The University of North Carolina at Greensboro/bulletin
August 1973

Facts

UNC-G

Historical. Established in 1891/Became The Woman's College of the University of North Carolina in 1932/Became The University of North Carolina at Greensboro, a coeducational institution, in 1963/48,000 living alumni.

General. Accredited, state-supported university/Provides undergraduate and graduate education/One of original institutions comprising The University of North Carolina/Endowment: over $1½ million (market value)/Operating Budget: $15¼ million (1972-73).

Enrollment, 1972-73. 7,411 total/5,458 undergraduates/1,953 graduate students/73% female, 27% male/86% in-state students/33 other states and 31 foreign countries represented.

Freshman Profile, 1972-73. About 70% of freshmen scored between 450-600 on both the verbal and math sections of the SAT/75% of students ranked in the top 1/5 of their high school classes/Over 45% of previous freshman classes have received grades of **B** or better during the freshman year/By the time the class reaches senior year, 60 to 70% will earn grades of **B** or better.

Faculty, 1972-73. Student-faculty ratio: 14.5 to 1/475 full-time faculty members; 58% hold doctoral degrees.

Campus. 141 acres/55 buildings valued at more than $41 million.

Library. Open-stack collection of more than 700,000 cataloged volumes.

Class Size. Typical freshman English composition class has 22 students/Maximum class size is 250 students; minimum, 10. (Independent study and tuitorial courses are not included.)

Undergraduate Academics. 7 degrees awarded in 89 fields of study. See Areas of Study Chapter for a complete discussion of majors and concentrations available/120 semester hours required for majority of degrees/Most majors require 24-36 semester hours of work in the major.

Special Programs Available. Residential College/Honors Program/International Studies/Study Abroad/Teacher Education/Preprofessional Programs (engineering, law, medicine, dentistry, pharmacy and physical therapy).

Consortium. Member of Greensboro Regional Consortium for Higher Education/Includes Bennett, Greensboro, Guilford, and High Point colleges, North Carolina Agricultural and Technical State University, UNC-G/Makes it possible for UNC-G students to take courses at any of the area institutions without additional tuition.

Calendar. Two semesters, two summer sessions/No Saturday classes.

Expenses. Tuition and Academic Fees, $316 in-state; $1,882 out-of-state/Required fees $178/Room $390/Board from $370 to $436/Laundry $60 or $86.

Financial Aid. About 30% of students receive some sort of financial aid.

Greensboro

Location. 349 miles north of Atlanta/300 miles south of Washington, D.C./45 minutes from Chapel Hill.

Population. Second largest city in N.C./144,076.

Climate. Winters average 42.1° with two snowfalls/springs and falls, 60.2°/summers, 72.9°.

Pollution. Second cleanest city in the country/Miami was first according to the National Pollution Control Administration in 1970.

Transportation. The Greensboro- High Point-Winston-Salem Regional Airport is served by United, Eastern, Piedmont and Delta airlines/Southern Railway provides passenger service/Greyhound, Carolina Trailways, Continental Trailways and Safety Transit Lines provide bus service.

The University of North Carolina at Greensboro / bulletin

1972/73-1974/75

Catalog Issue for the Year 1972-1973 Announcements for 1973-1974

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Vol. 62, No. 11
August 1973

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1972/73-1974/75

UNC-G Calendar

Fall Semester 1973

Residence halls open.	**Aug. 19, Sun., 9 a.m.-4 p.m.**
Chancellor's Convocation for all new students.	Aug. 20, Mon., 7 p.m.
Orientation for freshmen and transfers begins.	Aug. 20, Mon.
Advising of and registration for graduate students.	Aug. 20, Mon., 5 p.m.-8 p.m.
Advising of freshmen and transfers.	Aug. 21, Tues.
Registration for transfer students and completion of registration for sophomores, juniors and seniors.	Aug. 21, Tues., 9 a.m. 4:30 p.m.
Advising of and registration for graduate students.	Aug. 21, Tues., 5 p.m.-7 p.m.
Registration for freshmen.	Aug. 22, Wed., 9 a.m.-4 p.m.
Classes begin.	**Aug. 23, Thurs., 8 a.m.**
Late registration; late fee payable.	Aug. 23, Thurs., 9 a.m.-4 p.m.
Last day to change courses or course sections. An undergraduate student may add a course after this time with the approval of the Dean of Academic Advising and the instructor of the course. Unusual circumstances for adding a course must be demonstrated.	Aug. 30, Thurs.
Deadline for making application for admission to candidacy for master's students completing degree requirements in 1973 fall semester.	Aug. 30, Thurs.
Deadline for submitting application for graduation for graduate students completing degree requirements in 1973 fall semester.	Aug. 30, Thurs.
Labor Day holiday. Classes dismissed.	**Sept. 3, Mon.**
Last day to drop course(s) and be entitled to refund on tuition and fees.	Sept. 6, Thurs.
Last day to drop course(s) without possibility of academic penalty.	Sept. 20, Thurs.
Last day for undergraduates to request **Pass/Not Pass** grade basis.	Sept. 20, Thurs.
Founders Day.	Oct. 5, Fri.
Last day for undergraduates to remove incomplete grades.	Oct. 5, Fri.
Six-week unsatisfactory progress reports due.	Oct. 5, Fri.
Instruction ends for fall semester break.	**Oct. 12, Fri., 6 p.m.**
Classes resume.	**Oct. 17, Wed., 8 a.m.**
Reading knowledge examinations given in French, Spanish and German.	Oct. 25, Thurs.
Graduate Record Examinations given.	Oct. 27, Sat.
National Teacher Examinations given.	Nov. 10, Sat.
Preregistration for continuing students for spring semester.	Nov. 12-16, Mon.-Fri.
Instruction ends for Thanksgiving holiday.	**Nov. 21, Wed., 1 p.m.**
Classes resume.	**Nov. 26, Mon., 8 a.m.**
Graduate Record Examinations given.	Dec. 8, Sat.
Reading Day.	Dec. 11, Tues.
Final examinations.	**Dec. 12-19, Wed.-Wed.**
End of fall semester.	**Dec. 19, Wed.**

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Spring Semester 1974

Completion of undergraduate registration for spring semester.	Jan. 11, Fri., 9 a.m.-4:30 p.m.
Advising of and registration for graduate students.	Jan. 12, Sat., 8:30 a.m.-12:30 p.m.
Classes begin.	**Jan. 14, Mon., 8 a.m.**
Late registration; late fee payable.	Jan. 14, Mon., 9 a.m.-4 p.m.
Graduate Record Examinations given.	Jan. 19, Sat.
Last day to change courses or course sections. An undergraduate student may add a course after this time with the approval of the Dean of Academic Advising and the instructor of the course. Unusual circumstances for adding a course must be demonstrated.	Jan. 21, Mon.
Deadline for making application for admission to candidacy for master's students completing degree requirements in 1974 spring semester.	Jan. 21, Mon.
Deadline for submitting application for graduation for graduate students planning to graduate in the 1974 commencement.	Jan. 21, Mon.
National Teacher Examinations given.	Jan. 26, Sat.
Last day to drop course(s) and be entitled to refund on tuition and fees.	Jan. 28, Mon.
Reading knowledge examinations given in French, Spanish and German.	Feb. 5, Tues.
Last day to drop course(s) without possibility of academic penalty.	Feb. 11, Mon.
Last day for undergraduates to request **Pass/Not Pass** grade basis.	Feb. 11, Mon.
Graduate Record Examinations given (aptitude only).	Feb. 23, Sat.
Last day for undergraduates to remove incomplete grades.	Feb. 25, Mon.
Six-week unsatisfactory progress reports due.	Feb. 25, Mon.
Last day for undergraduate students to apply for student teaching during 1974-75.	Mar. 1, Fri.
Instruction ends for spring semester break.	**Mar. 9, Sat., 1 p.m.**
Classes resume.	**Mar. 18, Mon., 8 a.m.**
Last day to file completed dissertation or master's thesis with Examining Committee for May candidates for degrees.	Apr. 1, Mon.
National Teacher Examinations given.	Apr. 6, Sat.
Preregistration for continuing students for fall semester.	Apr. 8-12, Mon.-Fri.
Reading knowledge examinations given in French, Spanish and German.	Apr. 9, Tues.
Final date for oral examination for doctoral candidates and written and oral (optional) examinations for master's candidates.	Apr. 15, Mon.
Final date for complete clearance of May candidates for graduate degrees.	Apr. 22, Mon.
Graduate Record Examinations given.	Apr. 27, Sat.
Reading Day.	May 2, Thurs.
Final examinations.	**May 3-10, Fri.-Fri.**
End of spring semester.	**May 10, Fri.**
Commencement activities.	**May 11-12, Sat.-Sun.**

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About this Catalog

It is impossible to fit a university into a catalog. It is equally as impossible to produce a catalog which answers every question.

Realizing this, we present this catalog as only one of many sources of information available to you for learning about UNC-G and its programs.

The first section of this two-part catalog gives information for prospective students. The second section is designed as an academic guide, providing detailed information about academic programs. The Areas of Study Chapter includes descriptions of UNC-G's schools and departments, degree and major requirements as well as course descriptions. For your convenience, these are arranged in alphabetical order by topics of study.

We invite you to use the Correspondence Directory on the back cover to contact individuals for more information. We also encourage you to visit our campus and to talk to students, faculty and administrators about your particular concerns and interests.

Editor's Note: Special thanks are extended to the members of the Ad Hoc Catalog Revision Committee: Cindy L. Haer, Class of 1976/J. Darwin Honeycutt, Class of 1972/Mary Kennan Johnson, Associate Professor, School of Education/Mary C. Miller, Assistant Professor, School of Home Economics/William M. Tucker, Assistant Professor, Department of English.

Thanks are also given to the UNC-G News Bureau, the **Carolinian,** Allen Moore, Class of 1974, and Paul Braxton, Class of 1976, for many of the photographs used in this publication.

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To Prospective Students

Most catalogs open with a statement by the Chancellor or President which attempts to tell what the college or university has to offer you.

I, as Chancellor of UNC-G, thank each of you for your interest in UNC-G, but feel it would be more meaningful for you to read what a student has to say about our campus and programs. After all, the view from my office may not be the same view you would see from a dormitory or classroom.

I did not ask Penny Muse to write this article. In fact, I learned about it after it was published in **Nutshell** magazine. It was neither edited nor reviewed by any administrative person at UNC-G. It is reprinted here not as the view of all students on campus but as the feelings and thoughts of one student.

James S. Ferguson

James Sharbrough Ferguson
Chancellor

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UNC-G: Little Big School

by Penny Muse

Several years ago some "PR" men claimed Boston was "the big city with the small town atmosphere." You'll soon discover the same is true of the University of North Carolina at Greensboro. The third largest college in North Carolina's greater university system, it's the "big college with the small university atmosphere."

It's also a school in transition. Don't expect to find the same school your mother attended 25 years ago, or your cousin May graduated from in 1963. "There have been some changes made," especially with the addition of men to the student population. Since 1964 (that's the year after cousin May graduated) UNC-G has been coed. Don't make the mistake of calling UNC-G "Woman's College." There are approximately 1,700 male students who will dispute that label.

OK—so UNC-G is a distinctive school; it's a "big college with a small university atmosphere," and it's a school in transition. How do these two unique characteristics affect UNC-G life? Well, take academics, for instance. This school has enjoyed an excellent scholastic reputation since Charles Duncan McIver (now immortalized by a statue in front of the library) became its first president in the late nineteenth century. With a present student-faculty ratio of about 13-1, the nearly 7,000 students receive personal attention from their professors. To encourage student-faculty exchange, the administration assigns each a faculty adviser to help him or her plan a course load for the next four years. But that's not the only contact students have with the faculty. Unlike at most large universities, the majority of the professors at UNC-G are genuinely interested in getting to know their students. They open their offices to students who have academic problems and to those who are merely interested in talking.

Penny Muse, Class of 1973, is a native of Laurinburg, N.C. A history major, she has spent a semester studying journalism at U.N.C. at Chapel Hill.

Not only is the UNC-G faculty friendly and concerned, it's also competent. Harvard, Princeton, Yale, Stanford and Purdue are just a few of the schools that have granted doctorates to UNC-G professors. To encourage these professors "to keep up the good work" after they come to UNC-G, various organizations in the school offer awards for teaching excellence.

Teachers aren't the only ones who receive academic recognition at UNC-G. Twelve Katherine [*sic*] Smith Reynolds scholarships, four Spencer Love and seven Alumni awards are only some of the many scholarships awarded annually to incoming freshmen. An honors program, established in 1962, allows students with above-average grades or interest in certain areas to participate in special tutorials and seminars. Also, such honor societies as Phi Beta Kappa, Omicron Nu, Beta Beta Beta and the Golden Chain induct worthy juniors and seniors.

The Visiting Committee of the Southern Association of Colleges and Universities in its 1972 report said it "feels the teaching in this institution is superior. . . . Conversations with teachers and students reflect a climate of intellectual curiosity that stimulates achievement and is reflected in the distribution of grades and the high retention rate of students admitted."

Not everyone can be an honor student, however. So if you find yourself in academic difficulty, pay a visit to your faculty adviser. If he can't help, turn to the counselors in the academic advising office.

If you're not in danger of flunking out, but merely having trouble studying because of noise, perhaps the best place for you is the library. One of the five largest school libraries in the state, this building shelters over 400,000 volumes, not including microfilmed texts. And by June, 1973, the 10-story annex to the library should be completed.

Speaking of books, there are two types of UNC-G texts—the new book and the hand-me-down. The new book is purchased at the bookstore, the second-hand book from an upperclassman. Freshmen can usually purchase books for general courses such as Biology 101 or French 103, from upperclassmen rather easily. However, if you are interested in a subject and want to save your book, it might be wise to invest a few extra dollars in a new one.

"Reform" is the word currently batted around in UNC-G academic circles. It refers to curriculum changes and innovations in the various departments. Students have played a leading role in bringing about these changes. Thanks to enterprising students and concerned professors, you no longer have to suffer through freshman biology (unless you enjoy biology). You can fulfill the requirement by taking other courses. This is only one of the many curriculum changes which allow the student greater leeway in "doing his own thing" academically.

Students have not only helped determine general curriculum changes; they have also helped decide what courses would be offered at UNC-G. For example, the English department, because of student interest, added two new courses: a journalism class taught by an editor of the *Greensboro Daily News* and a movie class. But if a department can't offer a course you'd like to take, you may enroll in an exchange program with A & T State University, UNC-Chapel Hill, State and many other state schools.

Not all of your academic time will be spent in the classroom and the library. There will also be lectures, movies and concerts to attend. The English, romance language and history departments sponsor weekly movies ranging from *Mein Kampf* to Fellini's *8½*, while the UNC-G lecture program features several speakers weekly. The Harriet Elliot [*sic*] and Katherine Smith Reynolds lectureship committees sponsor two yearly speeches or panel discussions by nationally prominent academicians and laymen. Similarly, the UNC-G concert series brings to Adcock [*sic*] Auditorium such distinguished groups as the National Ballet Company, the Black Theatre of Prague and the Madrid Symphony.

In many respects, social life is not what you'd expect to find at a university. If you came to UNC-G looking for the Greek life, you'll have a difficult time finding it. Yes, there is a fraternity (APO), but it's both a social and service group. And although they have fun, they also spend a great deal of time doing such projects as collecting for the Heart Fund and setting out Christmas lights.

The male-female ratio also changes the social atmosphere at UNC-G. But girls who find the ratio discouraging can also be comforted. There are schools in four towns within a 100-mile radius that have reverse ratios (more males than females). Mixers at the beginning of the year give UNC-G girls the chance to meet not only the local campus male population, but also some of the population at Duke, Carolina and Wake Forest.

Sports are also placed in a different perspective at UNC-G. Instead of traveling "the university big-time sports route," UNC-G has chosen to follow the path taken by many small colleges. Thus no athletic scholarships are awarded to UNC-G students. If you wish to see big-time basketball you'll have to journey to State or Blue Heaven. But if you're a fan of good small-league sports, you'll enjoy following UNC-G's teams. The men's basketball team had its best season ever last year and the coach was named Dixie Conference "coach of the year." Men can also compete in soccer, tennis and golf, while women can join basketball, volleyball, swimming and hockey teams. The intramural program is also strong. And students who prefer individual sports instead of team sports will find the Recreation Association appealing. RA sponsors open programs where you can swim, play Ping-Pong, golf and bowl.

A STUDENT'S CASTLE

For the students who live on campus, dormitory life is probably the most important aspect of nonacademics.

The Board of Higher Education in North Carolina described UNC-G's Residential College as the "most distinctive and truly innovative program of any in a North Carolina college or university."

Dorm presidents coordinate cookouts, holiday parties, mixers and intramural competition. UNC-G administrative officials have generally decided that a dormitory room is a student's castle. So you may take male or female visitors to your room during hours and you may drink in your room as long as you abide by North Carolina's drinking laws.

There are three special dorms at UNC-G you may want to investigate. One is the International House, at the end of the quad, which houses foreign and native students. Such special activities as a May International Festival and United Nations celebrations are planned by I-House residents. The two other dorms, Faust [*sic*] and Guilford, comprise the Residential College, "the college within a college." Begun two years ago, the coed college consists of UNC-G sophomores and freshmen who attend both regular university classes and seminars held in the dorms.

The town student's dorm is the student center, Elliot Hall. Not only does Elliot provide locker rooms and lounges, it also houses a snack bar, vending machine room, restaurant, ballroom, television and study rooms. An Elliot Hall council meets frequently to plan dances on Friday and Saturday nights, schedule weekend movies and sponsor coffee houses. If you are interested in becoming involved in such extracurricular activities as newspaper work, radio broadcasting or student government, head for Elliot Hall. The Student Government Association and staffs of the newspaper, annual, literary magazine and radio station welcome interested students (freshmen included).

If neither government nor journalism interests you, the school has many other organizations (the outing club, the Young Democrat and College Republican clubs, the debate team, the Neo-Black Society, the collegiate Jaycees and the Inter-Faith Council) that might.

If you'd prefer to devote your extra time to the pursuit of fine arts, you'll find several "artistic" organizations on campus. In addition to the guest concert program, the music department sponsors several recitals and concerts by UNC-G's symphony orchestra, jazz and concert bands and individual music majors. Non-music majors may audition for the various ensembles. If acting and directing are your cup of tea, the drama department stages plays ranging from *The Taming of the Shrew* to *Music Man* and *Waiting for Godot*. Or if you prefer to dance for your supper, you'll appreciate the UNC-G dance company which features both classical and modern dancing. Artistic creations, both student and professional, are displayed in Weatherspoon Art Gallery. Although Weatherspoon has its own art collection, it frequently displays loaned collections. Recently Chinese and Early American paintings have been shown.

Where do you go when you're hungry? Well, if you're a campus student, try the dining hall. But if the hall is closed and you're without a car, "the corner" is your next destination. Located at Tate and Walker Streets, the corner area is frequented so often by students it is considered an extension of the campus. There are not only restaurants and grocery stores, but also drug and clothing stores, a movie theater and a hardware store. You can also catch the downtown bus there.

Since UNC-G is part of Greensboro, you might want to get to know the community. One of the best ways is through volunteer work. The YMCA, Girl Scouts, Cerebral Palsy School and local hospitals are only a few of the organizations which will welcome your "good deeds."

By now you've undoubtedly realized that UNC-G is a school that's both "big" and "small." Because it's small, you get to know your professors and classmates better, but because it's "big" you have a freedom (for example, drinking and visitation privileges) that few small schools have. You're also offered a much greater variety of courses and extracurricular activities than most small colleges.

If you are interested in helping decide the future of UNC-G, most people on campus will be interested in you. But, as is the case in large colleges, you have to show the interest before UNC-G shows an interest in you.

We've Come a Long Way

When this photograph was taken in 1892, UNC-G was the State Normal and Industrial School. It was founded a year earlier by the General Assembly of North Carolina for the following purposes:

> **. . . to give young women such education as shall fit them for teaching . . . to give instruction to young women in drawing, telegraphy, typewriting, stenography, and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. . . .**

UNC-G has come a long way since 1891. Needless to say, dropping telegraphy from the curricula is not the only change which has been made.

During its first seven decades, the institution's mission was to prepare women, primarily undergraduates, for the most effective living of that day. Today that goal—effective living—remains the same, but its scope has been greatly expanded.

UNC-G now offers men and women over 150 graduate and undergraduate programs. It provides opportunities to apply classroom learning to real-life situations through internships and practicums. It also offers students the chance to tailor-make their own programs of study based on individual needs and goals.

Although contemporary in its educational program, UNC-G is also realistic. In its effort to prepare graduates for effective living, it has built into its program the flexibility needed to meet the rapidly changing needs of society. UNC-G, therefore, will remain a university in transition, not satisfied with yesterday or today, but always looking toward tomorrow.

The bicyclists in the photograph are not students. They were members of the original faculty. One taught domestic science; the other, industrial arts.

Statement of Purpose

(Prepared by the Faculty and Administration, 1972.)

To meet the needs of its graduates, the University of North Carolina at Greensboro commits itself to the following purposes:

1. To provide opportunity for the fullest possible development of each student as a liberally educated person.

No matter what form future society may take, and no matter what a graduate's place in it may be, every graduate will have need for the values to be gained from a study of the humanities and the arts, and the natural and social sciences. These studies are designed to give the student the fullest opportunity to develop his abilities to think clearly and logically; to expose him to the main fields of human interest; to guide him in the acquisition of knowledge; to develop his capacity to enjoy and create the beautiful; to establish habits of continuing intellectual growth; and thus to prepare him for intelligent participation in the life of the family, community, nation, and world.

2. To provide education for certain professions.

Judging by present trends, it is certain that more college-educated men and women will be needed in education, business, government, other agencies and institutions, and society at large. In recent years the University has taken important steps to help meet these needs; however, the increasing number and complexity of occupations and of society's many problems make it mandatory for the institution to continue to broaden and deepen its offerings for both undergraduates and graduates, within the scope and functions assigned to it.

3. To provide graduate study in appropriate subject-matter areas as a component institution in The University of North Carolina.

With the adoption of the President's Statement to the Board of Trustees on May 23, 1966, modifying the concept of allocation of function, added recognition was given to the new role to to played by The University of North Carolina at Greensboro. Thus, the growth in graduate work in recent years is to continue as the chief means whereby the goals of full university status will be achieved.

4. To continue and strengthen the role of the University as a community of scholars in the world of scholarship.

An intellectually inquisitive and active faculty is likely to be a stimulating and effective teaching staff. Creative effort by members of the faculty is recognized as an important auxiliary to the primary instructional function of the University. Furthermore, as an integral part of The University of North Carolina, the University at Greensboro has an obligation to advance the frontiers of knowledge and understanding.

Historical Perspective

Charles Duncan McIver led a crusade in behalf of the education of women which resulted in the establishment of this institution. He served as its first President from 1892-1906. Other Presidents or Chancellors include: Julius I. Foust, 1906-34/Walter Clinton Jackson, 1934-50/ Edward Kidder Graham, 1950-56/W.W. Pierson Jr., 1956-57 and 1960-61/Gordon W. Blackwell, 1957-60/Otis A. Singletary, 1961-66/James Sharbrough Ferguson, 1967-Present.

5. To offer educational services and cultural opportunities to the people of the state beyond the confines of the campus.

So far as is consistent with the most effective accomplishment of the above basic instructional and scholarly functions, the University seeks to extend its services to all who can benefit from them. By a vigorous program in continuing education, it helps citizens obtain and bring up-to-date the competencies for employment which may be interrupted for a variety of reasons. It also provides cultural opportunities for the people of the community. Located as it is in the most populous area of the state, the University has an exceptional opportunity and obligation to expand its services in continuing education, for both credit and noncredit.

In seeking to achieve the above purposes, the University must maintain those standards of excellence for which it gained a high reputation as The Woman's College. It is recognized that this goal cannot be achieved by imitation. In addition to developing strengths along traditional lines, we expect to develop innovative programs with limited and well-defined goals that are at the same time flexible in their operation, rather than to attempt comprehensive programs that strain our resources.

Accreditation

UNC-G is regionally accredited by the Southern Association of Colleges and Schools. It is a member of the Southern Association of Colleges and Schools, the Association of American Colleges, the American Council of Education, the North Carolina College Conference, the National Commission of Accrediting. UNC-G is listed with an approved program by the National Council of Accreditation in Teacher Education.

UNC-G has been known by many names: The State Normal and Industrial School and later College, 1892-1919/North Carolina College for Women, 1919-32/and The Woman's College of the University of North Carolina, 1932-63/The University of North Carolina at Greensboro, a coeducational institution, 1963-Present.

UNC-G's Relationship to The University of North Carolina

The University of North Carolina was chartered by a legislative act in 1789, and opened its doors to male students in 1795. It was located in Chapel Hill, North Carolina.

Almost 100 years later, the State Normal and Industrial College, known today as UNC-G, was chartered as a female institution and began operation in Greensboro, North Carolina.

Responding to changing educational needs, the North Carolina General Assembly has modified the function of, philosophy for and shape of The University of North Carolina in the past 184 years. The evolution of the small University of North Carolina of 1789 into the 16-campus institution we know today is traced on the following page.

Since its founding in 1789, The University of North Carolina has been governed by a Board of Trustees chosen by the General Assembly and presided over by the Governor. During the period 1917-1972, the Board consisted of 100 elected members and a varying number of ex-officio members.

A revision of the North Carolina State Constitution adopted in November 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina. . . ." In slightly different language, this provision has been in the Constitution since 1868.

As a result of the 1971 special session of the General Assembly, the Board of Trustees became the Board of Governors and the number of members elected by the General Assembly was reduced to 35 (32 after July 1, 1973). The Board of Governors is "responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." However, each constituent institution has a local Board of Trustees of 13 members whose principal powers are exercised under a delegation from the Board of Governors. The Board of Trustees for each institution is composed of eight members appointed by the Board of Governors, four members appointed by the Governor, and the elected president of the institution's student body.

Each institution has its own faculty and student body, and each is headed by a Chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are effected by the Board of Governors and by the President with other administrative officers of the University. The General Administrative Office is located in Chapel Hill.

The Chancellors of the constituent institutions are responsible to the President as the chief administrative and executive officer of The University of North Carolina.

Officers and members of the Board of Governors are printed in the Personnel Directory of this **Catalog.**

Evolution of The University

1931—The University of North Carolina was established as a three-campus institution.

The University of North Carolina (Chapel Hill)

The North Carolina College for Women (Greensboro)

The North Carolina State College of Agriculture and Engineering (Raleigh)

By act of the General Assembly of 1931, without change of name, The University of North Carolina was merged with The North Carolina College for Women at Greensboro and The North Carolina State College of Agriculture and Engineering at Raleigh to form a multicampus institution designated The University of North Carolina.

1963-1972—The University of North Carolina grew from a three-campus to a 16-campus institution.

The University of North Carolina at Chapel Hill

The University of North Carolina at Greensboro

North Carolina State University at Raleigh

The University of North Carolina at Charlotte

The University of North Carolina at Asheville

The University of North Carolina at Wilmington

Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

North Carolina Agricultural and Technical State University

North Carolina Central University

North Carolina School of the Arts

Pembroke State University

Western Carolina University

Winston-Salem State University

In 1963 the General Assembly changed the name of the campus at Chapel Hill to The University of North Carolina at Chapel Hill and that at Greensboro to The University of North Carolina at Greensboro and, in 1965, the name of the campus at Raleigh to North Carolina State University at Raleigh.

