating and grading dance materials. Teaching methods in modern dance, folk, tap, American country, and social dance. The administration of the dance curriculum and the organization and problems of the dance production.
- 351. Principals of Health, Physical Education, and Recreation (3:2:3).** Study and analysis of the biological, sociological, psychological, educational, and philosophical foundations of physical education and health including the definition, relationship, and application of principles to the teaching of physical education. Determination of the aim and objectives of physical education. Directed laboratory experiences in selected activities; child rhythms, and English folk dance.
- 352. The Curriculum in Health, Physical Education, and Recreation (2:2).** Construction of modern programs of physical education including units in health and recreation education. Study of state and city programs. Development of courses of study, instructional units, and lesson plans. Observations of junior high school and secondary school programs.
- 354. History and Theory of the Dance (2:2).** The history and motivation of dance from primitive through present times. Study of theories of leading dancers from the beginning of theatrical dance through modern times.
- 359, 360. Techniques and Teaching Methods in Physical Education Activities (2:6), (2:8).** Gymnastic teaching, coaching and officiating in speedball, hockey, basketball, tennis, softball, fencing, folk dance teaching, intramurals, marching, modern dance, camp leadership, modified field events. Opportunities for officiating in team and individual sports and procedures for the organization of field days, sports days, play days, festivals, and safety.
- 367. Methods and Materials in Health and Physical Education (2:2).** Consideration given to materials, co-ordination of health and physical education with other subjects. Emphasis is given to program planning, problem-centered teaching, and the use of modern communications media.
- 376. Kinesiology (3:3).** Analysis of human motion. Study of joint and muscle function, mechanical principles governing human motion. Anatomic and mechanical analysis of physical education activities, basic skills and posture.
- 434. Camp Leadership (0).** In June of the junior year, professional students in physical education are required to attend a two-week camp period in camping experience. During this summer camp program, the student must successfully pass work in the following activities: practical camp leadership, volleyball coaching and officiating, waterfront supervision, swimming methods, recreational sports, boating and canoeing. The student is given instruction in activities which

can be adapted for use in camps, in practical problems of camping, and in camp counseling. The satisfactory completion of all work is necessary before the student may enter the senior year in physical education.

449. Seminar in Health, Physical Education, and Recreation (3:3). The course is designed to co-ordinate the work of the student and to serve as a guide in the co-ordination of interpretations, philosophy, and understandings in modern physical education.

461, 462. Directed Teaching in Health and Physical Education (3:5), (3:5). Techniques of teaching health and physical education under supervision. Regular observation and teaching in the Curry School, city schools, college service program, and teaching centers in the state. \$10. Admission by application only. Acceptance contingent upon approval of department chairman, major class adviser, and major professor.

464. Administration of Health, Physical Education, and Recreation (2:2). A study of the administration of physical education in secondary schools and colleges, with special reference to the problems of the administrator in the conduct of the integrated program of physical education, health, and recreation.

465. Preventive and Corrective Physical Education (2:3). The study of the preventive and corrective programs in physical education. Organization and techniques of the physical examination. The study of body mechanics, corrective exercises, relaxation and massage. Preparation for teaching preventive and corrective physical education.

468. Evaluation and Measurement in Health, Physical Education and Recreation (2:2). Survey of tests and the application of measurement in physical education including related areas of health and recreation. Elementary testing procedures.

469, 470. Advanced Techniques and Teaching Methods in Physical Education (1:5), (1:5). Modern dance, golf, handball, squash, life saving, fencing, bowling, sports coaching, officiating, and safety. This course includes assisting in college classes in physical education and officiating in physical education activities of the College and community. Electives are open in handicraft, scouting, golf, riding, and canoeing.

476. Problems Seminar (2:2). A general survey of current problems in the fields of physical education. The course will provide an opportunity for the student to specialize in a problem of her choice. The emphasis of the problem shall be in dance, body mechanics, recreation, or teacher education.

493-494. Honors Work (3:3)-(3:3).

Gymnasium Costume

Every student in the regular college courses must provide herself with a regulation gymnasium outfit as follows:

Two washable suits	\$12.30
Regulation shoes	3.75
Two pair socks	1.60
Sweater	3.25
	<hr/>
Total	\$20.90

Students in the Commercial course are not required to purchase uniforms before registration. (These may be purchased at the College for \$11.50.)

Gymnasium suits must be secured after the student comes to college from dealers who handle the uniform adopted and required by the Department of Physical Education.

No swimming suit except a regulation cotton suit may be worn in the swimming pool. This suit is supplied by the Department of Physical Education. The suit is laundered by the College after each swimming period. Students using the pool must have bathing shoes and caps.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

522. Anthropological Bases of Dance (2:2) or (3:3). A study of the dances of the primitive and developed cultures. Folk, court dances, and ballet as expressions of social forms and cultures.

523. Dance of the Twentieth Century (2:2) or (3:3). Development and trends of the various types of dance; their relationship to older social forms and cultures; to developments in the other arts today and to our present-day social pattern.

530. Recreational Crafts (2:2) or (3:3). Organization of a crafts program and practical experience in the use of various craft materials.

551. Sports Seminar (2:2). A symposium designed to better understandings and improve skills through the guidance of recognized experts in selected sports.

552. Outdoor Education (2:2). A preparation of leaders in the administration and guidance of school camping and outdoor education programs with special emphasis on programming, the acquisition of skill techniques, and administrative problems.

553. Organization and Administration of Recreation (2:2). A study and general survey of programs in recreation, with special emphasis on the problems which arise in planning the program.

557. The Adapted Program in Physical Education (2:2). A survey of the need of an adapted program in physical education. The development of related problems with special emphasis on advanced techniques for teaching body mechanics at different age levels.

563. The History of Physical Education (2:2). The historical development of physical education, with special emphasis on the educational philosophies of each era, and the influences of these philosophies on current practices in physical education.

571. Physical Education for the Handicapped (2:2). or (3:3). A survey of orthopedic defects. Study of the physical education program for the handicapped. Individual study in related problems. Observations of orthopedic conditions through visits to orthopedic hospitals, clinics, and schools.

COURSES FOR GRADUATES

611. Introduction to Research in Physical Education (3:3). A study of the various methods and techniques used in research. Methods of preparing bibliographies, of selecting and defining problems. Outlining a research project.

612. Research Seminar (3:3). A review and evaluation of research in selected areas of health, physical education, and recreation. Discussions of applications of research findings.

613. Advanced Principles and Philosophy of Physical Education (3:3). Integration and application of principles in general education and physical education as foundations for the development of a practical philosophy of modern physical education.

614. Professional Literature (2:2) or (3:3). Basic literature and current readings in the various areas of physical education.

615. Visual Aids in Physical Education (2:2). Survey of materials available, and use of visual aids in teaching situations. Problem in developing a visual aid project.

616. Problems in Organization and Administration (2:2). Problems in organization and administration of health and physical education for the advanced student.

617r. Current Theories and Practices of Teaching Sports (2:2). Methodology and practice at various skill levels. Emphasis on seasonal activity.

618r. Current Theories and Practices of Teaching Sports (2:2). Methodology and practice at various skill levels. Emphasis on seasonal activity.

620. Rhythmical Analysis (3:3). Development of the ability to analyze complex musical forms and musical devices of composition, and to evaluate them for dance purposes.

- 621. Administration of the Dance Curriculum (2:2) or (3:3).** Curriculum planning on all grade levels in all types of dances. Review of principles, aim, objectives and methods of teaching dance. A study of the problems of equipment and facilities, and of administration and organization of the dance production.
- 624. Survey of Contemporary Dancers (2:2) or (3:3).** A study of the personal approaches and techniques as illustrative of the theories of leading modern dancers.
- 631. Leadership, Organization, and Administration for Camping (2:2) or (3:3).** A course designed primarily for those interested in camp administration. Offered at camp.
- 649. Seminar in Health, Physical Education, and Recreation (3:3).** The course is designed to co-ordinate the work of the graduate student and to serve as a guide in the co-ordination of advanced interpretations, philosophy, and understandings in modern physical education.
- 650. Scientific Bases of Physical Education (3:3).** Application of principles derived from the scientific bases of physical education to philosophy, organization, and methodology of teaching and research.
- 668. Evaluation and Measurement in Physical Education (2:2).** Survey of tests and the application of measurement to physical education; methods of administering tests and using data.
- 676. Problems Seminar (1) to (3).** A general survey on the graduate level of current problems in the field of physical education. The course will provide an opportunity for the student to develop a problem in the area of her choice. The emphasis of the problem shall be in dance, or body mechanics, or recreation, or sports in teacher education. Required of all candidates for the Master of Education degree.
- 685. Choreography for Solo and Duet Dances (3:3).** Problems in pre-classic and modern form to include the study of music suitable for these forms, their qualities and time-space characteristics. Emphasis will be placed on student evaluation and development of aesthetic standards.
- 686. Choreography for Large Groups and Long Dances (3:3).** Choreography based upon the projection of an idea or mood with careful selection of the proper music, use of line, space and time requirements. A laboratory in dance production for practice and experiments.
- 690. Experimentation and Analysis (3:3).** Experimentation and analysis of the utilization of contemporary theories of dance and the graphic arts. Designed to meet the needs of and confined to election by those graduate students who are not dance majors. Elective for those students who are considered to have a sufficiently broad background in dance.

694. Thesis (1) to (6). Required of all candidates for the degree of Master of Fine Arts with a major in dance. A concert of the student's own choreography. In the presentation, use may be made of another dance or dancers, of a musician or both. The student must select her music, design the stage decor, and supervise the execution. She must plan the lighting and give all instructions for curtains, lights, and stage crews. The thesis shall have two parts: (1) the creative work, which must demonstrate the mastery of technique and of scholarship of the dance; and (2) the scholarly paper, which must demonstrate a power of generalization resting on solid methodology. Required of all M.F.A. students. Credit up to six semester hours may be divided over two or more semesters. Thesis adviser.

Required of all candidates for the degree of Master of Science in Physical Education: A thesis in the form of independent research study. Credit may be divided over two or more semesters. Thesis adviser.

695. Independent Study (1) to (3). Intensive study in an area of special interest in physical education, recreation, or dance. Open to graduate students. Pre-requisites: demonstrated competency for independent work and consent of departmental academic adviser and the instructor.

DEPARTMENT OF PHYSICS

Professor REARDON (Head of the Department); Instructor HUDSON.

Students who major in physics are advised to take Mathematics 103-104 or 121 in the freshman year, and a course in general physics in the sophomore year.

101-102. General Physics (3:2:3)-(3:2:3). Introduction to laws and properties of matter, sound, heat, light, electricity, and magnetism. Algebra and Trigonometry used in the development of this material.

103-104. General Physics (3:2:3)-(3:2:3). General course first semester on mechanics of solids, liquids, gases and heat; second semester, electricity and magnetism, sound, and light. Pr. Math. 103-104 or 121.

207-208. General Physics (1:1)-(1:1). Course in mathematical solution of special physics problems. When combined with Physics 101-102 or 103-104 will give total of 8 semester credits in general physics for year. Open to freshmen with approval of instructor. Pr. or co-requisite, 101-102 or 103-104.

¹209r. Photography (3:1:6). Scientific study of equipment and techniques used in photography. Special attention given to scientific and artistic conditions needed to portray photographically an original. Students must purchase films and papers.

¹This course cannot be used to fulfill the science requirement for graduation.

301r. **Physics (3:2:3)**. Emphasizes features in physics having greatest application in everyday life. Required of Teacher Training, Food and Nutrition, Housing majors for Bachelors of Science in Home Economics unless 101-102 substituted. Open to other students subject to approval of department and class chairman.

310. **Advanced Photography (3:1:6)**. Continuation of 209. Emphasis placed on special techniques used in research laboratory, also field of art. Work with special types of film, including color. Students must purchase films and papers. Pr. 209.

320. **Sound (3:2:3)**. Advanced course including wave motion, reflection, refraction, interference, diffraction, and other acoustical phenomena. Pr. 101-102 or 103-104.

321. **Light (3:2:3)**. Advanced course including nature of light, interference, dispersion, spectra, optical instruments, and other optical phenomena. Pr. 101-102 or 103-104.

322. **Electricity and Magnetism (3:2:3)**. Advanced course in electrical and magnetic theories and instruments including alternating current. Pr. 101-102 or 103-104.

323. **Heat (3:2:3)**. Advanced course in theory of heat including some work in thermodynamics. Pr. 101-102 or 103-104 and Math. 103-104 or their equivalents.

324. **Mechanics (3:2:3)**. Advanced course in theoretical mechanics with laboratory. Pr. 101-102 or 103-104 and Math. 103-104 or 121 or their equivalents.

326. **Electronics (3:2:3)**. Properties and practical applications of electron as found in current electrical theory. Pr. 101-102 or 103-104.

328. **Elements of Radio Communication (3:2:3)**. Consideration of fundamental laws and their applications to modern radio circuits. Pr. 101-102 or 103-104.

331, 332. **Experimental Physics (1:0:3), (1:0:3)**. Advanced courses in laboratory techniques as involved in special laboratory problems. Pr. two advanced courses in physics which are being taken concurrently or have been completed.

450. **Modern Physics (3:3)**. Brief survey of fundamental laws; study of modern theories of matter, electricity, and radiation. Required of all seniors majoring in physics.

493-494. **Honors Work (3:3)-(3:3)**.

601a. **Basic Concepts in Physics (2)**. Course designed to study the fundamental concepts and theories in the field of physics which are

needed by the high school physics teacher. Prerequisites: one year of college physics, one year of college mathematics, or consent of the instructor.

601b. Selected Topics in Physics (2). Course designed to study current theories and recent developments in modern physics. The following topics will be some of those considered: atomic structure, wave theory, fundamental particles, radiation, spectra, electronics. Prerequisites: Physics 601a or its equivalent.

603. Selected Topics in Basic Physics (2). A study of fundamental concepts in physics and some of their relationships to other sciences which are essential to General Science. Thirty lecture and twelve laboratory hours. Pr. Consent of instructor and Dean of Graduate School.

DEPARTMENT OF PSYCHOLOGY

Professors SMITH (Head of the Department), DUFFY, RAY; Associate Professor HEINLEIN; Assistant Professors SOLOMON, AIKEN; Lecturer WARNER.

Students planning to major in psychology are expected to take Psychology 211-212 as their introductory course. A student who takes Psychology 221 and then decides to major will be required to take Psychology 213-214 in her junior year. Among the advanced courses, Psychology 331, 333, 350, and 449 are required of all majors. Every major is strongly advised also to take Psychology 341, 343, 345, and 537.

211-212. General Psychology (Experimental) (3:2:3)-(3:2:3). Presents basic principles and methods of psychology as experimental natural science. May not be taken for credit by students who have received credit for 221. Staff.

213-214. General Psychology Laboratory (1:0:3)-(1:0:3). Permits assignment of students to laboratory sections alone of 211-212, under special circumstances. May not be taken for credit by students who have received credit for 211-212. Staff.

221r. General Psychology (3:3). Point of view, problems, and methods of psychology; fundamental principles necessary for understanding behavior. May not be taken for credit by students who have received credit for 211-212. Staff.

222r. Educational Psychology (3:3). Psychological facts and principles of motivation, learning, individual differences, and other areas related to teaching. Pr. 211-212 or 221. May be taken by students concurrently enrolled in 212, with permission of department head. Staff.

- 224. Human Relations (3:3).** Nature and dynamics of normal and abnormal behavior in infancy, childhood, adolescence, maturity, and senescence; nature of interpersonal relations in large and small groups. Pr. 211-212 or 221. Mr. Solomon.
- 326r. Psychology of Infancy and Childhood (3:3).** Survey of development and behavior of children from infancy to adolescence. Aspects of development (physical, intellectual, motor, personality, etc.) as well as age periods (prenatal, neo-natal, infancy, and childhood) considered. Observational studies of various age levels. Pr. 211-212 or 221. May not be taken for credit by a student who has obtained credit for Home Economics 302. Mrs. Heinlein.
- 331. Introductory Experimental Design (3:3).** Introduction to design of psychological experiments and to treatment and interpretation of data. Required of psychology majors. Pr. 211-212 or 221. Mr. Ray.
- 332. Experimental Psychology (3:3).** Methods, findings, and theories in experimental study of such basic psychological processes as sensation, perception, thought, motivation and reaction, emotion, and learning. Required of psychology majors. Pr. 331. Mr. Smith.
- 333r. Special Problems in Psychology (1) to (3).** Opportunity for students to work individually or in small groups on psychological problems of special interest. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course. Staff.
- 334r. Special Problems in Psychology (1) to (3).** Continuation of 333. Staff.
- 336. Physiological Psychology (3:2:3).** Study of physiological bases of psychological processes, with special attention to structure and function of nervous system. Pr. 211-212 (preferred) or 221. Mr. Smith.
- 341. Abnormal Psychology (3:3).** Study of abnormal mental phenomena in relation to normal life, including such topics as sensation, perception, thought, sleep, dreams, hypnosis, dissociation, psychoneuroses, and personality disorders. Pr. six hours in psychology, including 345. Mr. Solomon.
- 342. Psychology of Adolescence and Adulthood (3:3).** Individual and social development from early adolescence through later adolescence, adulthood, and old age. Interrelation of all aspects of development emphasized. Characteristic adjustment problems in the various age periods will be considered together with methods of meeting these problems. Pr. 211-212 or 221. Mrs. Heinlein.
- 343. Advanced Developmental Psychology (3:3).** Survey at advanced level of extensive physical and psychological changes that occur through-

out the course of life from conception through birth, childhood, adolescence, and maturity, to old age. Representative studies of behavior and development at various levels reviewed. Pr., six credits in psychology or equivalent courses including 211-212 or 221. Mrs. Heinlein.

347. Dynamics of Social Behavior (3:3). A study of needs, wants, interests, and motives and their effect upon social behavior and values. Pr. 211-212 or 221.

348. Behavior Disorders in Children (3:3). Study of causes and management of representative behavior problems in children. Typical cases in various age groups through adolescence studied in relation to total personality development. Pr. 326 or 342 or consent of instructor. Mr. Solomon.

350. Systems of Psychology (3:3). Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and way in which these systems are reflected in contemporary psychology. Required of psychology majors. Pr. 211-212 or 221. Miss Duffy.

449. Co-ordinating Course (3:3). Required of psychology majors. Mr. Smith.

493-494. Honors Work (3:3)-(3:3). Staff.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

502. Psychology of the Exceptional Child (3:3). General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of the teacher in special education. Pr. 211-212 or 221, and Ed. 576.

503. Mental Deficiency (3:3). Definitions, theories, classifications, etiology, diagnosis, and psychotherapy in the area of mental deficiency. Pr. 211-212 or 221, and consent of the instructor. Mr. Solomon.

532. Industrial and Business Psychology (2:2). Applications of psychology in industry, business, and related areas. Does not stress personnel work; see 535. Pr. 211-212 or 221 or consent of instructor. Mr. Aiken.

535. Personnel Psychology (2:2). For students interested in doing personnel work, with emphasis on organization, problems, and practices of personnel administration, and on vocational choice and employee selection. Pr. 211-212 or 221 or consent of instructor. Mr. Aiken.

537. Psychological Tests and Measurements (3:3). Study of theory and practice of psychological testing, with specific attention to instruments designed for use with exceptional children and in special education. Experience in the administration and scoring of group tests. Opportunities for observing administration of individual tests. Pr. 211-212, or 221 plus three additional hours in psychology. Mrs. Heinlein.

545. **The Development of Personality (3:3).** Study of individual differences in behavior, and of biological and social factors which produce these differences. Pr. 211-212 or 221. Miss Duffy.

601. **Graduate Problems in Psychology (1) to (3).** Opportunity for graduate students to work individually or in small groups on psychological problems of special interest. Work may represent either survey of given field or intensive investigation of particular problem. Students should consult instructor before registering in this course, *which is intended strictly for students with a strong background in psychology and not as an introduction to psychology at the graduate level.* Staff.

DEPARTMENT OF ROMANCE LANGUAGES

Professors MILLER (Head of the Department), BARINEAU, FARINHOLT; Associate Professors ABBOTT, FELT, FUNDERBURK (1), SHAVER; Assistant Professors COUCH (2), CUTTING, NAUSS; Instructors ATKINSON, CHARPENEL, FINESTONE, FRIC, GUINEY, RÉQUÉDAT, WHITAKER; Lecturer LEARNED (3); Teaching Assistant SINK (4).

- (1) part-time
- (2) On leave, first semester 1961-1962
- (3) first semester 1961-1962
- (4) first semester 1961-1962

The department has established a series of sequences in French and Spanish in order to make the work of the students majoring in these subjects more definite and purposeful. These are (1) the literary sequence, (2) the teaching sequence, (3) the commercial sequence. The list of courses which compose these sequences and other information may be obtained at the office of the Department of Romance Languages.

Since the courses numbered 207, 208, 209, 210, 211-212 are introductory to some higher courses in both French and Spanish, students majoring in those languages will profit by completing four semesters of these in their sophomore years.

Students who terminate their study of French or Spanish with a 200 course should elect French, or Spanish, 207, 208.

FRENCH

101-102. **Beginning Course (3:3)-(3:3).** Introduction, with oral emphasis, to elementary principles of the French language. Reading of some French literature. Supplementary recordings. Language laboratory facilities. One section meets daily to afford some supervised study. Staff.

103-104. **Intermediate Course (3:3)-(3:3)**. Emphasis on oral work, grammar, and composition varies in freshman, sophomore, and special sections. Reading based on French life and culture. Audio-visual aids. Staff.

113, 114. **The Twentieth-Century Novel before World War I (1:1), (1:1)**. A reading course elective for freshmen and sophomores. Staff.

207, 208. **Readings from Literature (3:3), (3:3)**. Reading in chronological order of selections from French literature. Staff.

209, 210. **Intermediate Composition (3:3), (3:3)**. Emphasis on language. Intensive study of grammar, translation into French of English sentences and of connected discourse in English, dictation, and some conversation. One modern French text read each semester outside of class. Mr. Atkinson.

211-212. **Intermediate Conversation (3:3)-(3:3)**. Review, through conversation, composition, and dictation, of the conjugation of the French verb and of fundamental principles of modern French syntax. Intensive and methodical training in the acquisition of an active and idiomatic French vocabulary.

313. **The Contemporary French Novel (3:3)**. A study of the significant works of French novelists, from World War I to the present, whose writings reflect new trends in the novel in France. Elective for students who have had French 207-208 or its equivalent. Mrs. Nauss.

327r. **Seventeenth-Century Literature (3:3)**. A study of certain plays of Corneille, Racine and Molière and as much of the writers of great prose as possible. Mr. Felt. (Offered in 1962-1963.)

330r. **Eighteenth-Century Literature (3:3)**. A study of selected works of Montesquieu, Voltaire, Diderot, and Rousseau. If time permits, Prévost, Marivaux, Beaumarchais and Bernardin de St. Pierre. Mr. Felt. (Offered in 1962-1963.)

331. **French Romanticism (3:3)**. A study of Romantic poetry, novels and dramas with emphasis on poetry. Miss Barineau. (Offered in 1962-1963.)

340. **Modern French Poetry (3:3)**. A brief study of Baudelaire, Rimbaud, and Mallarmé followed by selected poems of Valéry, Claudel, Apollinaire, Aragon, Eluard, Fargue, Supervielle, LaTour du Pin. Mr. Guiney. (Offered in 1962-1963.)

345. **Old French Literature (3:3)**. Readings in French literature of the Middle Ages accompanied by a study of the development of the French language. Selections read in the vernacular and in modern translation. Elective for students who have had French 207-208 or its equivalent. Mr. Atkinson.

353, 354. **Advanced Composition (3:3), (3:3)**. Intensive study of modern French prose. Accurate translations into French of literary and colloquial English. Mrs. Nauss. Offered in 1961-1962.

373. **Sixteenth-Century Literature (3:3)**. A survey of sixteenth-century literature with a concentrated study of the works of Calvin, Marot, Rabelais and the poets of the Pléiade, with a special emphasis on the *Essais* of Montaigne. Mr. Couch. (Offered in 1962-1963.)

493-494. **Honors Work (3:3)-(3:3)**. Staff.

571, 572. **Choses Françaises (3:3), (3:3)**. A general information course on France and the French people. Historical and geographical background for intensive study of national traits, home life, institutions, and culture. Stress on present-day France. Pr. 6 hours of Grade II French or the equivalent. (Offered in 1962-1963.)

SPANISH

101-102. **Elementary Course (3:3)-(3:3)**. Thorough drill in pronunciation, vocabulary building, and important principles of grammar. Staff.

103-104. **Intermediate Course (3:3)-(3:3)**. Review of grammar, reading with composition and conversation based on texts read. Staff.

113, 114. **Readings in Modern Literature of the Spanish Speaking World (1:1), (1:1)**. An elective course for freshmen and sophomores. Staff.

207, 208. **Readings from Spanish Literature (3:3), (3:3)**. Readings in chronological order of selections from Spanish literature. Staff.

209, 210. **Intermediate Composition (3:3), (3:3)**. Emphasis on language. Intensive study of Spanish grammar, translation into Spanish of English sentences and of connected discourse in English, dictation, pronunciation, and some conversation. Miss Abbott.

211-212. **Intermediate Conversation (3:3)-(3:3)**. An introduction to the spoken approach to Spanish. Oral practice based on aural comprehension, the reading of simple texts, and vocabulary studies, records and laboratory work. Mr. Charpenel.

313, 314. **Readings in Modern Literature of the Spanish Speaking World (1:1), (1:1)**. A reading course, elective for students who have had Spanish 207, 208 or its equivalent. Staff.

321. **Modern Spanish Novel (3:3)**. Development of the novel from the thirteenth century to the present. Intensive study of novels by Galdós, Blasco Ibáñez, Martínez Sierra, Valle-Inclán, Ricardo León, Pérez de Ayala and Unamuno. Offered in 1961-1962.

324. **Modern Spanish Drama (3:3)**. A history of the development of the drama in the nineteenth and twentieth centuries with intensive study of representative plays. Miss Abbott. Offered in 1961-1962.

326. **Spanish American Literature from Modernism to the Present (3:3).** Analysis of representative works from Modernism through the Contemporary Period. Lectures on social, literary, and cultural backgrounds. (Offered in 1962-1963.)

327, 328. **Survey of Spanish Literature (3:3), (3:3).** From the beginning to 1700; from 1700 to the present. Miss Farinholt. Offered in 1961-1962.

334. **Drama of the Golden Age (3:3).** A review of the evolution of Spanish drama, with detailed study of plays by Lope de Vega, Ruiz de Alarcón, Tirso de Molina, and Calderón. Miss Farinholt. Offered in 1962-1963.

353-354. **Advanced Composition (3:3)-(3:3).** A comprehensive review of grammar. Composition based on model texts. Free composition. (Recommended for prospective teachers.) Miss Abbott. (Offered in 1962-1963.)

493-494. **Honors Work (3:3)-(3:3).** Staff.

571. **Spanish Civilization (3:3).** The development of Spanish culture. Pr. 6 hours of Grade II Spanish or the equivalent. (Offered in 1962-1963.)

572. **Spanish American Civilization (3:3).** The development of Spanish American culture. Pr. 6 hours of Grade II Spanish or the equivalent. Miss Farinholt. (Offered in 1962-1963.)

ITALIAN

201-202. **Beginning Course (3:3)-(3:3).** Introduction to elementary Italian. Some reading and conversation. Students may elect the course after fulfilling the freshman and sophomore language requirements. Miss Miller. (Offered in 1962-1963.)

The following courses will be offered when there is sufficient registration:

Fr. 335, 336. **French Literature since 1850**

Fr. 355-356. **Technical and Business French**

Sp. 333. **The Renaissance and the Golden Age**

Sp. 355, 356. **Commercial Spanish**

Italian 303-304. **Dante, Petrarch, Boccaccio.**

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Professors SHIVERS (Head of the Department), MOSSMAN; Associate Professors LIEBAN¹, GREENFIELD; Assistant Professor BURGESS; Instructor STEPHENS; Lecturers BANKS, KUPFERER, VAN NESS.

The Department of Sociology and Anthropology provides two sequences of courses for majors. One, in the area of social relations, is designed for those students interested in a systematic study of human social behavior as a part of general education or as preparation for teaching and research.

The sequence of courses which constitutes the preprofessional program for social work is designed to meet the needs and interests of three groups of students; (1) those preparing for positions in social agencies for which graduate professional education is not required; (2) those preparing for graduate education in social work; and (3) those preparing for effective participation in the programs of social agencies as volunteers and informed community citizens.

COURSES FOR UNDERGRADUATES

111r. Southern Regions (3:3). A study of society in the Southeastern states in the light of traditional and changing culture patterns of the area. Miss Kupferer.

135r. Marriage (2:2). A functional study of courtship and marriage. Elective for one-year Commercial students. Miss Shivers.

211, 212. Introduction to Sociology and Anthropology (3:3), (3:3). Study of factors involved in the functioning and development of human society; culture, personality, social relations, social institutions, class and caste, human origins and differentiation, and language and culture history. 211 will be focused primarily upon sociology and 212 upon anthropology. Staff.

321r. Principles of Sociology (3:3). A study of the fundamental principles relating to social life and social issues. A perspective of the general nature of society as seen collectively in terms of social organization and social change. May not be taken by students who have credit for 211.

322. Sociology of Deviant Behavior (3:3). Sociological contributions to analysis and treatment of contemporary types of deviant behavior. Relationship of deviant behavior to social change. Prerequisite: 211. Mr. Greenfield.

¹On leave 1961-1962.

325. Group Leadership (2:2). Factors involved in the interaction and leadership process within small groups. Includes sociological approaches to group dynamics.

326. The Community (3:3). Development and theory of modern community life with special reference to processes of community relations, complexities of community structure, and patterns of change. Miss Burgess.

327. Race and Culture Contact. Patterns of interaction between peoples differing in race and culture. Miss Burgess.

328. Cultural Anthropology. Comparative study of culture and its influence on human behavior. Theoretical and applied aspects of cultural anthropology are considered. Miss Kupferer.

330. Sociology of Religion (3:3). An introduction to sociological study in the field of religion with the emphasis on the wider social implications of religious institutions and the social structure of religious groups. Mr. Greenfield.

332. Peoples of Asia (3:3). A study of ways of life in selected areas of Asia, with stress on China, Japan, and India. Mr. Lieban.

333. The Family (3:3). A study of the American family as a unity of interacting persons (1) that shapes the personality development of its members and (2) that is adaptive to social change. Miss Shivers.

2335r. Marriage (3:3). A study of the practical problems of courtship and marriage, with emphasis on personal relationships. Miss Shivers.

336. Criminology (3:3). A survey of the nature and evolution of crime, causes, examination of criminal procedure, and historical development of the methods of punishment. Analysis of case studies of delinquents; treatment of the criminal. Miss Shivers.

342. Social Problems of Child Welfare (3:3). A study of the normal process of socialization will serve as background for a discussion of special services for children in the community and the basic principles in child care upon which agency services are established. Miss Mossman.

344. Introduction to Sociological Research (3:3). Functions of theory and methodology in the design and execution of research. Analysis and interpretation of selected research projects in sociology and social psychology. Mr. Greenfield.

439, 440. Introduction to the Field of Social Work (3:3), (3:3). A general view of the entire field of public welfare and the voluntary social services including historical background and the principles and methods underlying practice. In the first semester field trips are taken

²This course cannot be used to fulfill the social science requirement for graduation.

to agencies in the local community and state. In the second semester each student is placed in a community agency for experience three hours per week. Mrs. Van Ness.

449. **Sociological Theory (3:3)**. Emergence of sociological theory from social philosophy and the role of sociological theory in the development of social science. Required for majors. Mr. Greenfield.

469. **Special Problems in Sociology (3:3)**. An opportunity for the student to work individually on problems of special interest to her.

493-494. **Honors Work (3:3)-(3:3)**. Staff.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

523. **Social Psychology (3:3)**. A study of individual and collective behavior in relation to various social and cultural influences. Emphasis on the social and cultural aspects of group life. Prerequisite: Introductory Sociology or General Psychology or permission of the instructor. Mr. Greenfield.

COURSES FOR GRADUATES

630b. **Urban Sociology (2:2)**. An analysis of the socio-psychological aspects of urbanization and urban disorganization.

640. **Community Organization (2:2)**. A study of the changing role of the local community: social class differentials, basic institutions and associations in community organization, leadership roles and influence patterns.

641. **Community Services for Children (2:2)**. Provisions for the special care of children with a focus on the changing conceptions of juvenile delinquency.

683ab. **Culture and Society (2:2), (2:2)**. a. Analysis of the concept of culture. Relation of culture to society and the individual. b. Comparative study of primitive cultures, directed toward broader comprehension of human society.

685. **Sociology of Education (2:2)**. The school system is analyzed with the focus on human relationships. School-community relations are studied with special reference to the social structure of the community and its effect on the functioning of the school.

VIII. THE GRADUATE SCHOOL

Organization

General Regulations

Regulations Governing the Master's Degree

*Regulations Governing the Degree of
Doctor of Philosophy*

Expenses

Graduate Curricula

The Creative Arts Program

Business Education

Education

English

Home Economics

Music Education

Physical Education

Extension Courses

National Science Foundation

Institutes for Public School Teachers

The Woman's College Research Council

VIII. THE GRADUATE SCHOOL

OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

WILLIAM CLYDE FRIDAY, B.S., LL.B., LL.D., *President*

DONALD BENTON ANDERSON, B.A., B.Sc.Ed., M.A., Ph.D., *Vice President*

OTIS A. SINGLETARY, B.A., M.A., Ph.D., *Chancellor of the Woman's
College*

¹VANCE T. LITTLEJOHN, B.A., M.Ed., Ph.D., *Acting Dean*

THE ADMINISTRATIVE BOARD²

RICHARD BARDOLPH, B.A., M.A., Ph.D., *Professor of History*

¹JOSEPH A. BRYANT, JR., B.A., M.A., Ph.D., *Professor of English*

ETHEL L. MARTUS, B.A., M.S., *Professor of Physical Education*

¹LEE RIGSBY, B.M., M.M., Ph.D., *Professor of Music*

DONALD W. RUSSELL, B.A., M.Ed., Ed.D., *Professor of Education*

¹IRWIN V. SPERRY, B.A., M.Ed., Ed.D., *Professor of Home Economics*

HELEN A. THRUSH, B.F.A., M.A., *Professor of Art*

ORGANIZATION

Under a principle of the Consolidated University of North Carolina known as "allocation of function," the Graduate School of the University of North Carolina at Greensboro is authorized to conduct graduate study leading to the Master of Arts degree in Education; the Master of Education degree in Business Education, Education, English, Home Economics, Music Education, Physical Education, and Special Education; the Master of Fine Arts degree in Painting and Graphic Arts, Music Composition³, Writing, and Dance; the Master of Science degree in Business Education and Home Economics; the degrees of Master of Science in Business Education, Master of Science in Home Economics, and Master of Science in Physical Education; and the Doctor of Philosophy degree in Home Economics. These areas and the Division as a whole are represented in and subject to the Graduate Executive Council of the Consolidated University. Fundamental policy and basic regulations are formulated by this Council and are reflected in regulations given herein. Other areas of graduate study are offered at the University of North Carolina and North Carolina State College divisions of the University at Chapel Hill and Raleigh, respectively.

¹Members of the Graduate Executive Council of the University of N. C.

²The Dean of the Graduate School and the Dean of the College are ex-officio members of the Graduate Administrative Board.

³Not offered 1962-1963.

The administration of the Graduate School of the University of North Carolina at Greensboro is vested in an Administrative Board and Dean of the Graduate School. The Board, headed by the Dean, transacts local graduate business within the framework of regulations established by the Graduate Executive Council of the Consolidated University. The Dean serves as entrance examiner and performs through his office the customary duties.

Additional rules, regulations, and standards peculiar to each of the areas of graduate study are established and administered by the department or school concerned. These added standards will appear in the appropriate sections of the catalogue of the Graduate School of the University of North Carolina at Greensboro. The prospective student should read such sections with care.

Inquiries concerning curricula, specific courses, scholarships, fellowships, and information peculiar to a field of study should be sent directly to the department or school concerned. General information may be obtained from the office of the Dean of the Graduate School.

GENERAL REGULATIONS

ADMISSION TO GRADUATE STUDY:⁴ For unconditional admission to graduate study as a candidate for a degree, the applicant must hold a bachelor's degree from a recognized institution. The transcript must show an appropriate undergraduate major and satisfactory academic standing.