Charlotte College was added as The University of North Carolina at Charlotte in 1965, and, in 1969, Asheville-Biltmore College and Wilmington College became The University of North Carolina at Asheville and The University of North Carolina at Wilmington respectively.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the other ten state-supported senior institutions into the University as follows: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University and Winston-Salem State University. This merger became effective on July 1, 1972.

UNC-G Facilities

In addition to the usual classroom buildings, residence halls and dining halls, UNC-G's facilities include some rather noteworthy, novel and new additions to the university scene:

Chinqua-Penn Plantation House

Willed to UNC-G in 1959, this estate of the late Mr. and Mrs. Jefferson Penn includes a 27-room mansion filled with a priceless collection of art objects and predominantly European furniture. Since 1966, the plantation has been open to tourists. It is located 27 miles north of the UNC-G campus near Reidsville.

Summer Stock Theatre

Located in Burnsville, N.C., Parkway Playhouse, now in its 27th season, is operated by the UNC-G Department of Drama and Speech primarily to provide summer stock training and experience for students. The seven-week summer theatre season includes six productions. Parkway's facilities include a 374-seat proscenium arch theatre, dormitories for students, apartments for faculty and staff, a dining hall and rehearsal hall.

UNC-G has three theatres on campus: Aycock Auditorium, Taylor Theatre and the Studio Theatre.

The Walter Clinton Jackson Library

With its new 10-story addition, the Jackson Library has a shelving capacity of approximately a million volumes, an area of 220,174 square feet and seating capacity for 2,400 students.

The current library holdings include over 700,000 cataloged volumes including 145,000 federal and state documents and 200,000 items in microtext. It subscribes to approximately 4,600 newspapers, periodicals and other serials. The library's open shelves provide a generous selection of reference books and bibliographies, periodicals and books reserved for class assignments. The air-conditioned structure includes reading rooms, carrels and study areas in the stack sections, seminar rooms, and a large lecture hall seating 372.

Special collections include the Homan's Collection in Physical Education (acquired from Wellesley College); the Silva Music Collection; the Randall Jarrell Collection of manuscripts, tapes and books; the Southern Renaissance Collection; a collection devoted to the history of dance; and a notable collection of rare books.

The library is a depository for the archives and history of UNC-G and is a selective depository for U.S. government documents.

In addition to its own book collection, the library is able to borrow, by means of inter-library loan, material from other libraries for faculty and graduate research. Through a co-operative lending agreement with the Chapel Hill, Raleigh and Charlotte campuses of the University and with Duke University, faculty members and graduate students may borrow books directly from the libraries of those institutions using a privilege card issued by the Reference Department of Jackson Library.

All students cross-registered in the Greensboro Regional Consortium for Higher Education have direct lending access to the libraries in these institutions. Those not cross-registered may borrow directly from the other libraries for specific projects by application through the library at their home institution.

Weatherspoon Art Gallery

Named for Elizabeth McIver Weatherspoon, the gallery's primary function is to offer exhibits which bring students and faculty into direct contact with examples of quality art from the past and present. It also serves as a showcase for the work of UNC-G students and faculty. In so doing, it exposes the UNC-G community and the greater Piedmont North Carolina community to both traditional and experimental art in all media.

Weatherspoon has gained a national reputation for its annual Art on Paper Exhibitions, which are sponsored by Dillard Paper Company of Greensboro.

The gallery also owns a permanent collection of works, primarily 20th Century paintings, sculptures and graphics. Included are Willem de Kooning's painting **Woman 1950,** Henri Matisse's bronze sculpture **Madeleine,** Elie Naderman's bronze **Standing Female Nude,** Alexander Calder's mobile **Yellow Sail,** Matisse's bronze **Head of Pierre,** and a substantial number of acquisitions from the Art on Paper Exhibitions. Weatherspoon is also developing a sculpture garden.

Television and Radio Studios

The William D. Carmichael Jr., Television Studio Building includes two TV studios, a radio studio, and rooms for projection and film editing, plus darkrooms and engineering areas. It provides laboratory facilities for student work and allows students to participate in television production, acting and programming. The programs are broadcast on North Carolina's Educational Television Network in cooperation with other educational and public service agencies.

WEHL, the UNC-G radio station, is student operated. Its purposes are to entertain and inform students about events on campus and in the community and to provide radio experience for those interested in broadcasting.

A 42-Acre Recreation Center

Located six miles south of Greensboro, Piney Lake is owned and operated by UNC-G. Facilities include the lake area for swimming, boating, canoeing, sailing and sunbathing; and a picnic, pavilion and recreation area equipped for volleyball, softball, table tennis, badminton, soccer and other outdoor games. Piney Lake also has well-equipped houses, two large recreation halls, a craft and hobby shop, a log cabin, and eight cabins. UNC-G students may use the recreation center for picnics, weekend outings and for recreational purposes. The center is also used by the School of Health, Physical Education and Recreation for instructional programs in camping and outdoor education and by other departments and schools for instructional work in outdoor laboratories.

On-Campus Recreational and Instructional Facilities

These include a nine-hole golf course, practice tee and putting green; 10 lighted tennis courts; soccer, speedball, hockey, lacrosse and softball fields; an archery range; an indoor swimming pool; a wrestling room; craft room; bowling alleys; and two indoor dance studios and one outdoor studio.

Observatory

An observatory atop the Graham Building is complete with a Schmidt-Cassegrain 10-inch telescope which varies in power from about 80 to 800 power. It is open to the public on Thursday nights and is available for students at all times.

Computation Center

The Computation Center consists of two separate facilities under the supervision of the Computer Center Director. The Administrative Computing facilities include a Univac Series 70/35 computer. This facility is used primarily for administrative work and by students taking courses in Cobol programming. The Academic Computing facilities consist of a medium speed multi-leaving terminal connected to an IBM 370/165 computer at the Triangle Universities Computation Center. The facility is used by students in computer courses and by students required to use the computer as a tool by their instructors.

McNutt Center for Instructional Media

Although rather small by comparison with most other UNC-G buildings, the McNutt Center has become very big in teacher education. Its facilities include a television teaching studio, a graphics production laboratory and darkroom, an equipment operation laboratory, and an audio-recording studio. The center's collection includes textbooks, trade books and audio-visual media geared to the instructional needs in early childhood, elementary, and secondary school curricula. Faculty members in teacher education refer to it as a "power plant" designed to pump new life into classroom teaching through increased use of modern technology and a wide variety of instructional media.

"In I-House (**International House**), a student can 'learn through living' about other cultures and life styles."
UNC-G Senior

Alumni House

Described as "a link actual and sentimental, with the beginnings" of the University, it stands on the site of Guilford Hall, one of the four original buildings on campus. Dedicated in 1937 and completed at a cost of nearly $160,000, it was described as "something of a miracle that so many alumnae gave so many dollars to create such a 'thing of beauty' during a period of depression."

Alumni House provides reception, party and meeting rooms for University functions. It also houses several administrative offices including those of the Chancellor, University Placement Service and Alumni Association.

Elliott Hall

The student union building, Elliott Hall, was built in 1953 and enlarged in 1968. It is described further on page 25.

Other Facilities

Words and pictures alone cannot do justice to UNC-G's facilities. Stop reading and schedule a tour of the UNC-G campus. The Office of Admissions will be happy to arrange this. Be sure to look in on the School of Home Economics nursery schools, modular day care center and home management houses; the micro-teaching laboratories in the School of Education; and the greenhouse, cytogenetics laboratory and environmental chambers operated by the Department of Biology.

The Office of Admissions is located in the castle-like Julius I. Foust Building at the Spring Garden Street entrance to UNC-G. The Foust Building is one of the original campus buildings.

Friends of UNC-G

UNC-G is not an academic ivory tower apart from the community and world around it. Business groups, individuals, alumni, the Greensboro community and "friends" throughout North Carolina give and get from UNC-G in a realistic, academically healthy exchange of ideas, resources and programs.

UNC-G's extension program, special seminars, Performing Artists Series and student productions and concerts receive community patronage and enthusiastic support. In addition business and civic leaders and interested individuals join forces with UNC-G to provide funds to enrich UNC-G's various programs and to provide scholarships for deserving students.

Among UNC-G's "friends," supportive groups and special funds are the following:

Friends of the Library. Organized in 1959 to help interpret the mission of the library and its needs to the people of North Carolina/Special projects include enriching the book collection and promoting the collecting of Southern Renaissance literature.

Weatherspoon Gallery Association. Organized in 1942 and expanded in 1964 with the formation of the Weatherspoon Guild/Objectives are to stimulate interest in art, assist with exhibitions and secure financial support in the building of a permanent collection of paintings, sculptures and prints by contemporary American and European artists.

Angels of the UNC-G Theatre. Organized in 1960 by alumni and friends to assist with UNC-G Theatre productions and to provide financial assistance for deserving students studying drama.

UNC-G Musical Arts Guild. Organized in 1972 to promote the School of Music by encouraging attendance at concerts, aiding in the development of scholarships and assisting with special musical programs and projects.

Home Economics Foundation. Organized in 1946 as a charitable, nonprofit educational corporation to aid and promote, through financial assistance and other means, all types of education and research, both undergraduate and graduate, in the School of Home Economics.

Excellence Fund. Organized in 1966 by 42 business and civic leaders in Greensboro "to aid and promote, by financial assistance and otherwise, excellence in higher education, service and research at UNC-G/More than $720,000 has been contributed toward the fund's $1 million goal.

Alumni Association. Organized in 1893 and incorporated by the General Assembly of North Carolina in 1909 to promote education, advance the interests of UNC-G and encourage cooperation of alumni in the work of the University and the Association/Through an Annual Giving Program the alumni have provided over $1 million to UNC-G in the past 10 years for scholarships, loan funds, Alumni Teaching Excellence Awards and other programs/ The Association also publishes the **Alumni News.**

UNC-G's **Office of Developmental Affairs** assists these "friends" groups in identifying University needs and directs UNC-G's fund raising, public relations and alumni affairs programs. To increase the general public's understanding and awareness of UNC-G programs of teaching, research and public service, the Development Office and the News Bureau serve as the official public information agencies of the University. Among their activities is the production of a weekly radio program, "Accent on Education," which is aired by 45 stations.

Student Life

There is no "typical" student life at UNC-G. It depends on the individual, his choices, interests and energy.

This chapter outlines briefly some of the opportunities available to UNC-G students—opportunities in and out of the classroom and beyond the campus.

Academic Opportunities

From accounting and acting and directing through sociology and social welfare, undergraduates have a choice of some **89 areas of study** from which to select a major or a concentration within a major.

Seven undergraduate degrees are offered: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Home Economics, Bachelor of Science in Nursing and Bachelor of Science in Medical Technology.

If none of these degrees or majors satisfies your needs, you have the opportunity through a special curriculum program called **Plan II** to design your own program of study. See the Curriculum Chapter for details on Plan II. UNC-G's degrees, majors and concentrations are discussed in the Areas of Study Chapter.

More than **900 courses** are available each semester. However, if there are courses you want to take which are not offered at UNC-G, you may cross-register for courses at Bennett, Greensboro, Guilford and High Point colleges and at North Carolina Agricultural and Technical State University thanks to UNC-G's membership in the newly formed **Greensboro Regional Consortium for Higher Education.** The consortium, a two-year pilot program, will be reviewed by participants in 1975 to determine its continuance.

The UNC-G and North Carolina Agricultural and Technical State University Agreement has provided open access to courses on both campuses since 1971. Consult the Office of the Registrar for details concerning both programs.

You may elect to be graded on a **Pass/Not Pass** basis on a maximum of eight courses. You also have the opportunity through special examinations to exempt degree requirements and earn advanced placement credit. If you qualify under the regulations outlined on page 88, you may take graduate courses during your senior year and receive credit toward a master's degree.

Special academic programs include the Residential College, Honors Program, International Studies, Preprofessional Programs and Study Abroad. For details, see the Areas of Study Chapter. Independent study, tutorials and internships are available in most schools and departments. These are listed in the course descriptions.

Beyond the Classroom

Harriet Elliott, Dean of Women from 1935 to 1947, summed up UNC-G's philosophy about life and learning beyond the classroom when she used the term "continuous education" in talking of the relationship which should exist between academics and activities outside the classroom. To her, learning did not necessarily need a course number, a classroom or semester hour credits. It took place everywhere in all sorts of activities. Through the years, UNC-G has encouraged continuous education through the development of a wide range of "co-curricular" activities.

Elliott Hall

In the 1940's when UNC-G began planning a student union building (Alumnae House served this function for many years), there was little question about the name it would bear. Opened in 1953 and enlarged in 1968, Elliott Hall includes a large ballroom, recreation room, lounges, meeting rooms, study and locker rooms for town students, the University Book Store, the Dogwood Room (restaurant), Robot Room (food vending machines) and offices for student publications and organizations.

Elliott Hall-sponsored coffeehouses, mini-concerts, formal and informal dances and mixers, movies, and study breaks comprise only one portion of the UNC-G calendar. Residence hall units, clubs and organizations add to the social and cultural activities available.

The UNC-G Performing Artist Series brings to the campus each year a number of distinguished artists in the fields of art, dance, music and drama. Performances in 1973-74 will include the Bella Lewitzky Dance Company, Phoenix Theatre, Awaji Puppet Theatre of Japan, Center Stage, North Carolina Symphony and Piedmont Symphony.

UNC-G also cooperates with the **Greensboro Civic Music Association** in presenting performances by outstanding musicians. Performances scheduled for 1973-74 include:

October 19, 1973, World's Greatest Jazz Band.
December 5, 1973, Loren Hollander, pianist.
January 15, 1974, National Ballet Company.
March 17, 1974, Roger Wagner Chorale.

The Fine Arts Series, sponsored by the Elliott Hall Council brings artists and writers to the campus. The 1972-73 list included Alice Neel, artist; Reynolds Price, writer; and Tal Streeter, sculptor. The council jointly sponsored an Arts Festival with **Coraddi,** the UNC-G literary magazine.

Student Performing Groups

For students interested in the performing arts as well as for student and community audiences, UNC-G provides these opportunities:

Musical Organizations include the Choral and Chamber Singers, UNC-G Choir, Women's Glee Club, Men's Glee Club, UNC-G Symphony Orchestra, Sinfonia (chamber orchestra), UNC-G Concert Band, Wind Ensemble and Jazz Ensemble.

The University Dance Company gives two major performances a year and frequently performs for other universities, for civic groups and for television. Its activities include classical ballet, classical modern as well as currently choreographed dances composed by well-known artists and the faculty and dance students.

University Theatre Program. Nine theatre productions are presented each year by the various components of the Drama Division of the Department of Drama and Speech.

Recent **UNC-G Theatre** productions have included "The Music Man," "Waiting for Godot" and "The Taming of the Shrew."

Pixie Theatre for Young People, in cooperation with the Junior League of Greensboro and the city and county school systems, produces three plays for children each year.

The Studio Theatre operates continuously throughout the year and presents plays produced exclusively by students.

UNC-G's **Parkway Playhouse** (summer stock theatre in Burnsville, N.C.) produces six plays in its seven-week summer season. Recent productions include "Oklahoma," "The Odd Couple," "Auntie Mame," "Cyrano de Bergerac" and "Summer and Smoke."

A Summer Repertory Theatre, designed as a producing company staffed by graduate students opened in 1973. Productions included "Charlie's Aunt," "The Night of the Iguana," and an opera, "The Medium."

The University Forensic Association, sponsored by the Department of Drama and Speech, is open to students interested in competition in debate, oratory, extemporaneous speaking, oral interpretations and related speech activities. Members of the association travel all over the United States to compete in forensic tournaments.

UNC-G's music and drama programs are performance-oriented. During 1972-73, audiences totaled more than 60,000 people. Few universities can match this record.

Clubs, Organizations and Athletics

Coupled with social, cultural and performing opportunities on and off campus are a wide variety of clubs and organizations.

Student Government Association. Authorized by the UNC-G Board of Trustees and faculty, the Student Government Association (SGA) is another form of continuous education in action. SGA is UNC-G's way of implementing the idea that self-government is appropriate for mature students. Operating within a constitution written and accepted by students, it represents an effective means through which students share with the administration and faculty the responsibility for creating and maintaining an atmosphere conducive to the total education of the student. SGA is represented on faculty-administrative committees that are concerned with current evaluations of academic, social and student welfare policies.

There are three divisions of the student government: the Judicial, the Legislative and the Executive, each serving in its particular capacity. It is understood that to the faculty and the administrative officers of UNC-G is reserved the handling of such matters as affect academic questions, matters relating to the health of the UNC-G community, the control of property and special cases of discipline which are outside student jurisdiction.

Consult the **Student Handbook** for information about SGA Constitution, policy declarations, by-laws, honor policy, social regulations and judicial policy.

Student Publications. These include **The Carolinian,** UNC-G student newspaper, issued twice weekly; **The Coraddi,** a literary magazine, issued quarterly; **Pine Needles,** the yearbook; and the **Student Handbook,** published annually.

UNC-G Clubs and Organizations

The following list gives the names of the various groups on campus. Consult the **Student Handbook** for descriptions and membership information. The UNC-G Board of Trustees prohibits any secret organizations on campus.

Honorary Societies

Phi Beta Kappa—Epsilon Chapter of North Carolina. Candidates for degrees in liberal studies are eligible for election to Phi Beta Kappa on the basis of outstanding academic records in liberal arts courses. In addition to having completed a specified number of liberal courses, a student considered for election must have completed the equivalent of the intermediate college course in a foreign language.
Golden Chain (Campus honorary society recognizing leadership, scholarship and service.)
Alpha Psi Omega (Dramatics)
Beta Beta Beta (Biological Sciences)
Gamma Theta Upsilon (Geography)
Omicron Nu (Home Economics)
Phi Alpha Theta (History)
Pi Delta Phi (French)
Pi Kappa Lambda (Music)
Psi Chi (Psychology)
Sigma Delta Pi (Spanish)
Sigma Alpha (Business Education)

General Organizations

Association of Dormitory Coordinators
Collegiate Jaycees
Council of International Relations and United Nations Affairs (CIRUNA)
Dance Company
ECOS
Masqueraders
Meher Baba Study Group
Neo-Black Society
North Carolina Student Legislature
Outing Club
Recreation Association
Student Committee Organized for Research & Evaluation (SCORE)
Student Consumer Rights Action Movement (SCRAM)
Student Government Association (SGA)
Student National Education Association
Town Students Association (TSA)
UNC-G Collegiate Young Republicans
WEHL—Campus Radio Station
Young Democrats Club

Departmental Clubs/National Societies/ Professional Groups

Alpha Kappa Delta (Sociology)
Alpha Phi Omega (National Service Fraternity)
American Home Economics Association
American Institute of Interior Designers
Anthropology Club
Association of Childhood Education
Association Internationale Des Estudiantes En Sciences Economiques et Commerciales (AIESEC)
Biology Student Committee
Chemistry Student Committee
El Cuculo Hispanico
Gamma Alpha (Business & Economics)
Gamma Sigma Sigma (National Service Sorority)
German Club
History Club
Interior Design Students Association
International House
Kaffeelunde (German)
Le Cercle Francais (French)
Mensa
Mu Pi Epsilon (Professional Music)
National Society of Interior Designers
Philosophy Club
Phi Mu Alpha, Sintenia (Music)
Political Economy Club
Psychology Club
Sociology Club
Spanish Club
Speech & Hearing Association
Square Circle (Math)
Student Nurses Association

Religious Organizations

Baptist Student Union
Interfaith Council
Lutheran Student Movement
Meher Baba Study Group
Newman Club
Presbyterian House
St. Mary's House
UNC-G—Hillel
Wesley Foundation

Intercollegiate Athletics. The men's intercollegiate athletic program is affiliated with the Dixie Intercollegiate Athletic Conference and the National Association of Intercollegiate Athletics. Teams include:

Basketball
Soccer
Tennis
Bowling
Golf

The women's program is affiliated with the Association for Intercollegiate Athletics for Women (national level) and the North Carolina Association for Intercollegiate Athletics for Women. Teams include:

Field Hockey
Basketball
Golf
Swimming
Tennis
Volleyball

UNC-G also has a coeducational fencing team.

Intramural Athletics. Intramural activities for women include tournament play in tennis, bowling, basketball, volleyball, table tennis and golf. Men's intramurals include tag football, basketball, volleyball, softball, billiards, table tennis, golf, tennis and bowling.

The Intramural and Recreational Division of the School of Health, Physical Education and Recreation coordinates intramurals and provides a variety of recreational activities for UNC-G students, faculty and staff.

UNC-G Calendar Excerpts/Jan. 1973

The following list represents only a portion of the activities scheduled on campus during January, 1973.

Wednesday, January 10
Classes begin for spring semester.
Outing Club; International Studies Group; GGO Hostesses; EH.

Thursday, January 11
Town Student Break; Academic Forum; EH.
Foreign Language Cinema: Schweitzer's RESURRECTION (Russian), JLH.
American Home Economics Association, SBA.

Friday, January 12
Movie: FALL OF THE HOUSE OF USHER and BORN FREE, JLH.
International Folk Dancing, RG.

Saturday, January 13
Men's basketball: UNC-G vs. Lynchburg, CG.
Movie: THE WRONG BOX, JLH.

Sunday, January 14
North Carolina Student Legislature, EH.
Movie: THE GREAT WHITE HOPE, AA.

Monday, January 15
Kaffeestunde, MB.
Stradivari String Quartet, RH.
Elliott Hall Council; Town Students Town Crier, EH.

Tuesday, January 16
Town Student Caucus; APO Smoker; SIMS; Student Senate, EH.
English film: OTHELLO, AA.

Wednesday, January 17
Classical Civilization film: DUCK SOUP, JLH.
International Studies Group; Hump Break; Neo-Black Society; Court; Freshman Honors; Travelogue; Outing Club; YAF; EH.
Civic Music Association Series: William Doppman, pianist, AA.
Chancellor's Conference, Alumni House.

Thursday, January 18

Foreign Language Cinema: Rouch's THE LION HUNTERS (French) and ARES CONTRE ATLAS (French), JLH.

"George, Teddy & Brother Frogg," Ballroom, EH.

Elliott Hall Coffeehouse Concert.

Men's basketball: UNC-G vs. N.C. Wesleyan, CG.

Experimental Course in Women's Studies, Alumni House.

Meher Baba; NBS Choir Rehearsal; Inter-Varsity; APO Smoker, EH.

Friday, January 19

American College Theatre Festival Critiques, EH.

Collection for Nicaraguan relief, Dining Hall. Continues on Jan. 22, 23, 24 and 26. (All money collected will be sent to Managua, Nicaragua through the American Red Cross.)

Women's Intercollegiate Basketball: UNC-G vs. High Point, CG.

Movie: FLIM FLAM MAN, JLH.

Elliott Hall Coffeehouse Concert.

International Folk Dancing, RG.

American College Theatre Festival: THE DEER KILL presented by Florida State University, TT.

Job Interviews; Orientation Committee; Buildings and Grounds Committee; SIMS; NBS Game Night; EH.

Saturday, January 20

American College Theatre Festival: THE EFFECTS OF GAMMA RAYS ON MAN-IN-THE-MOON MARIGOLDS presented by Converse College, AA.

Movie: I WALK THE LINE, JLH.

American College Theatre Festival: VOLPONE presented by the University of Virginia at Charlottesville, TT. APO Pledge Ceremony; EH.

Sunday, January 21

American College Theatre Festival: JACQUE BREL IS ALIVE AND WELL AND LIVING IN PARIS presented by the University of Miami, TT.

Movie: CAT BALLOU, JLH.

Monday, January 22

Town Student Coffee Break; Harriet Elliott Lecture Committee meeting, EH.

Kaffeestunde, MB.

Wednesday, January 24

Greensboro Alumni Book Discussion Program: Dr. Laura Anderton, Alumni House.

Academic Forum; International Studies Group; EH.

Men's basketball: UNC-G vs. St. Andrews, CG.

Thursday, January 25

Foreign Language Cinema: THE SINS OF ROSE BERND (German), JLH.

Economics Department Lecture: Ms. Janice Madden, University of Pennsylvania, "Economics of Sex Discrimination," EH.

Montaldo's Fashion Show, EH.

Women's Intercollegiate Basketball: UNC-G vs. Chapel Hill, CG.

Student Consumer Rights Council, EH.

Faculty Recital: Arthur Hunkins, cellist, RH.

Friday, January 26

SGA-Volunteer Income Tax Assistants Training Meeting, EH.

Movie: BURN WITCH BURN AND BELL, BOOK AND CANDLE, JLH.

International Folk Dancing, RG.

Saturday, January 27

National Teacher Examinations, MB.

Movie: DUFFY, 116 Science Building.

Sunday, January 28

Movie: MASH, AA.

Monday, January 29

Kaffeestunde, MB.

Harriet Elliott Lecture Committee, EH.

Residential College film: MONTGOMERY TO MEMPHIS, JLH.

Computer School for Financial Aid Officers, EH.

Mu Phi Epsilon Musicale, RH.

Tuesday, January 30

Philosophy Department film: FORBIDDEN GAMES, JLH.

"Facilities and Services for Family History in N.C. Department of History and Archives," C.F.W. Coker, 313 Graham Building.

Concert: Candi Lowe, sponsored by Campus Crusade for Christ and Inter-Varsity, EH.

Lecture-Demonstration: Louis-Nikolais Dance Companies, AA.

Wednesday, January 31

Performance: Louis-Nikolais Dance Companies, AA.

January Exhibits

The Private Press Movement, Jackson Library.

Weatherspoon Art Gallery

Richard Kollath: Photographs; Herk Van Tongeren: Recent Sculpture; MFA Thesis Exhibition.

Location Abbreviations: AA = Aycock Auditorium; **CG** = Coleman Gym; **EH** = Elliott Hall; **JLH** = Jarrell Lecture Hall; **MB** = McIver Bldg; **RH** = Recital Hall, Music Bldg.; **RG** = Rosenthal Gym; **TT** = Taylor Theatre.

Beyond the Campus/ Greensboro, N.C.

Greensboro lacks the charm of a quaint, little college town, but it offers other advantages which you may find more meaningful.

For one thing, life in Greensboro does not center around UNC-G, nor for that matter around the other four colleges or universities within its city limits (Bennett, Greensboro and Guilford colleges and the North Carolina Agricultural and Technical State University). Greensboro has a full cultural, recreational and sports program of its own over and above what is available on each of the campuses.

It has its own Symphony Orchestra, Little Theatre, Lyric Theatre, Civic Ballet, Chamber Music Society and Oratorio Society. Each summer the Eastern Music Festival, a summer music camp for youngsters held here, presents a six-week concert series featuring the festival's faculty, outstanding guest artists and EMF students.

Additionally, Greensboro has one dinner theatre, twelve movie theaters, and five drive-in theaters.

The Greensboro Coliseum Complex, which includes a coliseum, exhibition hall, auditorium and town hall, is the largest city-owned coliseum in North America. Throughout the year, it presents touring Broadway theatre groups, top-name entertainers, ice shows, circuses and fairs along with a full calendar of sports events.

Speaking of sports, Greensboro has a professional hockey team (Greensboro Generals) and a professional basketball team (Carolina Cougars).

For basketball fans, the coliseum presents many Atlantic Coast Conference games as well as the ACC tournament, the American Basketball Association All-Star game, and the Central Inter-Collegiate Athletic Association tournament. In 1974, the National Collegiate Athletic Association tournament will be held here.