The average in the major or basic courses prerequisite to the area of proposed graduate study should be B or better. In cases of insufficient preparation or of other inadequacy of undergraduate work, prerequisite courses which do not carry graduate credit will be prescribed and must be satisfactorily completed before unconditional admission to a graduate degree program.

All candidates for admission must take the Graduate Record Examination,⁵ or under certain circumstances and with the consent of the Graduate Dean, the National Teacher Examinations or the Miller Analogies Test, before admission or within the first term of graduate study.

Provisional admission may be granted to applicants who do not meet all the formal requirements, or to applicants from nonaccredited institutions. For teachers in service or other students taking less than a full

⁴Under a ruling of the Board of Trustees, no men not previously admitted may be admitted to graduate curricula after June 1, 1956.

⁵Information on this test, including application blank, may be obtained from the Dean of the Graduate School or by writing Educational Testing Service, Princeton, New Jersey.

course load, credit to be applied toward a graduate degree will be limited to 10 semester hours earned while a student is in provisional admission status. Students in residence must remove all conditions before the beginning of the final semester in residence.

Applications for admission to the Graduate School, accompanied by full credentials in the form of transcripts of academic records, should be filed in the office of the Dean at least thirty days in advance of the term in which admission is sought.

Applicants for graduate study who have not expressed the intention to pursue a degree program may be admitted as unclassified graduate students. The regulations and standards for admission applicable to degree candidates apply to unclassified graduate students.

Certain applicants who do not meet all requirements for admission to graduate study but who hold all necessary prerequisites for specific courses may be admitted as special graduate students. Credits earned while in this status may not be applied toward a graduate degree.

Undergraduate students in this institution who plan to undertake graduate study, and who in the last semester of residence are required to take less than twelve semester hours of work to fulfill all requirements for the bachelor's degree, may be allowed to enroll in certain courses for the purpose of obtaining graduate credit, provided approval is granted by the Dean of the Graduate School, the student's major adviser, and the Senior Academic Class Adviser. The total credit to be obtained in this way shall not exceed twelve hours including undergraduate credit.

The regulations concerning admission to graduate study are applicable to students seeking graduate credit through extension courses.

Women graduate students in good standing at other units of the Consolidated University of North Carolina are eligible to take courses at the Woman's College Division of the Graduate School, upon recommendation of the Dean of the Graduate School at the unit at which they are regularly enrolled.

HEALTH: Each new student who plans to reside on campus, or who takes more than six hours of academic work in a regular term, is required to send to the College Health Officer a medical history form available from the Graduate School Office, properly completed by her physician. A former student who has been approved for readmission and who has been away from the campus for a year or more is required to resubmit the medical form.

EXTENSION CREDIT DEFINED: All off-campus and TV courses are classified as "Extension"; all courses offered on campus are classified as

"Residence." Such courses offered by other units of the Consolidated University or other graduate institutions are similarly defined. Credits gained in correspondence courses at any institution are not accepted.

UNIT OF ACADEMIC CREDIT: The unit of work is the semester hour, by which is meant one 50-minute lecture period or at least two such periods of laboratory or field work each week for a semester.

STUDENT LOADS: The minimum load for a full-time student is nine semester hours; normal full-time load is 12 semester hours. Students will not be permitted to register for more than 15 semester hours per semester in the regular sessions, nor exceed one semester hour per week in the summer session.

Full-time teachers in service may not register for more than four semester hours of graduate work in any regular term. Full-time graduate assistants are restricted to a maximum of 10 semester hours of course work per term.

GRADING SYMBOLS FOR GRADUATE COURSES: Graduate grades are reported as follows: A, superior; B, good; C, weak but acceptable for graduate credit; and F, failure. An overall average of B or better is required in both the major and minor fields; no more than six semester hours of credit evaluated as C may be applied toward the master's degree.

For students withdrawing from courses after the last date for withdrawal without penalty, the following symbols are used; W, orderly withdrawal with permission of graduate dean, and satisfactory status in course at time of withdrawal; WF, orderly withdrawal but in failing status at time of withdrawal. Students abandoning courses without establishing sufficient reason for withdrawal will be assigned grades of F.

The symbol I indicates failure to complete course requirements by the end of the term in which the course was offered. The I may be removed by completion of the deferred requirements within one calendar year from the last day of the term in which the course was offered. An I not so removed within the time limit automatically becomes an F.

COMMENCEMENT: Degrees are awarded only on the date of commencement exercises following the completion of all requirements for the degree. Attendance at commencement is required of all graduating students unless individually excused by the Graduate Dean.

ADDITIONAL REGULATIONS: Additional rules, regulations, and standards peculiar to each of the areas of graduate study are established and

administered by the department or school concerned. These added standards appear in the appropriate sections of the catalogue. The prospective student should read such sections with care.

REGULATIONS GOVERNING THE MASTER'S DEGREE

RESIDENCE AND TIME LIMITS: The master's curriculum, including the thesis, must be completed within six calendar years.

Credit for graduate work to be applied in satisfaction of requirements for the master's degree, not to exceed six semester hours, may be transferred from accredited institutions. Such transfer must be recommended by the chairman of the department in which the student does his major work and is subject to the approval of the Graduate Dean. In some of the curricula, the student is encouraged to do a portion of his work at North Carolina State College in Raleigh or at the University of North Carolina at Chapel Hill. Full residence credit is accepted by each unit of the Consolidated University. The student should secure approval from his major adviser and the Graduate Dean in advance of registration at other units. No more than six semester hours of credit toward a graduate degree may be gained through extension courses.⁶ In general, however, not less than two-thirds of the total program for the master's degree must be completed in residence courses at the Woman's College.

HOURS REQUIRED FOR THE MASTER'S DEGREE: The course hour requirements vary with the graduate degree sought, *viz.*, Master of Fine Arts and the Master of Arts in Education, thirty-six semester hours of which twenty-four must be in a major field and twelve in a related minor; Master of Education, thirty-two semester hours of which twenty must be in a major field, six in a minor, and six in a variable which may fall within the major or minor fields or in a related department; Master of Science, thirty semester hours of which twenty must be in the major field and ten in the minor.

RESPONSIBILITY FOR PLANNING PROGRAMS: The program of each student shall be planned with the assistance of an adviser appointed by the Department Chairman with the approval of the Graduate Dean. The adviser is charged with the responsibility of interpreting departmental requirements for the student in the light of particular needs of the student and arranging an orderly sequence of activities in progress toward the anticipated degree.

REQUIRED SKILLS: For all master's degrees except the Master of Education, the student must acquire an appropriate skill prior to making application for admission to candidacy. This may be either aesthetics

⁶No credit gained in extension courses is creditable toward the degree for students with major in the Department of Physical Education.

(Creative Arts Program), a reading knowledge of a modern foreign language, or, under certain circumstances, the fundamentals of statistics.

When the required skill is a foreign language, this knowledge will be tested by a special examination given by the Woman's College language department concerned. Foreign students whose native language is not English, who are seeking a Master's degree in which a reading knowledge of a modern foreign language is required, may not offer their native language in satisfaction of this requirement. They may offer a reading knowledge of what is to them a modern foreign language, including English.

When the required skill is statistics, this knowledge will be tested by special examination given by the Woman's College Department of Mathematics.

ADMISSION TO CANDIDACY: Admission to the Graduate School is not tantamount to admission to candidacy for a graduate degree. The purpose of the requirement of admission to candidacy is to permit the department concerned and the Graduate Administrative Board to attest the student's eligibility to continue with work toward a degree, after course experience with that student.

Formal application for admission to candidacy must be submitted to the Graduate Administrative Board on forms which are supplied by the Graduate School Office. This application may not be filed earlier than the first week of the second semester of residence, or, in the case of students taking less than full load, before ten hours of course work which must include at least six hours in the major department has been completed. This application must be submitted at least three months before the degree is to be conferred, or, in the case of students taking less than full load, no later than upon the completion of 16 hours of credit toward the degree. Admission is conditional upon: (a) the removal of all entrance conditions, (b) competence in the use of the appropriate skill, (c) quality of the graduate work already completed, and (d) satisfaction of special requirements of the department concerned.

WRITTEN EXAMINATION ON THE MAJOR FIELD: The written examination on the field of the major is set by the department concerned and may be scheduled at any convenient time after two-thirds of the course work has been completed. Admission to candidacy must be granted to the student prior to the written examination.

ORAL EXAMINATION: The oral examination is conducted by a special committee appointed by the Graduate Dean, including the thesis adviser as chairman, at least two other representatives of the major and minor subjects, and one member of the graduate faculty other than a member of the departments in which the major and minor subjects are offered.

Although the examination may cover the entire graduate program of the student, the primary objective is to provide opportunity for the defense of the thesis. No oral examination is required of candidates for the Master of Education degree, except in Physical Education or Music Education.

THESIS: A thesis plan endorsed by the chairman of the student's thesis committee must be filed in the Graduate School Office at least one semester prior to the time the degree is expected to be awarded. The thesis must conform to rules of form and presentation established by the Graduate Administrative Board. Copies of these regulations may be obtained from the Graduate School Office. Four copies of the thesis together with five copies of the abstract of the thesis must be filed in the Graduate School Office at least two weeks prior to the date the degree is expected. An abstract must accompany the thesis. No thesis is required of candidates for the Master of Education degree, except in the Music Education major, or Physical Education major.

In the Creative Arts Program the thesis shall consist of a creative work on the professional level and of technical merit, and must be accompanied by a scholarly paper which gives the background of sources, historical influences, technical processes or compositional problems essential to its interpretation.

REGULATIONS GOVERNING THE DEGREE OF DOCTOR OF PHILOSOPHY

GENERAL: The degree of Doctor of Philosophy is conferred only upon those who have completed, with high distinction, a period of extended study and original investigation in a single field of learning, which may permit a comprehensive knowledge of the area and of the research and scholarly tools for the development of new knowledge, and an ability to translate these tools and scholarly attainments into an orderly life-time attack on the significant areas for study within this field. This degree is not granted, therefore, upon the completion of any given amount of course work, but upon the demonstration by the candidate of competency in the chosen area, and by capability to accomplish an original research which may employ accepted techniques and mature theoretical formulations.

ADMISSION: The requirements for admission to a doctoral program are the same as those stated for admission to the Master of Arts or Master of Science degrees.

RESIDENCE: A minimum of six full semesters of work beyond the Bachelor's degree is required for the Doctor of Philosophy degree. In some instances and with the approval of the advisory committee and the Graduate Administrative Board, work done in other institutions

outside the Consolidated University may be counted toward the degree, particularly work culminating in a master's degree from an accredited institution and representing an appropriate area of study. Under no circumstances will the degree be awarded until the student has been in full residence at the Graduate School of the University of North Carolina at least two consecutive semesters. Unless specifically recommended by the department and approved in advance of such study by the Graduate Administrative Board, this minimum residence must be served at the Woman's College division of the Graduate School.

COURSE OF STUDY: At the time of admission the student should, with the advice of the chairman of the department, elect a major field. During the first semester in residence an advisory committee of three to five members will be appointed by the Graduate Dean, after consultation with the department head, to prepare with the student a plan of graduate work. Copies of the program thus outlined must be filed in the student's permanent folder in the Graduate School Office, in the department files, with the chairman and each member of the advisory committee, and with the student. Any subsequent changes in the subject of the thesis or in the plan of graduate work must be reported to the Graduate School Office for approval.

The courses selected must represent an orderly and systematic study of a well-defined field and related areas, and are subject to the approval of the Graduate Dean and the Graduate Administrative Board. There shall be a major area which shall generally involve a minimum of sixty semester hours of core or area courses, and one or two minor areas consisting of at least twenty semester hours, and falling within an allied department or in the major department. The minor area must be one specifically approved for the selected major by the Graduate Administrative Board.

The student's advisory committee will be drawn from the permanent graduate faculty of the Consolidated University, and must include at least one member from the major department, one from the minor area or areas, and one from a field related to the student's major interest but from another division of the Graduate School. Other members may be drawn from any of the above categories, or from the graduate faculty at large.

LANGUAGES: A reading knowledge of two modern foreign languages pertinent and relevant to the student's major area of study is required for the Ph.D. degree. These languages are recommended by the Department Head and approved by the Graduate Administrative Board. Proficiency in languages is determined by the appropriate language department on the basis of a written examination embracing scientific literature in the major area. The language requirements must be passed prior to the preliminary examinations and prior to admission to candidacy.

Students whose native tongue is some language other than English may use English as one of the languages required for the Doctor of Philosophy degree. When English is submitted in partial fulfillment of the language requirements, the native language may not be used to satisfy the language requirements. Examinations in English will be given by the English Department, and a statement certifying the candidate's proficiency in English must be filed in the Graduate School Office before the preliminary examinations may be taken.

PRELIMINARY EXAMINATIONS: Not earlier than the second semester of the second year of resident graduate study and not later than the end of the third week of the academic year in which the degree is expected, each doctoral student is required to pass general comprehensive examinations (known as the qualifying or preliminary examinations). The examinations are given by an examining committee of graduate faculty members appointed by the Graduate Dean after consultation with the head of the department in which the student's major work has been taken. The examining committee usually consists of the student's advisory committee and a representative of the Graduate School, but may include other members of the graduate faculty. The oral part of these examinations are open to all members of the graduate faculty who may care to attend, and will be duly announced to the graduate faculty.

Authorization for the qualifying examination is requested of the Graduate School by the chairman of the student's advisory committee when the major part of the student's program of course work has been completed and when, in the judgment of the committee, the student is prepared to devote the greater part of his time to the prosecution of his research study. He must also have filed a dissertation plan acceptable to his committee. Members of the examining committee will be notified of their appointment by the Graduate Office. The examination must be requested at least two weeks before the date of administration of this examination.

The examination consists of two parts: (1) written examinations prepared by the Chairman with the assistance of the examining committee and (2) an oral examination held before the entire examining committee. Upon receiving authorization for holding the qualifying examination, the chairman of the examining committee will give each member of the examining committee an opportunity to submit questions. The questions together with the student's answers will be returned to at least three members of the committee for evaluation. The questions may cover any phase of the course work taken by the student during the period of his graduate study or any subject logically related and basic to an understanding of the subject matter of the major and minor areas of study. They should be designed to measure the student's mastery

of these subject matter fields and the adequacy of his preparation for scholarly investigation.

Upon satisfactory completion of the written examinations the student must pass an oral examination before the entire examining committee. This examination usually follows the written examination within a month. The members of the examining committee will be notified by the Graduate School of the time and place arranged for the oral examination. The oral examination is designed to test the student's ability to relate factual knowledge to general principles. In the oral examination the student is expected to use his knowledge with accuracy and promptness and to demonstrate his ability to think beyond the facts learned in formal course work.

When the examining committee consists of three members, a unanimous vote of approval is required for passing the preliminary examination. Approval may be conditioned, however, upon the completion of additional work in some particular field as may be required by the committee. In case a single dissenting vote is cast in a three member committee, the course of action to be taken will become a matter for decision by the Administrative Board.

ADMISSION TO CANDIDACY: A student is admitted to candidacy by action of the Graduate Administrative Board upon the approval of his dissertation plan by the Graduate Board, upon the completion of language requirements, and upon successful completion of both the written and oral parts of the preliminary examination.

THE DISSERTATION: The dissertation is the product of a thorough investigation of a basic and significant problem or question within the major area of study. An appropriate plan of attack and procedures must be developed and executed by the student under the general guidance of the chairman of the advisory committee. The dissertation requirement is designed to teach and test the capacities of originality and generalization in the candidate. It should foster and attest to the emergence of the love of learning in the candidate, ability in scientific inquiry, an understanding and mastery of the techniques of scholarship, and the art of exposition within the field of specialization.

The dissertation must be presented, in four typewritten copies, at least four weeks before the time at which the candidate expects his degree and a least one week prior to the final oral examination. It must comply with the rules for theses prescribed by the Graduate Administrative Board. Five copies of abstract of between 500 and 700 words must also be applied. The advisory committee, with such other professors as may be appointed by the Dean, shall examine the dissertation, and no dissertation shall be accepted unless it secures the unani-

mous vote of his committee. Publication of the dissertation by means of microfilming is required by the Graduate School. The expense of microfilming is generally borne by the candidate.

The final examination shall consist of an oral examination in defense of the methods used and the conclusions reached in the dissertation. This examination may include topics in the candidate's area of specialization but beyond the scope of the dissertation. Approval of the thesis and the candidate's performance on the final oral examination must be attested by the signatures of the appointed examining committee on a form provided by the Graduate School. The thesis with the adviser's signature as evidence of final approval must be filed in the Graduate School Office at least one week prior to the award of the degree.

TIME LIMITS: The student must complete all requirements for the doctorate within five calendar years from the date of admission to candidacy for that degree, and within ten years from the date of admission to the graduate program.

EXPENSES

The College reserves the right to make changes in charges for tuition and fees without advance notice.

1. *Tuition and Fees—Regular Graduate Students*

Regular graduate students are defined as those for whom study is the primary activity. In recognition of the fact that research, writing, and performance of assigned duties under assistantships often dictate the need for a reduced schedule of formal instruction by *regular* graduate students, provision is made whereby those scheduling less than 10 credit hours are permitted to pay tuition and academic fees at proportionately less than the maximum rates. The rates per semester are as follows:

Cr. Hrs.	<i>Fees (All Students)</i>		<i>Tuition</i>		<i>Total</i>	
	Academic	Activities	In-State	Out-of-State	In-State	Out-of-State
1	\$ 4.00	\$15.00	\$ 9.00	\$ 32.00	\$ 28.00	\$ 51.00
2	8.00	15.00	18.00	64.00	41.00	87.00
3	12.00	15.00	27.00	96.00	54.00	123.00
4	16.00	15.00	36.00	128.00	67.00	159.00
5	20.00	15.00	45.00	160.00	80.00	195.00
6	24.00	15.00	54.00	192.00	93.00	231.00
7	28.00	15.00	63.00	224.00	106.00	267.00
8	32.00	15.00	72.00	256.00	119.00	303.00
9	36.00	15.00	81.00	288.00	132.00	339.00
10	40.50	15.00	90.00	320.00	145.50	375.50

2. *Tuition and Fees—Incidental Graduate Students*

Incidental graduate students are defined as those for whom study represents an activity secondary to a full-time occupation, who do not reside on campus, and who take no more than two courses nor six credit hours of academic work during a semester. Such students pay tuition at the rate of \$9 per credit hour of instruction (\$30 for *out-of-state* students), plus an academic fee of \$5 per semester regardless of the number of hours scheduled. *Incidental* students are exempt from the *activities* fee.

3. *Residence on Campus*

The cost of room, board, laundry and medical services for students living on campus is \$255 per semester.

4. *Entertainment Series Subscription (Optional)*

A fee of \$4.75 per semester entitles either *regular* or *incidental* students to admission to events in the lecture-entertainment series.

5. *Diploma Fee*

A diploma fee of \$10 is payable at the beginning of the last term of residence for a graduate degree.

6. *General Information*

Policies governing such matters as residence status for tuition payment, special fees for applied music, etc., are included in the EXPENSES section of the undergraduate catalogue; and when applicable to graduate students are hereby incorporated into this section by reference.

GRADUATE CURRICULA

The Graduate School of the University of North Carolina at Greensboro, as a part of Woman's College, offers graduate curricula of particular interest to women. Some programs are offered primarily for full-time resident students, while others, generally those of interest to teachers in service, are offered in evening or Saturday classes and in the Summer Session. Minors and supporting courses are offered in a variety of areas both at Greensboro and at the other two divisions of the Consolidated University at Chapel Hill and Raleigh.

THE CREATIVE ARTS PROGRAM

This program is designed to meet the need for work of graduate grade with a clear emphasis upon composition in the fields of painting and the graphic arts, music⁷, writing, and the dance. This program is offered only during the regular terms and within the regular weekly

⁷Not available 1962-1963.

college schedule. Completion of the degree program will presuppose the attainment of a professional level of competence in composition in the art form in which the student elects to major.

The program consists of work in one of the four major subjects and in a related minor culminating in the degree, Master of Fine Arts. Available at the Woman's College are an interdepartmental minor in the creative arts and minors in art history, painting and the graphic arts, literature, writing, music literature and history, and the dance. Related minors are also available at the University in Chapel Hill and at State College in Raleigh.

The establishment of this graduate program at Greensboro reflects the conviction that distinctive advantages for the pursuit of graduate work in the creative arts are present here. The Woman's College is a residential liberal arts college which has for a number of years given emphasis to work in the several arts and which possesses unusual facilities for the support of graduate study. The opportunity is present for individualized instruction from the strong staff of resident artist-teachers.

The program should be of value to those who wish to teach in secondary schools and colleges as well as to those preparing for professional careers in one of the arts. Adequate supporting courses in the literature of each of the arts are offered together with courses which meet the state requirements for graduate certification.

For admission to a major in painting, the student should have 54 semester hours or the equivalent in undergraduate credits in art with a distribution of courses showing 15 semester hours in art history, 6 semester hours in design, 18 semester hours in drawing and painting, and 15 semester hours in art electives. The culmination of the program will be an exhibition showing the creative power and technical ability of the student and a paper interpreting or outlining the nature of original contribution or dealing with sources, historical influences, or compositional problems.

For admission to a major in creative writing, the candidate must have demonstrated competence and promise in writing and must have completed successfully at least eighteen semester hours in courses in English and American literature above freshman courses, and a minimum of six semester hours in courses in writing, of which three may be in advanced composition and three in the writing of fiction or of verse, or in playwriting. This major program provides for specialization in one of the forms of composition; the required thesis will consist of original work in this form together with a scholarly paper on problems raised by the composition.

The major in dance provides opportunities for the graduate student to study and experiment in the arts with special emphasis on dance as a creative arts form. The curriculum is designed to present experiences which will develop competency in choreography through the utilization of the integrated knowledge of the related arts and experimentation with various types of composition. The student is directed in the development of mature choreography of aesthetic merit, and in the attainment of technical excellence. The program culminates in a demonstration of the candidate's own choreography to be performed with a professional and scholarly solution of a theatrical and educational dance production. Admission to graduate study in dance is on the basis of competence as evidenced by the undergraduate record and a proficiency and potential in dance as demonstrated by the student.

BUSINESS EDUCATION

The graduate program in business education for the Consolidated University of North Carolina is centered in Greensboro at the Woman's College division. The major emphasis is on business teacher education with related subject matter content in business and economics courses. Although primarily a residence program, courses are offered on Saturday and in the evening so that, with careful scheduling, teachers in service may complete degree requirements in part-time study during the regular terms and through summer study. Students are encouraged to take advantage of the opportunity to take part of their course work at the Chapel Hill division of the Consolidated University.

The program is designed to prepare master teachers of business subjects at the secondary school level and the junior and senior college levels. Students may concentrate in the fields of professional teacher education for teachers of basic business education and teachers of office education and the secretarial and office skills.

Students majoring in business education may elect a program leading to the Master of Science degree or the Master of Education degree. The requirements of the program leading to the Master of Science degree include a tool of research (language or statistics) and a thesis related to the student's field of major interest.

Close relationship is maintained with the public schools of North Carolina and with business and industry through such organizations as the National Office Management Association and the Merchants' Association. Students are encouraged to secure meaningful work experience through a co-ordinated program with business and industry.

In addition to complying with the general regulations for unconditional admission to the graduate program, students majoring in business education must have a grade A certificate to teach business in North

Carolina, or its equivalent. Also, the undergraduate credit must include courses in general economics and the principles of accounting.

The major work must be distributed between professional and subject-matter courses with a related minor selected on the basis of the student's background and interest. The Master's degree in business education requires thirty to thirty-two semester hours' credit in approved courses depending upon the program elected.

EDUCATION

Graduate study in the School of Education may lead to the degrees of Master of Arts or Master of Education. All degree candidates majoring in Education take a general education core applicable to primary, intermediate, or upper grade teachers, supervisors or principals; elective courses in education and in subject matter areas permit a variety of specializations. Minors are available in the areas of art, business education, English, guidance, history and political science, home economics, music, physical education, general science, special education, social studies, and sociology. Other minors are available through course work at the University of North Carolina at Chapel Hill and the North Carolina State College at Raleigh.

The degree of Master of Education is offered as a professional terminal degree program for public school teachers, while the degree of Master of Arts in Education provides a strong research emphasis for students working toward higher degrees. Only students who have met the basic teacher-certification requirement of North Carolina or their state of residence may receive unconditional admission to the Master of Education curriculum.

The School of Education also offers (in addition to the general education major) a program of studies with emphasis in special education. Completion of this program qualifies students for graduate level certification in North Carolina as teachers of the mentally retarded. Courses and seminars are also offered in the education and guidance of mentally gifted children.

The facilities for graduate study in Education are excellent. There are a strong undergraduate major, an on-campus demonstration and experimental school, excellent library facilities, and cordial and cooperative relationships with the excellent city and county systems. Guilford with its two cities, Greensboro and High Point, is one of the most populous counties in the state. Community resources related to graduate study in education are unrivaled.

ENGLISH

In addition to the M.F.A. curriculum in writing described under the Creative Arts Program, the Department of English offers a program for secondary school teachers leading to the degree of Master of Education.

Courses in this program are available at times appropriate for teachers-in service, or, with careful scheduling, as a full-time residence program.

The major in English for candidates for the Master of Education degree is open to those who, in addition to meeting graduate admissions criteria, present an approved undergraduate background in English and American literature and language. They must also hold a North Carolina "Class A" teacher's certificate, or its out-of-state equivalent. Such students are required to minor in Education, and thus meet graduate certification requirements in North Carolina.

HOME ECONOMICS

The School of Home Economics of the Woman's College is the center in North Carolina for graduate work in home economics, with regional and national recognition. Its graduates have entered a variety of public school and college teaching positions, as well as research and administrative work in business and industry, public service, and private institutional settings.

The opportunities for superior training are excellent. In addition to the original building, there is a large and completely equipped new wing with facilities for graduate study and research in the several areas of home economics, home economics education, and institution management. Three home management houses and a residential lighting laboratory are available for research in housing and management. The new nursery school building serves as a center for graduate study in child development and family life. The homemaking cottage, which is part of the Curry Demonstration School program, and the dining halls on The Woman's College campus offer unlimited facilities for coordinated graduate training.

At the master's level, three graduate curricula and degrees are offered, each appropriate to the needs of a well-defined group of students. The Master of Science curriculum permits a high degree of concentration on the knowledge and skill required for the technician, dietitian, administrative officer, or research worker. The student may major in child development and family relations, clothing and textiles, foods and nutrition, home economics education, or housing and management. The minor may be selected from any area listed above that has not been selected as a major, institutional management, art (related design), social studies, or a split minor embracing not more than two of these areas. Minor area sequences may be pursued at either of the two other branches of the Consolidated University. For the public school teacher, there is also offered the Master of Education based on general home economics, home economics education and general education; for the teacher who desires some research experience in addition to her teacher preparation, there is the Master of Science in Home Economics. The

Master of Science in Home Economics differs from the Master of Science degree in that statistics may be substituted for the foreign language requirement. The Master of Education is a non-thesis degree with a major in general home economics and a minor in education.

Courses are offered primarily for full-time resident students, although with special care in scheduling, teachers in service may complete the requirements for the master's degree through Saturday and evening courses in the regular terms or in summer study.

The School of Home Economics also offers a program of studies leading to the degree of Doctor of Philosophy, with major area of specialization that of child development and family relations. Minors may be drawn from other areas of home economics, or from areas related to the major such as economics, psychology, sociology, or statistics.

The primary goal in the doctoral program is the development of competent teachers, scholars, and researchers. It is felt that the professional school can give point and meaning to university effort at the highest levels of training. Although the program is patterned on the University model of scholarly and scientific inquiry, the needs of the area are such that the implications for social change are not obscured.

Competent leaders in the field of home economics cannot rest on subject matter and techniques from within the field, but must be able to employ with distinction the attitudes and methods of inquiry of a number of academic areas outside home economics. The doctoral program involves for students intensive guided study and development in University departments related but external to the School such as biology, chemistry, economics, the medical sciences, psychology, and the like. By utilizing meaningful sequences of first-line graduate work in these areas drawn from the entire resources of the Consolidated University, the developing student is in better position to employ the eclectic approach demanded by the nature of her ultimate problems.

The college instructor of home economics is frequently called upon to represent a number of relatively discrete areas within home economics. Strong supporting work in these several areas is available at the Woman's College.

The program is designed to provide not only a systematic review of the present knowledge in the field, but also to foster through guided study and research experience an ability to attack effectively the unsolved problems. The program is conducted in a climate of orderly search for new meanings, where students may develop the necessary skills and repertoire of methodology as well as a mature enthusiasm for the quest of knowledge.

MUSIC EDUCATION

The School of Music at the Woman's College has been one of the most important sources for supplying music teachers in this area for many years. The bachelor's degree in music education has been offered here for more than twenty-five years.

Library facilities are excellent, including music scores, records, and periodicals. Necessary materials and tools for extensive research in music are available. The graduate program in music education operates in close relationship with the School of Education and its laboratory facilities at the Curry School.

The graduate program in music education leads to the Master of Education degree. The usual requirements for admission to this degree program prevail. Unless waived by the School of Music, applicants are also required to take special proficiency examinations administered by the School of Music before unconditional admission. These examinations are established by the graduate faculty of the School of Music, and cover areas of theory, history, and applied music.

Students majoring in music education will generally take a minimum of ten semester hours in music education; eight hours in theory, history, and literature; four hours in applied music; and six hours in the minor (Education). Students are also required to submit a thesis under the standing regulations of the Graduate School.

For further information concerning the graduate program in music, prospective students are invited to write the Dean of the School of Music.

PHYSICAL EDUCATION

The Graduate School of the University of North Carolina at Greensboro offers two master's degree curricula in the area of physical education, both concerned with the particular interests and needs of women's physical education teaching and research personnel. Specialization is permitted in the areas of dance, sports education, recreation leadership, and corrective physical education. The degree of Master of Education is offered for those desiring to increase teaching competency for work in public education or in specific areas of physical education, and the Master of Science in Physical Education for those entering college teaching or research, or who are planning to continue their study toward the doctorate. These programs are offered primarily for full-time resident students in the regular terms, although it is possible to complete the graduate program in four or five sessions in summer residence.

The facilities and opportunities for graduate experiences are excellent. There are two completely equipped gymnasiums, laboratories for graduate research and experimental study, facilities for varied teaching

experiences on the elementary, secondary, and college levels, and opportunities for experimentation in camping, recreation, and physical education for the handicapped.

The curricula for the Master of Education and the Master of Science in Physical Education degrees require a minimum of thirty semester hours of graduate work. Candidates for the Master of Education degree must take a minimum of six hours in approved courses of Education, and six hours in an area related to physical education. Work in the Master of Science in Physical Education degree curriculum culminates in a thesis, and in the Master of Education degree, in a problem study in the form of a minor research project.

The Department of Physical Education also offers a program leading to the degree of Master of Fine Arts with major in dance. This program is described under the Creative Arts Program.

EXTENSION COURSES

The Graduate School of the University of North Carolina at Greensboro and the Woman's College desire to render aid to teachers in service by arranging for courses for credit toward a degree or certificate, and to offer to them and to other citizens of the state cultural and professional courses. The state does not provide this service except as it may be self-supporting; but afternoon or evening courses can be arranged at a minimum cost to persons on or off the campus. Television courses are also offered for credit. Lecture series and individual lectures by members of the faculty can be arranged.

Most extension courses are offered at the graduate level; properly admitted students may count up to six hours gained in extension toward the Master of Education degree with approval of courses by their departmental adviser.

Although admission to extension courses is the responsibility of the Director of Extension, *graduate* credit can be obtained only by students admitted to graduate status by the Graduate Dean. Students desiring graduate credit through extension courses who have not been accepted in a graduate status by the Graduate School must file formal application for admission and furnish satisfactory transcripts of their previous academic work.

A series of conferences, usually concentrated in the summer, are held on the campus. These conferences are planned as a service to the state and as a contribution particularly to girls and women who may participate in them. Inquiries about the program of the Extension Division should be addressed to the Director of Extension, Woman's College, University of North Carolina, Greensboro, N. C.

NATIONAL SCIENCE FOUNDATION INSTITUTE FOR TEACHERS

HOLLIS J. ROGERS, *Associate Professor of Biology, Director*

Beginning in 1958, the National Science Foundation has sponsored in-service and summer institutes for high school teachers of science. In the Graduate School of the University of North Carolina at Greensboro courses offered include biology, chemistry, earth sciences, mathematics, and physics. Taught by members of the appropriate science faculties, these courses are specifically designed to provide up-to-date training for public school science teachers. The institutes and costs for the students are supported by grants from the National Science Foundation. Interested applicants should write the director for further information.

THE WOMAN'S COLLEGE RESEARCH COUNCIL

An integral part of graduate study derives from original research and the methods of scholarly investigation. The Woman's College Research Council, made up of appointed members of the faculty with the Dean of the Graduate School as Chairman, has among its functions the stimulation of research by members of the faculty.

In 1957, the sum of \$10,000 was made available by the General Assembly to Woman's College for funds in aid of research and creative work by members of the teaching faculty. Similar sums were made available in 1958, 1959, 1960, and 1961. These funds are administered by the Research Council. Since the initial year, a variety of research proposals, representing many different departments, have been materially supported by grants-in-aid awarded by the Research Council.

IX. STATISTICAL SUMMARIES

Enrollment Summary, 1960-1961

*Earned Degrees and Certificates Granted at Woman's
College on June 4, 1961*

IX. STATISTICAL SUMMARIES

ENROLLMENT SUMMARY FOR THE YEAR 1960-1961¹

Senior Class	320
Junior Class	413
Sophomore Class	668
Freshman Class	955
Commercial Students	195
Nursing Education Students	52
Graduate Students	282
Special Students	78
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Total Regular Session	2963
Extension (Inc. TV) Regular Session	197
Extension (Inc. TV) Summer Session	168
Summer Session 1960	925

TOTAL NUMBER ENROLLED4253

Curry School Enrollment—1960-61	351
Curry School Summer School 1960	70
Kindergarten and Nursery School 1960-61	42 463

TOTAL ENROLLMENT 1960-19614716

SUMMARY OF EARNED DEGREES AND CERTIFICATES GRANTED AT WOMAN'S COLLEGE ON JUNE 4, 1961

Source: Commencement Program for the 69th Annual Commencement

Masters of Education	56
Masters of Science	4
Masters of Science in Home Economics	7
Masters of Fine Arts	4
Masters of Science in Physical Education	7

TOTAL MASTERS' DEGREES 78

¹Unduplicated totals for both semesters.

Bachelor of Arts	196
Art	3
Biology	12
Chemistry	4
Drama	5
Economics	5
Elementary Education	32
Primary Education	28
English	25
French	4
Greek	0
History and Political Science	27
Medical Technology*	0
Latin	0
Mathematics	15
Music (Literature)	0
Music (Piano)	0
Physics	0
Psychology	9
Recreation	0
Sociology	22
Spanish	5
Bachelors of Science in Home Economics	50
Bachelors of Science in Nursing	1
Bachelors of Science in Physical Education	15
Bachelors of Science in Secretarial Administration	45
Bachelors of Fine Arts	17
Bachelors of Music	13
	<hr/>
TOTAL OF BACHELORS' DEGREES	337
TOTAL OF EARNED DEGREES	415
Commercial Certificates	133
	<hr/>
TOTAL EARNED DEGREES AND CERTIFICATES	548

*Reported as Biology and Chemistry Majors.

X. ORGANIZATION

Trustees

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Academic Advisers

Library Staff

Counselors in Residence Halls

Other Staff

Faculty Committees

X. ORGANIZATION

BOARD OF TRUSTEES OF THE UNIVERSITY OF NORTH CAROLINA

EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

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ARCH TURNER ALLEN, Secretary, Raleigh

WADE BARBER, VICTOR S. BRYANT, GEORGE WATTS HILL, MRS. ALBERT H. LATHROP, REID A. MAYNARD, RUDOLPH L. MINTZ, G. N. NOBLE, MRS. ROSA B. PARKER, THOMAS PEARSALL, W. FRANK TAYLOR, JOHN W. UMSTEAD, JR., J. SHELTON WICKER.