The Greensboro Jaycees annually stage the Greater Greensboro Open (GGO), which boasts the third largest purse on the professional golfing tour.

Recreational facilities include public and private golf courses, tennis courts and swimming pools. Ice skating is available at the Coliseum. Dove, quail and deer hunting areas are nearby. Lake Brandt and Lake Higgins, city-owned reservoirs, are open to the public for fishing, boating and duck hunting. Hagan-Stone Country Park provides fishing, boating, picnic, horseback riding and swimming facilities. The Greensboro Country Park includes a city zoo, and natural science center as well as two lakes, picnic shelters and a miniature railroad.

If this is not enough, North Carolina's eight ski resorts are an easy two-hour drive away, and the beaches of North and South Carolina are about five hours away.

Greensboro Calendar Excerpts/Jan. 1973

In addition to UNC-G activities, here are just a few of the events held in Greensboro during January, 1973.

ABA Basketball: Carolina Cougars vs. Dallas, Denver, Indiana.

College Basketball: A&T State Univ. vs. Winston-Salem Univ. and John C. Smith Univ.; UNC vs. Wake Forest; Guilford College vs. Elon and High Point colleges; NCSU vs. Furman. (All games were held at the Coliseum.)

Concerts: Jim Nabors, Coliseum; Country Shindig, Coliseum; The Bridge, Coliseum.

Exhibition Tennis: Stan Smith vs. Erik Van Dillen, Coliseum.

Exhibits: Custom Car Show, Coliseum; Heart Fair, Friendly Center Auditoruim; Black Art Show, Guilford College.

Ice Hockey: Greensboro Generals vs. Long Island, Charlotte, Rhode Island, Roanoke and St. Petersburg, Coliseum.

Symphony: Greensboro Symphony Orchestra, Coliseum.

Theatre: "Fiddler on the Roof," Barn Dinner Theatre; "Applause," Broadway Touring Group; "The Fantastics," Guilford College; "Tiger, Tiger," Greensboro Little Theatre.

rvices to Students

Services to Students

Orientation of New Students

During the week prior to the beginning of classes in the fall, students, faculty and the administration join forces to introduce new students to UNC-G's academic, social and cultural programs. Student members of the orientation team meet with new students to discuss informally what life is like at UNC-G. New students also meet with their assigned faculty advisers during this period to review UNC-G's degree programs and academic regulations and to plan courses for the fall semester.

Academic Advising

See Academic Regulations Chapter.

Dean of Students

The Dean of Students, Dean of Men and Dean of Women are administrative officers of UNC-G concerned with the quality of student life and the availability of meaningful experiences on campus. However, an important part of their jobs involves working with, listening to and counseling students. Students are encouraged to take advantage of the deans' open door policies and to talk with them about problems, interests or grievances. Residence hall counselors and graduate and graduate assistant counselors are also available in residence halls for assistance or referral.

Counseling and Testing Center

The Counseling and Testing Center provides a professional counseling service aimed at helping students gain a better understanding of themselves and their opportunities. No fees are charged for counseling, and no faculty or staff referral is needed for an appointment.

Three types of services are offered:

1. Personal counseling and psychotherapy. All consultations are confidential and do not become a part of the student's records.

2. Vocational counseling. This includes tests and inventories which may help identify aptitudes and interests. The center maintains a file of current vocational information.

3. Testing. The National Teacher Examination, Miller Analogies Test and the Graduate Record Examinations are among the various tests given by the center.

"There's a lot to do around here if you have transportation—bring a bike."

UNC-G Junior

Student Health Service

The Student Health Service has as its aim the maintenance of good health among all members of the UNC-G community. To reach this objective, the work is necessarily of two types: one, preventive and two, therapeutic.

Several types of preventive measures are taken. A complete medical examination given by the family physician is required for each admitted student. This includes certain laboratory tests, a tuberculin test and required immunizations. The medical report is carefully reviewed by the health service physicians. When requested by the family physician or when an existing physical condition requires it, regular follow-up examinations are done by the medical staff. The medical examination report is also used to determine if physical education restrictions are necessary.

The care of students who are ill, which is the second major duty of the health service, is centered in the Anna M. Gove Student Health Center. Here, with a staff of four full-time physicians, two part-time psychiatrists, nine graduate nurses, a laboratory technician and x-ray technician in attendance, most medical and minor surgical cases are given complete care. Major surgical cases must be referred to a hospital or surgeon not directly connected with UNC-G. A comprehensive insurance policy is offered to students and provides payment for medical services and hospitalization not available in the Student Health Center itself.

University Speech and Hearing Center

Students with speech, voice and/or hearing problems can receive evaluations and therapy at no cost from the Speech and Hearing Center operated by the Division of Speech Pathology and Audiology of the Department of Drama and Speech. Academic credit is available for students registered in the clinic.

Special Services Project

UNC-G has a Special Services Project to help students having academic difficulties. Its program includes academic and personal counseling, tutoring, reading and study skills improvement, writing improvement, and mathematics improvement. No referral is necessary to receive help.

International Student Adviser

An adviser within the Office of the Dean of Students provides legal and personal counseling for foreign students.

Financial Aid

See Financial Aid Chapter.

Placement Office

The Placement Office serves as an intermediary between students and prospective employers. It assists students in finding employment after graduation by acquainting them with employment possibilities, by giving general counseling concerning methods of seeking employment possibilities, and by assembling comprehensive records on each student who registers and making these records available to appropriate prospective employers. It also arranges interviews with prospective employers.

The data assembled for individual records include academic achievement, training, experience, extracurricular activities, honors and confidential statements of recommendation.

The Placement Office provides continuing services to alumni as well as to current graduates.

Office for Adult Students

A continuing education counselor is available to assist adult men and women who wish to begin, resume, enrich or supplement their higher education. Admissions assistance, advising of special and non-degree students, study guidance, and other services and referrals are offered.

A Continuing Education Child Care Program is available for mothers who wish to continue their education. It is housed near campus, employs a professional teacher, involves parent participation and operates on an hourly fee basis. Children three to five years of age are eligible. For information consult the Office of Adult Students.

Campus Ministers

Five religious denominations maintain student centers near the campus. Each has a campus minister available for personal counseling. Consult the **Student Handbook** for details.

Selective Service and Veterans Affairs

Selective service and veterans affairs information is handled by the Office of the Registrar.

A student wishing to have an annual Certificate of Enrollment sent to his Selective Service Board for deferment purposes should request this service from the Registrar. This service is not automatic with enrollment and must be requested.

Selective Service regulations are in a period of change. The Registrar will be the person to contact concerning the latest federal policy changes.

UNC-G is on the approved list of institutions which can provide training under the Veterans Administration Educational Training Program. A veteran wishing to attend UNC-G and receive educational benefits should apply first to the Veterans Administration for a Certificate of Eligibility. The student then applies for admission to UNC-G through normal admissions procedures. The issuing of a Certificate of Eligibility by the VA does not automatically assure a student of admission to UNC-G.

When enrolling at UNC-G, the veteran should present his Certificate of Eligibility to the Registrar and request him to send certification of his enrollment to the VA. This Certification of Enrollment is necessary before educational benefits can be received. Certification of Enrollment must be requested each year and again in summer school.

"I've lived in Greensboro all my life and had never noticed how really pretty the campus was."

UNC-G Sophomore

ousing and Campus Regulations

Housing and Campus Regulations

Housing

All UNC-G students have the option of selecting housing on or off campus.

On-Campus Housing

There are 23 residence halls on campus providing accommodations for male and female students. Students desiring residence hall accommodations indicate their choices of residence hall and roommates. Whenever possible, student requests are honored in making room assignments.

UNC-G houses students without regard to race, creed, color or national origin.

Each residence hall is staffed with a counselor, and in some cases there are graduate and graduate assistant counselors. Elected student dorm officers and floor advisers or section leaders conduct activities within the halls in accordance with regulations published in the **Student Handbook.**

All residence hall rooms are furnished with beds, dressers and desks. All have common toilet facilities on each floor or wing. Some have lavatories in individual rooms. All are equipped with one or more lounges, recreation rooms, study rooms, laundry rooms, kitchens or kitchenettes, and storage rooms for luggage and trunks. All have telephone service on each floor or wing. Cone and Hawkins halls (women) have private telephone service in each room. Phillips Hall (men) has optional private telephone service. See Expenses Chapter for private telephone service charges.

Students provide their own bed linens, blankets, study lamps and curtains. All windows are equipped with venetian blinds and curtain rods. Small refrigerators for use in residence hall rooms may be rented from the Student Government Association.

Detailed descriptive information about rooms (including floor plans, window measurements and wall colors) and about the types of electrical equipment which may be used in rooms is mailed to students requesting residence hall accommodations.

Self-Limiting Hours and Visitation

All students, except first semester freshman women, have self-limiting hours. Residence halls are open between 6:30 a.m. and midnight from Monday through Thursday. They are open until 2 a.m. on Fridays and Saturdays and until 1 a.m. on Sundays. Proper procedures for entering a residence hall after it has closed are discussed in the **Student Handbook.**

Each residence hall establishes a visitation policy by ballot at the beginning of the academic year or summer session. This policy pertains to the hours and registration procedures for allowing guests of the opposite sex to visit in student rooms.

Residence Hall Policies

UNC-G reserves the right to make changes in room assignments in order to consolidate space and to transfer students to other residence halls during the school term.

All room assignments are considered final until the opening of school. Students in residence halls have priority over entering students in the selection of rooms. Room rent does not cover occupancy of the student's residence hall room during holidays, semester breaks, and other periods when UNC-G is not officially in session.

The signing of a housing contract or agreement does not automatically assure one of space in a residence hall.

Housing agreements are made for a full semester and cannot be transferred. The right to occupy a room terminates with the expiration

of the semester. UNC-G reserves the right to require any student, whom it finds, after due process, an undesirable tenant, to vacate a residence hall room on 48 hours notice. Should a student be dismissed or withdraw from UNC-G, he is expected to vacate his room within 48 hours. The space then becomes available for reassignment by UNC-G.

The occupants of a room are held directly responsible for all damage done to their rooms and furniture. Damage will be assessed and charges made to cover the cost of repair and/or replacement. The occupants are liable for such charges. No pets may be kept in UNC-G residence halls. Penalty is forfeiture of the right of occupancy.

Off-Campus Housing

By Board of Trustee action, UNC-G is authorized to establish minimum standards of health, safety and general welfare in regard to off-campus housing of students. In addition to complying with the standards set for off-campus housing, all persons or agencies listing off-campus housing with UNC-G must file a Housing Compliance Form which states that they, like UNC-G, house students without regard to race, creed, color or national origin.

All students living off-campus are required to keep on file in the appropriate office (Dean of Men or Women) the complete and correct address of his place of residence, both home and local.

List of Residence Halls

North and South Spencer Halls/316 women/built 1904, remodeled 1938/named for Mrs. Cornelia Phillips Spencer, one of North Carolina's most distinguished women.

Anna Howard Shaw Hall/100 International House students/built 1920/named for the great woman suffragist.

Gray Hall/116 women/built 1921/named for Robert T. Gray, member of Board of Trustees of UNC-G from 1900-1912.

Bailey Hall/116 women/built 1922/named for T. B. Bailey, member of Board of Trustees of UNC-G from 1902-1916.

Cotten Hall/116 women/built 1922/named for Mrs. Sally Southall Cotten.

Hinshaw Hall/116 men/built 1922/named for Col. G. W. Hinshaw, member of Board of Trustees of UNC-G from 1910-1918.

Laura Coit Hall/116 women/built 1923/named for late secretary of UNC-G.

Jamison Hall/116 women/built 1923/named for Miss Minnie Jamison, one of the first students and a long-time member of the faculty.

Mary Foust Hall/140 men and women in Residential College/built 1927/named by alumnae in memory of the daughter of the late President Julius I. Foust.

Guilford Hall/140 men/built 1927.

Weil-Winfield Hall/290 women/built 1939/two distinct, but connected residence halls giving the appearance of one building/named for Miss Martha Winfield, late professor of English, and Mrs. Mina Weil, benefactress of UNC-G.

Mendenhall-Ragsdale Hall/308 women/built 1950/named for Miss Gertrude Mendenhall, charter member of 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.

Moore-Strong Hall/350 women/built 1960/named for Miss Mary Taylor Moore, late UNC-G Registrar, and for Miss Cornelia Strong, late professor of mathematics.

Grogan-Reynolds Hall/672 women/built 1963/four distinct, but connected residence halls giving the appearance of one building/named for Miss Ione H. Grogan, alumna and long-time member of faculty, and for Mrs. Katharine Smith Reynolds, alumna to whose memory the Reynolds Scholarships are a memorial.

Phillips-Hawkins Hall/coeducational hall housing 200 men and 200 women/built 1967/named for Charles W. Phillips, former Director of Public Relations, and Mrs. Kathleen F. Hawkins, former Director of the Student Aid office.

Cone Hall/389 women/built 1967/named for Mrs. Laura W. Cone, member of UNC Board of Trustees for over 20 years.

Campus Regulations in Brief

The UNC-G **Student Handbook** which is distributed to students each year, contains all administrative and student-legislated campus regulations. Students are responsible for knowing and abiding by the regulations established for the UNC-G community. Consult the **Student Handbook** for details.

The following is a brief review of some of these campus regulations:

Cars on Campus

Students are eligible to keep motor vehicles (including motorcycles) on campus provided the vehicles are properly registered.

Registration/parking permits are $16.00 per vehicle per academic year. Permits sold during the spring semester cost $10.00. Permits sold during the Summer Session cost $5.00.

Registration/parking permits must be displayed on all vehicles on campus after classes begin each semester. Permits expire at the termination of the 1974 summer session.

Alcoholic Beverage Policies

North Carolina law prohibits the consumption, purchase or possession of alcoholic beverages by people under 18 years of age. Beer and unfortified wines may be consumed, purchased or possessed by people 18 years old. However, one must be 21 years old to consume, purchase or possess spirituous liquors.

Individual consumption of beer, unfortified wines and/or spirituous liquors is permitted for those of legal age in student residence hall rooms.

Possession/Use of Narcotics and Other Dangerous Drugs

The use, possession, sale and/or distribution of products such as marijuana, LSD, barbiturates, amphetamines is strictly prohibited, and UNC-G is prepared to take disciplinary action up to and including dismissal of students involved in such practices. Furthermore, because violation of federal and state laws is involved, UNC-G has an obligation to report any information concerning such practices to proper authorities.

Firearms/or Other Weapons on University Property

North Carolina law declares it unlawful for any one to possess, carry (whether openly or concealed) any gun, rifle or other weapon on property owned, used or operated by a public or private educational institution.

Policies Relating to Disruption of Educational Process

"The University of North Carolina has long honored the right of free discussion and expression, peaceful picketing and demonstrations, the right to petition and peaceably to assemble. That these rights are a part of the fabric of this institution is not questioned. They must remain secure. It is equally clear, however, that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the rights of other members of the community cannot be tolerated. Accordingly, it shall be the policy of the University to deal with any such disruption, destruction or interference promptly and effectively, but also fairly and impartially without regard to race, religion, sex or political beliefs. . . ."

The complete statement of University Policies, Procedures, and Disciplinary Actions in Cases of Disruption of Educational Process, from which the above is quoted, is printed in Appendix B. It was adopted by the UNC Board of Trustees on October 26, 1970.

mission to UNC-G

Admission to UNC-G

UNC-G seeks men and women with ability, character, motivation, and the intellectual potential to meet UNC-G standards of performance. In making admissions decisions, UNC-G personnel give careful consideration to all the applicant's academic credentials including past school records, College Entrance Examination Board scores, school recommendations, and also his participation in non-academic and community activities. A conscientious effort is made to select students capable of maximum performance so there will be a minimum of attrition.

This policy applies to the admission of freshmen, transfer students, former students, graduate students, and irregular category students. It is administered without regard to sex, age, race or national origin.

Freshman Admission Program

A "freshman" is defined as a student who has earned no hours of college credit or fewer than 24. Admission to the freshman class implies that the student will eventually become a candidate for a bachelor's degree.

"UNC-G is big enough to fulfill all your academic needs and yet small enough that you can get to know a lot of people personally. It's a real community."

UNC-G Junior

Required High School Preparation

Candidates for admission to the freshman class are required to submit 15 acceptable units* of credit from an accredited secondary school including the following:

- English
- Foreign language (No credit is recognized if less than two years in one foreign language is offered.)
- Mathematics (Usually 2 units in algebra and 1 in geometry.)**
- Social Science (1 unit in history; 1 unit in either history, economics, sociology or civics.)
- Natural or Physical Science

1

*A unit is defined as credit given for a course which meets for one period daily during the entire school year.

**Acceptable mathematics units must be college preparatory mathematics. General mathematics, commercial, vocational and/or business mathematics are not acceptable.

The remaining three units of high school preparation may include additional study in any of the courses or areas above and/or credits in art, Bible, music, solid geometry, plane trigonometry, speech, home economics, drama, commercial arithmetic, shorthand, typewriting, bookkeeping. Not more than three units in vocational subjects (shorthand, typewriting, bookkeeping, home economics) may be counted. Entrance credit is not granted for subjects carrying less than one-half unit.

Students seeking the Bachelor of Arts with a major in music or the Bachelor of Music, should have entrance units in music. An audition is required as part of the admissions procedure. Students should write the School of Music for information.

Entrance Deficiencies

An entrance deficiency exists when a student lacks one of the required units of high school preparation.

Mathematics Deficiencies. A student who cannot satisfy all the required units in mathematics may be considered for admission if he lacks only one of the units. See "Conditional Admission," page 45.

A student lacking more than one mathematics unit cannot be considered for admission until he has completed at least two units of satisfactory mathematics. Information about alternative ways of satisfying this requirement may be secured from the Director of Admissions.

Other Deficiencies. A student who is deficient in other required units may be admitted if he satisfies the other admissions requirements. In such cases, the student is encouraged to remove the entrance deficiency(ies) before enrolling here. He must remove the deficiency(ies) before he can be classified as a UNC-G sophomore.

Application Procedure for Freshmen

1. Complete a UNC-G application form. A $10.00 application fee must accompany the application. This fee covers the cost of processing the application. It is not refundable and is not applicable toward tuition or other costs.

Early application for admission is suggested. The deadline for submitting the form for the fall semester is August 10. It is December 20 for the spring semester.

2. Submit an official transcript of secondary school work and a recommendation from the school principal as to character and ability. These should be submitted on forms which can be obtained from the Office of Admissions. If you have completed high school and have been employed for a period of time, you should ask your employer to send a letter of recommendation. If you have not been employed, but have been out of school for more than three months, have a recommendation sent from another qualified adult. If you have been in the armed services, a copy of your discharge papers is necessary.

3. Take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board. This test should be taken in November, December, or January of your senior year of high school. Test scores must be sent directly from CEEB to the admissions office.

For information about the SAT, write College Entrance Examination Board, P.O. Box 592, Princeton, N.J. 08540.

The SAT requirements may be optional for some candidates with strong secondary school credentials.

Notification of Acceptance

Applicants are notified of action taken on their application as soon as possible. However, no action can be taken until all required information is in the Office of Admissions.

Once notified of acceptance by UNC-G, the applicant has three weeks in which to confirm his intention to enroll in UNC-G. Confirmation by full-time students is in the form of the housing information card which should be sent directly to the Office of Admissions. If the form is not received, the student's application is subject to cancellation.

If the student decides not to enroll in UNC-G, he requests cancellation in writing by May 1 for the fall semester or by January 1 for the spring semester.

Students who have confirmed their intention to enroll in UNC-G should submit a medical examination report on a form supplied by the

Office of Admissions. It is needed prior to enrollment. Students taking only one course are not required to submit a medical report.

Early Decision Plan

Well-qualified applicants for admission who decide that UNC-G is the university of their choice may apply for early decision. This decision is made by November 1 of the senior year in high school.

To be eligible for early action, the applicant must:

1. Take the Scholastic Aptitude Test during the junior year in high school and have the scores forwarded to the UNC-G Office of Admissions.

2. Complete the UNC-G application form and return it to the Office of Admissions by October 10 of the senior year.

Requirements for admission under this plan are more selective than under the regular admission program. Students whose applications are not accepted under the Early Decision Plan will have their applications reviewed as regular admission candidates.

Students accepted under the Early Decision Plan must submit the housing information card by November 22 of their senior year in high school.

Early Admission Plan

An outstanding high school student, who has completed his senior English course and has received his diploma, may be admitted to UNC-G without completing the usual senior year of high school under an Early Admission Plan. An interview is required. Other details may be obtained from the Director of Admissions.

Course Exemption and Advanced Placement

By participating in the test programs outlined below, students may receive advanced placement credit and/or exemption from specific degree requirements.

College Entrance Examination Board (CEEB) Achievement Tests. CEEB achievement tests are offered in many subjects including English composition, foreign language, European history and world cultures, American history and a second foreign language. Although not required, the tests in English composition and in foreign language are suggested for UNC-G students for placement purposes.

A satisfactory English composition score may make it possible for the student to be exempted from and/or receive credit for UNC-G's English composition course requirement.

If foreign language proficiency through the intermediate level is demonstrated on the test in foreign language, the student may be exempted from the language courses required for some degree programs. He may receive advanced placement credit in degree programs with no language requirement.

Advanced placement credit may also be obtained for European and American history.

Advanced Placement Program and CLEP Subject Examinations. The College Entrance Examination Board's Advanced Placement tests, given to high school students, and the College Level Examination Program (CLEP) subject examinations in English, history and business administration may be taken to attempt to earn advanced placement credits. Students taking these tests should have test results forwarded to UNC-G for evaluation. Students are notified of advanced placement credits earned by satisfactory completion of these tests.

Transfer Admission Program

UNC-G encourages well-qualified students with 24 hours or more of college credit to transfer here to continue their studies.

Requirements and Procedures

1. Have a **C** or better average on all previous work attempted at an accredited college or university.

2. Complete a UNC-G application form prior to August 10 for admission to the fall semester or before December 20 for the spring semester.

3. Submit the following:

Official transcripts from the secondary school attended and from each post-secondary institution previously attended.

Transfer clearance forms from each post-secondary institution attended full-time.

A recommendation from a recent employer if presently employed or employed since last attending school, or from another qualified adult.

Discharge papers from the armed services if applicable.

A $10.00 application fee, not refundable, and not applicable toward first semester payments.

After receipt of the above, the UNC-G admissions office reviews the application to determine the number of semester hour credits for previous college-level work which can be transferred to UNC-G and applied toward a bachelor's degree here. The quality as well as the quantity of the student's previous college work is considered when determining the transfer credit to be allowed.

A transfer student accepted by UNC-G must confirm his intention to enroll full-time by sending in the housing information card. He must also submit a completed medical examination form, prior to enrollment, if planning to take more than one course.

Transfer Regulations

Accreditation. UNC-G accepts the accreditation of the North Carolina State Department of Public Instruction for colleges in North Carolina and/or the Southern Association accrediting agency. Colleges and universities outside North Carolina must have accreditation from the appropriate regional accrediting agency for transfer credit to be accepted unconditionally.

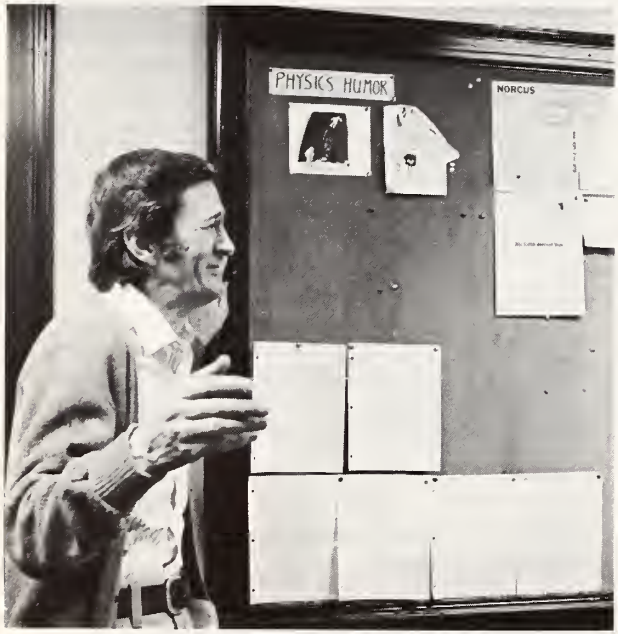
Nonaccredited Institutions. Credit for work done in nonaccredited institutions will be held in abeyance until the student has done one year of satisfactory work at UNC-G. The term "satisfactory" is defined as meeting the requirements necessary to continue in the University. See Academic Regulations Chapter.

Applicants from nonaccredited institutions must meet the requirements in effect for admission to the freshman class, including satisfactory high school records and SAT scores as well as meeting the **C** average requirement for transfers.

Validating Exams. 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.

Junior College Transfer Credit Limit. Transfer students who enter UNC-G after attendance at junior colleges receive transfer credit for no more than 64 semester hours plus two semester hours of physical education.

Extension/Correspondence Credit. Credit for work completed in extension or correspondence courses will be granted in conformity with the regulations given above for the transfer of credits. Up to 64 semester hours plus two additional hours of physical education in extension or correspondence credits may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for a degree may be completed in correspondence credit. Academic units may establish such course and credit limitations in the acceptance of extension and correspondence credit as may be required by specific degree programs.



"I was pleasantly surprised by the informality of most classrooms."

UNC-G Senior

Former Student Admission Program

Students who were previously enrolled and in good standing in the undergraduate program at UNC-G, but who did not complete the previous semester or did not preregister, should apply for readmission to the Director of Admissions prior to August 10 or December 20. If such students earned credits at other colleges or universities since last attending UNC-G, they must submit official transcripts of credit from the institution before they can be considered for readmission.

Irregular Admission Program

Unclassified Students

Students who meet regular admission requirements (for freshman or transfer standing), but who, because of personal obligations and/or educational objectives, do not wish to follow the regular curriculum prescribed for degree candidates, may be considered "unclassified" students.

Unclassified applicants who have less than 24 semester hours of credit should follow the admissions procedure outlined for freshmen. Applicants with 24 or more semester hours of credit should follow the admissions procedures for transfer students. The $10.00 application fee is not required for unclassified students.

Unclassified students are not assigned to academic advisers but may enroll for undergraduate credit in courses of their own choosing with the approval of the Director of Admissions. Tuition and fees are determined by the number of semester hours taken.

Part-Time Degree Students

Students who plan to enroll on a part-time basis, but who wish to be advised about prescribed degree requirements, are considered "part-time degree students" and should follow the admissions procedures for freshmen or transfers.

Students Seeking a Second Baccalaureate Degree

An applicant who holds a baccalaureate degree and who wishes to take undergraduate work toward a second baccalaureate degree should follow the instructions below.

1. Complete the application form and return it to the Admissions Office **with** the $10.00 application fee.

2. Submit official transcript(s) from each post-secondary institution previously attended.

An applicant holding a baccalaureate degree and taking work for credit for any other purpose must apply through the Graduate School.

Visiting Students

A student who is working for a degree at another institution but is taking courses here is classified as a "visiting" student. A student attending a college or university in the Greensboro Regional Consortium is **not** classified as a visiting student and does not go through the admissions process (except during the Summer Session). To register for courses here, he should contact UNC-G's Registrar.

To be admitted as a visiting student, an applicant must submit the regular application form, have the dean of the home institution send the Admissions Office written permission to take the specific courses here which will be acceptable for transfer credit at that institution, and have an official transcript from that institution forwarded to the Admissions Office. The $10.00 application fee is not required; however, tuition is charged. See Expense Chapter.

Conditional Admission

A deserving student who lacks only one of the three required high school mathematics units may be considered for conditional admission. If accepted, he must remove the deficiency within one year after admission.

A current high school graduate who lacks other requirements for admission may be judged after a personal interview to have the motivation and intellectual potential needed for successful completion of a degree program. In such cases, conditional admission may be awarded. These students are required to do satisfactory work in UNC-G Summer Session prior to enrollment here as a condition of their admission.

A student who did not complete high school may submit his application for conditional admission provided he presents 15 acceptable units with no deficiencies and takes the Scholastic Aptitude Test.

The Admissions Policies Committee may review the application of any student who seeks admission on the basis of special merit but who cannot be admitted under any existing program.

Special Admissions Project

During the 1973-74 academic year, up to 500 "special" students may be admitted to UNC-G through a Special Admissions Project. Preference will be given to applicants who have been away from formal schooling for at least one year. A special student may enroll for undergraduate courses for credit, with his adviser's approval. After completion of 15 hours of satisfactory work, the student may apply for regular admission and will be given consideration on the basis of the work completed at UNC-G. If the student does not wish to pursue a degree program, he may continue to enroll as a special student so long as he meets the regulations for continuing in the University. See Academic Regulations Chapter.

To apply for acceptance in the Special Admissions Project, an applicant should do the following:

1. Complete the UNC-G application form and return it to the Office of Admissions. The $10.00 application fee is not required.
2. Submit official transcripts from the secondary school attended [or GED (General Educational Development) equivalency scores] and from any post-secondary institution previously attended.
3. Submit discharge papers from the armed services if applicable.
4. Have a letter of recommendation sent from a qualified adult, other than a relative.
5. Schedule a pre-admissions conference with a continuing education counselor in the Office for Adult Students. During this interview, the applicant and the counselor will determine the student's needs and interests and seek the resources for meeting them. If appropriate, the counselor will recommend acceptance into UNC-G's Special Admissions Project.

An applicant will be notified of action taken as soon as possible. A student planning full-time enrollment should confirm his intention to enroll by completing the housing information card and submitting a medical examination report. A part-time student (one taking less than 10 semester hours) need not pay the enrollment deposit. A medical report is not required for a student planning to take only one course.

Auditing

Auditing a course includes the privilege of being present in the classroom when space is available, but involves no credit. No examinations are required and no grades are reported. Attendance, preparation, and participation in classroom discussion and activities are at the discretion of the instructor. Admission is determined following close of regular student registration.

Registered Auditors. A regular student may audit a course upon the written approval of the instructor and his faculty adviser and must register officially for the course. A student paying full tuition and fees may audit one course per semester without additional fee. A student paying part tuition and fees may not audit more than two courses per semester and is charged a $10.00 fee for each audited course. Fees are payable in full at the time of enrollment.

Visiting Auditors. A person not officially registered in UNC-G, who desires to audit an undergraduate course, may secure an application form from the Office for Adult Students. To audit a 600- or 700-level course, a student must hold a bachelor's degree and secure approval from the Graduate School. Written approval must be obtained from the instructor and department head or dean for the course requested.

A fee of $10.00 per term will be charged for each course audited. A validated visitor's card will be issued following close of regular student registration if space is available and will be used for identification purposes on the campus.

Extension Activities

Students wishing to enroll in non-credit and extension activities sponsored by UNC-G do not need to apply for admission. Registration is handled by the Extension Division of UNC-G.

Graduate Admission Program

Students interested in working toward a graduate degree or students who hold a bachelor's degree and wish to continue their general education should consult the **Graduate School Catalog** for admission information.

ndergraduate Expenses

Undergraduate Expenses

The expense figures listed in this chapter are for the 1973-74 academic year. UNC-G reserves the right to make changes in these charges without advance notice.

Costs for attending UNC-G vary as shown below depending on factors such as whether you are an in-state or an out-of-state student and whether you choose to live on or off campus.

To figure your individual costs, review the list of charges and enter the figures which apply to you. Refund policies for the various charges are discussed in the last section of this chapter.

UNC-G Undergraduate Expenses for Full-Time Students (Annual Basis)

Tuition and Required Fees		Your Expenses (Enter Applicable Figures)
Tuition and Academic Fees		
In-State Students	$ 316.00	
Out-of-State Students	1,882.00	
Health Service Fee	66.00	66.00
Student Activities Fee	112.00	112.00
Room, Board and Laundry		
Room		
Double Occupancy	390.00	
Single Occupancy	585.00	
Additional **charge for private telephone service** for students living in Cone Hall and Hawkins Hall, and for students electing private service in Phillips Hall.		
Double Occupancy	34.00	
Single Occupancy	68.00	
Board		
14-Meals Per Week	370.00	
21-Meals Per Week	436.00	
Laundry Service		
Male Students	86.00	
Female Students	60.00	

Your total $_____

Note: Students living on campus are required to contract with UNC-G for room, board and laundry service. Students living off campus pay only the tuition and required fees.

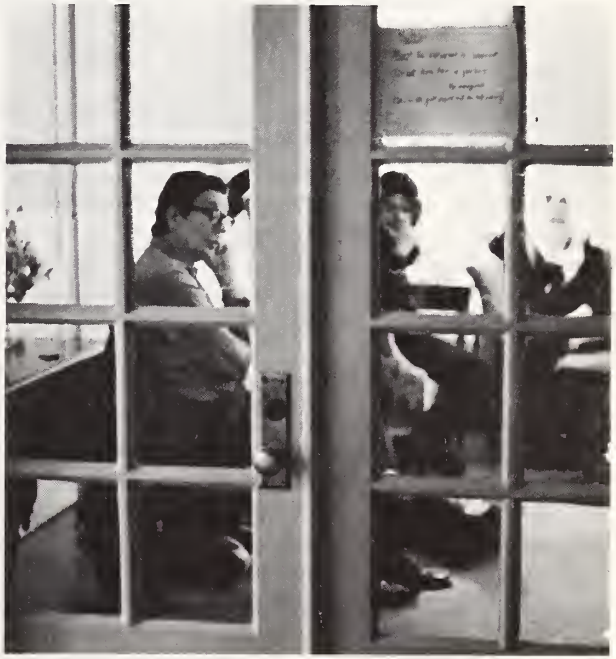
Schedule of Payments for Full-Time Students

The expense table gives costs on a nine-month academic year basis. To figure the amount due each semester, divide your total expense figure by two. This is the amount which should be paid to the University Cashier prior to registration each semester. When applicable, the required deposit, discussed below, should be subtracted from amount due for the fall semester because it is credited toward fall semester costs.
Fall semester payments may be mailed to the University Cashier prior to August 3, 1973. Payment for the spring semester may be mailed prior to January 7, 1974. Payment after these dates must be made in person before registration.

Required Housing Deposit

A freshman or transfer student desiring to live on campus must submit a $50.00 **housing deposit,** along with a completed housing contract in order to reserve residence hall space. It is applied against room rent for the fall semester.

A continuing student who intends to reside on campus during the next academic year is required to pay a $50.00 **housing deposit** prior to the spring drawing for rooms. This deposit is applied against room rent for the fall semester.



"Be prepared to work. . . . Take advantage of the things that are offered 'cause everything is done for the benefit of the students, and the things offered really increase your education."

UNC-G Sophomore

Explanation of Expenses

Tuition and Academic Fees

The tuition and academic fees paid by UNC-G students only partially cover the cost of the education they receive. The remaining costs are met by funds from the State of North Carolina, from the UNC-G Excellence Fund and from alumni, friends, corporations, foundations and the federal government.

Because UNC-G is a state-supported institution, out-of-state students are required to pay a higher tuition than in-state students who are legal residents of North Carolina. See Appendix C for policies governing in-state tuition payment status.

Fees

The **health service fee** provides students with the medical services described in the Services to Students Chapter. The **student activities fee** finances a broad range of student programs including $30.00 for campus organizations, $17.50 for entertainment, $25.00 for Student Union, $25.00 for Student Union Building fees and $14.50 for recreation and athletics.

Room Rates: Double and Single Occupancy

The room rate of $390.00 per academic year is based on double occupancy. Occasionally vacancies in residence halls permit a normally double room to be occupied as a single room. When this occurs and when a student applies for a single room, the room rent is 50% more than the regular rate for a student in a double room.

UNC-G is one of only five higher education institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

Board Plans

All students who live on campus are required to contract for meals in the UNC-G dining halls. Two meal plans are available:

14-meals per week—$370.00 per academic year

21-meals per week—$436.00 per academic year.

A student may select one meal plan for the first semester and then change to another meal plan the next semester. However, once an election has been made for a given semester, it cannot be changed during that semester. The board plan purchased by a student is for his personal consumption in the dining halls and is not transferable to any other person.

Laundry Service

All students living on campus are required to pay the laundry fee: female students, $60.00 per academic year; male students, $86.00. Students who live off campus may use the UNC-G laundry and pay as service is rendered.

Telephone Service

All residence halls have telephone service. However, rooms in Cone Hall and Hawkins Hall are equipped with private telephones in each room. An additional charge to cover this private service must be paid by students living in either of these halls. Each student occupying a double room pays $34.00 per academic year for telephone service. A student occupying a single room pays $68.00 per academic year.

In Phillips Hall, which houses male students, private telephone service is optional. The same rates apply.

Charges for private telephone service cover only local calls. Long distance calls are billed directly to the student by the telephone company.

"I would recommend this school to anyone seeking a middle-sized, fairly easy-going university."
UNC-G Senior

Tuition and Fees for Part-time Students

A part-time student is defined as one taking less than 10 semester hours of work each semester. Students taking 10 or more hours per semester pay the same tuition and fees specified earlier for full-time students.

Students Taking from 1-7 Hours

In-state students taking from one to seven hours pay $13.00 per semester hour of instruction plus a registration fee of $5.00 per semester regardless of the number of hours scheduled. Out-of-state students pay $97.00 per semester hour plus the $5.00 registration fee. No activities and health service fees are charged.

Students Taking 8 or 9 Hours

Students taking eight or nine semester hours pay an activities fee and a health service fee in addition to tuition and academic fees listed below:

8 Semester Hours

	In-State	Out-of-State
Tuition and Academic Fees	$137.00	$809.00
Activities Fees	56.00	56.00
Health Service Fee	33.00	33.00
Total Per Semester	$226.00	$898.00

9 Semester Hours

Tuition and Academic Fees	$154.00	$910.00
Activities Fees	56.00	56.00
Health Service Fee	33.00	33.00
Total Per Semester	$243.00	$999.00

Tuition and Fees for Graduate Students

See **Graduate School Catalog.**

Special Fees

Late Registration

Students who register for classes after the regularly scheduled dates are charged a late registration fee of $5.00. This fee is payable before completion of registration.

Auditing

A regular full-time student may audit one course free per semester. A registered part-time student may not audit more than two courses per semester and is charged a fee of $10.00 per course. Visiting auditors are not registered students and may apply to audit courses for a $10.00 fee per course. See Admission Chapter for details.

Applied Music

In addition to regular tuition and fees, students pay $45.00 per semester to compensate for private and class instruction in applied music. Non-music majors pay $30.00 per credit hour for private applied study. Class applied study, when assigned, is $15.00 per credit hour. Graduate music majors may elect to be assessed under either category.

Music Practice Fees and Instrument Rental

Special fees are charged for the use of practice rooms and/or instruments. A schedule of these 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 during registration.

Laboratory Breakage Deposit

The standard academic fees charged all students include the **use** of laboratory facilities. However, students are required to pay a $5.00 laboratory breakage deposit to cover the cost of any equipment which is broken or lost. The deposit is determined by the departments involved after periodic inspections and inventories. Any unused portion of the breakage deposit is refunded at the end of the academic year.

Special Medical Service Charges

Although the health service fee covers ordinary medical services provided by the Student Health Center, additional nominal charges are made for special services such as x-rays and certain medications. The University Physician determines the amount of these charges. They are payable upon receipt of a statement from the Cashier. Students not living on campus who are confined to the Health Center are charged $2.00 per day for meal service.

Due to high medical costs in the United States and to historical experience of previous international students, all nonimmigrant students, regardless of status or semester hours taken, are required to pay the student health fee and to purchase adequate health and accident insurance. A Student Accident and Sickness Insurance Plan at UNC-G must be obtained from the International Student Adviser before registration.

Students who do not qualify to pay the health service fee will be treated at the Health Center only in cases of emergency. Standard medical charges will be made for any services rendered.

Course Fees

Certain courses have special course fees to cover materials and other costs. These fees are listed as part of the course description in the Areas of Study Chapter. Course fees are billed to students after registration. They must be paid immediately upon receipt of a statement.

Graduation Fee

A $10.00 fee, which covers the rental of a cap and gown and the cost of a diploma, is charged to all degree candidates. It 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 paid to the University Cashier. In order for students and parents to develop reasonably accurate budgets, a few other expenses are listed below.

Books and Supplies

These are to be paid for as purchased, either from the University Book Store or other suppliers. The cost varies in accordance with the courses of study but generally runs between $75-125 per year.

Dormitory Furnishings

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

Car Registration

Registration/parking permits, costing $16.00 per vehicle per academic year, are required for all student-operated motor vehicles. See page 38.

Uniforms

Students are required to purchase gymnasium outfits appropriate to the physical education activities taken. Gym suits, leotards and other such appropriate outfits are available from the University Book Store. Their costs range from $13 to $24.

Many laboratory courses require special aprons. Smocks or coveralls are often required in art classes. A number of student aid 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.

Nursing Majors

Special fees for nursing students are discussed on page 245.

Dry Cleaning

The University Laundry handles only washable items. The cost of this service is covered by the laundry fee.

Woolens and other articles requiring dry cleaning must be sent to local dry cleaners.

Refund Policy for Student Fees and Charges

General

If a fee is designated as being attached to a specific service (such as an application fee or registration fee), no part of the fee is refundable if the service has been rendered.

If a situation arises in which the University administration considers that equity would best be served by cancelling a student's registration, it will do so and all charges will be refundable.

For Students Who Have Not Completed Registration

Housing Deposits. Housing deposits for freshmen and transfers are fully refundable if requested in writing from the Dean of Men or Women by July 16 (in the case of application for the fall term) or by December 17 (in the case of application for the spring term).

Housing deposits for continuing students are fully refundable if requested in writing from the Dean of Men or Women by July 16. If UNC-G determines that a student is not eligible to return, a refund will be made upon receipt of a written request.

Exception: Deposits are fully refundable by administrative action at any time for death of student, student being drafted, health reasons as certified by the University Student Health Center, and death in the immediate family which prevents enrollment.

Deposits are refundable if authorized by the Refund Committee.

For Students Who Have Completed Registration
Tuition and Fees. During the first two weeks of a semester, tuition and fees (not room, board and laundry) are refundable except for 10% of these charges, plus the registration fee of $5.00. See the UNC-G Calendar for deadline dates. After the first two weeks of classes, tuition and fees are not refundable.

Exceptions: Charges are refundable by administrative action on a pro rata basis for the unexpired portion of the term for reasons such as the following: death of student, student being drafted, withdrawal for adequate medical reason as certified by the University Student Health Center, death in the immediate family which necessitates student withdrawing, and dismissal or suspension from school.

Charges are refundable pro rata based on the unexpired portion of the term if authorized by the Refund Committee.

Room, Board and Laundry. Room rent is not refundable. However, if a student qualifies for an exception as stated above, room rent is refundable except for $25.00, plus the pro rata part of the remaining charge based on the expired portion of the term. Where applicable, telephone service charges will be considered as a part of room rent for refund consideration.

Board and laundry charges are refundable except for a pro rata charge based on the expired portion of the term.

Refund Committee

The Refund Committee hears appeals from any student who wishes to be heard. It has referred to it by administrative action any unusual requests for refunds which the regulations above do not appear to cover or in cases in which there appear to be extenuating circumstances.

The Refund Committee normally does not grant a refund if a student withdraws for personal reasons, such as failing or transferring to another school. (Going to another campus of The University of North Carolina is the same as going to another school, since each campus is administered separately for financial purposes.)

Financial Aid

UNC-G's Student Financial Aid Program is designed to assist deserving students in meeting the costs of attending UNC-G.

It includes several types of aid: scholarships, grants, loans and student employment. Financial aid awards may include one or more of these.

All financial assistance is awarded without regard to the student's race, color or national origin.

In making award decisions, the Student Aid Office first determines the student's financial need. This is the difference between the resources of the student and his parents and the costs of attending UNC-G.

Every effort is made to provide a "package" of aid which will meet this financial need. A student is expected to assume the obligation for part of his award, either in the form of a long-term loan or a part-time job on campus, or both.

A student who has completed the financial aid application procedure outlined below is considered for all the general scholarships, grants and loans which may be suitable to his circumstances. Competitive scholarships, described later in this chapter, require completion of additional application forms.

A list of scholarships and loan funds available to UNC-G students is printed in Appendix D.

Applying for Financial Aid

As soon as the student and his family have determined that their combined resources will not be sufficient to meet expenses, the student should apply for financial aid. Funds are always limited, so students should observe the procedures and deadlines carefully to avoid delay.

Procedures for Entering Students

1. Apply for admission to UNC-G.

2. At the same time request an "Application for Financial Aid" and a financial aid brochure from the Student Aid Office. Complete and return it by February 1, if entering the fall semester, or by December 1, if entering the spring semester. Applications received after these deadlines are considered only if funds are available.

3. Obtain a "Parents' Confidential Statement" from the high school counselor or from the Student Aid Office. This should be completed by the parents or guardian and forwarded to the College Scholarship Service no later than three weeks prior to the deadlines above. Indicate on the statement that UNC-G is to receive an analysis of the form.

Procedures for Enrolled Students

Students already enrolled who wish to apply for financial aid for the first time should submit the "Application for Financial Aid" to the Student Aid Office by April 1 for the fall semester or by December 1 for the spring semester. The "Parents' Confidential Statement" should be completed and sent to the College Scholarship Service at least three weeks in advance of the April or December deadline.

Awards made to enrolled students are for only one academic year. An enrolled student must reapply for aid each year by submitting a new "Parents' Confidential Statement" and an "Application for Renewal of Financial Aid." Renewals are made on the basis of the student's academic standing, citizenship record and continued financial need. Renewal forms are available in the Student Aid Office.

Independent Students

A student who qualifies for independent student status according to the criteria outlined below submits a "Student's Financial Statement" to the College Scholarship Service in place of the "Parents' Confidential Statement." This form is available from the Student Aid Office.

To be classified as an independent student, a student may neither be living with, receiving financial support from, nor be claimed as an income tax dependent by his parents or guardian during the years for which he applies for aid and during the year prior to applying for aid.

Marriage does not automatically give a student independent status.

Determining Financial Need

The "Application for Financial Aid" and the "Parents' Confidential Statement" provide the Student Aid Office with the information required to determine a student's financial need.

The application form requests information about the student's financial situation, summer earnings, assets and savings, benefits and other sources of assistance. It also includes a budget section which the student should use to indicate his anticipated resources and estimated expenses.

A student is expected to save between $300 and $500 per year from his summer earnings. A student with assets or savings of his own is expected to use one-fourth of these funds for each of his four undergraduate years. A student is also expected to report on his application all financial awards or benefits received from sources other than UNC-G.

The "Parents' Confidential Statement" requests information about the financial circumstances of the family, including income, assets, number of dependents, obligations against income and unusual expenses. It also provides space to call to the attention of the Student Aid Officer factors which may affect the family's ability to assist the student. All information concerning the financial situation of a student and his family are held in complete confidence by the Student Aid Office.

Notification of Award Decisions

Entering students are notified of financial aid decisions in the spring (usually in April) preceding their fall enrollment. A student submitting his application after the February 1 deadline should not expect a decision until late summer. Spring semester awards are made by the end of December.

Enrolled students applying for aid or renewal of aid are notified during the summer, usually in July.

Types of UNC-G Financial Aid

UNC-G receives substantial support for its student aid program from federal and state governments and from individuals, foundations and corporations. All student aid funds are awarded and administered according to the provisions and regulations of the contributing agency or person. Students should understand fully the terms of financial aid awards before accepting them.

Annual renewal of a student's award from federal and state sources depends upon continued support from government agencies. Both federal and state programs have changed frequently in recent years. Students should understand that specific types of awards may not be available each year.

General Scholarships

UNC-G awards a limited number of general scholarships, ranging in value from $100.00 to $500.00 per year, to undergraduate students who have above-average academic records and financial need. A student is expected to maintain at least a **C** average (2.0) in order to be considered for scholarship renewal. A student does not need to apply for a specific general scholarship. The Student Aid Officer considers the applicant for all the general scholarships for which he is eligible.

Some general scholarships are restricted by academic major. Usually these awards are made by a school or department to upperclass students who have entered specific majors. A student who submits the "Application for Financial Aid" is considered for the restricted scholarships for which he is eligible.

Competitive Scholarships

UNC-G has several competitive scholarship programs for entering freshmen. Each program has distinct criteria for eligibility and each requires a separate application form.

Application forms and information for the competitive scholarships, listed below, may be obtained from the Student Aid Office. The application deadline for all competitive scholarships is February 1.

Alumni Scholarships. All entering freshmen, male and female, may apply for the Alumni Scholarships. Awards range from $500.00 to $1,000.00 per year, depending upon the student's need.

James M. Johnston Awards. Students who plan to major in one of the fields unique to the Greensboro campus of the University (for example, home economics or business and distributive education) are eligible to apply for the Johnston Scholarships. Awards range from $500.00 per year up to the total amount needed by the student.

Spencer Love Scholarships in Fine Arts. Four Spencer Love Scholarships are awarded each year to entering freshmen in the fields of art, drama, and music. The scholarships are valued at $500.00 per year.

James G.K. McClure Scholarships. A limited number of McClure Scholarships are awarded each year to students from western North Carolina. The $600.00 award is for the freshman year only.

Katharine Smith Reynolds Scholarships. Entering freshman women who are residents of North Carolina may apply for the Reynolds Scholarships. Awards range from a minimum of $500.00 per year up to the total amount needed by the student.

Grants

Federal and UNC-G funds are available for grant awards to students of exceptional financial need. A grant is gift assistance and does not require repayment or work obligation. A student who submits the "Application for Financial Aid" is considered for all grant funds for which he is eligible. These include the Supplemental Educational Opportunity Grants, University Grants and Student-to-Student Grants.

Loans

UNC-G provides long-term loan assistance, through federal and institutional funds, to needy graduate and undergraduate students. A student is considered for loan assistance when he submits the "Application for Financial Aid." The Student Aid Officer awards a loan from the fund which is most suitable for a student's circumstances and makes every effort to meet a student's financial need with as little loan obligation as possible. A promissory note must be signed by the student when he receives a loan.

The student himself is responsible for repayment of the loan after he graduates or withdraws from UNC-G. The student is expected to repay according to a schedule which he must sign before he leaves UNC-G. Prompt repayment is essential in order for UNC-G to keep a revolving loan fund to aid other students. The student is urged to review carefully all requirements for loan repayment before he accepts a loan award.

Loan programs available to UNC-G students include the National Direct Student Loans (NDSL), Institutional Loans, and Nursing Student Loans. In addition, short-term loans for emergency expenses are available from the Student Aid Office.

Student Employment

Part-time jobs on campus are available for students who wish to earn money for part of their college expenses. These include jobs in the library, dining hall, laboratories, offices and residence halls. Funds for these student jobs are provided for in the budgets of various departments on campus and by the federal government through its College Work-Study Program. Students are usually expected to work no more than 15 hours per week; average yearly earnings are approximately $500.00.

A student should consider carefully whether his academic responsibilities will permit him to assume the obligations of part-time work. If the student accepts campus employment, he is expected to fulfill the requirements of the job, but he must maintain a primary concern for his academic work.

Summer P.A.C.E. Program. UNC-G uses a portion of its federal College Work-Study funds to provide full-time summer jobs for needy North Carolina students through the P.A.C.E. Program. Jobs in public, non-profit agencies in all North Carolina counties are established through the program, and an eligible student is placed in a P.A.C.E. job in or near his home town.

A student interested in P.A.C.E. may indicate on the "Application for Financial Aid" that he wishes to be considered for summer work. He must also complete a P.A.C.E. application form, available from the high school counselor or from the Student Aid Office. Only students with financial need may be certified for the P.A.C.E. Program, and students from low-income families are given preference.

Financial Aid From Other Sources

Students are encouraged to investigate sources outside UNC-G from which they might obtain aid. Assistance from an outside agency or program may provide the full amount needed by the student, or it may be combined with an award from UNC-G to meet the student's need.

Basic Educational Opportunity Grants

The Educational Amendments of 1972 created a new federal program of financial assistance for post-secondary education. A student is entitled to receive a grant of up to $1,400.00 per year, less an expected parental contribution, but not to exceed one-half his educational costs.

Implementation of the Basic Educational Opportunity Grant (BEOG) program in time for the 1973-74 academic year is uncertain; however, information should be available from the Student Aid Office and from the high school counselor as soon as the program is in operation.

Social Security

Educational benefits are available to students who receive Social Security assistance. If the student is enrolled at a post-secondary school, he may receive benefits until his 22nd birthday. An eligible student should discuss this means of educational support with his local Social Security Administration representative.

Guaranteed Loan Program

A program of student loan assistance is available from eligible lenders in the home states of needy students. A student may borrow as much as $2,500.00 per year for graduate or undergraduate work. Repayment begins nine months after the borrower terminates at least half-time student status. If the student has financial need, the federal government pays the seven per cent interest on the loan while the student is in school. The loan is insured by the state or by the federal government.

A student must submit the guaranteed loan application form to the UNC-G Student Aid Office for certification of his enrollment or his acceptance for enrollment. If the student wishes to be considered for federal interest benefits, he must submit in support of his loan application either the "Parents' Confidential Statement" or the "Student's Financial Statement" (for independent students). The Student Aid Officer forwards the loan application directly to the lending agency.

A student who is a resident of North Carolina may borrow through the Guaranteed Loan Program from the College Foundation, Inc., the central lender in North Carolina, or from one of several direct lenders in the state. Information and/or an application form can be obtained from the Student Aid Office.

A student from outside North Carolina may write to the Student Aid Office for the name of the lending agency in his state or may contact his local bank for information.

Vocational Rehabilitation

Many states offer educational assistance to students who are physically handicapped. A North Carolina student should contact the Vocational Rehabilitation Division of the Department of Public Instruction, Raleigh, N.C. A student from another state should contact his local vocational counselor.

N.C. Prospective Teachers' Scholarship-Loans

A North Carolina student who plans a teaching career in the state may wish to apply for a Prospective Teachers' Scholarship-Loan. The award is valued at $600.00 per year and each year's stipend may be cancelled by a year of public school teaching in North Carolina. Information and an application form may be obtained from the Department of Public Instruction, Raleigh, N.C.

N.C. Medical Care Commission

A North Carolina student who plans a career in a health-related field and who intends to practice his specialty in the state may apply for financial assistance from the Medical Care Commission. Information can be obtained from the Medical Care Commission, Raleigh, N.C.

N.C. Veterans' Affairs Scholarships

The Department of Veterans' Affairs offers scholarship assistance to North Carolina children of deceased or disabled veterans. An eligible student should write to the N.C. Department of Veterans' Affairs, Raleigh, N.C., for information.