MEMBERS OF THE BOARD OF TRUSTEES

TERRY SANFORD, Governor, Chairman, *ex officio*

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ex officio

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BILLIE CURTIS, *Assistant Secretary*

Term Expires April 1, 1963

MRS. OSCAR BARKER	Durham	Durham
IRWIN BELK	Charlotte	Mecklenburg
MITCHELL BRITT	Warsaw	Duplin
MRS. MEBANE H. BURGWIN	Jackson	Northampton
S. N. CLARK, JR.	Tarboro	Edgecombe
T. J. COLLIER	Bayboro	Pamlico
A. ROY COX	Asheboro	Randolph
EUGENE CROSS	Marion	McDowell
BEN E. FOUNTAIN	Rocky Mount	Edgecombe
¹ O. MAX GARDNER, JR.	Shelby	Cleveland
GEORGE WATTS HILL	Durham	Durham
JOHN H. KERR, JR.	Warrenton	Warren
M. C. LASSITER	Snow Hill	Greene
² J. SPENCER LOVE	Greensboro	Guilford
D. L. McMICHAEL	Madison	Rockingham
RUDOLPH I. MINTZ	Wilmington	New Hanover
THOMAS O. MOORE	Winston-Salem	Forsyth
ASHLEY M. MURPHY	Atkinson	Pender
MRS. B. C. PARKER	Albemarle	Stanly
MRS. MARY M. STANFORD	Chapel Hill	Orange

¹Deceased November, 1961.

²Deceased January, 1962.

THOMAS TURNER	Greensboro	Guilford
JOHN W. UMSTEAD, JR.	Chapel Hill	Orange
³ HERMAN WEIL	Goldsboro	Wayne
SAM L. WHITEHURST	New Bern	Craven
MACON M. WILLIAMS	Lenoir	Caldwell

Term Expires April 1, 1965

DR. FRANCIS A. BUCHANAN	Hendersonville	Henderson
DR. JESSE B. CALDWELL	Gastonia	Gaston
LENOX G. COOPER	Wilmington	New Hanover
MARSHALL Y. COOPER	Henderson	Vance
W. LUNSFORD CREW	Roanoke Rapids	Halifax
WILBUR H. CURRIE	Carthage	Moore
HONORABLE CALVIN GRAVES	Winston-Salem	Forsyth
MRS. ALBERT H. LATHROP	Asheville	Buncombe
DR. JOHN GILMER MEBANE	Rutherfordton	Rutherford
HONORABLE LARRY I. MOORE	Wilson	Wilson
KEMP B. NIXON	Lincolnton	Lincoln
THOMAS J. PEARSALL	Rocky Mount	Nash
CLARENCE L. PEMBERTON	Yanceyville	Caswell
JAMES L. PITTMAN	Scotland Neck	Halifax
MRS. L. RICHARDSON PREYER	Greensboro	Guilford
H. L. RIDDLE, JR.	Morganton	Burke
ROY ROWE	Burgaw	Pender
JOHN P. STEDMAN	Lumberton	Robeson
C. LACY TATE	Chadbourn	Columbus
DR. JOHN C. TAYLOE	Washington	Beaufort
H. P. TAYLOR	Wadesboro	Anson
W. FRANK TAYLOR	Goldsboro	Wayne
F. E. WALLACE	Kinston	Lenoir
HONORABLE CAMERON S. WEEKS	Tarboro	Edgecombe
MRS. GEORGE WILSON	Fayetteville	Cumberland

Term Expires April 1, 1967

ARCH T. ALLEN	Raleigh	Wake
MRS. ED M. ANDERSON	West Jefferson	Ashe
IKE F. ANDREWS	Siler City	Chatham
WILLIAM C. BARFIELD	Wilmington	New Hanover
MRS. J. W. COPELAND	Murfreesboro	Hertford
FRANK HULL CROWELL	Lincolnton	Lincoln
PERCY B. FEREBEE	Andrews	Cherokee
BOWMAN GRAY	Winston-Salem	Forsyth
HERBERT HARDY	Maury	Greene
WILLIAM B. HARRISON	Rocky Mount	Nash

³Deceased October, 1961.

J. FRANK HUSKINS	Burnsville	Yancey
MACK JERNIGAN	Dunn	Harnett
G. N. NOBLE	Trenton	Jones
ERNEST E. PARKER, JR.	Southport	Brunswick
FRANK PARKER	Asheville	Buncombe
CLAUDE W. RANKIN	Fayetteville	Cumberland
T. HENRY REDDING	Asheboro	Randolph
⁴ MRS. DILLARD REYNOLDS	Winston-Salem	Forsyth
WILLIAM P. SAUNDERS	Southern Pines	Moore
EVANDER S. SIMPSON	Smithfield	Johnston
WALTER L. SMITH	Charlotte	Mecklenburg
DR. SHAHANE TAYLOR	Greensboro	Guilford
THOMAS B. UPCHURCH, JR.	Raeford	Hoke
C. M. VANSTORY, JR.	Greensboro	Guilford
HILL YARBOROUGH	Louisburg	Franklin

Term Expires April 1, 1969

WADE BARBER	Pittsboro	Chatham
GRAHAM W. BELL	Fayetteville	Cumberland
VICTOR S. BRYANT	Durham	Durham
HENRY A. FOSCUE	High Point	Guilford
LUTHER HAMILTON	Morehead City	Carteret
W. C. HARRIS, JR.	Raleigh	Wake
W. A. JOHNSON	Lillington	Harnett
ROBERT B. JORDAN, III	Mount Gilead	Montgomery
MRS. J. B. KITRELL	Greenville	Pitt
J. HANES LASSITER	Charlotte	Mecklenburg
JOHN LASSITER	Smithfield	Johnston
JOHN VAN LINDLEY	Greensboro	Guilford
R. WALKER MARTIN	Lexington	Davidson
C. KNOX MASSEY	Durham	Durham
REID A. MAYNARD	Burlington	Alamance
WILLIAM C. MEDFORD	Waynesville	Haywood
WILLIAM G. REID	Pilot Mountain	Surry
MRS. S. L. RODENBOUGH	Walnut Cove	Stokes
A. ALEX SHUFORD	Hickory	Catawba
B. ATWOOD SKINNER	Wilson	Wilson
DR. L. H. SWINDELL	Washington	Beaufort
BEN C. TROTTER	Leaksville	Rockingham
OSCAR C. VATZ	Fayetteville	Cumberland
J. SHELTON WICKER	Sanford	Lee
FRED L. WILSON	Kannapolis	Cabarrus

⁴Deceased December, 1961.

**WOMAN'S COLLEGE
OF THE
UNIVERSITY OF NORTH CAROLINA**

OFFICERS OF INSTRUCTION

WILLIAM CLYDE FRIDAY (1951), *President*

B.S. North Carolina State; LL.B., North Carolina; LL.D., Belmont Abbey;
LL.D., Wake Forest; LL.D., Duke; LL.D., Princeton; LL.D., Elon

DONALD BENTON ANDERSON, *Vice President for Graduate*

Studies and Research

B.A., B.Sc.Ed., M.A., Ph.D., Ohio State

OTIS ARNOLD SINGLETARY (1961), *Chancellor*

B.A., Millsaps; M.A., Ph.D., Louisiana State

ALICE KATHERINE ABBOTT (1927), *Associate Professor of Romance
Languages*

B.A., Smith; M.A., Illinois; Diploma, Centro de Estudios Históricos, Madrid

CHARLES MARSHALL ADAMS (1945), *Librarian, Professor*

B.A., Amherst; B.S., M.A., Columbia

MAUDE LOUISE ADAMS (1937), *Assistant Professor of Business Educa-
tion, Emeritus* (1956)

B.A., Cornell College; M.A., Columbia

⁵PHILIP AFRICA (1961), *Lecturer in History*

B.A., Allegheny; Ph.D., Rochester

LEWIS ROSCOE AIKEN, JR. (1960), *Assistant Professor of Psychology*

B.S., M.A., Florida State; Ph.D., North Carolina

NAOMI ALBANESE (1958), *Dean and Professor of Home Economics*

B.A., Muskingum College; M.A., Ph.D., Ohio State

LOUISE BREVARD ALEXANDER (1935), *Professor of Political Science,
Emeritus* (1956)

B.A., Presbyterian

CARL JOHN ALEXIUS (1955), *Instructor in Music*

B.M., M.M., Louisiana State

ROSCOE JACKSON ALLEN (1956), *Head and Associate Professor of
Commercial Studies*

B.S., Concord College; M.S., Tennessee; D.Ed., Pennsylvania State

ELIZABETH JONES ALLRED (1960), *Instructor in Education*

B.A., M.Ed., Woman's College of the University of North Carolina

WILLIAM LEWIS ALTON (1960), *Instructor in Music*

B.M., M.M., Florida State

RETA MARGARET ANDERSON (1958), *Instructor in English*

B.A., M.A., Vanderbilt

LAURA GADDES ANDERTON (1948), *Assistant Professor of Biology*

B.A., Wellesley; M.S., Brown; Ph.D., North Carolina

⁵First semester.

- JAMES WILLIAM APPLEWHITE (1960), *Instructor in English*
B.A., M.A., Duke
- EUGENE JOHN AROMI, JR. (1961), *Instructor in Education*
B.A., Birmingham-Southern; M.A., Ed.D., Alabama
- ELIZABETH EDNA ARUNDEL (1937), *Professor of Geography,*
Emeritus (1960)
B.A., Ohio; M.A., Columbia; Ph.D., Yale
- JOAN WILLIAMS ASH (1959), *Instructor in Education*
B.A., Woman's College of the University of North Carolina
- WARREN HINDS ASHBY (1949), *Head and Professor of Philosophy*
B.A., Maryville; B.D., Ph.D., Yale
- JAMES CARROLL ATKINSON (1958), *Instructor in Romance Languages*
B.A., M.A., Duke
- CLAIRE HENLEY ATKISSON (1917), *Assistant Professor of Music*
B.M., North Carolina State Normal and Industrial College; Columbia; pupil of
Karl Bondam, Austin Conradi and Lotta Hough
- MARY ELIZABETH AVENT (1952), *Instructor in Education*
B.A., Woman's College of the University of North Carolina; M.A.,
George Peabody
- ANNE FRANCES BAECKER (1960), *Head and Associate Professor of*
German
B.A., Marygrove; M.A., Michigan; Ph.D., Cincinnati
- ⁶EUGENE PENDLETON BANKS (1961), *Lecturer in Sociology*
B.A., Furman; M.A., Ph.D., Harvard
- RICHARD BARDOLPH (1944), *Head and Professor of History*
B.A., M.A., Ph.D., Illinois
- ELIZABETH MCDANIEL BARINEAU (1961), *Professor of Romance*
Languages
B.A., Woman's College of the University of North Carolina; M.A., Ph.D., Chicago
- SUSAN ELIZABETH BARKSDALE (1943), *Assistant Professor of Art*
B.A., Woman's College of the University of North Carolina; M.A., Columbia
- ELVA EUDORA BARROW (1916), *Professor of Chemistry, Emeritus* (1954)
B.A., Randolph-Macon Woman's College; M.S., Chicago
- ⁷HELEN BARTON (1927), *Professor of Mathematics, Emeritus* (1960)
B.A., Goucher; M.A., Ph.D., Johns Hopkins
- ⁸JOHN HERBERT BEELER (1950), *Associate Professor of History*
B.A., M.A., Ohio; Ph.D., Cornell
- EDMUND BERKELEY (1960), *Acting Head and Assistant Professor of*
Biology
B.S., M.S., Virginia; Ph.D., North Carolina
- GAIL ELIZABETH BODEN (1961), *Instructor in History*
B.A., Washington; M.A., Radcliffe

⁶Part time, second semester.

⁷Part time, 1961-62.

⁸Leave of absence, second semester.

- ALICE CROWTHERS BOEHRET (1957), *Head and Assistant Professor of Nursing Education*
B.A., Woman's College of the University of North Carolina; M.S., Pennsylvania; Diploma, Jefferson Hospital
- ELIZABETH ANN BOWLES (1956), *Instructor in Education*
B.A., Woman's College of the University of North Carolina; M.A., North Carolina
- BARBARA WOLFF BRANDON (1956), *Assistant Professor of History*
B.A., Wellesley; M.A., North Carolina; Ph.D., Duke
- JOHN HIBBS BRASHEAR (1957), *Lecturer in Economics*
B.A., B.S., M.A., Florida
- ⁹LUCY MOORE BRASHEAR (1961), *Instructor in English*
B.A., M.A., Florida
- JOHN ELBERT BRIDGERS, JR. (1938), *Professor of English*
B.A., Duke; M.A., Harvard; Ph.D., Duke
- ADDISON CLEM BROSS (1960), *Instructor in English*
B.A., Davidson; M.A., Duke
- JOSEPH ALLEN BRYANT (1961), *Head and Professor of English*
B.A., West Kentucky Teachers; M.A., Vanderbilt; Ph.D., Yale
- SARAH FRANCES BUCHANAN (1960), *Instructor in Home Economics*
B.S., Winthrop; M.S., Woman's College of the University of North Carolina
- JEAN RUTH BUCHERT (1957), *Associate Professor of English*
B.A., M.A., Missouri; Ph.D., Yale
- ⁹MARGARET ELAINE BURGESS (1960), *Assistant Professor of Sociology and Anthropology*
B.A., M.A., Washington State; Ph.D., North Carolina
- HELEN CATHERINE BURNS (1937), *Associate Professor*
B.A., Iowa; M.A., Columbia
- WILLIAM WYEBURG BURTON (1961), *Teaching Assistant, Education*
B.A., Guilford
- MAY DULANEY BUSH (1934), *Professor of English*
B.A., Hollins; M.A., Columbia; Ph.D., Johns Hopkins
- MARTHA HELEN CANADAY (1958), *Associate Professor of Home Economics*
B.S., Texas State College for Women; M.S., Louisiana State
- AMY MARIE CHARLES (1956), *Associate Professor of English*
B.A., Westminster; M.A., Ph.D., Pennsylvania
- MAURICIO EDUARDO CHARPENEL (1959), *Instructor in Romance Languages*
B.A., Central Missouri State; M.A., Universidad Nacional Autonoma de Mexico
- LAWRENCE ANDREW CINDRICH (1961), *Instructor in Art*
B.F.A., Carnegie Institute of Technology; M.F.A., Cranbrook Academy of Art

⁹Part time.

- BETTY CAROL CLUTTS (1959), *Instructor in History*
B.A., Woman's College of the University of North Carolina; M.A., North Carolina
- WHITFIELD COBB (1958), *Associate Professor of Mathematics*
B.A., M.A., Ph.D., North Carolina
- ESTHER INEZ COLDWELL (1922), *Associate Professor of Biology,*
Emeritus (1961)
B.A., Southwestern
- RUTH MARY COLLINGS (1925), *Head and Professor of Health*
B.A., Pomona; M.D., Pennsylvania
- ELIZABETH PERRIN COLLINS (1961), *Instructor in Commercial Studies*
B.S., Alabama State College for Women; M.Ed., Woman's College of the
University of North Carolina
- OWEN SERGESON CONNELLY, JR. (1961), *Assistant Professor of History*
B.S., M.A., Wake Forest; Ph.D., North Carolina
- ¹⁰JOHN PHILIP COUCH (1958), *Assistant Professor of Romance*
Languages
B.A., North Carolina; Ph.D., Yale
- ELIZABETH COWLING (1945), *Associate Professor of Music*
B.A., Carleton; M.A., Columbia; M.M., Northwestern; studied with Dudley
Powers, Luigi Silva, Pablo Casals
- RICHARD GARNER COX (1960), *Instructor in Music*
B.A., M.A., North Carolina; Diploma, Conservatoire national de la musique,
Paris, France
- ¹¹VICTOR MACOMBER CUTTER, JR. (1952), *Head and Professor of Biology*
B.A., Dartmouth; Ph.D., Cornell
- HELEN FRANCES CUTTING (1931), *Assistant Professor of Romance*
Languages
B.A., Adelphi; M.A., Columbia; M.A., Chicago; Certificate, Centro de Estudios
Históricos, Madrid; M.S.L.S., Catholic University of America
- DOROTHY S. DARNELL (1960), *Teaching Assistant, Business Education*
B.S.S.A., Woman's College of the University of North Carolina
- ROBERT ARTHUR DARNELL (1949), *Associate Professor of Music*
B.M., Colorado; M.M., Texas; Certificate, Ecoles des Beaux Arts, Fontaine-
bleau, France; pupil of Robert Casadesus, Carl Friedburg, Nadia Boulanger
- DOROTHY DAVIS (1930), *Associate Professor of Physical Education*
B.A., Western College; M.A., Wisconsin
- CHARLOTTE WEBSTER DAWLEY (1944), *Associate Professor of Biology*
B.A., Carleton; M.S., Washington University; Ph.D., Minnesota
- SAVANNAH SEAGRAVES DAY (1953), *Assistant Professor in Home*
Economics
B.S., Appalachian; M.S., Woman's College of the University of North Carolina
- HELEN CHRISTENSEN DELABARRE (1961), *Instructor in Nursing*
Education
B.S., Columbia; M.A., Teachers College, Columbia

¹⁰Leave of absence, first semester.

¹¹Leave of absence, 1961-62. Deceased February 26, 1962.