UNC-G Undergraduate Degrees, Majors and Concentrations

Majors are listed first; degrees in ( ); concentrations are indented under the major.

College of Arts and Sciences

School of Business and Economics

- Business Administration and Economics (B.A.)
  - Business Administration
  - Economics
  - Economics with Social Studies Teacher Certification
- Business Administration and Economics (B.S.)
  - Accounting
  - Business Administration
  - Economics
  - Economics with Social Studies Teacher Certification
- Business Education and Secretarial Administration (B.S.)
  - Basic Business Teacher Certification
  - Comprehensive Business Teacher Certification
  - Distributive Education
  - Merchandising
  - Secretarial Administration

School of Education

- See Interdepartmental Major in Elementary Teacher Education

School of Health, Physical Education and Recreation

- Dance Education (B.S.)
- Health Education (B.S.)
  - Community Health Education
  - School Health Education
- Physical Education (B.S.)
  - General Concentration
  - Teacher Education
  - Adapted Physical Education (Pre-Physical Therapy)
- Dance (B.F.A.)

Department of Art

- Art (B.A.)
  - Art History
  - Studio Art
- Art (B.F.A.)
  - Art Education I (General)
  - Art Education II (Studio Art)
  - Design
  - Painting
  - Sculpture

Department of Biology

- Biology (B.A.)

Department of Chemistry

- Chemistry (B.A., B.S.)

Department of Classical Civilization

- Greek (B.A.)
- Latin (B.A.)

Department of Drama and Speech

- Drama and Speech (B.A.)
  - General Speech
  - Speech Pathology and Audiology
- Drama (B.F.A.)
  - Acting & Directing
  - Design & Technical Direction

Department of Mathematics

- Mathematics (B.A., B.S.)
  - Computer-Related Mathematics
  - Statistics
  - Mathematics/ Business Administration/ Computing
  - Applied Mathematics
  - Mathematics/ Biology
  - Mathematics/ Chemistry
  - Mathematics/ Physics

Medical Technology Program

- Bachelor of Science in Medical Technology (B.S.M.T.)

Department of Philosophy

- Philosophy (B.A.)

Department of Physics

- Physics (B.A., B.S.)
  - Physics/Mathematics
  - Physics/Business Administration/ Computing
  - Chemical Physics
  - Physics/Computer Mathematics
  - Physics/Premedical
  - Physical Biology
  - Professional Physics

Department of Political Science

- Political Science (B.A.)

School of Home Economics

Child Development (B.S.H.E.)
Clothing & Textiles (B.S.H.E.)
- Clothing & Fashion Merchandising
- Textiles

Food & Nutrition (B.S.H.E.)
- Business & Community Services
- Related Sciences
- Food Service Management

Home Economics Education (B.S.H.E.)
- Communication Arts
- Consumer Services
- Teacher Education

Interior Design (B.S.H.E.)

School of Music

Music (B.A.)
- Applied Music
- Music History
- Music Theory

Applied Music (B.M.)
Composition-Theory (B.M.)
General Music Education (B.M.)
Instrumental Music Education (B.M.)

School of Nursing

Nursing (B.S.N.)

Special Interdepartmental Programs

Interdepartmental Majors

Elementary Teacher Education (B.A.)
- Early Childhood Education
- Intermediate Education

Recreation (B.A.)

Other Programs Not Offering Degrees

- Preprofessional Programs: Engineering/Law/Medicine and Dentistry/Pharmacy/Physical Therapy
- Honors Program
- International Studies Program
- Study Abroad

Department of English

English (B.A.)

Department of Geography

Geography (B.A.)
- General Geography (no concentration)
- Urban/Regional Planning
- Environmental Studies
- Urban Land Management
- Occupational Tourism

Department of German and Russian

German (B.A.)

Department of History

History (B.A.)

Latin American Studies Program

Latin American Studies (B.A.)

Department of Psychology

Psychology (B.A.)

Department of Religious Studies

(No major offered)

Residential College

(No major offered)

Department of Romance Languages

French (B.A.)
Spanish (B.A.)

Department of Sociology and Anthropology

Sociology (B.A.)
- General Sociology
- Social Studies
- Social Welfare

Anthropology (B.A.)

Academic Organization

The Chancellor has the responsibility for the administration of all campus programs, academic and non-academic.

Under his direction the Vice Chancellor for Academic Affairs coordinates and oversees the various academic programs on the UNC-G campus. Working with the Vice Chancellor for Academic Affairs are the deans of the various schools and of the College of Arts and Sciences, the Director of the University Library, the directors of the Summer Session and the Extension Division, the Dean of Academic Advising, the Registrar, the Director of Admissions and the directors and advisers for the other special academic programs on campus. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Graduate Studies work together to achieve coordination of the undergraduate and graduate programs of the University.

The University faculty through the Faculty Council and the Academic Policies and the Curriculum committees, both of which are elected by the faculty, determines the general framework for UNC-G degree requirements and approves the programs submitted to it by the various academic units on campus. The UNC-G Board of Trustees acting within the framework outlined for UNC-G by The University of North Carolina Board of Governors determines general directions for UNC-G's academic programs.

Direct responsibility for administering academic programs rests within the various academic units described below.

UNC-G Schools

Detailed descriptions of the aims, objectives and programs of the schools of Business and Economics; Education; Health, Physical Education and Recreation; Home Economics; Nursing; and Music are printed in the Areas of Study Chapter.

The College of Arts and Sciences

Dean: Robert L. Miller, 116 Graham Bldg.

Administrative Secretary: Sibyl M. McKinney

The College of Arts and Sciences is composed of the departments of Art, Biology, Chemistry, Classical Civilization, Drama and Speech, English, Geography, German and Russian, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Religious Studies, Romance Languages, and Sociology and Anthropology. It also includes the Residential College, the Medical Technology Program and the Latin American Studies Program. Each of these departments and programs is described in the Areas of Study Chapter.

Aims and Objectives

The College of Arts and Sciences serves as the center for study of the spirit and substance of the liberal arts. Defined as "the arts of the free man," liberal studies consist of the knowledge and skills which enable a person to examine critically the traditional wisdom of our cultures and to develop an informed world view. The college encourages discovery and dissemination of knowledge through the study of that which is already known and through research and other creative activities, such as the practice of certain of the fine arts.

The basic undergraduate degree of the college is the Bachelor of Arts, traditionally, a liberal arts degree. While other degrees offered by the college (Bachelor of Science, Bachelor of Science in Medical Technology and Bachelor of Fine Arts) contain professional and technical studies, they are viewed also as being primarily programs in the liberal arts.

Student Responsibilities

In important ways the education of each person is, and should be, unique. The student has the responsibility for acquiring and using knowledge which will help make him a liberally educated person, whose life is marked by intelligence, productivity and enjoyment. It is essential that the student during the years of college make frequent assessment of his progress in learning. A student is encouraged to become acquainted with several faculty members who, together with friends and official advisers, can aid in this process. The information and course descriptions in this **Catalog** should be reviewed periodically. In this way the student can make responsible use of the freedom granted by the college curriculum. Freedom and self-motivation in the context of a rational plan of disciplined study are recognized by the faculty as fundamental in the liberal arts tradition. The student on his own initiative should seek relationships among the different subjects studied and should attempt to achieve a coherent intellectual perspective.

A liberally educated person characteristically has both a breadth of understanding and a specific focus for his knowledge. The college encourages breadth of study through its requirements in several areas and by granting the student freedom consciously to choose the experience of university-level study in as many fields as possible. Through the requirement of a major (and possibly related area courses) the student experiences the intense discipline of critical reflection, empirical investigation and imaginative perception in a single identifiable area.

While it is impossible to define precisely the contents of a good liberal education, there is widespread agreement that experience in certain kinds of knowledge and intellectual skills is characteristic of a liberally educated person. Inasmuch as a full realization of all these possibilities cannot be completed in an undergraduate education, the student (with the help of his advisers) should emphasize in college the knowledge and skills of greatest value to him.

Characteristics of Liberal Education

This discussion of nine characteristics of liberal education is intended to help the student define goals and use the requirements and advice of the college in planning course work. It should not be interpreted as a list of absolutes. Most of these characteristics may be found in the offerings of more than one department; none of them should escape the student's consideration. A familiarity with each of these qualities, at least in a minimal way, is a highly desirable goal in undergraduate education.

1. One of the truly essential intellectual skills is the **ability to express thought clearly** in language. The ability to express complex ideas with clarity and coherence is essential to the liberally educated person, both in a career and outside it. This is the skill which is primary for the student hoping to study law, but it is needed obviously in other professions, such as medicine and teaching. The student should give special attention (at the outset of his college education) to improving his capacity for exact expression, fully realizing that this task remains a life-long challenge. As the student works with increasingly complex ideas in college, the need for periodic refreshing of skills will be evident. The college requires students to take a one-semester composition course as specified in the degree requirements. If after this course, the student should desire to improve this skill further, he would be well advised to undertake additional study in written composition or the techniques of verbal expression, or consciously to select courses which entail the writing of papers subject to intense stylistic criticism.

2. The United States is probably the only major country in the world where it cannot be assumed that a university-educated person knows a **foreign language.** Yet, such knowledge is one of the characteristics of the liberally educated. Knowledge of a foreign language or languages may be put to practical use by some students who travel or engage in research or graduate study, but more important is the unique outside vantage point from which our own modes of thought may be more critically viewed through the learning of foreign languages and acquaintance with the cultures portrayed in them. The study of a foreign language is also a way of learning one's own language better, for the practice of translation into English is an excellent means of working with English vocabulary and sentence structure. The college requires the student to take two semesters of foreign language, unless he has displayed proficiency through the intermediate level. Students who, as a result of this requirement, finish the elementary level of language should be aware that minimal skills in a foreign language are generally reached only at a higher (the intermediate) level. Maximum cultural profit from foreign language study is gained by continuing to a more advanced level where the study of literature in its fullest possibilities is predominant in the course. As in the case of mathematics and English composition, the improvement of skills depends upon continuous application of them.

Students are reminded that they will be eligible for consideration for election to the UNC-G chapter of Phi Beta Kappa only if they have completed the equivalent of an intermediate college-level course in foreign language. Students who may wish to consider graduate study at any time in the future should be aware that many graduate programs demand a reading knowledge of from one to three foreign languages. Advice in this matter is available in the departments, and the student should make inquiries early in his career, allowing always for possible changes in major.

3. The study of **literature,** which is the artistic interpretation and portrayal in words of the meaning of human experience, provides practical insight into the possibilities of language as used by its most effective masters and simultaneously reveals to the student realms of feeling and experience into which his personal life might never lead him, or of which he might otherwise remain forever unconscious. Literature offers an excellent form of contact with distant ages and peoples. Its study leads to a more intense awareness of history and movements of thought, and awakens appreciation of aesthetic elements in language and literary form.

4. Distant cultures, as well as our own, often present themselves most vividly and enjoyably in the **fine arts.** Images, gestures and tones are media that permit the most direct expression of which man is capable. All students can enrich both their minds and their lives by participating in or learning about the arts of painting, sculpture, drama, dance and music. Familiarity with the arts is certainly essential to a fully cultivated person. Students are strongly encouraged to approach the arts through study of their history and principles.

5. Man can seldom escape from the influence of **history** and society. The discipline of history usually emphasizes the cultural, intellectual, sociological and economic, as well as the political past. The perspective we gain through the study of history of any age is both intrinsically interesting and useful as a guide in the act of individual decision on matters of social and political import. Our own age has been called unhistorical. It is perhaps in just

such a period that the responsible person must strive quite consciously to perceive the reality of historical forces and restraints. Because of its encompassing character, the study of history can be made relevant to almost any particular interest. Courses of an historical nature can be found in several departments.

6. The **social sciences,** as we conceive of them today, pursue a more systematically structural and quantitative investigation of man, of society, and of political action than has traditionally been the case in historical research. An understanding of these methods of generalization and testing is obviously of great importance in the education of a responsible citizenry. From the purely intellectual point of view, the ability to see some elements of underlying order in the confusing abundance of peoples and social structures and patterns is an enlightening perspective. Some disciplines in the social sciences emphasize environmental and psychological aspects of human experience, and others the structures and mechanisms of societies.

7. Man does not live only in society, but lives within himself as well. He questions, and should question, himself and his relationship to the world. An ordering of our thoughts from the individual viewpoint, a patient examination of how we know, what we should do, and why we appreciate experience, and what transcends our lives—these questions have always attracted some of man's best minds. Thus, without some knowledge of the nature and methods of **philosophy and religious thought,** vast stretches of history and our own lives may remain unilluminated by critical thought. Courses in these areas, as in history, will be found relevant to almost all other disciplines.

8. One of the most successful codifications of formal rules of thought has clearly been achieved in **mathematics,** a discipline of significant influence on other modes of thought. From a purely practical point of view, mathematics is essential for most natural sciences, for many social sciences, and has found some application in the humanities. Students who wish to understand the "essence" of science and technology, which have come into great influence in the modern world, should elect some mathematical training beyond the high school level, even if the projected major does not suggest it. As in language, mathematical skills should be maintained through continuous application.

9. Because of the unparalleled advances in science during the twentieth century, no person now can consider himself educated without an understanding of natural science. The **natural sciences** develop their concepts from a study of the physical and biological aspects of man and the universe, and teach a characteristic way of reasoning. The natural sciences are primarily experimental sciences; thus, to appreciate the manner in which the systematic study of the natural world is conducted, study in at least one laboratory science is recommended. Students considering majoring in a science are reminded that there is often an optimum course sequence in science and mathematics, and are therefore urged to consult the appropriate departments for this information.

College Degree Requirements

The requirements for each of the degrees offered by the College of Arts and Sciences are included in the degree and major charts in the Areas of Study Chapter. Special regulations regarding the College of Arts and Sciences degrees are also discussed on page 77 of the Curriculum Chapter.

Students also should consult the Curriculum Chapter for a discussion of Plan II which allows students to develop their own degree and major programs.

Suggested Study Plans

For College of Arts and Sciences Students

Freshman Year	Sophomore Year	Junior Year	Senior Year
All Students:	**Humanities Major:**	**Humanities Major:**	**Humanities Major:**
	Science	Social Science	Courses in major and related areas
Science and[1]/or Mathematics	Foreign or English Literature, Art, Music, Drama	Courses in major and related areas	Elective(s)
	History, Philosophy or Religious Studies		
	Elective(s)		
Foreign Language	**Natural Science Major:**	**Natural Science Major:**	**Natural Science Major:**
Social Science	Science	Social Science	Courses in major and related areas
	Mathematics	Courses in major and related areas	Elective(s)
English Composition	Foreign or English Literature, Art, Music, Drama		
Literature	History, Philosophy or Religious Studies		
Elective[1]	Elective(s)		
	Social Science Major:	**Social Science Major:**	**Social Science Major:**
Physical Education	Social Science	Natural Science	Courses in major and related areas
	Foreign or English Literature, Art, Music, Drama	Courses in major and related areas	Elective(s)
	History, Philosophy or Religious Studies		
	Elective(s)		

[1]Probable science majors are advised to elect both science and mathematics during the freshman year.

The Graduate School

Vice Chancellor for Graduate Studies: John Wesley Kennedy, 212 Administration Bldg.

Assistant Vice Chancellor for Graduate Studies: Randolph M. Bulgin, 212 Administration Bldg.

The UNC-G Graduate School is administered by the Vice Chancellor for Graduate Studies and the Graduate Administrative Board. Enrollment for 1972-73 was 1,953 students.

More than 65 graduate degree programs are available. They include the following:

Master's Degree Level

Master of Arts—Majors in biology, economics, English, French, general speech, history, mathematics, psychology, sociology, Spanish, and speech pathology and audiology.

Master of Arts in Education

Master of Education—Majors in art; biology; chemistry; child development and family relations; clothing and textiles; educational administration; educational research and evaluation; educational supervision; elementary education; English; foods, nutrition and food service management; French; general speech; guidance and counseling; health education; history; home economics education; housing and management; library education; mathematics; physical education; physics; Spanish; speech pathology and audiology.

Master of Fine Arts—Majors in creative writing; dance; drama; music composition; studio arts.

Master of Music—Majors in applied music, music education, theory.

Master of Science—Majors in chemistry; child development and family relations; clothing and textiles; foods, nutrition and food service management; home economics education; housing and management; physics.

Master of Science in Business Administration

Master of Science in Business Education

Master of Science in Home Economics—Majors in child development and family relations; clothing and textiles; foods, nutrition and food service management; home economics education; housing and management.

Master of Science in Physical Education

Doctoral Degree Level

Doctor of Education—Majors in curriculum and teaching; educational administration; guidance and counseling; music education; physical education.

Doctor of Philosophy—Majors in English; home economics (concentrations in child development and family relations; clothing and textiles; foods, nutrition and food service management; home economics education; housing and management), and psychology.

For further information and admissions requirements, consult the **Graduate School Catalog.**

UNC-G Summer Session

Director: Joseph E. Johnson, 207 Administration Bldg.

The Summer Session at UNC-G consists of two five-and-a-half week terms with some short term courses scheduled within the full terms. Summer Session offers courses normally available in all schools and departments during the fall and spring semesters. In addition certain special courses, workshops and institutes are offered to enrich study.

Summer Session is designed to meet the needs of the following: 1. undergraduate and graduate students in degree programs at UNC-G, 2. high school graduates who are incoming freshmen, 3. qualified high school students who may earn college credits which can be "banked" until they enter college, 4. public school teachers and administrators who wish to complete state certification requirements, 5. visiting students who wish to complete credits for transfer to their home institutions, 6. other students who meet general admission requirements but whose objectives are not necessarily degree-oriented.

All persons wishing to enroll in Summer Session term(s) must apply to the Director of the Summer Session. Graduate students who have not been previously admitted to the Graduate School should make application for admission to the Graduate School as well as applying to the Summer Session for summer enrollment.

Consult the **Summer Session Catalog** or the director's office for further information.

Extension Courses/Workshops/ Institutes/and Special Activities

UNC-G renders aid to the citizens of North Carolina by arranging for credit courses toward a degree or certificate and by providing cultural and professional courses throughout the area. The Extension Division offers courses on and off campus as well as television courses. It also arranges special lecture series and individual lectures by members of the faculty. A number of conferences, usually concentrated in the summer, are held on campus with a wide variety of topics covered. These are listed in the **Summer Session Catalog.**

For the past several years, the Extension Division has offered undergraduate courses at nearby technical institutes. These courses are offered under a contractual agreement with the technical institutes and the North Carolina Department of Community Colleges.

For graduate students who register for extension work, up to six semester hours of graduate credit may be counted toward the master's degree. See Academic Regulations Chapter for other regulations regarding extension credit.

Although the State provides the extension service only as it is self-supporting, the cost of courses to participants is minimal. Consult the Director of Extension, 207 Administration Bldg., for further information.

Other Undergraduate Academic Programs

UNC-G's Honors, Study Abroad, International Studies and Preprofessional Programs are described in the Areas of Study Chapter.

ıe UNC-G Undergraduate Curriculum

The UNC-G Undergraduate Curriculum

The UNC-G undergraduate curriculum was revised in 1971 to provide the student more choice and flexibility in selecting specific courses and in planning degree programs. A committee of students and faculty was responsible for the recommendations which were approved by the Faculty Council and became effective in the fall of 1972.

Basically these revisions make possible the following:

1. UNC-G no longer requires that any **single** course be taken by **all students** on campus. Instead, UNC-G has established a framework of area requirements which must be included in all degree programs. Students select the specific courses they wish to take to satisfy these area requirements.

2. For students whose academic interests and needs are not met by one of UNC-G's seven degrees, the University has a a special curriculum option—Plan II—which allows the student to tailor his own program subject to faculty approval. Plan II is discussed on page 78.

All-University Degree Framework

All degrees awarded by UNC-G must be structured in such a way that each fits into the all-University degree framework. This framework establishes the following:

1. A minimum number of semester hours work in liberal education—38.

2. A maximum number of semester hours which can be required in the major subject and related areas—60.

3. A minimum number of elective semester hours which all students must be allowed—24. (Where specific accreditation or certification requirements demand a higher total in the major or related areas, free elective courses may be used to meet such requirements.)

Furthermore, it requires that each UNC-G graduate must have passed a minimum of 120 semester hours of work, must have earned a 2.0 quality point ratio on the hours attempted, and must have taken two courses of physical education activities, unless exempted from this requirement. Each graduate must also have been in residence for his last year of work. See Academic Regulations Chapter for exceptions to the residence requirement.

At least 36 of the student's last 60 semester hours shall be taken in courses at the 300-level or above. Not more than 12 of the last 60 semester hours may be taken at the 100-level. When, however, this regulation works a special hardship on the student, adjustments may be made by the Dean of Academic Advising and the student's major adviser.

The College of Arts and Sciences and the schools of Education, Business and Economics, Home Economics, Music, Nursing, and Health, Physical Education and Recreation have structured their individual degree programs to comply with this all-University degree framework. However, differences in degree requirements exist. For instance, the College of Arts and Sciences requires all its B.A. and B.S. degree candidates to demonstrate a foreign language proficiency. This is not specified in the all-University framework.

Outlines of requirements for each degree, major and concentration within a major are listed in alphabetical order by the major in the Areas of Study Chapter. Consult these in planning programs of study.

All-University Liberal Education Requirements

Common to all degree programs is a core of liberal education requirements. These are explained in detail here and are briefly mentioned in the specific major and degree requirement charts.

1. One course in English composition.

Freshmen may choose English 101 or 102. Students in the Residential College may elect Residential College 101. Upperclassmen may choose English 223 or 224.

Exemption is awarded to students who have demonstrated a proficiency in English composition on the "Advanced Placement Examinations" or on the "Achievement Test in English Composition" administered by the College Entrance Examination Board. The Admissions Office notifies students whose scores are high enough to merit exemption with or without credit. Students receiving credit for this requirement (those with the highest scores) may count three semester hour credits toward the total number of semester hour credits required for their degree. Students receiving exemption without credit may elect another course from any department, including English.

2. Two courses in physical education activities.

The grades received in these courses are not included in determining the 2.0 quality point ratio needed for graduation.

All students are classified for physical education activity participation by the University Physician. Selection of activities must be made on the basis of these recommendations. Motor skill scores, posture evaluations, interests, needs and previous experience should be considered in selecting activities for instruction and leisure.

Exemption is automatic for students 25 years of age or older and for veterans.

Other students may be awarded exemption with or without credit based on successful completion of a written examination and skills test administered by the UNC-G School of Health, Physical Education and Recreation. An application form for those wishing to take this proficiency test is mailed to students during the summer. The tests are administered prior to the beginning of classes in the fall.

Gymnasium Costume. The appropriate clothing for physical education classes is recommended at the beginning of each semester and is determined by the nature of the class for which one registers. Gym costumes are available in the University Book Store. Costs range from $13.00 to $24.00.

No swimming suit except a regulation suit may be worn in the swimming pool. This suit is supplied by the school. The suit is laundered by the University after each swimming period.

Courses Satisfying Physical Education Activities Requirement

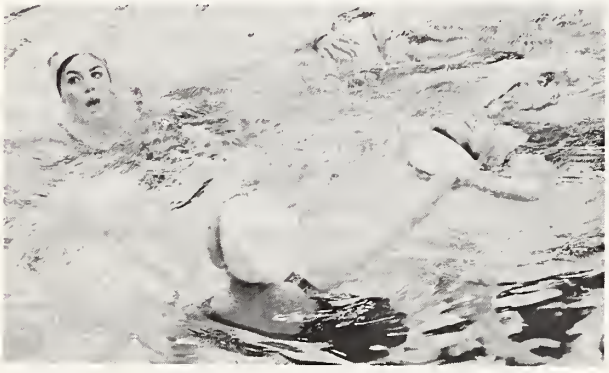
(All courses meet 3 hours a week and carry 1 semester hour credit.)

103 Body Mechanics for the Individual. Group and individual work in practical body mechanics, use of body in everyday activities including posture and relaxation. Particularly recommended for students whose posture examination indicates a need for work in this area.

104 Basic Activities. Designed for students who need additional work in basic fundamental skills as evidenced by the motor skill tests and recommendations of the instructor.

Physical Education Activities Courses, cont.

105 **Modified Activities.** Substituted for regular class work on the advice and recommendation of University Physician and Dean of the School for those students for whom a program of light activities is recommended. Recreational activities adapted to needs of individuals in the group.



106 Conditioning
121 Beginning Badminton
122 Intermediate Badminton
123 Softball
125 Basketball and Softball
127 Beginning Golf
129 Beginning Gymnastics
130 Field Hockey
131 Recreational Sports
135 Soccer-Basketball
136 Wrestling
137 Speedball
138 Analysis and Understanding of Activity
139 Volleyball and Basketball
141 Lacrosse
142 Social Dance
143 Folk Dance
144 Beginning Ballet
145 Beginning Modern Dance
147 Square Dance
149 Tap Dance
150 Swimming for Non-Swimmers
151 Beginning Swimming
161 Beginning Tennis
163 Volleyball
170 Beginning Fencing
220 Archery
221 Intermediate Archery
227 Intermediate Golf
228 Advanced Golf
229 Intermediate Gymnastics
243 Intermediate Folk Dance
244 Intermediate Ballet
245 Intermediate Modern Dance
246 Advanced Ballet
247 Advanced Modern Dance
252 Intermediate Swimming (lower)
254 Intermediate Swimming (higher)
256 Advanced Swimming
258 Life Saving
259 Water Safety Instructors
262 Intermediate Tennis
264 Advanced Tennis
266 Beginning Bowling
267 Intermediate Bowling
268 Boating, Canoeing
270 Intermediate Fencing

All-University Liberal Education Requirements, cont.

3. Eleven courses of approved work selected from the following general areas of knowledge: Humanities (H), Natural Science and Mathematics (NSM) and Social and Behavorial Sciences (SBS).

A. Seven of these courses must be selected as follows. None can be in the major.
   1. Three courses from the Humanities Area.
   2. Two courses from the Natural Science and Mathematics Area.
   3. Two courses from the Social and Behavorial Sciences Area.

B. The remaining four courses can be from any one, all or combination of the above areas, or in an elementary foreign language. None can be in the major.

Note: Courses from the same discipline cannot be used to satisfy the requirements in more than one area. For instance, if you select Philosophy 111 to satisfy your Humanities requirement, you cannot select Philosophy 211 to fulfill your Natural Science and Mathematics requirement.

Courses Satisfying General Knowledge Requirements

The courses listed below have been approved as meeting requirements in the general areas of knowledge. The appropriate designation as shown in parentheses below is included in the description of courses approved to meet these requirements.

Humanities (H)

Anthropology 371

Art 105, 301, 303, 304, 305, 306, 313, 402, 403, 404, 405, 406, 407, 408, 409, 413

Classical Civilization 111, 201, 335, 336, 397, 398

Drama and Speech 121, 320, 502, 532, 533, 534, 581, 582

English 105, 106, 107, 201, 202, 211, 212, 251, 252, 330, 337, 338, 339, 340, 342, 343, 344, 345, 346, 351, 352, 357, 358, 359, 360, 371, 375, 449, 493-494, 501, 502, 510, 513, 531, 532, 533, 534, 536, 537, 539, 540, 541, 542, 548, 549, 550, 551, 552, 554, 555, 556, 561, 562, 563, 567, 568, 570, 582

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Other Degree/Major Requirements

The major requirements (including courses required for concentrations within a major) and related area requirements are established by the department or school involved. Consult appropriate degree and major charts in Areas of Study Chapter for exact requirements.

Additional College of Arts and Sciences B.A. and B.S. Requirements

Because the Bachelor of Arts and Bachelor of Science degree programs within the College of Arts and Sciences involve a majority of UNC-G students, comments need to be made about additional degree requirements established by the college.

Students majoring in anthropology, art, biology, chemistry, drama and speech, English, French, geography, German, Greek, history, Latin, Latin American studies, mathematics, philosophy, physics, political science, psychology, sociology, and Spanish are affected by these requirements. Students who have not selected a major should follow the Arts and Sciences program pattern.

Regulations Regarding Liberal Education Requirements. The college liberal education requirements are the same as the all-University liberal education requirements except in two instances.

1. The four additional courses from the general areas of knowledge (3-B on page 75) must be selected from the two general areas which do not include the student's major. Further, the college requires that at least one of the four courses be taken in each of the two areas which do not include the major.

An art major, for example, is classified in the Humanities Area. Consequently, an art major would select at least one course from Natural Science and Mathematics and one course from Social and Behavioral Sciences. The remaining two courses may be selected from one or both of the fields.

As previously noted, some disciplines are classified in two of the general areas of knowledge. These are anthropology, geography, psychology, philosophy, Latin American studies, religious studies (no major available), and music. A student majoring in any of the above except music is within the College of Arts and Sciences. In order to satisfy this requirement to select four courses outside the area of his major, he must decide into which general area the majority of his courses are classified. This would be the area he would exclude.

2. Foreign language proficiency through the intermediate level must be demonstrated as a part of the liberal education requirement of the college. If not demonstrated, the student must take two courses in one foreign language.

Students may demonstrate proficiency by successfully completing the College Entrance Examination Board's "Achievement Test in Foreign Language." The Department of Romance Languages also gives examinations in Spanish and French for students who were unable to take the CEEB test. This test is given prior to the beginning of classes in the fall.

Hours in the Major Subject. A Bachelor of Arts candidate in the College of Arts and Sciences must take a minimum of 24 and may take a maximum of 36 semester hours in courses above the 100 level in his major subject. For a Bachelor of Science candidate, the maximum is 42 semester hours. He may take more than 36 or 42 semester hours, but they cannot be counted toward his degree. If a candidate for either degree takes courses in his major above the 100 level during his freshman year (because of advanced placement, for example), the maximum number of hours in that subject accepted toward graduation will be increased by the number of hours so taken.

Plan II—Special Curriculum Option

For students whose needs are not met by the formal majors and degrees offered at UNC-G, a special curriculum option exists. This option—called Plan II—allows a student to design his own course of study.

A student interested in Plan II submits in writing to the Dean of Academic Advising a proposed course of study in which he explains his educational goals and why they cannot be met through the conventional degree programs. This should be done no later than the beginning of the senior year and after consultation with the student's adviser. The Dean, after consultation with an appropriate member of the primary department concerned, refers the proposal for approval, modification or rejection to the members of a committee of the department(s), school or college. If approved by this committee, the proposal shall then be submitted for formal approval, modification or rejection to the Committee for Plan II.

The proposed course of study must include the 120 semester hours of credit and the two courses of physical education activities required for all UNC-G baccalaureate degrees, but the program may change the total number of hours permitted in the major subject or concentration.

Minor modifications of an approved Plan II program may be made by the student and his adviser. Major modifications—more than two courses or changes that affect the direction and purpose of the program—must be referred to the Committee for Plan II.

The record of a student completing a program of study under Plan II carries the notation "Plan II, Specially Designed Program of Study."

Academic Regulations and Procedures

Each student is responsible for the proper completion of his academic program based on the requirements stated in the **UNC-G Catalog.** Advisers are available to help students with planning and with academic problems, but the responsibility remains with the student.

Academic Advising

The Dean of Academic Advising coordinates the academic advising for undergraduate students. A staff of advisers is available in his office from 9 a.m. to 5 p.m., Monday through Friday, to answer questions and assist students.

In addition, each freshman and transfer student is assigned a faculty adviser. This adviser meets with the student during orientation to help him select courses and to assist him in planning his individual program of study.

Once the student selects a major, he works with an adviser from the appropriate department or school.

The Academic Appeals Committee, appointed from the faculty, gives advice, counsel or clarification to the Dean of Academic Advising concerning academic regulations and degree requirements that have been established by faculty action. This committee, when necessary, also considers special and meritorious requests for waiver of academic regulations stated in the **UNC-G Catalog.**

Registration

Freshmen and transfer students register for courses after the completion of their orientation programs. Dates are given in the UNC-G Calendar. Students are notified by mail of the hour they should report for registration.

Former, special or unclassified students receive registration notices by mail specifying a particular date and time to report for registration.

Continuing students, those enrolled in UNC-G who are returning for another year of work, may preregister at the end of one semester for the next semester. The student's schedule request card must be endorsed by his faculty adviser. Dates for preregistration are given in the UNC-G Calendar.

Late Registration. Students who register after the regularly scheduled registration period must pay a $5.00 late registration charge.

Selecting Courses

Course Loads

Undergraduates normally take five courses per semester plus physical education activities. Because the majority of courses carry three semester hours of credit, this works out to 15 or 16 hours per semester. Students may not take less than 12 nor more than 18 hours per semester plus physical education except with the approval of the Dean of Academic Advising.

Students who have cumulative quality point ratios of 3.0 may be authorized, in special circumstances and at the discretion of the Dean of Academic Advising, to carry a maximum of 19 or 20 semester hours of course work exclusive of physical education activities.

Selecting "Pass/Not Pass" Grading

Undergraduates may elect to be graded on a **Pass/Not Pass** basis for one course each semester or each summer term, with a maximum of eight courses being allowed for a degree. Transfer students have this total reduced by the number of semesters they were enrolled at another institution(s). Seniors may place more than one course on **Pass/Not Pass** each semester provided they do not exceed the overall eight-course maximum.

The semester hours earned for a course taken on **Pass/Not Pass** are counted toward the

hours required for graduation; however, since no quality points are awarded for **Pass/Not Pass,** the grade is not used in computing the quality point ratio.

In major courses, a student must be graded on the traditional lettering system for a minimum of 24 semester hours of work. Approval of the election of the **Pass/Not Pass** grade in any course in the major must be granted by the head of the department involved.

The decision to be graded on a **Pass/Not Pass** basis may be declared at registration and must be declared by the end of the first four weeks of instruction. A declaration for **Pass/Not Pass** may not be withdrawn after the four-week period ends. Instructors are given the names of students who have chosen to be graded on the **Pass/Not Pass** basis. Final grades are reported to the Registrar as either **P** or **NP.**

Dropping Courses

At any time during the semester prior to Reading Day, a student may elect to drop a course. If the instructor reports that the student is not failing, the student may drop the course without penalty. The period of time a student may drop a course without penalty, regardless of his standing, is four weeks.

The grade **W** indicates that the student either withdrew from the course within the four-week, no-penalty period or that he withdrew at a later date but was passing the course.

A grade of **WF** (Withdrawal-Failure) indicates that the student withdrew at a time when he was not passing the course, after the four-week period ended.

After the four-week period, a student who drops a course, which he has elected to take on a **Pass/Not Pass** basis and who was not passing the course at the time of his withdrawal, receives a grade of **WN** (Withdrawal-Not Passing). A course with this grade counts as one of the eight allowed **Pass/Not Pass** courses.

Adding Courses

Courses may be added to a student's schedule during a one-week period at the beginning of each semester. After the one-week period has passed, a student desiring to add a course must receive the approval of the Dean of Academic Advising and the instructor of the course. Unusual circumstances must be demonstrated.

Auditing a Course

A regular full-time student may audit a course upon the written approval of the instructor and his faculty adviser. He must register officially for the class. Attendance, preparation and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. An auditor is not required to take examinations and tests, and he receives no credit for the course.

No student may change his registration from audit to credit or from credit to audit after the one-week add period ends.

See page 46 for regulations regarding visiting auditors and part-time auditing students.

Class Attendance Regulations

The responsibility for class attendance is specifically placed on the individual student. Each student must recognize the vital aspects of class attendance and the fact that the value of his academic experience cannot be fully measured by testing procedures alone. He must appreciate the necessity and privilege of regular class attendance, accept this personal responsibility and accept the consequences of failure to attend class.

If a student's repeated absences threaten his progress in the course or impede the progress of the class, he may be asked to withdraw from the course and be given a failing grade.

Student Responsibility

1. The student is responsible for all material covered in each course for which he is registered. In no instance does absence from class relieve the student from the responsibility for the performance of any part of his course work.

2. The student is responsible for complying with any special attendance regulations specified by his instructor.

3. The student is responsible for initiating any request to make up work missed because of a class absence. The decision to assist the student with "make-up" work, including tests, in every case rests with the instructor. In cases involving the Student Health Service, the instructor may call the Student Health Center to verify that a health problem did or did not exist and to get an estimate of the extent of disability. The individual diagnosis and other specific details, however, will not be released without the written consent of the student.

The Instructor's Responsibility

1. An instructor may prescribe such reasonable regulations as he feels necessary. At the beginning of each semester he shall inform the students in his classes of these special regulations.

2. The instructor is expected to keep a record of the attendance of the students in his class.

3. When a student has been absent for three consecutive class periods or has been absent excessively, the instructor shall report the absences to the Dean of Academic Advising and may recommend appropriate action.

Grading

Final Course Examinations

A student is required to take a final examination, if one is given, on every course for which he is registered. See exceptions for seniors in the Honors Program, page 211.

No final examinations may be given except during the regular examination periods of the semester. According to faculty policy, no test which shall be substituted for the final examination can be given between November 25 and the opening of fall examination week. In the spring semester, no such test can be given after April 15.

During the ten calendar days prior to Reading Day in the fall semester and in the spring semester, no hourly tests may be given unless they were announced during the first month of the semester.

Grades

A student's grade in a course is based on the quality of his classroom and written work throughout the semester. It is not based on the final examination alone. A grade report for each student is mailed to his parents or guardian at the end of each semester. A similar report is sent to each student at the end of the fall semester.

UNC-G uses the following grading system:

A—Excellent. A indicates achievement of distinction. It involves excellence in several if not all of the following aspects of the work: 1. completeness and accuracy of knowledge, 2. intelligent use of knowledge, 3. independence of work, and 4. 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 UNC-G. 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 standards should include the following factors: 1. familiarity with the content of the course, 2. familiarity with the methods of study of the course, 3. full participation in the work of the class, 4. 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 of graduation if balanced by superior work in other courses.

F—Failure. F 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 has been deferred because of the prolonged illness of the student or because of some serious circumstances beyond the control of the student.

Concomitantly with the recording of an **Inc** grade, the instructor also files with the head of the school or department concerned, with the Registrar and with the Dean of Academic Advising the student's average grade and the specific work which must be accomplished before the **Inc** is removed. **Inc** grades may be recommended by the University Physician and the Counseling and Testing Center. They may be given by the Dean of Academic Advising.

Regulations Regarding Inc. An **Inc** may be removed by completion of the deferred work. An **Inc** received during a semester or in summer school must be removed within six weeks after the beginning of the student's next semester. 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 his next registration at UNC-G.

When an **Inc** is removed, it may be replaced by **A,B,C,D,F,P** or **NP.** An **Inc** which has not been removed within the time limit specified automatically becomes an **F** or **NP.** It becomes an **NP** only if the student has declared during the specified time that this is the basis on which he would like to be graded.

P/NP—Pass/Not Pass. See pages 80-81 for discussion of this grading alternative.

W—Withdrawal/WF—Withdrawal-Failure/ WN—Withdrawal Not Passing. See page 81 for discussion of these grades.

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

Semester Hour Credits

Credits for all courses are reported in semester hours. A semester hour credit equals one 50-minute period of recitation per week or its equivalent throughout one semester. The number of semester hour credits given for each course is listed as part of the course description.

No student may receive semester hour credit for any course for which he is not officially registered or for which he has not paid all course fees on the appointed days.

Quality Points and Quality Point Ratios

UNC-G uses a semester hour credit and quality point system for evaluating undergraduates. Semester hour credits represent the number of course hours completed. Quality points are determined by the number of semester hour credits and the grades earned.

The formula for calculating quality points follows: For each hour of **A**, count 4 quality points; for **B**, 3 quality points; for **C**, 2 quality points; for **D**, 1 quality point; for **F**, no quality points.

The quality point ratio is determined by dividing the accumulated number of quality points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. However, no more hours of **F** than hours of credit for a course can be used in ascertaining the quality point ratio. The following should not be used in determining the quality point ratio: required physical education activities courses, courses graded on the **P/NP** basis, and courses transferred from another institution.

Classification of Students

Students are classified as freshmen, sophomores, juniors and seniors. Semester hours, exclusive of those earned for physical education activities courses, are used to determine these classifications.

Sophomore: Completion of 24 semester hours plus removal of any entrance deficiencies.

Junior: Completion of 51 semester hours.

Senior: Completion of 84 semester hours.

Removing Entrance Deficiencies

A student permitted to enter UNC-G with high school entrance deficiencies must remove them before he can be classified as a sophomore. Deficiencies can be removed by: 1. passing a proficiency examination administered by UNC-G, 2. completing the course in an approved high school or through the UNC-G Extension Division, 3. completing the appropriate college-level course in the area of the deficiency.

Continuing in UNC-G

In addition to the semester hours required for classification above, UNC-G establishes other standards which must be met by students wishing to continue their studies at UNC-G. Failure to meet these standards results in suspension.

In general, normal progress toward a degree is defined as successful completion of at least 15 semester hours work each semester with a quality point ratio of at least 2.0.

During the first semester at UNC-G, a student who is enrolled for 12 or more semester hours must pass a minimum of six semester hours of work. Thereafter, he must pass a minimum of nine semester hours. A student enrolled for less than 12 semester hours must pass at least half of the work in order to continue.

Additionally, students must meet the following quality point ratios in order to continue to study at UNC-G:

To Enter Semester Indicated	Quality Point Ratio On Hours Attempted
Third	1.3
Fifth	1.5
Seventh	1.7
Ninth	1.9

A student whose quality point ratio at the end of the fall semester is lower than that required to enter the next year is placed on **academic probation.** A student placed on academic

probation at the end of the spring semester is required to attend UNC-G's Summer Session to remove himself from probation in order to return to UNC-G in the fall.

An exception to these minimum quality point ratios is made in that no student will be suspended at the end of a regular session in which his semester quality point ratio was at least 2.2 on a minimum of 12 semester hours of work.

A student is eligible to continue to work toward an undergraduate degree until he has accrued 10 semesters of full-time college enrollment (exclusive of summer sessions) or until he has attempted 168 semester hours, whichever comes first.

UNC-G reserves the right to deny the enrollment of any full- or part-time student, even though he has met the minimum quality point ratio, if it is apparent from his academic record of required courses that he will not be able to meet the graduation requirements.

Each student is expected to be aware at all times of his academic status and to be responsible for knowing whether or not he is on academic probation.

Quality Point Ratios for Part-Time Students

A student admitted as a part-time student must have a 1.3 quality point ratio on the semester hours undertaken by the time he has attained sophomore standing; a 1.5 ratio by the time he has attained junior standing; and a 1.7 ratio by the time he has attained senior standing.

Removal of Academic Suspension

After at least a semester of academic suspension for failure to meet the minimum requirements for hours passed or quality point ratio, a student may be readmitted by meeting the minimum requirements at UNC-G Summer Session or by completing correspondence courses at U.N.C. at Chapel Hill or N.C. State University. These correspondence courses may be taken at any time during the year. If a student attends another institution after academic suspension, he may be readmitted provided he achieves a **C** average and presents a minimum of 24 hours of transferable credit from that institution. After readmission, he must then meet the minimum quality point ratio requirements on all hours attempted at UNC-G.

Dean's List

Students carrying 12 or more semester hours of course work graded on an **A,B,C,D,** or **F** basis are eligible for the Dean's List. The list is made up at the end of each semester, and the basis for selection is the quality point ratio attained in the semester. The Dean's List includes the upper 8% of the freshman class, upper 10% of the sophomore class, and upper 12% of the junior and senior classes respectively. When the range of the highest 8%, 10% or 12% of the given class has been determined, all students in that class whose quality point ratios fall within that range are placed on the Dean's List even though the number is greater than the allotted percentage for that class. Recognition is accorded the recipients of this honor.

Credit Regulations

Summer Session Credits

Approval to be a visiting student at another college to have the credits transferred here for degree credits must be obtained from the Dean of Academic Advising. Students on academic probation must attend summer school at UNC-G to remove themselves from probation.

Students not registered during the spring semester, but who plan to work for a degree here, must have their summer session registration approved by the Director of Admissions.

Normally a summer school student takes two courses, each carrying three semester hours credit. A maximum course load for a five-and-a-half-week term is seven semester hours except that, when a student has a cumulative average of 3.0 or above, nine hours may be taken with the approval of the Dean of Academic Advising. The maximum number of hours which may be earned during two summer school terms is fifteen.

Transfer Credit

See pages 43-44 for information about admission of transfer students and regulations regarding transfer credit.

Extension/Correspondence Credit

See page 44.

Examinations for Placement

It is important that a student with exceptional ability be enrolled in courses which are of sufficient difficulty to challenge his best performance. Students are 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

1. Passing an examination of this type will not alter the number of hours required in that area or subject.

2. Examinations for placement without credit will be administered by the departments or schools concerned.

3. 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.

4. 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 toward graduation above the 100 level by the number of hours so waived.

5. In all cases where requirements or prerequisites are waived, by placement 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

1. Examination for credit may be given only on those courses which have been designated by the department or school concerned.

2. The student must consult in advance with his 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.

3. 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.

4. A fee will be charged, payable after the application has been approved. There will be no refund of any part of this fee regardless of the outcome of the examination.

5. Not more than 12 semester hours may be earned toward fulfillment of graduation requirements by this method. Except with the permission of the Dean of Academic Advising and the approval of the Committee on Special Examinations, a student will not be allowed to apply for and take more than one special examination for credit at a regular examination period.

6. 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.

7. 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 transfer student which would serve to extend the number of hours allowed in transfer.

8. No junior or senior may take an examination for credit in a freshman elective course.

9. 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 Committee on Special Examinations for action.

10. No examinations for credit may be taken in a course during the semester in which the student is auditing that course.

11. Credits earned by special examination may not be used to fulfill residence requirements.

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

1. Special examinations shall be given only during the regular examination periods.

2. Applications shall be made to the Dean of Academic Advising, together with the written permission of the head of the department or school concerned, at least 30 days before the examination period.

3. 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 Vice Chancellor for Academic Affairs.

4. Each examination shall be administered by the department or school concerned and should be read by at least two members of the department.

5. Results of all such examinations shall be reported to the Registrar prior to the first day of the next registration period.

Graduation Regulations

A student will be held responsible for fulfilling all requirements of the degree for which he is registered. It is the student's responsibility to apply officially to the Registrar for his degree at the beginning of the semester in which he expects to graduate.

Academic Requirements

Every candidate for a degree must satisfy all of the specific requirements of UNC-G and of the school or department in which he is majoring. He must present for graduation the specific number of hours required for the degree, with a quality point ratio of at least 2.0 on hours undertaken. A quality point ratio of at least 2.0 must be maintained in relation to the hours undertaken. Required physical education courses carry no quality points and, therefore, are not considered in computing ratios.

Residence Requirements

All students are expected to take their last year in residence at UNC-G, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Dean of Academic Advising, a student may take 15 of his last 60 hours at another approved institution.

Residence Requirement for Senior Transfers. A senior transfer student must complete at least 30 semester hours in residence for the degree, 12 of which must be in his major field. Credits earned by special examination may not be used to reduce the minimum residence requirement.

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 in residence at UNC-G (not including hours for which credit and quality points have been received by special examinations) and who has received no more than three semester hours of **F** in courses at the 100 and 200 levels.

Time Requirements

A student who does not graduate with the class with which he enters may meet UNC-G requirements for graduation as stated in the **UNC-G Catalog** for the year he entered if he graduates within six years after his entrance. Otherwise, he will be expected to meet the requirements as stated in the **UNC-G Catalog** in effect at the time of his re-entry if he returns as a full-time degree student. If he re-enters as a part-time degree student, he will be expected to meet the requirements as stated in the **UNC-G Catalog** in the year in which he begins work on his final 15 hours.

Other Regulations

Dual Registration: Undergraduate and Graduate

Any senior who is required to take less than 12 semester hours of work in his 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 Vice Chancellor for Graduate Studies, the student's faculty adviser, and the Dean of Academic Advising. The total load cannot exceed 12 hours including undergraduate credit.

Requirements for a Second Baccalaureate Degree

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree or a different major. He must fulfill the following conditions:

1. Meet all the requirements for the second degree and major.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.

Transcript of Record

One transcript for each student is furnished without charge. An additional transcript is furnished without charge to seniors applying for teaching certificates. Further copies are supplied by the Office of the Registrar upon receipt of a $1.00 fee.

eacher Education

Teacher Education

Five UNC-G schools and various departments within the College of Arts and Sciences offer programs leading to teacher certification in North Carolina and qualification for certification in most other states. Students may select certification programs in some 34 subjects.

The School of Business and Economics, the School of Health, Physical Education and Recreation, the School of Home Economics, the School of Music, the Department of Art, and the Department of Drama and Speech offer teacher education curricula in their respective subject areas. The School of Education directs an interdepartmental major program in elementary teacher education. It jointly directs, with departments in the College of Arts and Sciences, programs for secondary teacher certification in liberal arts fields.

Graduates of approved teacher education curricula are eligible for certification on the basis of UNC-G's recommendation to the State Department of Public Instruction.

For students preparing to teach in high school, not more than 15 semester hours of education may be credited toward the Bachelor of Arts degree. For students preparing to teach in elementary grades, 21 semester hours of education may be credited toward the Bachelor of Arts degree.

University-Wide Teacher Education Admission Requirements

All students wishing to work toward certification in any of the 34 subject areas listed on page 91 must apply for admission to the UNC-G Teacher Education Program. Application should be made in the Office of the Dean of Academic Advising after completing 60 semester hours of work. This is usually at the end of the sophomore year.

Teacher education admission requirements include the following:

1. Medical clearance.
2. Quality point ratio of at least 1.7.
3. Recommendation of a faculty adviser.

Speech Clearance

All students in teacher education must take a speech screening test. This is administered by the UNC-G Speech and Hearing Center. Those who are found to have speech problems are required or advised to take Drama & Speech 105 **(Interpersonal and Public Communication),** if they are freshmen or sophomores, or Drama & Speech 529 **(Voice and Speech Production),** if they are juniors or seniors. Students placed in the "special" category as a result of the test should take Drama & Speech 219 **(Speech Laboratory).** Students are encouraged to take this test during the freshman orientation week; however, it can be scheduled later.

A speech deficiency must be removed prior to applying for the professional semester.

Admission to the Professional Semester

During the junior year, students already admitted to the Teacher Education Program must apply for admission to the professional semester. This semester, called the block semester, includes professional education courses and a supervised student teaching experience. It is designed to integrate course work with actual teaching experience.

The professional semester is scheduled during the senior year. Usually no academic courses, other than professional education courses, are taken, unless they follow the block schedule. A student's course load during this semester should be no more than 15 semester hours.

Professional semester admissions requirements include the following:

1. Speech and medical clearance.
2. Quality point ratio of at least 2.0.
3. Approval of the department in which the student is majoring.

Application forms are available from the Coordinator of the Office of Field Experiences in Teacher Education. They must be submitted between January 15 and February 14 of the year before the student teaching is to be done.

Student teaching assignments are usually made in schools within commuting distance of UNC-G, although at times student teaching programs are planned with other school systems at substantial distances from UNC-G. Teacher education students are not subject to special fees but are individually responsible for expenses incurred during student teaching.

Teacher Education Curricula

All teacher education curricula are being revised. Although approval for the new programs is expected during the 1973-74 academic year, this **Catalog** outlines existing curricula.

The various areas in which teacher education programs are offered at UNC-G are listed below. The page numbers refer either to degree charts listing all course requirements or to a section on "Secondary Subject Area Certification" which follows. Boldfaced numbers for secondary subjects refer to degree charts for the particular majors.

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Sociology and Social Studies	92, **279**
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Secondary Subject Area Certification

The following courses are required for secondary subject area certification in addition to those specified for the particular degree and major.

General Education

1. One course in speech or speech clearance. See earlier section of this chapter.
2. Health 101 or 301.
3. Mathematics: 3 semester hours.
4. Six semester hours in social studies courses, other than the major, above the 100 level. Select one course from two of the following: anthropology, sociology, economics, geography, political science.

Note: Where appropriate, these general education course requirements may be selected to satisfy all-University liberal education degree requirements.

Professional Education Requirements

1. Psychology 221 **(General Psychology).**
2. Education 381 **(The Institution of Education).**
3. Education 450 **(Psychological Foundations of Education).**
4. Education 45x **(Teaching Practices and Curriculum).** For certification in English, 451 is required; language, 452; any social studies discipline, 453; mathematics, 457; any science, 459.
5. Education 465 **(Student Teaching and Seminar).**

Note: Education 450, 45x and 465 are taken during the professional semester.

General Science Certification

A student majoring in biology, chemistry or physics may be certified in general science as well as his major subject. To qualify for this additional certification, he must take courses from other scientific fields in addition to the requirements for his degree, major and secondary certification. The additional courses required for students majoring in the following fields are given below:

Biology

1. Mathematics 110, 112 or 301 and 302.
2. Four courses selected from two of the following: Chemistry 101, 102 or 111, 114; Physics 101-102 or 191, 292; Geography 211, 212.

Chemistry

1. Biology 101, 102.

Physics

1. Biology 101, 102.

Social Studies Certification

Students majoring in history, political science, geography, sociology and economics may be certified in social studies in addition to their majors. For this additional certification, courses from all the other social studies disciplines are required. Requirements are listed below for each major.

Economics

See page 124 for information about the economics major with a concentration in social studies.

Geography

1. One course from each of the following: anthropology, economics, political science and sociology.
2. Twenty-one semester hours in history.

History

1. Twenty-one semester hours from economics, geography, political science, anthropology, and sociology. At least one course must be selected from each discipline.

Political Science

1. One course from each of the following: anthropology, economics, geography, and political science.
2. Twenty-one semester hours in history.

Sociology

See page 279 for requirements for a major in sociology with a concentration in social studies.

Teacher Certification

A student who has completed the appropriate teacher education curriculum and has attained acceptable teaching competencies and whose work is approved by the appropriate department and/or school responsible for this curriculum is recommended by UNC-G for a teacher's certificate.

To be certified in North Carolina, the student must meet the specific state requirements for certification which include taking both the common and teaching area parts of the National Teacher Examination.

An application for certification, available from the Office of the Registrar, should be turned in to the Office of the Registrar during the last semester of the senior year.

About "Area of Study"

The following chapter contains sections arranged in alphabetical order by topics of study. Each section includes the following:

1. Description of the school, department or special program offering study in a particular topic.
2. List of faculty members for the school or department, or committee members or advisers for special programs.
3. Description of and requirements for degrees, majors and concentrations available in each area.
4. Descriptions of courses offered.

About Course Descriptions

Course Numbers. Courses numbered 100-199 are primarily for freshmen and sophomores; 200-299, primarily for sophomores; 300-399, primarily for juniors and seniors; 400-499, open to seniors; 500-599, open only to advanced undergraduate students (juniors and seniors) and graduate students; 600-749, open only to graduate students; 750-799, open only to doctoral candidates. Course descriptions for graduate-level courses are printed in the **Graduate School Catalog.**

Hyphens and Commas. A hyphen (-) between course numbers indicates that no credit toward graduation 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.