- MARIE B. DENNEEN (1926), *Associate Professor of Education, Emeritus* (1956)
B.A., M.A., Minnesota
- WILLIAM CONRAD DEVENY (1946), *Associate Professor of Music*
B.A., North Central; B.Mus., Oberlin Conservatory
- MARGARET CLAIRE DEVINNY (1946), *Assistant Professor of Commercial Studies*
B.S., Kansas State; M.S., Tennessee
- MARY ANDREWS DICKEY (1957), *Assistant Professor of Home Economics*
B.S., Woman's College of the University of North Carolina; M.S., Tennessee
- GEORGE WILLIAM DICKIESON (1938), *Associate Professor of Music*
B.Mus., Salem; M.Mus., Cincinnati Conservatory; l'Ecole Montoux
- MARY TAYLOR DICKS (1955), *Instructor in Home Economics*
B.A., East Carolina; M.Ed., Woman's College of the University of North Carolina
- ARTHUR WILSON DIXON (1957), *Assistant Professor of English*
B.A., North Carolina; Ph.D., Yale
- CRAIG LANIER DOZIER (1960), *Head and Associate Professor of Geography*
B.A., Wisconsin; M.A., Maryland; Ph.D., Johns Hopkins
- BERNICE EVELYN DRAPER (1922), *Professor of History, Emeritus* (1960)
B.A., Lawrence; M.A., Wisconsin
- ELIZABETH DUFFY (1937), *Professor of Psychology*
B.A., North Carolina College for Women; M.A., Columbia; Ph.D., Johns Hopkins
- JAMES ARTHUR DUNN (1923), *Professor of English, Emeritus* (1953)
B.A., M.A., Missouri
- MARGARET EDWARDS (1933), *Professor of Home Economics, Emeritus* (1951)
B.S., Montana State; M.A., Columbia
- KATHRYN McALLISTER ENGLAND (1942), *Associate Professor of Drama and Speech*
B.A., Randolph-Macon Woman's College; M.A., Columbia
- JOHN MAURICE EVANS (1961), *Instructor in English*
B.A., University of the South; M.A., Yale
- VIRGINIA CHRISTIAN FARINHOLT (1935), *Professor of Romance Languages*
B.A., William and Mary; M.A., Ph.D., Chicago
- WILLIAM NORCROSS FELT (1947), *Associate Professor of Romance Languages*
B.A., Clark; M.A., D.M.L., Middlebury; Diplôme de hautes études, Grenoble
- MARGUERITE FELTON (1956), *Assistant Professor of Chemistry*
B.S., Limestone; M.A., North Carolina
- HARRY FINESTONE (1956), *Assistant Professor of English*
B.A., Emory; M.A., Ph.D., Chicago

- MARY EVE I. FINESTONE (1960), *Instructor in Romance Languages*
B.A., Bryn Mawr; "Docteur de l'université," Sorbonne
- MARY FITZGERALD (1924), *Assistant Professor of Education, Emeritus*
(1953)
Diploma, North Carolina State Normal and Industrial College; B.A., North Carolina College for Women; M.A., Columbia
- RUTH FITZGERALD (1905), *Professor of Education, Emeritus* (1950)
Diploma, North Carolina College for Women; B.S., M.A., Columbia
- JOSEPHINE ALEXANDER FOSTER (1959), *Teaching Fellow, Home Economics*
B.S., M.Ed., Woman's College of the University of North Carolina
- MARIAN POPE FRANKLIN (1959), *Assistant Professor of Education*
B.A., B.M., St. Olaf; M.A., Northwestern; Ed.D., North Carolina
- ¹²ROSE MILLS FREDMAN (1957), *Instructor in Home Economics*
B.A., Vassar; M.A., George Peabody
- MAYNARD GARDNER FRENCH (1957), *Instructor in Drama*
B.A., Maine; M.A., M.F.A., Western Reserve; Certificate, School of Radio and Television Techniques, New York City
- IVA MARIA FRIC (1960), *Instructor in Romance Languages*
B.A., Washington; M.A., Middlebury
- ¹³ANNIE BEAM FUNDERBURK (1921), *Associate Professor of Romance Languages, Emeritus* (1961)
B.A., North Carolina College for Women; M.A., North Carolina
- ¹⁴JEAN ELISABETH GAGEN (1954), *Associate Professor of English*
B.A., Ohio Wesleyan; M.A., Columbia; Ph.D., Northwestern
- LOIS KATHLEEN GALER (1960), *Instructor in Nursing Education*
B.S., Hamline University; M.A., Teachers College, Columbia
- JUNE PRISCILLA GALLOWAY (1957), *Instructor in Education*
B.S., Georgia; M.Ed., Woman's College of the University of North Carolina
- VIRGINIA BEATRICE GANGSTAD (1939), *Associate Professor of Biology*
B.A., M.A., Ph.D., Illinois
- ¹²KATE BAUCOM GARNER (1959), *Research Instructor in Home Economics*
B.S., Tift; M.S., Woman's College of the University of North Carolina
- LULU MAY GILBERT (1961), *Instructor in Education*
B.A., High Point; M.A., Woman's College of the University of North Carolina
- MILDRED RUTHERFORD GOULD (1921), *Associate Professor of English Emeritus* (1951)
B.S., M.A., Columbia
- MARGARET ANN GREENE (1946), *Assistant Professor of Physical Education*
B.S., Appalachian; M.A., New York

¹²Part time.¹³Part time, 1961-62.¹⁴Leave of absence—Second Semester.

- ROBERT WALTER GREENFIELD, *Associate Professor of Sociology and Anthropology*
B.A., Kent State; Ph.D., Ohio State
- ELLEN JEANNE GRIFFIN (1940), *Associate Professor of Physical Education*
B.S., Woman's College of the University of North Carolina; M.A., North Carolina
- MORTIMER MARTIN GUINEY, JR. (1958), *Instructor in Romance Languages*
B.A., Colby College; M.A., Middlebury
- MAGNHILDE GULLANDER (1918), *Professor of History, Emeritus* (1956)
B.A., Wisconsin; M.A., Pennsylvania
- RUTH GUNTER (1931), *Assistant Professor of Education, Emeritus* (1959)
B.A., North Carolina State Normal and Industrial College; B.A., North Carolina College for Women; M.A., Columbia
- JAMES JOSEPH HAGOOD, JR. (1951), *Associate Professor of Education*
B.S., Piedmont; M.A., George Peabody; M.S., Illinois
- ALONZO C. HALL (1916), *Professor of English, Emeritus* (1956)
B.A., Elon; M.A., Columbia
- EARL B. HALL (1923), *Professor of Biology, Emeritus* (1947)
B.S., M.S., Chicago
- MATHILDE HARDAWAY (1941), *Associate Professor of Business Education*
B.B.A., Texas; M.B.A., Chicago; Ph.D., Yale
- NOMA HARDIN (1944), *Assistant Professor of Art*
B.A., Baylor; B.S., M.A., Texas State College for Women
- RENÉ HARDRÉ (1925), *Professor of Romance Languages, Emeritus* (1958)
C.E.N., Angers; C.A.P., Rennes; Professor des Ecoles Normales, Paris
- HILDA T. HARPSTER (1944), *Associate Professor of Biology*
B.A., Sweet Briar; M.A., Ph.D., Michigan
- ¹⁵MARY HARRINGTON HARRELL (1935), *Associate Professor of Commercial Studies, Emeritus* (1961)
B.A., Queens; B.S., George Peabody; M.A., New York
- DOROTHY VIRGINIA HARRIS (1957), *Instructor in Physical Education*
B.S., Madison; M.Ed., Woman's College of the University of North Carolina
- MILDRED PEARL HARRIS (1924), *Associate Professor of Health, Emeritus* (1956)
B.A., M.A., Michigan
- SHARON FITCH HART (1959), *Instructor in Education*
B.A., Woman's College of the University of North Carolina

¹⁵Part time 1961-62.

- MARTHA ELIZABETH HATHAWAY (1936), *Associate Professor of Home Economics*
B.S., North Carolina College for Women; M.A., Columbia
- ELMA JOSEPHINE HEGE (1934), *Associate Professor of History*
B.A., North Carolina College for Women; M.A., Virginia
- ¹⁶RUTH COLTON HEGE (1960), *Instructor in English*
B.A., Mount Holyoke; M.A., Columbia
- JULIA HEIL HEINLEIN (1952), *Associate Professor of Psychology*
B.S., M.A., Ph.D., Johns Hopkins
- SHIRLEY LEONA HENKEL (1960), *Instructor in Home Economics*
B.S.H.E., M.S., Woman's College of the University of North Carolina
- GAIL MURL HENNIS (1950), *Associate Professor of Physical Education*
B.S., Purdue; M.A., Ph.D., Iowa
- JAMES ALBERT HIGHSMITH (1916), *Professor of Psychology, Emeritus* (1953)
B.A., North Carolina; Ph.D., Peabody
- BIRDIE HELEN HOLLOWAY (1935), *Professor of Music*
B.S.M., M.S.M., Oberlin Conservatory
- MALCOLM KING HOOKE (1922), *Professor of Romance Languages, Emeritus* (1958)
B.A., Chattanooga; Diplôme d'études de civilisation française
Docteur de l'Université de Paris
- THERESA ELIZABETH HORTON (1959), *Instructor in Nursing Education*
Diploma, Duke University School of Nursing; B.S., Duke
- KENNETH EDWIN HOWE (1958), *Dean and Professor of Education*
B.A., Eastern Michigan University; M.S., Michigan; Ed.D., Northwestern
- EVELYN LOUISE HOWELL (1937), *Associate Professor of Home Economics, Emeritus* (1956)
B.S., M.A., Woman's College of the University of North Carolina
- ROBERT CLARENCE HUDSON (1958), *Instructor in Physics*
B.A., Duke; M.A., George Peabody; M.S., North Carolina
- MARGARET AGNES HUNT (1961), *Instructor in Political Science*
B.A., Michigan State; M.A., North Carolina
- EUGENIA McIVER HUNTER (1935), *Professor of Education*
B.A., Goucher; M.A., Columbia; Ph.D., Ohio State
- MARY ALFORD HUNTER (1943), *Assistant Professor of Education*
B.A., Woman's College of the University of North Carolina; M.A., North Carolina
- PATRICIA GODWIN HURLEY (1961), *Instructor in Home Economics*
B.S., M.S., Woman's College of the University of North Carolina
- HELEN MARGARET INGRAHAM (1923), *Professor of Biology, Emeritus* (1960)
B.S., Knox; M.S., Chicago

¹⁶Part time.

- RANDALL JARRELL (1947), *Professor of English*
B.A., M.A., Vanderbilt
- EULA MAE CARTER JARRETT (1953), *Instructor in Education and Librarian in Curry School*
B.A., Kentucky
- ELISABETH ANNA MARIE JASTROW (1941), *Associate Professor of Art, Emeritus* (1961)
Ph.D., Heidelberg, Germany
- DAGMAR HILDEGARDE JOHNSON (1959), *Stone Professor of Home Economics*
B.S., M.S., Minnesota; Ph.D., Iowa State
- GLENN R. JOHNSON (1923), *Professor of Sociology, Emeritus* (1954)
B.A., Reed; M.A., Columbia
- JOSEPH DONALD JONES (1960), *Instructor in Mathematics*
B.S., Hampden-Sydney; M.A., North Carolina
- SARAH WILSON JONES (1952), *Instructor in Business Education*
B.S., M.S., Woman's College of the University of North Carolina
- GEORGE MINOR JOYCE (1935), *Professor*
B.S., Indiana State Teachers; M.S., Indiana
- PAULINE EVELYN KEENEY (1949), *Burlington Industries Professor of Textiles*
B.S., M.S., Ph.D., Pennsylvania State
- JOHN DANIEL KEHOE (1957), *Assistant Professor of Art*
B.F.A., Wayne; M.A., Michigan
- ALBERT S. KEISTER (1924), *Professor of Economics, Emeritus* (1956)
B.A., Otterbein; M.A., Columbia; Ph.D., Chicago
- JOHN WESLEY KENNEDY (1956), *Head and Professor of Economics*
B.A., M.A., Duke; Ph.D., North Carolina
- ¹⁷GRACE MCCARTHY KEZIAH (1961), *Instructor in History*
B.A., Syracuse; M.A., Pennsylvania
- MARGARET KINGSTON (1961), *Instructor in Physical Education*
B.S., Queens; M.S., Woman's College of the University of North Carolina
- VIRA RODGERS KIVETT (1960), *Research Instructor in Home Economics*
B.S.H.E., M.S.H.E., Woman's College of the University of North Carolina
- SARAH WOODRUFF KORN (1960), *Instructor in Nursing Education*
Diploma, Pennsylvania Hospital School of Nursing; B.S., Pennsylvania; M.A., Teachers College, Columbia
- ANNA MARY KREIMEIER (1927), *Assistant Professor of Education*
Ph.B., Chicago; M.A., Columbia
- ¹⁸JUANITA M. KREPS (1961), *Bryan Lecturer in Economics*
B.A., Berea; M.A., Ph.D., Duke

¹⁷Part time.¹⁸Second semester.

- HARRIET JANE KUPFERER (1961), *Lecturer in Sociology and Anthropology*
B.S., Woman's College of the University of North Carolina; M.A., Ed.D., New York; Ph.D., North Carolina
- JORDAN EMIL KURLAND (1956), *Assistant Professor of History*
B.A., Dartmouth; M.A., Boston University; Ph.D., Columbia
- FRANCIS ANTHONY LAINE (1949), *Head and Associate Professor of Classical Civilization*
B.S., Memphis State; Ph.D., Vanderbilt
- ¹⁹FRANK RICHARD LAMAR (1961), *Instructor in Music*
B.M., M.M., Florida State
- BETTY AIKEN LAND (1923), *Assistant Professor of Education, Emeritus (1945)*
Diploma, North Carolina College for Women; M.A., Columbia
- ¹⁸VERA IONE LARGENT (1923), *Professor of History, Emeritus (1961)*
B.A., Knox; M.A., Chicago
- AUGUSTINE LAROCHELLE (1922), *Professor of Romance Languages, Emeritus (1958)*
B.A., Vermont; M.A., Columbia; Diploma, Centro de Estudios Históricos, Madrid
- RUTH LUCAS LATHAM (1961), *Instructor in Education*
B.A., Greensboro; M.A., Woman's College of the University of North Carolina
- ²⁰MARY REBECCA LEARNED (1961), *Lecturer in Romance Languages*
B.A., Dickinson; M.A., North Carolina; Ph.D., Radcliffe
- MARJORIE LOUISE LEONARD (1941), *Associate Professor of Physical Education*
B.S., Woman's College of the University of North Carolina; M.A., North Carolina
- ANNE LOUISE LEWIS (1945), *Head and Professor of Mathematics*
B.A., Randolph-Macon Woman's College; M.S., Ph.D., Chicago
- CONSTANCE ADAMS LEWIS (1961), *Instructor in English*
B.A., Newcomb; M.A., Michigan
- ²¹RICHARD WARREN LIEBAN (1955), *Associate Professor of Sociology and Anthropology*
B.A., Missouri; M.A., Ph.D., Columbia
- VIRGIL E. LINDSEY (1940), *Assistant Professor of Economics*
B.A., Missouri Wesleyan; M.A., Iowa
- VANCE THOMAS LITTLEJOHN (1938), *Head and Professor of Business Education*
B.A., B.S., Bowling Green; M.Ed., Ph.D., Pittsburgh
- CHARLOTTE CLARKE LOCKE (1960), *Teaching Assistant, Health*
B.A., Bates; Certificate in Public Health, Simmons

¹⁸Part time, 1961-62.¹⁹Second semester.²⁰First semester.²¹Leave of absence, 1961-62; teaching part time, first semester.

- JOHN C. LOCKHART (1943), *Business Manager, Emeritus*, (1957)
B.A., North Carolina
- ²²EDWARD LOEWENSTEIN (1957), *Lecturer in Art*
B.Arch., Massachusetts Institute of Technology
- LILA BELLE LOVE (1926), *Associate Professor of Biology, Emeritus*
(1953)
B.A., Mississippi State College for Women; M.S., Nebraska
- EMMA LOUISE LOWE (1941), *Associate Professor of Home Economics*
B.S., Georgia State College for Women; M.S., Georgia
- HAROLD TALMADGE LUCE (1959), *Assistant Professor of Music*
B.M., Butler; M.M., Ph. D., Florida State
- WALTER T. LUCZYNSKI (1960), *Assistant Professor of History*
B.A., New York; M.A., Michigan; Ph.D., Illinois
- ²³HERBERT LUND (1954), *Lecturer in Biology*
B.A., Utah; M.D., Pennsylvania
- PAUL EUGENE LUTZ (1961), *Instructor in Biology*
B.A., Lenoir Rhyne; M.S., Miami
- ANNA MADELINE MCCAIN (1953), *Assistant Professor of Health*
B.A., East Carolina; M.P.H., North Carolina
- ²⁴JOHANNA BOET MCCARTNEY (1959), *Assistant Professor of Home Economics*
B.A., Woman's College of the University of North Carolina; M.A., Iowa State
- GEORGE SMITH MCCOWEN, JR. (1961), *Instructor in History*
B.A., University of the South; M.A., Emory
- MIRIAM MCFADYEN (1927), *Professor of Education, Emeritus* (1945)
Diploma, North Carolina College for Women; B.S., M.S., Columbia
- ROSEMARY MCGEE (1954), *Associate Professor of Physical Education*
B.S., Southwest Texas State College; M.S., Illinois State Normal; Ph.D., Iowa
- FRANKLIN HOLBROOK MCNUTT (1941), *Professor of Education, Emeritus*
(1958)
B.A., M.A., Wittenberg; Ph.D., Ohio State; LL.D., Dayton; L.H.D., Wittenberg
- ADEN COMBS MAGEE, III (1960), *Assistant Research Professor of Home Economics*
B.S., Texas A and M; M.S., Ph.D., North Carolina State
- GAY GRANT MANCHESTER (1953), *Instructor in Education*
B.A., Lenoir Rhyne; M.Ed., Woman's College of the University of North Carolina
- GUIA MARBLE (1940), *Associate Professor of Chemistry*
B.A., M.A., Ph.D., Kansas
- SALLY JEAN MARKS (1960), *Instructor in History*
B.A., Wellesley; M.A., North Carolina

²²Part time, second semester.

²³Part time.

²⁴Leave of absence, second semester.

- ETHEL LORALINE MARTUS (1931), *Head and Professor of Physical Education*
B.A., Brown; M.S., Wellesley
- HARRIET ELIZABETH MEHAFFIE (1929), *Assistant Professor of Education*
Ph.B., Chicago; M.A., Michigan
- MARGARET MERIWETHER (1960), *Instructor in Classical Civilization*
B.A., South Carolina; M.A., Yale
- HERMAN DAVID MIDDLETON (1956), *Head and Associate Professor of Drama and Speech*
B.S., Columbia; M.A., Teachers College, Columbia
- BARBARA CRITTENDEN MILLER (1956), *Instructor in Education*
B.A., Woman's College of the University of North Carolina
- META HELENA MILLER (1922), *Head and Professor of Romance Languages*
B.A., Goucher; M.A., Ph.D., Johns Hopkins; Certificat d'études pratiques de prononciation française, Institut de phonétique, Université de Paris
- ALLEINE RICHARD MINOR (1913), *Professor of Music, Emeritus* (1956)
Diploma, Meredith; B.S., Columbia; New England Conservatory of Music
- JANE TUCKER MITCHELL (1958), *Instructor in Education*
B.A., Mary Baldwin; M.A., George Washington
- VIRGINIA GROVE MOOMAW (1945), *Associate Professor of Physical Education*
B.S., Nebraska; M.A., Columbia; Bennington Mills, New York Studios of Martha Graham; study with Charles Weidman, Doris Humphrey, and Jose Limon; Dance Notation Bureau
- INGA BORGSTROM MORGAN (1946), *Assistant Professor of Music*
B.M., M.M., Eastman; study with Max Landow and Orazio Frugoni
- EDWIN PHILLIP MORGAN (1946), *Associate Professor of Music*
B.M., Tulsa; M.M., Eastman; study with Helen Ringo, Guy Maier, Max Landow, Egon Petri, Jose Echanzi
- IRENA LUKOSEVICIUS MORRISON (1960), *Instructor in Chemistry*
B.A., Hunter; M.S., Indiana
- RALPH MICHAEL MORRISON (1960), *Assistant Professor of Biology*
B.S., College of William and Mary; Ph.D., Indiana
- SADIE MULL MOSER (1955), *Instructor in Education*
B.S., M.Ed., Woman's College of the University of North Carolina
- MEREB ETHNA MOSSMAN (1937), *Dean of the College and Professor of Sociology*
B.A., Morningside; M.A., Chicago; L.H.D., Queens College
- GEORGE MURRAY NAUSS, JR. (1960), *Lecturer in English*
B.A., Maryland; M.A., Johns Hopkins; Ph.D., Iowa
- JANNIE ROSSARD NAUSS (1956), *Assistant Professor of Romance Languages*
M.A., Bowling Green; Ph.D., Iowa

- MILDRED PENDLETON NEWTON (1926), *Director of Admissions, Emeritus*
(1959)
B.A., Goucher
- VICTORIA CARLSON NIELSON (1930), *Professor of Health, Emeritus*
(1948)
B.S., M.S., Ph.D., Columbia
- JAMES WATSON PAINTER (1926), *Professor of English*
B.A., Emory and Henry; M.A., Tennessee
- ²⁵KATHLEEN SHARER PAINTER (1929), *Lecturer in English*
B.A., Tennessee
- HERBERT PARK (1936), *Instructor in Education, Emeritus* (1959)
Springfield; Columbia
- ²⁶FRANKLIN DALLAS PARKER (1951), *Associate Professor of History*
B.A., Greenville; M.A., Ph.D., Illinois
- MAY CROOKES PARRISH (1959), *Instructor in Education*
B.A., Woman's College of the University of North Carolina
- ROBERT EDWARDS PARTIN (1957), *Assistant Professor of Art*
B.A., California; M.F.A., Columbia
- JESSIE CLARA PEDEN (1946), *Assistant Professor of Education*
B.A., Winthrop; M.A., North Carolina
- MARGARET ELLEN PENN (1946), *Professor of Home Economics*
B.S., Kansas State Teachers; M.A., Columbia
- FREIDA ELAINE PENNINGER (1960), *Assistant Professor of English*
B.A., Woman's College of the University of North Carolina; M.A., Ph.D., Duke
- ²⁵CHARLOTTE PERKINS (1960), *Instructor in Speech*
B.A., M.A., Louisiana State
- ²⁷LENELLE PERRY (1959), *Assistant Professor of Education*
B.S., Georgia Teachers College; M.Ed., Georgia; D.Ed., Duke
- MOLLIE ANN PETERSON (1921), *Associate Professor of Art, Emeritus*
(1943)
Ph.B., Chicago; M.A., Columbia
- ²⁸EUGENE EDWIN PFAFF (1936), *Professor of History*
B.A., M.A., North Carolina; Ph.D., Cornell
- CHARLES WILEY PHILLIPS (1935), *Director of Extension and Professor*
B.A., North Carolina; M.A., Columbia
- LENORE GERLENE PIERCE (1955), *Instructor in Commercial Studies*
B.A., Milligan; M.A., Ed.S., George Peabody
- VIVA M. PLAYFOOT (1925), *Professor of Home Economics, Emeritus*
(1954)
B.S., M.A., Columbia

²⁵Part time.²⁶Leave of absence, first semester.²⁷Resigned, January 31, 1962.²⁸Leave of absence, 1961-62.

- NANCY ANN PORTER (1952), *Instructor in Physical Education*
B.S., M.Ed., Woman's College of the University of North Carolina
- CHARLES EDWARD PRALL (1949), *Professor of Education, Emeritus*
(1958)
B.A., Iowa; M.A., Chicago; Ph.D., Iowa
- ROSAMOND PUTZEL (1956), *Assistant Professor of English*
B.A., Salem; M.A., North Carolina; Ph.D., North Carolina
- CLEO RAINWATER (1960), *Lecturer in Education*
B.A., M.A., Peabody
- WILLIAM SAMUEL RAY (1960), *Professor of Psychology*
B.A., Bridgewater; M.A., Ph.D., Maryland
- ANNA JOYCE REARDON (1941), *Head and Professor of Physics*
B.A., College of Saint Teresa; M.S., Ph.D., St. Louis
- ANNA REGER (1931), *Assistant Professor of Education, Emeritus*
(1959)
B.A., West Virginia Wesleyan; B.S. in L.S., Columbia
- FREDERICK M. RENER (1961), *Assistant Professor of German*
B.A., M.A., Ph.D., Toronto
- M. FRANCOIS REQUEDAT (1961), *Instructor in Romance Languages*
Bac B Philosophie; Licence ès Lettres Modernes; Certificat Etudes Pratiques
Anglais; C.A.P.E.S., Lettres Modernes
- ²⁹RUFUS WILEY REYNOLDS (1961), *Lecturer in Economics*
B.A., LL.B., Duke
- CLARA ANN RIDDER (1959), *Professor of Home Economics*
B.S., Nebraska; M.S., Arizona; Ph.D., Cornell
- ³⁰JOSEPHINE H. RIGG (1961), *Lecturer in Home Economics*
B.A., Kansas; M.A., Teachers College, Columbia
- LEE RIGSBY (1959), *Dean and Professor of Music*
B.M., M.M., Texas; Ph.D., Michigan
- BLACKWELL PIERCE ROBINSON (1956), *Associate Professor of History*
B.A., North Carolina; M.A., Duke; Ph.D., North Carolina
- MARTIN ROEDER (1954), *Associate Professor of Biology*
B.S., Queens College, New York; M.S., New Mexico; Ph.D., North Carolina
- HOLLIS JETTON ROGERS (1947), *Associate Professor of Biology*
B.S., Murray State; M.S., Kentucky; Ph.D., Duke
- MINOR READE ROOTES (1961), *Instructor in Drama*
B.A., California; M.A., San Francisco State
- BESS NAYLOR ROSA (1934), *Associate Professor of Home Economics,*
Emeritus (1958)
B.S., M.A., Missouri
- ²⁹MARIANNE HEINEBERG ROSTHAL (1961), *Teaching Assistant, German*

²⁹Part time.³⁰Second semester.

- ROBERT BERNARD ROSTHAL (1961), *Assistant Professor of Philosophy*
B.A., Washington and Jefferson; M.A., Chicago; Ph.D., Michigan
- ABIGAIL E. ROWLEY (1922), *Associate Professor of English, Emeritus*
(1954)
B.S., Denison; M.A., Columbia
- ³⁰ARTHUR JOSEPH RUBEL (1961), *Instructor in Anthropology*
B.A., Mexico; M.A., Pennsylvania
- DONALD WILLIAM RUSSELL (1955), *Professor of Education*
B.A., Bates; M.Ed., Ed.D., Boston University
- ²⁹SARAH SANDS (1958), *Assistant Professor of Biology*
B.S., Salem College; M.T., Bowman Gray; M.S., Tennessee
- FLORENCE LOUISE SCHAEFFER (1922), *Head and Professor of Chemistry*
B.A., Barnard; M.A., Mount Holyoke
- ALICE SCHRIVER (1949), *Professor of Health*
B.S., M.A., New York; Ed.D., Columbia
- NORMAN WILLARD SCHUL (1961), *Instructor in Geography*
B.S.Ed., M.A., Miami
- JOHN POPHAM SEDGWICK, JR. (1961), *Visiting Professor of Art*
B.A., Williams; M.A., Ph.D., Harvard
- ESTHER SEGNER (1955), *Associate Professor of Home Economics,*
Emeritus (1958)
B.S., Wisconsin; M.S., Minnesota
- ARCHIE D. SHAFTESBURY (1924), *Professor of Zoology, Emeritus* (1959)
B.A., Southwestern; Ph.D., Johns Hopkins
- ANNE CHRISTIAN SHAMBURGER (1925), *Assistant Professor of Health*
Guilford; Johns Hopkins
- RUTH AGNES SHAVER (1937), *Associate Professor of Romance*
Languages
B.A., Ohio Wesleyan; M.A., Columbia
- CLARENCE OLAN SHIPTON (1955), *Instructor in Education*
B.A., Elon College; M.Ed., North Carolina
- LYDA GORDON SHIVERS (1933), *Head and Professor of Sociology*
B.A., LL.B., M.A., Mississippi; Ph.D., North Carolina
- JEANETTE DOROTHY SIEVERS (1957), *Assistant Professor of*
Business Education
B.A., State College of Washington; M.S., Simmons
- DOROTHY SISK SILLS (1953), *Instructor in Commercial Studies*
B.S.S.A., M.Ed., Woman's College of the University of North Carolina
- EMEVE PAUL SINGLETARY (1959), *Teaching Assistant, Home Economics*
B.S.H.E., Woman's College of the University of North Carolina; Diploma in
Dietetics, Medical College of Virginia

²⁹Part time.³⁰Second semester.

- OTIS ARNOLD SINGLETARY (1961), *Professor of History*
B.A., Millsaps; M.A., Ph.D., Louisiana State
- ³¹BETTY GRIESINGER SINK (1961), *Teaching Assistant, Romance Languages*
B.A., Woman's College of the University of North Carolina
- JOHN AARON SMITH (1927), *Associate Professor of Education, Emeritus* (1954)
B.Ed., Illinois State Normal; M.S., Illinois
- KENDON RASEY SMITH (1954), *Head and Professor of Psychology*
B.A., Minnesota; M.A., Ph.D., Princeton
- LOU ANN SMITH (1961), *Instructor in Art*
B.F.A., Georgia; M.F.A., Woman's College of the University of North Carolina
- REBECCA MCCULLOCH SMITH (1958), *Instructor in Home Economics*
B.S., M.S., Woman's College of the University of North Carolina
- RUBY BASS SMITH (1960), *Instructor in Mathematics*
B.A., M.Ed., Woman's College of the University of North Carolina
- TOMMIE LOU SMITH (1951), *Instructor in Business Education*
B.A., M.A., East Carolina
- MARGARET ANN SNODGRASS (1961), *Teaching Fellow, Home Economics*
B.S.H.E., Carnegie Institute of Technology
- ADRIAN SOLOMON (1957), *Assistant Professor of Psychology*
B.A., M.A., Kentucky; Ph.D., Cornell
- JOANN SANDRA SPAHR (1959), *Assistant Professor in Home Economics*
B.S., M.S., Virginia Polytechnic Institute
- IRWIN VINCENT SPERRY (1955), *Professor of Home Economics and Director of Child and Family Development Institute*
B.A., Michigan State Normal; M.Ed., Ed.D., Wayne
- HELEN KNOTT STALEY (1949), *Associate Professor of Home Economics*
B.S., M.A., Columbia
- FRANK FENNEL STARBUCK (1957), *Instructor in Music*
B.M.Ed., Florida State; M.M., Indiana
- JOHN LUTHER STEINMETZ (1961), *Instructor in Mathematics*
B.S., U. S. Coast Guard Academy; M.A., Duke
- ³²VIRGINIA JONES STEPHENS (1961), *Instructor in Sociology*
B.A., Meredith; M.S., Texas
- ROBERT OREN STEPHENS (1961), *Assistant Professor of English*
B.A., Texas A. and I.; M.A., Ph.D., Texas
- MADELEINE BLAKEY STREET (1930), *Professor of Home Economics*
B.S., William and Mary; M.A., Columbia
- VERGIE LEE STRINGER (1958), *Assistant Professor of Home Economics*
B.S.H.E., Mississippi Southern; M.S., Tennessee

³¹First semester.³²Part time, second semester.

- JANE SUMMERELL (1926), *Professor of English, Emeritus* (1958)
B.A., North Carolina State Normal and Industrial College; B.A., North Carolina College for Women; M.A., Columbia
- KATHERINE HENRIETTA TAYLOR (1929), *Dean of Students and Professor*
B.A., North Carolina College for Women; M.A., Radcliffe
- WILLIAM RAYMOND TAYLOR (1921), *Professor of English, Emeritus*
(1960)
B.A., North Carolina; M.A., Harvard
- GEORGE MARTIN THOMPSON (1923), *Professor of Music*
B.Mus., M.Mus., Beaver; Pittsburgh Musical Institute, Chicago College of Music; pupil of Clarence Eddy of Chicago and Joseph Bonnet of Paris
- HELEN ALVERDA THRUSH (1939), *Acting Head and Professor of Art*
B.F.A., Pennsylvania; M.A., Columbia
- NETTIE SUE TILLET (1924), *Professor of English, Emeritus* (1958)
B.A., Duke; M.A., Columbia
- JAMES EWING TUCKER (1959), *Curator and Instructor in Art*
B.F.A., Texas; M.F.A., Iowa
- ADELE CELESTE ULRICH (1956), *Associate Professor of Physical Education*
B.S., Woman's College of the University of North Carolina; M.A., North Carolina; Ph.D., Southern California
- JANE HIGGINS VANHOVEN (1960), *Instructor in Biology*
B.A., Woman's College of the University of North Carolina; M.S., George Peabody
- ³³MARY JAMES VANNESS (1961), *Lecturer in Sociology*
B.S., M.S., Ohio State
- HERBERT EUGENE VAUGHAN, JR. (1948), *Professor of Education*
B.S., Wofford; M.A., George Peabody
- GERTRUDE VERMILLION (1957), *Associate Professor of Chemistry*
B.A., Furman; B.S., George Peabody; M.A., Columbia; Ph.D., Duke
- ³³JOSEPH DAVID WARNER (1961), *Lecturer in Psychology*
B.A., Northeastern University; M.A., Ph.D., California
- EMILY HOLMES WATKINS (1926), *Professor of Mathematics, Emeritus* (1958)
B.A., Randolph-Macon Woman's College; M.A., Columbia
- ROBERT WINTHROP WATSON (1953), *Associate Professor of English*
B.A., Williams; M.A., Ph.D., Johns Hopkins
- WALLACE STEADMAN WATSON (1960), *Instructor in English*
B.A., Wofford; M.A., Duke
- ROWENA WELLMAN (1943), *Associate Professor of Business Education, Emeritus* (1958)
B.A., Iowa; M.A., Ph.D., Columbia
- STELLA LOUISE WEYL (1950), *Assistant Professor of Commercial Studies*
B.A., South Dakota; M.S., Tennessee

³³Part time.

- SHIRLEY BLUE WHITAKER (1960), *Instructor in Romance Languages*
B.A., M.A., Duke
- ESTHER BOYD WHITE (1957), *Instructor in Health*
B.A., Arkansas A. and M.; M.S., Louisiana State
- JOSIE NANCE WHITE (1951), *Teaching Fellow, Home Economics*
B.A., Woman's College of the University of North Carolina; M.Ed., North Carolina
- VELMA LOUISE WHITLOCK (1944), *Associate Professor of Business Education*
B.S., Oregon State; M.S., Tennessee
- ROGER CHARLES WILBUR (1961), *Instructor in Education*
B.F.A., Illinois Wesleyan; M.A., Bowling Green
- MAUDE FERRELL WILLIAMS (1927), *Associate Professor of Physiology*
B.A., M.S., Ph.D., Illinois
- ALICE JACKSON WILLINGHAM (1958), *Instructor in Home Economics*
B.S., East Carolina; M.S., Woman's College of the University of North Carolina
- GEORGE P. WILSON (1927), *Professor of English, Emeritus* (1956)
B.A., North Carolina; M.A., Columbia
- SHIRLEY RABB WINSTON (1959), *Assistant Professor of Music*
Washington College of Music; American University; Hunter College; New England Conservatory; Leider under Max Pons; Opera under Boris Goldovsky and Marinka Gurewich
- LENOIR CHAMBERS WRIGHT (1953), *Associate Professor of History*
B.A., North Carolina B.A., M.A., Oxford; LL.B., Harvard; M.A., Ph.D., Columbia

ACADEMIC ADVISERS

Academic Class Advisers

- HELEN CATHERINE BURNS, B.A., M.A., *Freshman*
- TOMMIE LOU SMITH, B.A., M.A., *Sophomore*
- FRANCES FALCK, B.A., M.Ed., *Junior*
- DOROTHY DAVIS, B.S., M.A., *Senior*

Vocational Guidance

- JULIA H. HEINLEIN, B.S., M.A., Ph.D.

Testing Research

- LEWIS ROSCOE AIKEN, JR., B.S., M.A., Ph.D.