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

(EC), (H), (NSM), (SBS). Courses approved as meeting requirements in the general areas of knowledge are indicated by one (or more) of the following abbreviations in parentheses at the end of the course description: EC—English Composition; H—Humanities; NSM—Natural Science & Mathematics; SBS—Social & Behavioral Sciences.

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

Course Offerings

Unless a notation appears in the course description to the contrary, the course usually is offered each year.

It is a requirement of UNC-G that approval of the Vice Chancellor for Academic Affairs be obtained to offer regularly scheduled undergraduate classes for which fewer than ten students enroll or for graduate classes for which fewer than five students enroll. If enrollment does not justify continuation of a class, the class may not be offered.

Areas of Study

Accounting—See Business and Economics.

Acting & Directing—See Drama and Speech.

Adapted Physical Education—See Health, Physical Education and Recreation.

Anthropology—See Sociology and Anthropology.

Applied Mathematics—See Mathematics.

Applied Music—See Music.

Art—Department of

(162 McIver Bldg./College of Arts and Sciences)

Gilbert Frederic Carpenter (1963), Professor and Head of Department/B.A., Stanford. Leave of absence, first semester 1972-73.

Peter J. Agostini (1966), Professor.

Walter W. Barker (1966), Associate Professor/B.F.A., Washington/M.F.A., Indiana.

Susan Elizabeth Barksdale (1943), Associate Professor/B.A., UNC-G/M.A., Columbia.

Carl Goldstein (1971), Associate Professor/B.A., Brooklyn/M.A., Ph.D., Columbia.

Joan Gregory (1964), Associate Professor and Acting Head of Department, first semester 1972-73/B.A., University of Montevallo/M.A., Ed.D., Peabody.

Joseph Crivy (1969), Assistant Professor/B.F.A., M.F.A., Yale.

Claire Kelleher (1968), Assistant Professor/B.A., Toronto/M.A., Chicago/Ph.D., London.

Theresa A. McGeady (1971), Assistant Professor/B.A., Immaculata/M.A., M.F.A., Notre Dame/Ph.D., Ohio.

William N. Reed (1969), Assistant Professor/B.A., Harvard/M.F.A., Pennsylvania.

Ralph Stark Jr. (1970), Assistant Professor/B.F.A., B.A.E., M.F.A., School of Art Institute of Chicago/Ph.D., Pennsylvania.

James Ewing Tucker (1959), Assistant Professor and Curator, Weatherspoon Gallery/B.F.A., Texas/M.F.A., State University of Iowa.

Horace L. Farlowe (1970), Instructor/B.S., Atlantic Christian/M.A., East Carolina.

Marianne B. Gurley (1972), Instructor/B.F.A., M.F.A., UNC-G. Part-time, first semester 1972-73.

Richard C. Kollath (1969), Instructor/B.F.A., Hawaii/M.F.A., UNC-G.

D. Keith Lambert (1970), Instructor/B.S., East Carolina/M.F.A., UNC-G.

John P. Stewart (1969), Instructor/B.F.A., Colorado/M.F.A., California.

Harold Van Tongeren (1971), Instructor/B.A., M.F.A., Colorado.

Bernardus A. J. Berns (1971), Lecturer/Diploma, Amsterdam Graphics School. First semester 1972-73.

Andrew George Martin (1965), Lecturer. First semester 1972-73.

Tal Streeter (1972), Lecturer/B.F.A., M.F.A., Kansas. Second semester 1972-73.

The Department of Art offers the following degree programs:

B.A., art major, concentrations in studio art and art history.

B.F.A., art major, concentrations in art education I & II, design, painting, and sculpture.

M.Ed., art major.

M.F.A., studio art major, with or without teacher education.

The prospective student of art should be aware of the marked differences in emphasis among various college-level programs in art. The special character of these programs assumes that the visual arts are a humanistic discipline, constructive and form-giving in type, related in their pursuits to philosophy, the sciences, literature, history and mathematics.

The department believes that at the undergraduate level students are best served by, first, a good, broad university education, and second, a specialization in art. The department emphasizes the B.A. degree programs.

Consistent with this orientation, within the Department of Art curriculum, the disciplines of the primary intellectual and creative tradition are emphasized: painting, sculpture, design, art history, art education. It is assumed the student who seeks avocational specialization will pursue this in a relevant post bachelor's degree situation.

The faculty includes an extraordinarily high proportion of people of acknowledged accomplishment in their area of specialization. All members of the faculty teach at all undergraduate levels of the program.

Students who demonstrate superior self-motivation are eligible to register for the line of Independent Studio courses which culminate in eight semester hours of independent work in the senior year. This line of courses is intended to prepare the student for the continuation of his self-generated pursuits after graduation. Application for admission to Independent Studio courses is available to students taking Art 199.

In areas relative to the department's programs, the facilities are excellent. The foundry is one of the several largest university foundries in the country. The printmaking, ceramics, photography and fibers studios are exceptional.

Weatherspoon Gallery's active exhibition program of approximately 40 exhibits per year displays the best of contemporary and recent art. The student develops his work in immediate juxtaposition to professional work of acknowledged quality.

The courses that the Department of Art recommends to the studio student for the freshman year are identical in the B.A. and the B.F.A. programs.

Courses in drawing, painting and sculpture (courses in the 20's, 30's, and 50's series) presume the work of art is a more or less abstract interpretation of forms and experiences deriving from one's environment.

Courses in design and the crafts (courses in the 40's, 70's, and 80 to 84 series) assume the work of art to be generated by its inherent systemic logic or its object or functional requirements.

ART MAJOR (Bachelor of Arts)

Concentrations in

Art History

Studio Art

Required: 120 semester hours plus physical education activities courses.

The Art History Concentration is an academic liberal arts education with emphasis on the visual rather than the verbal tradition. Students who wish to pursue a professional career in this discipline should plan to enter a Ph.D. program elsewhere after graduation. In preparation for this they should acquire a fluent reading knowledge of two foreign languages. German and French are usually recommended.

The Studio Art Concentration is recommended both as a liberal arts education with emphasis on the development of the manipulative and visual capacities of the student and as a superior base for professional development. Strongly self-motivated students are eligible for the Independent Study line of courses.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses, other than art, from Humanities Area (H).

5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavorial Sciences Area (SBS).
7. Four additional courses from Natural Sciences & Mathematics and Social & Behavorial Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements
24-36 semester hours in art above the 100 level.

Art History Concentration

1. Art 105, 303, 304, 305, 306, 199.
2. Studio Art: 6 semester hours.

Note: Reading competence in at least one foreign language (German or French preferred) necessary for graduate work.

Studio Art Concentration

1. Art 105, 199.
2. Two courses from Art 120, 140, 150.
3. Art History: 12 semester hours.
4. Studio Art above 100 level: 12-24 semester hours.

Related Area Requirements
No specific courses required.

Electives
Electives sufficient to complete total semester hours required for degree.

ART MAJOR (Bachelor of Fine Arts)
Concentrations in

Art Education I

Art Education II

Required: 126 semester hours plus physical education activities courses.

Art Education Concentrations: Because of the limitations placed on out-of-department electives by the required education courses, all studio art students who seek teacher certification in art must take a B.F.A. under one of these two concentrations. Art Education I offers academic breadth; Art Education II offers concentration in a studio discipline.

To be eligible for the B.F.A. Art Education II concentration, a student must be accepted into the Independent Studio line of courses discussed earlier. Application for admission to Independent Studio is made as part of the course work in Art 199, spring semester.

A junior transfer cannot expect to complete a B.F.A. program in two years.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than art, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavorial Sciences Area (SBS).
6. Four additional courses, other than art, from any one, all or combination of the above areas or in an elementary foreign language.

Major Requirements

Art Education I (General Art) Concentration

1. Art 199 and 105.
2. Four additional courses in Art History.
3. Art 120, 140, 150, 221, 281.
4. Painting, Design: 2 semester hours in each.
5. Crafts: 6 semester hours.

6. Art or related electives: 6 semester hours.
7. Art Education courses: 360 and 361 (junior year); 363, 365, and 465 (senior year).

Art Education II (Studio Art) Concentration

1. Same as Art Education I, numbers 1 through 6.
2. Independent Studio from Art 298, 299, 398, 399, 498, 499 or approved substitutes: 6 semester hours.
3. Single studio specialization, including at least 4 semester hours of independent studio in this specialty: 10 semester hours.

Related Area Requirements

(See Teacher Education Chapter for full explanation.)

1. Speech course or clearance.
2. Health 101 or 301.
3. Mathematics: 3 semester hours.
4. Three semester hours at 200 level or above from two of the following: anthropology, sociology, economics, geography, political science.
5. Psychology 221.
6. Education 381, 450.
7. Recommended: One course from psychology, philosophy or religious studies.

Electives

Sufficient electives to complete total semester hours required for degree.

ART MAJOR (Bachelor of Fine Arts)

Concentrations in

Design (Including Ceramics and Fiber Crafts.)
Painting (Including Drawing, Printmaking and Photography.)
Sculpture

Required: 126 semester hours plus physical education activities courses.

Design, Painting, Sculpture Concentrations: To be eligible for a B.F.A. concentration in design, painting, or sculpture, a student must be accepted into the Independent Studio line of courses discussed earlier. Application for admission to Independent Studio is made as part of the course work in Art 199, spring semester.

A junior transfer cannot expect to complete a B.F.A. program in two years.

The B.F.A. program allows a more intense concentration in studio work than is available in a B.A. program. This is gained by extending the program for the equivalent of one summer session and by reducing the academic breadth of the student's education.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than art, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavorial Sciences Area (SBS).
6. Four additional courses, other than art courses, from any one, all or combination of the above areas or in an elementary foreign language.

Major Requirements

Core Courses for All Concentrations

1. Art 105 and 199.
2. Four art history courses.
3. Independent Studio from Art 298, 299, 398, 399, 498, 499 or approved substitutes: 10 semester hours.

Design Concentration

1. Art 140, 120 or 150, 240, and 285.
2. Advanced Design courses from those numbered in the 40's, 70's, or 80's: 10 semester hours.
3. A minimum of 8 semester hours of Independent Studio must be taken in work appropriate to study of design. The student may develop, but is not required to develop, a specialization in graphic design, costume design, ceramics, or fiber crafts.
4. Art or related electives: 16 semester hours.

Painting Concentration

1. Art 120, 140 or 150, 220, 221, 231.
2. Advanced painting: 6 semester hours.
3. Printmaking: 4 semester hours.
4. A minimum of 8 semester hours of Independent Studio must be taken in painting or printmaking.
5. Art or related electives: 14 semester hours.

Sculpture Concentration

1. Art 150, 120 or 140, 281.
2. Advanced sculpture: 8 semester hours.
3. A minimum of 8 semester hours of Independent Studio must be taken in sculpture.
4. Art or related electives: 20 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree.

Art/courses

Courses for Undergraduates

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

120 **Drawing and Pictorial Composition (4:2:6).** A basic course in principles and practice of drawing in various media and principles of pictorial composition.

140 **Design I (4:2:6).** A basic course in fundamentals of design. Work in two and three dimensions.

150 **Clay Modeling (4:2:6).** A general course in preparation, designing and modeling in clay. Fee $18.

190 **Introduction to Studio Art (3:2:4).** A basic course for nonart majors. Simplified studio projects in image making and system construction in two and three dimensions. One hour lecture on project-related masterpieces each week. Not open to art majors.

199 **Introduction to Independent Studio (1).** Orientation to department and discipline. Art majors only. Offered in spring semester.

220 **Drawing and Pictorial Composition II (2:1:3).** Continuation of 120. Pr. 120.

221 **Life Drawing I (2:1:3).** Figure drawing from the model. Pr. 220. Fee $10.

222 **Mechanical Drawing (2:1:3).** The basic information and skills required to produce and read working drawings and plans.

223 **Perspective (2:1:3).** Linear perspective and its application in various media. Pr. 222.

225 **Serigraphy I (2:1:3).** Silk screen stencil techniques as a printmaking medium. Pr. 120 or 240. Not offered every year.

226 **Woodcut and Wood Engraving (2:1:3).** Woodblock relief techniques as a printmaking medium. Pr. 120 or 140. Not offered every year.

228 **Etching I (2:1:3).** Intaglio techniques as a printmaking medium. Pr. 120 or 140.

229 **Lithography I (2:1:3).** Planographic techniques as a printmaking medium. Pr. 120 or 140.

231 **Techniques of Painting (4:2:6).** Materials and characteristic processes of major techniques. Pr. 120 or 199.

232 **Painting I (2:1:3).** A basic course. Not recommended for students who have taken 231. Pr. 120.

238 **Watercolor Painting (2:1:3).** Special techniques and pictorial problems of transparent paint media. Pr. 120.

240 **Design II (2:1:3).** Continuation of 140 with special emphasis on advanced standards of execution. Pr. 140.

242 **Letters, Signs and Symbols (2:1:3).** Letter forms, signs and symbols as configurations for design study. Pr. 140.

252 **Techniques of Sculpture (4:2:6).** Tools, materials and characteristic processes of major techniques. Pr. 150, 199. Fee $16.

253 **Sculpture I (2:1:3).** A basic course. Not recommended to students who have taken 252. Pr. 150, 199.

271 **Fiber Crafts I (2:1:3).** Fibers and yarns used in knotted, woven and sewn structures. Preparation of looms and basic weaving techniques. Pr. 140.

275 **Metal Crafts I (2:1:3).** Techniques required to make jewelry and small art objects from copper, brass and precious metals. Includes gem and stone setting. Pr. 140 or 150.

281 **Ceramics I (2:1:3).** A basic course with emphasis on handbuilt forms. Fee $8.

285 **Photography I (3:1:6).** Equipment and basic techniques of photography. Students must purchase films and papers.

286 **Motion Photography I (2:1:3).** Equipment and techniques of motion photography. Experimentation with the medium; exposing and processing film; some editing. Pr. consent of the instructor. Not offered every year.

298, 299 **Independent Studio I, II (1:3), (1:3).** Open only to art majors. Required of B.F.A. Art majors except those in the Art Education I concentration. Student encouraged to develop working habits and methods consistent with his intentions as an artist. Occasional criticism or conferences with a selected faculty member as needed. Pr. sophomore standing in a B.F.A. program or written permission of two department faculty and department head's approval, 199.

301 **History of Western Architecture (3:3).** Architecture in Europe and the Americas from ancient Greece to the present. Pr. 105 or junior standing. (H).

303 **Ancient Art (3:3).** Visual arts of the Mediterranean Basin from prehistoric times to the Christian era. Pr. 105 or junior standing. (H).

304 **Medieval Art (3:3).** Visual arts within the Christian sphere from early Christian era through late Gothic period. Pr. 105 or junior standing. (H).

305 **Renaissance through Rococo (3:3).** Visual arts of Europe during the Renaissance, Mannerist, Baroque, and Rococo periods. Pr. 105 or junior standing. (H).

306 **Modern Art (3:3).** Visual arts in the west from ca. 1790 to the present. Pr. 105 or junior standing. (H).

313 **Art of Asia Minor, India and Southeast Asia (3:3).** Visual arts of Islam, India, Pakistan, and the spread of Indian Art to Southeast Asia. Not available for credit to students who had 334 listed in earlier catalogs. Pr. 105 or junior standing. (H).

321 **Life Drawing II (2:1:3).** Continuation of 221. May be repeated for credit with consent of the instructor and department head. Pr. 221. Fee $10.

332 **Architectural Design (3:1:6).** Work in architectural design. Pr. 140. Not offered every year.

335 **Painting II (2:1:3).** Studio course; substantial work from the model. Emphasis on development of control of the medium for pictorial purposes. Pr. 231 or 323. Fee $10.

337 **Painting III (2:1:3).** Continuation of 335. Pr. 335. Fee $10.

343 **Techniques of Structures (2:1:3).** Theory and craftsmanship of small structures. Emphasis on aesthetic and mechanical characteristics of common materials. Pr. 199, 240.

345 **Three Dimensional Design (2:1:3).** Development of three dimensional systems as objects and as environments. Pr. 10 s.h. of studio art including 140.

346 **Kinetic Design (2:1:3).** Motion and time sequence in two dimensional and three dimensional design. Pr. 10 s.h. hours of studio art including 140.

347 **Color Theory (2:1:3).** Major color theories and systems. Projects using properties of color in pigment, transparencies and projected light. Pr. 140.

352 **Moldmaking (2:1:3).** Materials and techniques of rigid and flexible molds. Fee $8.

353 **Casting Metal (2:1:3).** Investing, pouring and finishing metal casting. Pr. 352. Fee $8.

355 **Sculpture II (2:1:3).** Sculptural and plastic problems encountered in various sculptural media. Pr. 150. Fee $12.

356 **Sculpture III (2:1:3).** Continuation of 355. Pr. 355. Fee $12.

360, 361 **Art Education Practicum I, II (1.0:2). (1:0:2).** Professional objectives and working conditions of the art teacher presented in lectures, readings and pre-student teaching experiences. A prerequisite for 465. Normally taken in junior year. Pr. junior standing.

363 **Curriculum and Teaching Methods in the Elementary School (3:2:2).** Aims and the philosophy of art education in elementary school. Pr. 140 or 190. Art majors should take the nine-week blocked section in their senior year. (Count as Art credit.)

365 **Curriculum and Teaching Methods in the Secondary School (3:2:2).** Aims, philosophy and curricula of art education in the secondary school; the selection, preparation and use of teaching materials. A nine-week course offered on the block in the student's senior year. Pr. 18 semester hours of art. (Count as Art credit.)

371 **Fiber Crafts II (2:1:3).** Continuation of 271. Advanced loom techniques including pattern drafting. Pr. 271 or consent of the instructor.

375 **Metal Crafts II—Enameling (2:1:3).** Techniques of enamel on metal including formation and preparation of metal base. Pr. 275.

381 **Ceramics II (2:1:3).** Wheel thrown forms; glazing and decorating techniques. Fee $8.

382 **Ceramic Glaze Technique (2:1:3).** Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment. Pr. 281.

385 **Photography II (3:1:6).** Special techniques including those used in research laboratory; work with special types of film, including color. Students must purchase films and papers. Pr. 285.

386 **Motion Photography II (2:1:3).** Intermediate course in motion photography requiring planning and execution of a complete film involving advanced techniques of animation and rephotographing/printing. Pr. 286. Not offered every year.

398, 399 **Independent Studio III, IV (1:3), (1:3).** Continuation of 299. Pr. junior standing and B.F.A. sequence (except Art Education I) or written permission of two department faculty and department head's approval, 199.

402 **Greek Art (3:3).** Architecture, sculpture, and vase painting, from ca. 1000 B.C. to the end of the Hellenistic period. Pr. 303 or senior standing with consent of the instructor. (H). Offered in alternate years.

403 **Early Medieval Art (3:3).** Early Medieval art in Western Europe from ca. 500 to 1066 A.D. including Hiberno-Saxon (Celtic) Carolingian, Ottoman, and Anglo-Saxon works. Pr. 304 or senior standing and instructor's approval. (H). Offered in alternate years.

404 **Romanesque Art (3:3).** Romanesque Art throughout Europe from ca. 1050 to ca. 1180 A.D. including architecture and all other media. Pr. 303 or senior standing and instructor's approval. (H). Offered in alternate years.

405 **Gothic Art (3:3).** Art in Europe from ca. 1160 to ca. 1400; architecture, sculpture, manuscript illumination, and mural painting. Pr. senior standing and consent of instructor or 303 or 404. (H). Offered in alternate years.

406 **Italian Renaissance Art (3:3).** Art in Italy from ca. 1410 to ca. 1520: painting, sculpture, architecture. Pr. 305 or junior standing and consent of the instructor. (H). Offered in alternate years.

407 **Twentieth Century Art of the United States (3:3).** Emphasis on painting and sculpture, since World War II. Pr. 306 or senior standing. (H).

408 **Baroque Art (3:3).** Seventeenth Century art in Europe: painting, sculpture, architecture. Pr. 305 or junior standing and consent of the instructor. (H). Offered in alternate years.

409 **American Art (3:3).** Historical development of European derived art in the United States including the colonial period. Painting and architecture emphasized. Pr. 306 or senior standing. (H). Not offered every year.

410 **Later Nineteenth Century Painting and Sculpture in Europe (3:3).** Painting and sculpture from ca. 1850 to ca. 1890. Emphasis on developments in France. Pr. 306 or junior standing and consent of the instructor. Offered in alternate years.

411 **Early Twentieth Century Art in Europe (3:3).** Painting and sculpture in Europe from ca. 1900 to World War II. Pr. 306 or junior standing and consent of the instructor. Offered in alternate years.

413 **Sculpture of Tribal Africa (3:3).** Tribal styles by geographical location with a consideration of the evidence of historical continuities. Pr. junior standing. (H). Not offered every year.

428 **Etching II (2:1:3).** Continuation of 228. May be repeated for credit with consent of the instructor or department head. Pr. 228.

429 **Lithography II (2:1:3).** Continuation of 229. May be repeated for credit with consent of the instructor or department head. Pr. 229.

439 **Rendering (2:1:3).** Special techniques and pictorial schemes appropriate to rendering architectural and product subjects. Pr. 222, 223.

444 **Costume Design (4:2:6).** Problems characteristic of professional practice of costume design. For advanced design students. Pr. 12 s.h. of design and fiber crafts courses (40's and 70's series) and 4 s.h. from the following: 150, 221, 321. Not offered every year.

446 **Advertising Design (4:2:6).** Problems characteristic of the professional practice of advertising design. For advanced students. Pr. 12 s.h. of design courses (40's series), 222, 223, 439 (may be taken simultaneously), 285. Not offered every year.

448 **Interior Design (4:2:6).** Problems characteristic of the professional practice of interior design. For advanced students. Pr. 12 s.h. of design courses (40's series), 222, 223, 439 (may be taken simultaneously). Not offered every year.

465 **Student Teaching (6:1:0).** Nine-week course during second half of semester. Supervised student teaching at elementary and secondary school level. Pr. senior standing with a 2.0 average, Education 450, Art 363, 365. Certificate requirement for art education students. Students must apply for Student Teaching in the spring semester preceding the year in which 465 is taken. (Count as Education credit.)

491 **Senior Studio Seminar (2:2).**

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

496 **Special Problems, Studio (2).** Independent studio work adjusted to needs and interests of individual student.

497 **Special Problems, Art History and Criticism (3:3).** Directed program of reading or research. Pr. recommendation of the instructor and either 15 semester hours of art history and criticism or approval of department head.

498, 499 **Independent Studio V, VI (4), (4).** Continuation of 399. Students are expected to carry out a consistent sequence of work that demonstrates a high level of technical accomplishment and self-motivation. In conception the work should demonstrate a standard of maturity consistent with superior undergraduate standards. Restricted to Art majors. Pr. 199, recommendation of two faculty members and department head.

Course for Advanced Undergraduates and Graduates

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

Courses for Graduates

569 **Studio Problems (3:3).**

603 **Motion and Art (3:3).**

604 **Medieval Sculpture (3:3).**

605 **Medieval Painting (3:3).**

607 **The Portrait (3:3).**

608 **History Painting (3:3).**

609 **The Monument (3:3).**

626 **Woodcut and Wood Engraving (3:1:6).**

628 **Etching (3:1:6).**

631 **Design (3:1:6).**

634 **Painting in East Asia (3:3).**

642, 660, 664. **Drawing and Painting (3:1:6), (3:1:6), (3:1:6).**

649 **Italian Renaissance Painting (3:3).**

650 **Northern Renaissance Painting (3:3).**

651 **Lithography (3:1:6).**

654 **Art Education (3:3).**

655, 656 **Sculpture (2:1:3), (2:1:3).**

657, 658 **Sculpture (4:2:6), (4:2:6).**

659 **Studio Problems, Sculpture (4).**

661, 662 **Modern Painting (3:3), (3:3).**

687, 688 **Painting Research Seminar (3:3), (3:3).**

690 **Experimentation and Analysis—Painting and the Graphic Arts (3:1:6).**

699 **Thesis (2 to 6).**

Asian Studies—See International Studies.

Basic Business Teacher Certification—See Business and Economics.

Biology—Department of

(312-C Life Sciences Bldg./College of Arts and Sciences)

Bruce MacLean Eberhart (1963), Professor and Head of Department/B.A., San Jose State/Ph.D., Stanford.

Laura Gaddes Anderton (1948), Professor/B.A., Wellesley/M.S., Brown/Ph.D., U.N.C. at Chapel Hill.

Herbert Z. Lund (1954), Clinical Professor/B.A., Utah/M.D., Pennsylvania. Part-time.

Paul Eugene Lutz (1961), Professor/B.A., Lenoir-Rhyne College/M.S., Miami/Ph.D., U.N.C. at Chapel Hill. Leave of absence, second semester 1972-73.

William W. McLendon (1967) Clinical Professor/B.A., M.D., U.N.C. at Chapel Hill. Part-time.

Howard A. Schneider (1970), Professor, School of Home Economics and Department of Biology/B.S., M.S., Ph.D., Wisconsin. Part-time.

James F. Wilson (1964), Professor/B.S., Southern Illinois/M.S., Iowa State/Ph.D., Stanford.

William Kervin Bates (1966), Associate Professor/B.A., Ph.D., Rice.

Virginia Beatrice Gangstad (1939), Associate Professor/B.A., M.A., Ph.D., Illinois.

Edward McCrady III (1964), Associate Professor/B.S., University of the South/M.A., Ph.D., Virginia.

Ralph Michael Morrison (1960), Associate Professor/B.S., William and Mary/Ph.D., Indiana.

Hollis Jetton Rogers (1947), Associate Professor/B.S., Murray State/M.S., Kentucky/Ph.D., Duke.

Robert E. Cannon (1972), Assistant Professor/B.A., Earlham College/M.S., Ph.D., Delaware.

Lois Jotter Cutter (1963), Assistant Professor/B.A., M.S., Ph.D., Michigan.

Herbert T. Hendrickson (1968), Assistant Professor/B.S., Ph.D., Cornell.

Philip L. Perkins (1970), Assistant Professor/B.S., Union/M.Phil., Ph.D., Yale.

Sarah Sands (1958), Assistant Professor/B.S., Salem College/M.T., Bowman Gray/M.S., Tennessee.

Richard Schauer (1971), Assistant Professor/B.S., Pittsburgh/M.S., Ph.D., N. C. State.

Robert H. Stavn (1971), Assistant Professor/B.A., San Jose State/M.S., Ph.D., Yale.

John S. Curtis (1971), Instructor/B.A., Guilford College/M.A., UNC-G.

Julie Harris (1965), Instructor/B.S., Newcomb College of Tulane/M.S.P.E., UNC-G.

Brenda S. Madden (1970), Instructor/B.A., M.A., UNC-G.

Odessa Patrick (1958), Instructor/B.S., N. C. A&T State/M.A., UNC-G.

Lucile J. Shepard (1969), Instructor/B.S., Syracuse/M.A., UNC-G.

Brenda Craig (1969), Teaching Assistant/B.S., UNC-G. Part-time.

Patricia O'Briant (1972), Teaching Assistant/B.A., UNC-G. Part-time, first semester 1972-73.