LIBRARY STAFF

- CHARLES MARSHALL ADAMS (1945), *Librarian, College Archivist, Professor*
B.A., Amherst; B.S., in L.S., M.A., Columbia

- JANET WILLIAMS ANDERSON (1960), *Library Assistant, Catalogue Department*
Campbell; Meredith
- RUTH CAPEL BLUE (1960), *Library Assistant, Order Department*
B.A., Woman's College of the University of North Carolina
- MILDRED LEE CARR (1958), *Assistant Circulation Librarian*
B.A., William and Mary; B.S. in L.S., Columbia
- SARAH LOU RITA CAUDLE (1960), *Library Assistant, Circulation Department*
B.A., Woman's College of the University of North Carolina
- VIRGINIA SHARP DANIELEY (1958), *Library Assistant, Serials Department*
- GRACE BETTS FARRIOR (1957), *Administrative Assistant Librarian*
B.A., Meredith; M.S. in L.S., North Carolina
- MARJORIE JANE HOOD (1929), *Head Circulation Librarian, Assistant College Archivist*
B.A., Woman's College of the University of North Carolina; B.S. in L.S., Emory
- MARGARET KENDRICK HORNEY (1961), *Assistant Catalogue Librarian*
B.A., Woman's College of the University of North Carolina; B.S. in L.S., Columbia
- MARY WALKER MALLISON (1953), *Library Assistant, Order Department*
- MARJORIE WHITTINGTON MEMORY (1949), *Assistant in the Circulation Department*
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- VIRGINIA HARRIS MILLER (1961), *Assistant Catalogue Librarian*
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- VIVIAN MOOSE (1947), *Head Catalogue Librarian*
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- ³⁴ELIZABETH SAMPSON (1920), *Catalogue Librarian, Emeritus* (1961)
B.S., Simmons
- MARY ROBERT SEAWELL (1945), *Bibliographer and Reference Librarian*
B.A., Meredith; B.A. in L.S., North Carolina
- VIRGINIA TRUMPER (1922), *Head Serials Librarian*
Denison; Louisville Public Library Training Class
- DOROTHY SIZEMORE WALKER (1961), *Library Assistant, Circulation Department*
B.A., Woman's College of the University of North Carolina
- SUE VERNON WILLIAMS (1926), *Head Reference Librarian*
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³⁴Part time, 1961-62.

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COUNSELORS IN RESIDENCE HALLS

- ALDINE SCOTT BEALE (1960), *Bailey Hall*
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- NELL STEELE BIGLER (1958), *Ragsdale Hall*
B.S., Pittsburgh
- ANNE FULTON CARTER (1936), *Mendenhall Hall*
B.A., Woman's College of the University of North Carolina
- HELEN BOREN CLONINGER (1959), *Strong Hall*
Converse; Woman's College of the University of North Carolina
- RUTH KICHLINE CORNELL (1961), *Cotten Hall*
B.S., Mansfield
- LILLIAN CUNNINGHAM (1943), *Jamison Hall*
B.A., Converse
- MARY GRICE DUFF (1960), *Hinshaw Hall*
Longwood
- LOWELL STEELE ESTES (1959), *Guilford Hall*
B.A., Tift
- FRANCES ELIZABETH FALCK (1956), *Coit Hall*
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B.S., Woman's College of the University of North Carolina
- ELOISE DOWNING GEORGE (1960), *Mary Foust Hall*
B.A., Ohio State
- CARLYNNE PERROW GILLETTE (1961), *Kirkland Hall*
B.A., Longwood
- FRANCES JULIAN HINE (1959), *Shaw Hall*
Mary Baldwin College
- MARJORIE JANE HOOD (1929), *Woman's Hall*
B.A., North Carolina College for Women
- RUTH BRUCE JOHNSON (1959), *North Spencer Hall*
B.A., Meredith
- NANCY MELVIN (1957), *Weil Hall*
B.S., Guilford
- ISABEL MILDRED OUTLAW (1958), *Gray Hall*
B.A., Syracuse
- ANNA McCONNELL STEVENS (1960), *Winfield Hall*
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- MARY RUTH THOMPSON (1961), *South Spencer Hall*
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OTHER STAFF

ALBERTA LOVETTE ADAMS (1958), *Food Service Supervisor*

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WILLIAM ALSPAUGH (1957), *Television Production Director*

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DOCK CURTIS (1953), *Associate College Physician*
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B.S.H.E., Woman's College of the University of North Carolina

GERALD RAY RUMSEY (1954), *Plant Engineer*

- RUTHE SHAFER (1942), *Cashier*
B.A., North Carolina College for Women
- CELIA VARNER STOWE (1960), *Food Service Supervisor*
B.S.H.E., Woman's College of the University of North Carolina
- LOUISE GREEN WARDEN (1956), *Administrative Secretary, Office of the Business Manager*
- JULIA WHITE (1950), *Head Nurse, Infirmary*
R.N., St. Leo's Hospital School of Nursing
- MACK RAY WILLIAMS, JR. (1961), *Television Production Director*
B.A., North Carolina
- JANET S. WOLFE (1961), *Administrative Secretary, Office of the Graduate School*
B.A., Syracuse
- HELEN PENTECOST YODER (1954), *Administrative Assistant, Office of the Chancellor*
- EMIL W. YOUNG (1954), *Director of Television*

FACULTY COMMITTEES

ELECTED:

ACADEMIC POLICIES. Singletary, Chairman; Littlejohn, Vice-Chairman (1962); Albanese (1964), Bardolph (1964), Bridgers (1964), Farinholt (1963), Kennedy (1963), Lewis A. (1963), Middleton (1962), Mossman (appointed), Smith K. (1962), Taylor (appointed).

CURRICULUM. Rigsby, Chairman (1962), Cobb (1963), England (1963), Felton (1964), Gangstad (1962), Kurland (1964), Mossman (ex officio), Price (ex officio), Shivers (1962), Schriver (1963), Street (1964).

DUE PROCESS. Bush, Chairman (1963); Bardolph, Vice-Chairman (1964); Hunter, E. (1966), Kennedy (1967), Littlejohn (1965).

APPOINTED:

ACADEMIC PROGRESS OF STUDENTS. Lewis, A., Chairman; Aiken, Davis, D., Mossman (ex officio), Price.

ADMISSIONS POLICY. Ray, Chairman; Anderton (ex officio), Berkeley, Irby (ex officio), Johnson, H., Mossman (ex officio).

ARCHIVES. Adams, Chairman; Hood, Parrish (ex officio), Penninger, Price (ex officio), Robinson, Whitlock (ex officio).

ARTS FESTIVAL. Rigsby, Chairman; Buchert, Cox, England, Guiney, Hardin, Moomaw, Reardon, Stevens.

AUDIO-VISUAL AIDS. Hennis, Chairman; Adams, Howe, Keller, Mossman, Reardon, Tucker.

BUILDINGS AND GROUNDS. Griffin, Chairman; Canaday, Galloway, Gurley (ex officio), Hudson, Kehoe, Keller (ex officio), Luce, Taylor (ex officio).

CAMPUS STORES. Smith, T., Chairman; Carter, McGee.

CATALOGUE. Price, Chairman; Anderton, Buchert, Lewis, A., Mossman, Street.

CLASS SCHEDULING. Shivers, Chairman; Littlejohn (ex officio), Mossman (ex officio), Price (ex officio), Roeder, Shaver, Street.

COMMENCEMENT. Phillips, Chairman (ex officio); Bridgers (ex officio), Hege, Keller, Littlejohn (ex officio), Luce, Mossman (ex officio), Parrish (ex officio), Price (ex officio), Taylor (ex officio).

ELECTIONS. Hagood, Chairman; Allen, Marble.

EXTENSION. Shivers, Chairman; Charles, Howe (ex officio), Johnson, H., Littlejohn (ex officio), Mossman (ex officio), Phillips (ex officio), Reardon.

FACULTY GOVERNMENT. Cobb, Chairman; Allen, Barksdale, Bush, Cowling, Dozier.

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GARDNER AWARD. Bridgers, Chairman; Felt, Heinlein, Hennis, Holloway, Marble.

GRADUATE ADMINISTRATIVE BOARD. Littlejohn, Chairman (ex officio); Bardolph, Bryant, Martus, Mossman (ex officio), Rigsby, Russell, Sperry, Thrush.

HEALTH SERVICES. Collings, Chairman; Keller, Taylor.

HONORARY DEGREES. Shivers, Chairman; Hunter, E., Littlejohn (ex officio), Mossman (ex officio), Robinson, Taylor (ex officio).

HONORS WORK. Bardolph, Chairman; Anderton, Bryant, Finestone, H., Hennis, Lewis, A.

LECTURE-ENTERTAINMENT. Taylor, Chairman (ex officio); Adams, Bush, Darnell, Dozier, Middleton, Moomaw, Prondecki (ex officio).

LIBRARY. Charles, Chairman; Adams, Atkinson, Beeler, Dawley, Littlejohn (ex officio), Mossman (ex officio), Sperry, Ulrich.

NURSING EDUCATION. Mossman, Chairman; Anderton, Boehret, Collings, Dawley, Schaeffer, F.

PINEY LAKE RECREATION CENTER. Martus, Chairman (ex officio); Darnell, Keller (ex officio), Leonard (ex officio), Rogers, Ulrich.

PRE-PROFESSIONAL EDUCATION FOR MEDICINE. Harpster, Chairman; Anderton (ex officio), Collings, Greenfield, Schaeffer, F.

REVIEWING. Hege, Chairman; Boehret, Charles, Cox, Harris, Hudson.

RESEARCH COUNCIL. Littlejohn, Chairman (ex officio); Adams (ex officio), Albanese, Bardolph (first semester), Barksdale, Mossman (ex officio), Parker, F. (second semester), Ray, Rigsby, Ulrich.

SCHOLARSHIPS AND STUDENT AID. Taylor, Chairman (ex officio); Anderton (ex officio), Atkinson, Gangstad, Hawkins (ex officio), Irby (ex officio), McCain, Phillips (ex officio).

SOCIAL. Hunter, M., Chairman; Bailey (ex officio), Cloninger, French, Gangstad, Harris, Hege, Jones, S., Luce, Parrish (ex officio), Robinson, Smith, R.

SOCIAL SCIENCE FORUM. Shivers, Chairman; Brandon, Burgess, Clutts, Franklin, Greenfield, Irby, Luczynski, Stevens.

SPECIAL EXAMINATIONS. Falck, Chairman (ex officio); Baecker, Burns (ex officio), Davis, D. (ex officio), Mossman (ex officio), Smith, T. (ex officio).

SUMMER SESSION COUNCIL. Howe, Chairman; Charles, Keller, Littlejohn, Lowe, Martus, Mossman, Phillips, Price, Rigsby, Rogers, Taylor.

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WEIL FELLOWSHIP. Taylor, Chairman (ex officio); Barineau, Davis, D. (ex officio), Heinlein, Mossman (ex officio), Penninger.

EX OFFICIO:

ACADEMIC AND PERSONNEL. Anderton, Chairman; Burns, Collings, Davis, D., Falck, Mossman, Price, Smith, T., Taylor.

CALENDAR. Price, Chairman; Howe, Littlejohn, Mossman, Rigsby, Taylor.

CAMPUS SAFETY AND SECURITY. Taylor, Chairman; Adams, M., Bailey, Collings, Gurley, Keller.

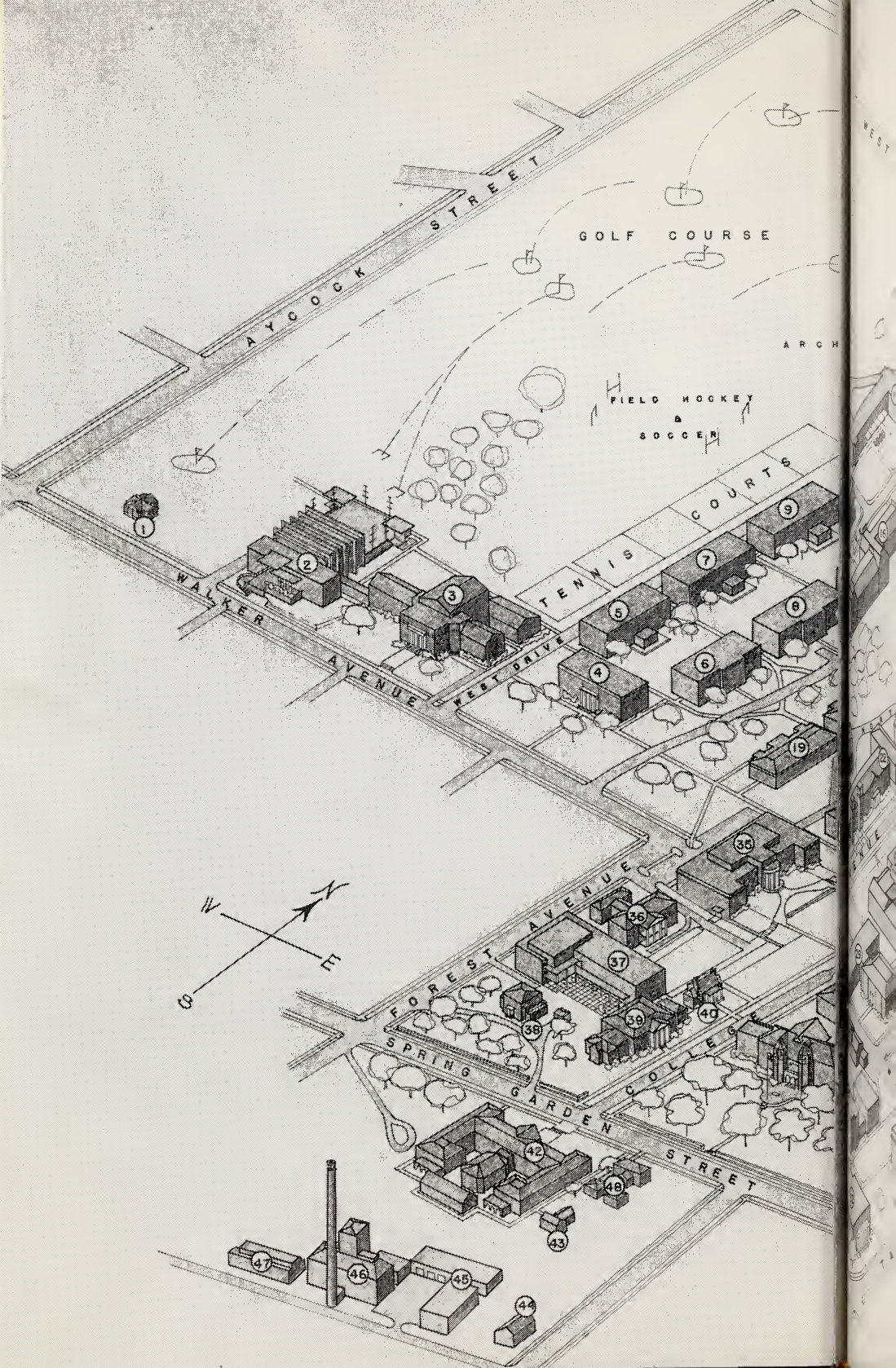
USE OF CAMPUS BUILDINGS. Phillips, Chairman; Keller, Taylor.

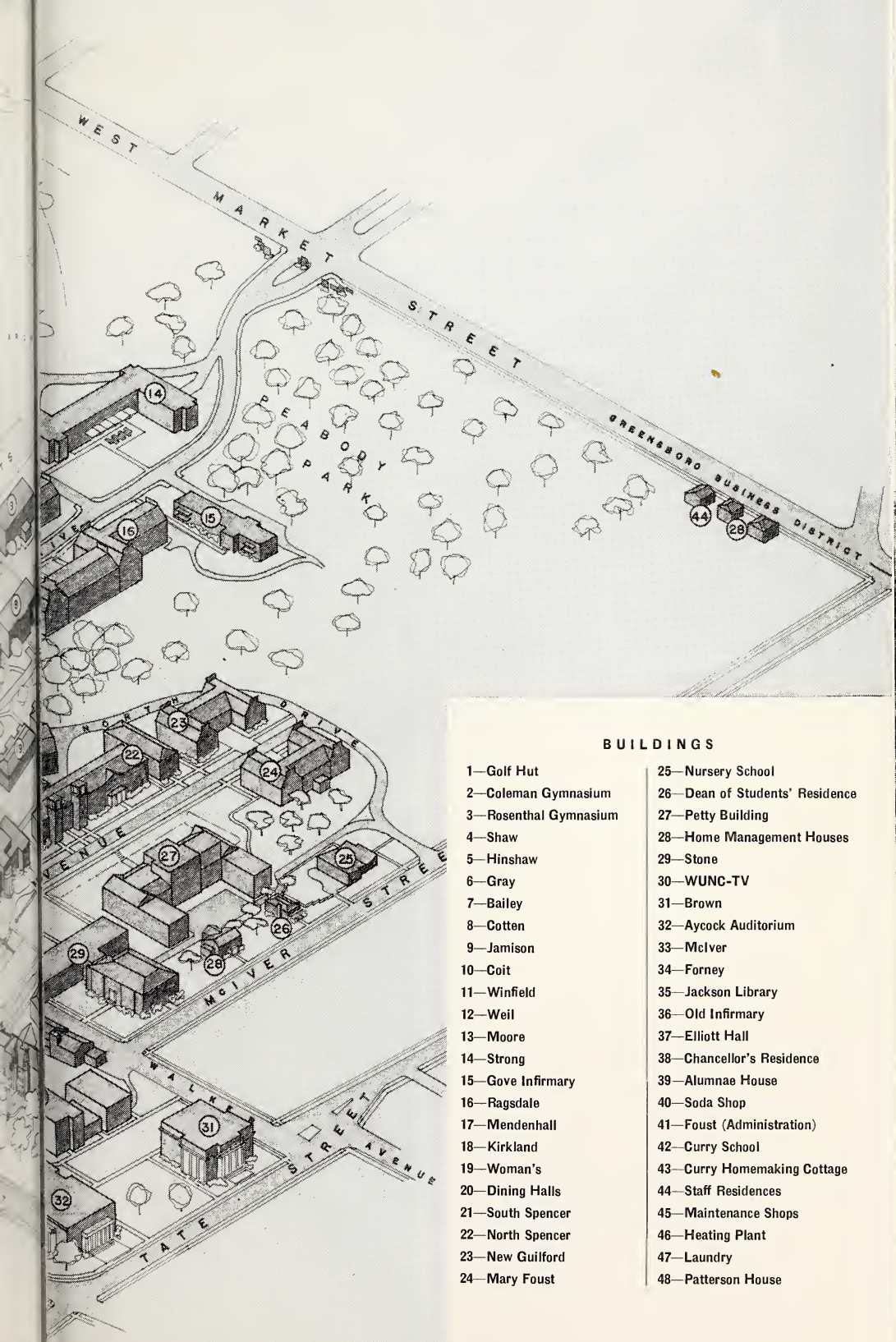
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| 2—Coleman Gymnasium | 26—Dean of Students' Residence |
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| 4—Shaw | 28—Home Management Houses |
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| 9—Jamison | 33—McIver |
| 10—Coit | 34—Forney |
| 11—Winfield | 35—Jackson Library |
| 12—Weil | 36—Old Infirmary |
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COVER DESIGN BY SAUNDRA EVANS, B.F.A., 1962.

THE WOMAN'S COLLEGE

OF THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO, NORTH CAROLINA