The Department of Biology has been in operation for over 80 years at UNC-G. The evolution of the department into its current organizational pattern has taken place over the last 15 years. In 1961 there was a movement toward more graduate level offerings. In 1964 we received authorization from the State of North Carolina to give a Master of Arts with a major in biology and have proceeded to build a graduate staff and the corresponding research programs. In addition to a very active undergraduate biology program, the department also offers the Master of Education degree. Within the near future the department hopes to offer a Ph.D. program.

In 1971 a $2.1 million Life Sciences Building was added, and the structure allows both expanded teaching opportunities and a growing commitment to scientific research.

The new building's structure reflects the complexity of the modern biological sciences. Facilities include:

1. Special facilities for both preparing and storing isotopes—radioactive elements which can be used to trace the path of molecules in experiments involving both plants and animals.
2. A constant environment facility for the growing and storage of various microbes to be used in the whole microbiology complex of courses.

3. A chromatography room. In this facility, through the process of chromatography, organic solvents are used to separate organic compounds in biochemical studies and research.

4. An environmental studies laboratory, featuring over 20 refrigerator-like growth chambers. Controls attached to the chambers make it possible to regulate environmental conditions such as light and temperature in studying the "biological clocks" of aquatic insects and other organisms.

BIOLOGY MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The Biology Major is designed to equip students to enter any one of a wide variety of careers within the field. New programs are offered which lead to laboratory technical work, museum and conservational biology, and secondary school teaching. The major provides the preparation necessary for further study at the graduate level, including medicine.

Students seeking **teacher certification** should see Teacher Education Chapter.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses, other than biology, from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavorial Sciences Area (SBS).
7. Four additional courses from Humanities and Social & Behavorial Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in biology above the 100 level.

Because of the diversity of careers possible in biology, majors (with the assistance of their advisers) design individual programs of study depending upon their interests. Students are encouraged to take courses covering the molecular, cellular, organismal and community levels of biology. A general knowledge of the form and function of microbes, higher plants and higher animals is encouraged also.

Related Area Requirements

No specific courses are required, although majors are advised to take two years of chemistry and courses in physics, mathematics and statistics.

Electives

Electives sufficient to complete total semester hours required for degree.

Biology/courses

Courses for Undergraduates

101 Principles of Biology (3:2:3). Emphasis placed on philosophical basis of science, molecular and cellular basis of life, ecological principles, evolution by means of natural selection and diversity of living things. (NSM).

102 Principles of Biology (3:2:3). Basic coverage of cellular and organismic reproduction, patterns of inheritance, development, evolution and maintenance of homeostasis. (NSM).

222 Plant Morphology (3:2:3). Plant kingdom from an evolutionary point of view, with emphasis on structure, function, reproduction, habitat and probable phylogenetic relationships. Pr. 101, 102. (NSM).

231 Man in His Environment (1:1). Human ecology with special emphasis on pollution and the population explosion as they threaten man's future. Causes and cures of major aspects of human ecology covered, but special attention given to biological principles.

241 Invertebrate Zoology (4:3:3). Major invertebrate groups with emphasis on ecology, physiology, evolution and structural adaptations of representative types. Pr. 101, 102. (NSM).

253 Vertebrate Morphogenesis (4:2:6). Comparative anatomy of vertebrate embryos and adult forms. Laboratory work includes dissection of representative vertebrates and microscopic study of stages of embryonic development. Pr. 101, 102.

271 Mammalian Anatomy (4:3:3). Human anatomy with study of skeletons, models and anatomical preparations. Includes dissection of cat. Pr. 101, 102. (NSM).

277 Vertebrate Physiology (4:3:3). Human physiology with emphasis on homeostatic mechanisms. Pr. 101, 102, high school chemistry with a grade of C or better. (NSM).

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

324 Plant Physiology (3:2:3). Physiological processes involved in plant growth and behavior including effect of environmental factors. Pr. 101, 102 or Chemistry 111, 111L and 114, 114L. (NSM).

333 Natural Science (3:2:3). General course to cultivate interest and understanding of natural environment with field study of natural sites. One overnight trip.

372 Histology and Microtechnique (3:1:6). Tissue structure study and techniques for preparing animal cells, tissues and organs, particularly from mammals, for microscopic study. Includes tissue culture of living cells and other methods used in biological research and medicine. Pr. 271, 253, or consent of instructor. (NSM).

380 Fundamentals in Microbiology (3:2:4). General survey of microorganisms with special emphasis on microorganisms that cause disease in man. Credit cannot be obtained for this course and 581 and 582. Pr. 101, 102 and/or general chemistry. Suggested for nursing majors.

383 Introduction to Clinical Pathology (3:2:4). Emphasis on reasons for doing clinical tests and only to a lesser extent on actual performance of tests. Subject matter includes relationship of laboratory to medical practice, causes and effects of disease, both structural and physiological. Practical procedures correlated with the underlying principles of biology and chemistry. Introduces student to career opportunities in medical technology.

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

499 Biological Problems (3 or more). Individual studies in biological research. Laboratory work and reading guided by regular conferences with instructor in charge. Problems planned with Director of Undergraduate Biology Research during the fall semester. Times by arrangement.

Courses for Advanced Undergraduates and Graduates

501 Microscopy and Photomicrography: Theory and Technique (3:1:6). Principles and uses of the modern optical microscope. Theory and techniques in bright-field, phase-contrast, fluorescence microscopy, and photomicrography. Pr. 101, 102; elementary physics recommended; consent of instructor.

520 The Development of Modern Concepts in Biology (3:3). Historical approach to great concepts in biology. Pr. permission of the instructor. Not offered every year.

524 Local Flora (3:2:3). Classification and identification of flowering plants with field work and one overnight trip. Pr. 101, 102, or 222. (NSM).

525 Plant Histology and Anatomy (3:2:3). Preparation of plant materials for microscopic study and origin, differentiation and organization of plant tissues. Pr. 222, 324. (NSM). Not offered every year.

527 Terrestrial Ecology (3:2:3). Relationship of organisms to their environment with emphasis on plant associations and distributions. Field work with one overnight trip. Pr. 101, 102. (NSM).

528 Microbial Ecology (3:3). Selected topics in microbial ecology. Emphasis on interspecific relationships of microorganisms with reference to current pollution problems. Pr. 581 or equivalent.

529 Aquatic Ecology (3:2:3). Aquatic organisms and environments with emphasis on physiochemical description of environment and basic principles of population and community ecology. Pr. 101, 102; 241 is desirable. (NSM).

535 General Biochemistry (3:3). Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins and hormones; energy metabolism; enzymatic catalysis. Pr. Chemistry 205 or 352. (NSM).

545 General Biochemistry Laboratory (1:0:3). Experimental work designed to complement lecture material of Biology 535. Pr. 535. (May be taken concurrently.) (NSM).

536 Topics in Biochemistry (3:3). Selected biochemical topics such as protein biosynthesis; thermodynamics of biological systems; cellular regulatory processes, mechanisms of enzymatic catalysis; chemistry of nucleic acids and proteins. Pr. 535 and permission of the instructor. (NSM).

546 Advanced Biochemistry Laboratory (2:0:6). Experimental work relevant to current biochemical research. Independent work and experimental design emphasized. Pr. 545 and permission of instructor. (NSM).

538 Radiation Biology and Radiotracer Methods (4:3:3). Characteristics of ionizing radiation and uses of radioisotopes in biological studies. Principles of radiation interaction; methods of detection of ionizing radiation; personnel protection; uses of computers in processing these data. Laboratory work emphasizes Geiger-Müller detectors, liquid scintillation methods, photographic emulsions and processing of these data. Pr. permission of instructor. (NSM).

549 Coordinating Course: Problems in Biology (3:3). Current problems in biological sciences. Students make individual contributions in the form of independent reading, bibliographic work and simple laboratory experiments.

554 Experimental Embryology (4:2:6). Basic principles of development studied in lecture, laboratory and seminar. Experiments on fertilization, cleavage, gastrulation, regeneration, and transplantation are conducted in sea urchin, frog and chick. Includes a study of fertilization, induction, differentiation, growth, regeneration and wound healing. Pr. 101, 102, 253 or permission of the instructor. (NSM).

570 Natural History of Vertebrates (3:2:3). Classification, identification and phylogeny of all classes of vertebrates, with field work. Pr. 101, 102. (NSM).

575 Physiology of Activity (3:2:3). Mechanisms involved in the adjustments of the human body to physical activity. Pr. 271, 277, and Chemistry 111, 111L and 114, 114L.

577 Physiology of Vertebrates (3:2:3). Function and control of mechanisms of vertebrate animals with laboratory techniques in physiology. (NSM).

578 Cellular Physiology (3:2:3). Nutritional, response, growth and reproduction activities of animal cells, plant cells and microorganisms. (NSM). Not offered every year.

581 General Microbiology (4:3:4). Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. Pr. 101, 102, Chemistry 111, 111L and 114, 114L (351, 352 recommended). (NSM).

582 Pathogenic Bacteriology (3:2:4). Relation of pathogenic microorganisms to disease in man. Pr. 581.

584 Immunology (3:2:4). Principles of immunology and serology with laboratory applications. Pr. 581. Not offered every year.

586 Cytogenetics (3:3). Classical cytogenetics and recent findings in mammalian cytogenetics particularly as related to medical genetics. Includes chromosomal origin of certain birth defects and mechanism of gene action in development. Pr. 101, 102, 592. Not offered every year.

592 Genetics (3:3). Mendelism and modern trends in genetics. Theory of organic evolution. Pr. 9 hours of biology or permission of the instructor.

595 Advanced Genetics (3:3). Selected topics in genetics at an advanced level. Emphasis placed on comparative view of molecular and microbial genetics with reference to implications these systems have for genetic mechanisms of higher animals and plants. Pr. general genetics course or its equivalent.

Courses for Graduates

611 Seminar in Ecology (3:3).

614 Seminar in Developmental Physiology of Insects (3:3).

621 Seminar in Biochemical Genetics (3:3).

633 Seminar in Biochemistry (3:3).

641 Seminar in Mammalian Cytogenetics (3:3).

644 Seminar in Evolution and Systematics (3).

681 Advanced Studies in the Biochemical Literature (3:3).

682 Current Topics in Plant Physiology (3:3).

683 Problems in Animal Physiology (3:3).

684 Morphogenetic Processes in Development (3:3).

685 Current Topics in Development (3:3).

686 Advanced Problems in Animal Morphology (3:3).

687 Advanced Topics in Genetics (3:3).

688 Seminar on Biochemical Systematics (3:3).

689 Advanced Topics in Animal Ecology (3:3).

690 Advanced Problems in Plant Ecology (3:3).

691 Current Topics in Cytogenetics (3:3).

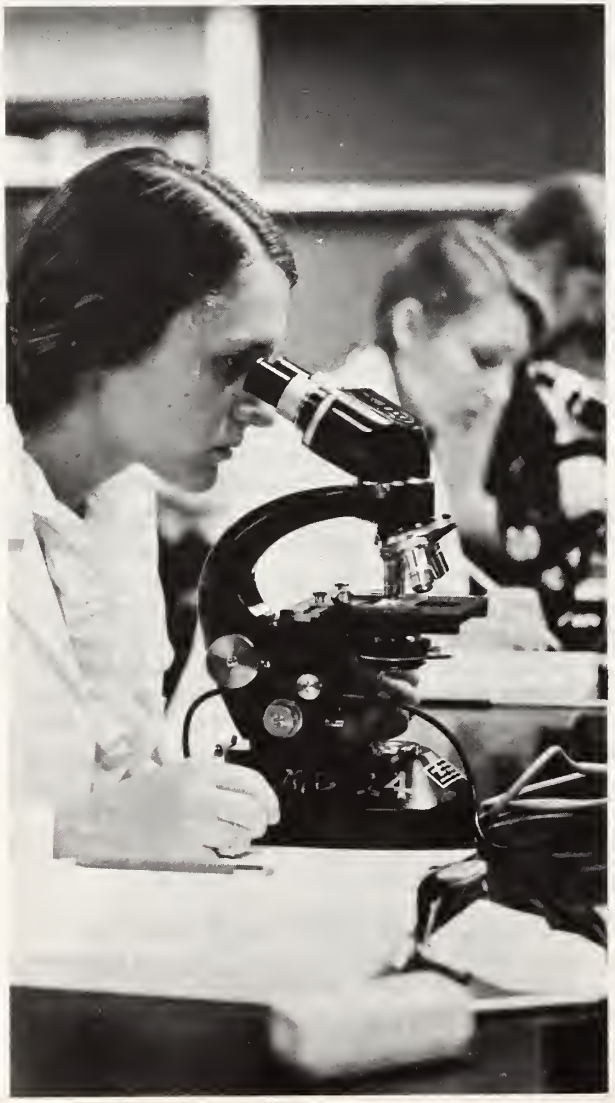
692 Current Topics in Microbiology (3:3).

695 Techniques in Biological Research (3:2:3).

699 Thesis (3 to 6).

Business Administration—See Business and Economics.

Business & Community Services—See Home Economics.



Business and Economics—School of

David H. Shelton, Dean, 228 Curry Bldg.

The School of Business and Economics is committed to excellence in general education and in the professional fields under its jurisdiction. It welcomes serious and qualified students without regard to age, race, sex, or other characteristics which have no necessary relationship to academic accomplishment.

Many students who major within the school begin their college work at UNC-G. Numerous others transfer to this institution from two- or four-year colleges. The philosophy of the school emphasizes preparation of students for learning throughout their lives, and its programs seek to facilitate such continued education through the offering of certain courses in the evening, through non-credit institutes and workshops, through bringing to the campus special lecturers of national reputation, and through collaboration with off-campus educational agencies.

Some curricula within the School of Business and Economics terminate in the Bachelor of Arts degree; others lead to the Bachelor of Science. Full majors or concentrations are offered in the following academic areas: accounting, business administration, business education, distributive education, economics, merchandising, and secretarial administration. Prospective teachers of business and economic subjects may select teacher education programs which prepare them for certification in basic business, comprehensive business, distributive education, or social studies.

Admission

Procedures and requirements for admission to programs administered by the School of Business and Economics are the same as for the undergraduate and graduate programs of UNC-G. The school and its departments reserve the right, however, to conduct a special review of any applicant and to refuse admission if it is determined that he or she possesses insufficient academic ability, background or the orientation necessary to benefit from the programs we provide.

Transfers

The School of Business and Economics receives a large number of transfer students. Since most of the courses in the major are taken during the junior and senior years, transfer students often complete their programs without extending their total stay beyond the usual four years. It is, however, a great advantage to take certain basic courses during the first two years of study, whether these are taken here or at another university.

Students who are considering transferring to programs in the School of Business and Economics should consult with the departments in which they expect to major as early as possible in order to avoid unnecessary delays in completing degrees. Students at institutions which offer only two years of work (community or junior colleges) should be aware that all business and economics courses taken may not be accepted in transfer. As a general guide, courses taught mainly to freshmen and sophomores here will be accepted in transfer from accredited two-year colleges. These are courses with numbers below 300 in the course listings. Courses which are numbered 300 and above are intended for juniors and seniors. Courses having the same or similar names at two-year institutions will not be considered equivalent for transfer purposes, although elective credit or the waiver of certain major requirements may be possible.

Graduate Study

The School of Business and Economics offers curricula leading to the Master of Arts degree with a major in economics, the Master of Science in Business Administration degree, and the Master of Science in Business Education degree. Day and evening classes in these degree programs are available during the regular academic year and in the Summer Session.

Undergraduate students who are academically able and highly motivated should consider the possibility of graduate study and plan for it. All of the graduate degree programs offered within the school require a firm undergraduate foundation, including a number of courses in the major field of study and related areas. This foundation can be acquired through proper selection of courses during the undergraduate degree program, thus making possible completion of a master's degree through approximately one calendar year of full-time study beyond the bachelor's level.

Prospective graduate students may also acquire the necessary background after completion of their undergraduate programs, and many who majored in areas outside business or economics do so. More time is required to complete a master's program if the required background work was not taken while an undergraduate. Completion of graduate degrees through either full-time or part-time study is possible.

For detailed descriptions of graduate programs, see the **Graduate School Catalog.**

Special Events

The school recognizes the value of special educational events to its faculty and students, to the University and to the region and State. Three annual programs are sponsored, usually in collaboration with off-campus professional groups. These are the Executive Institute, normally held during the winter, the Business Education Conference, and the Insurance Education Conference, both of which are scheduled in the spring. Seminars, short courses, workshops and other educational endeavors are held throughout the year as the demand for them and the resources of the school permit.

Distinguished lecturers from other universities, the business world and government are brought to the campus under the sponsorship of the school or one of its constituent departments. Of particular note is the Kathleen Price Bryan Lecture Series, a permanently endowed program. Funds to support the series, as well as the related Kathleen Price Bryan Professorship, were provided by Mrs. Bryan, a Greensboro resident, to further education in personal financial management and consumer affairs.

Requirements for Degrees, Majors and Concentrations

Requirements for the Bachelor of Arts and the Bachelor of Science degrees with a major within the School of Business and Economics are similar to, but not identical with, those in other divisions of UNC-G. General degree requirements are set forth below. Majors and concentrations (a concentration is a subspecialization within a major) are described briefly in the departmental listings which follow this introduction. The number of major fields offered and specific requirements for completion of each are being revised. Students entering UNC-G or deciding to major within the School of Business and Economics during 1973-74 should consult carefully with faculty advisers in the department concerned to determine the majors available and their requirements.

All degree programs within the school seek to provide the student with as broad an educational foundation as can be combined with excellent preparation for a professional career. All leave considerable free choice to the student in determining how requirements shall be met. Grading policy within the school is the same as for UNC-G at large except that specific courses required for completion of a major or concentration may not be taken on a **Pass/Not Pass** grade basis.

BACHELOR OF ARTS (School of Business and Economics)

Required: 120 semester hours plus physical education activities courses.

In interpreting requirements for the Bachelor of Arts, pay careful attention to the limits set on permissible amounts of work within the school or its departments. Unless the total amount of work taken is greater than the minimum of 120 semester hours required for graduation, not more than a maximum of 54 semester hours may be taken within the school. Exceptions to this are made in rare cases where teacher certification or accreditation requirements force them, but students generally must observe the limit. The number of hours of work within the school which is required varies with the major and concentration selected, but no B.A. program requires as much as 54 semester hours inside the school. **All** courses in accounting, business administration, business and distributive education or economics count toward the permissible maximum, and—additionally—no more than 36 semester hours of work may be taken in any **one** of these departments. Courses which are cross-listed with other disciplines (e.g., Business Administration 534, which is the same course as Psychology 534) must be counted toward the permissible maximum in the department and in the school regardless of the course designation under which credit is received.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses, outside the School of Business and Economics, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, outside the School of Business and Economics, from any one, all or combination of the above three areas, or in an elementary foreign language.

Note: Work taken to satisfy Nos. 3, 4, 5, and 6 above must include 6 semester hours in approved mathematics and 6 semester hours in approved international affairs courses selected from economics, history or political science.

Major Requirements

27-54 semester hours in the School of Business and Economics.

Specific courses and total hours required depend upon the major and concentration selected. Because these are being revised, consult the School of Business and Economics for current information.

Related Area Requirements

Consult the school for current information.

Electives

Electives sufficient to complete total semester hours required for degree.

BACHELOR OF SCIENCE (School of Business and Economics)

Required: 120 semester hours plus physical education activities courses.

Bachelor of Science requirements for curricula which do not lead to certification for teaching are given below. In interpreting these, pay careful attention to the meaning of certain terms and the limits set on permissible amounts of work within the school or its departments. Unless the total amount of work taken is greater than the minimum of 120 semester hours required for graduation, not more than a maximum of 57 semester hours may be taken within the school. The number of hours of work within the school which is required varies with the major and concentration selected, but no non-teacher-preparation B.S. program requires as much as 57 semester hours inside the school. **All** courses in accounting, business administration, business and distributive education or economics count toward the permissible maximum, and—additionally—no more than 42 semester hours of work may be taken in any **one** of these departments. Courses which are cross-listed with other disciplines (e.g., Business Administration 534, which is the same course as Psychology 534) must be counted toward the permissible maximum in the department and in the school regardless of the course designation under which credit is received.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM). Only approved mathematics courses may be taken.
5. Two courses, outside the School of Business and Economics, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, outside the School of Business and Economics, from any one, all or combination of the above three areas, or in an elementary foreign language.

Note: Work taken to satisfy Nos. 3, 4, 5, and 6 above or in other portions of the student's program must include 12 semester hours in approved mathematics or quantitative methods (may consist entirely of mathematics courses or may include up to 6 hours in courses within the school in the areas of econometrics, electronic data processing, statistics or quantitative analysis) and 9 semester hours in approved social and behavioral sciences other than economics or business administration.

Major Requirements

27-57 semester hours in the School of Business and Economics.

Specific courses and total hours required depend on the major and concentration selected. Because these are being revised, consult the School of Business and Economics for current information.

Related Area Requirements

Consult the school for current information.

Electives

Electives sufficient to complete total semester hours required for degree.

BACHELOR OF SCIENCE (School of Business and Economics)

Teacher Education Concentrations

Required: 120-124 semester hours plus physical education activities courses.

These programs combine a liberal education with preparation for certification to teach. Requirements differ somewhat from those in the basic Bachelor of Science. General requirements are listed below. Students should also read the descriptive material for the non-teacher-preparation Bachelor of Science given earlier. Certain teacher preparation programs require up to 124 semester hours for graduation and permit the taking of up to 67 semester hours of work within the School of Business and Economics. Others require fewer hours for graduation and permit less work within the school. Elective hours available are generally fewer in the teacher education curricula than in programs not aimed toward certification. Students expecting to become teachers should consult carefully and frequently with faculty advisers, since poor selection of classes to be scheduled may delay graduation.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM). Only approved mathematics courses may be taken.
5. Two courses, outside the School of Business and Economics, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, outside the School of Business and Economics, from any one, all or combination of the above three areas, or in an elementary foreign language.

Note: Work taken to satisfy Nos. 3, 4, 5, and 6 above or in other portions of the students program must include 12 semester hours in approved mathematics or quantitative methods (may consist entirely of mathematics courses or may include up to 6 hours in courses within the school in the areas of econometrics, electronic data processing, statistics or quantitative analysis) and 9 semester hours in approved social and behavioral sciences other than economics or business administration.

Major Requirements

27-67 semester hours in the School of Business and Economics.

Specific courses and total hours required depend on the major and concentration selected. Because these are being revised, consult the School of Business and Economics for current information.

Related Area Requirements

Consult the school for current information.

Electives

Electives sufficient to complete total semester hours required for degree.

Organization and Structure of the School

The school contains a Center for Economic and Human Resource Development and four departments: Accounting, Business Administration, Business and Distributive Education, and Economics. The center is a research and special projects entity which does not offer courses or supervise major programs. Instruction and advisement of students is carried out by the departments, each of which is described below together with a listing and description of the academic work which is provided.

Department of Accounting

Vance Thomas Littlejohn (1938), Professor/B.A., B.S., Bowling Green/M.Ed., Ph.D., Pittsburgh.

Shu S. Liao (1971), Assistant Professor/B.A., National Taiwan/M.S., Utah State/Ph.D., Illinois.

Claude W. Carmack (1973), Lecturer/B.S., Richmond/M.Acc., Virginia Polytechnic. Part-time second semester.

W. Penn Lewis Jr. (1970), Lecturer/B.A., U.N.C. at Chapel Hill/M.B.A., Syracuse/C.P.A., State of North Carolina. Part-time.

G. Dee Willis (1970), Lecturer/B.B.A., Memphis State/M.B.A., Alabama/C.P.A., State of Tennessee.

William V. Luckie Jr. (1971), Instructor/B.S., Alabama/M.B.A., Mississippi.

The Department of Accounting is newly organized and presently offers a concentration in this field within the major in business administration and economics. A new major program in accounting is being designed, and the student should consult his faculty adviser regarding its status at the time he enters UNC-G or chooses accounting as his field of specialization. The accounting concentration permits the student to take all courses necessary as background for the Certified Public Accountant examination (if taken in North Carolina) within a normal four-year program of study.

Employment opportunities for skilled accountants are excellent and are found in public accounting firms, other businesses, and governments. Private accounting practice is also an attractive field. Graduate study in accounting is available at many leading universities and is increasingly popular among serious students of accounting theory and practice.

Accounting/courses

Courses for Undergraduates

233 Principles of Accounting I (3:3). Basic accounting cycle and financial statement preparation as applied to service, merchandising and manufacturing enterprises. Contrasts and compares accounting systems of proprietorships, partnerships and corporate businesses.

234 Principles of Accounting II (3:3). Interpretation and use of accounting data for management decisions; financial statement analysis, funds statements and cash flow analysis. Budgetary and costing systems, cost-volume-profit relationships, break-even and marginal analysis. Pr. 233 or equivalent.

400 Concepts in Accounting (3:3). Accounting concepts and procedures involved in managing a business enterprise. Intended to provide accounting background for graduate study in business administration. May not be taken by persons having credit for 233, 234 or equivalent except as directed by the school.

Courses for Advanced Undergraduates and Graduates

501 Intermediate Accounting I (3:3). In depth study of financial statements and their components. Major attention to theory and procedures involving working capital items. Authoritative literature in the field will be introduced and examined. Pr. 234 or equivalent.

502 Intermediate Accounting II (3:3). A continuation of 501 with primary attention to theory and procedures involving noncurrent items. Relevant literature will be analyzed. Pr. 501 or equivalent.

510 Advanced Accounting Problems (3:3). Partnerships, special sales contracts, consolidations, fiduciaries, institutional entities, foreign exchange. Pr. 502 and consent of instructor.

511 Income Tax Accounting (3:3). Tax structure and tax principles. Accounting principles and procedures related to tax accounting. Application of tax and ac-

counting principles to specific problems. Pr. 233, 234.

512 Cost Accounting (3:3). Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical practices for managerial decision-making. Pr. 234 or equivalent.

513 Auditing (3:3). Theory and practice of the independent examination of financial and operating data for external reporting. Professional ethics of the public practice of accountancy; auditing standards and procedures. Includes attention to authoritative literature. Pr. 502, 511 and 512 or consent of instructor.

Course for Graduates

670 Managerial Accounting (3:3).

Department of Business Administration

Dwight L. Gentry (1970), Professor and Director, M.S.B.A. Program/B.A., Elon College/M.B.A., Northwestern/Ph.D., Illinois.

William McGehee (1965), Visiting Excellence Fund Professor/B.A., University of the South/M.A., Ph.D., Peabody. Beginning January 1, 1973, position is held jointly in Business Administration and Psychology.

Arthur L. Svenson (1967), Burlington Industries Professor/B.A., Montana/M.A., Columbia/Ph.D., New York.

George B. Flanigan (1973), Assistant Professor/B.S., Illinois at Chicago/Ph.D., Iowa. Second semester.

Raymond L. Horton (1970), Assistant Professor/B.S., Maryland/M.B.A., D.B.A., Indiana.

Joseph E. Johnson (1969), Assistant Professor/B.A., U.N.C. at Chapel Hill/M.B.A., D.B.A., Georgia State.

Samuel B. Garber (1973), Lecturer/B.A., Illinois/M.B.A., Chicago/J.D., Illinois. Part-time, second semester.

Margaret G. Graves (1967), Lecturer/B.A., Smith/M.B.A., Chicago. Part-time.

R. Walton McNairy Jr. (1970), Lecturer/B.A., Davidson/J.D., U.N.C. at Chapel Hill. Part-time.

Malcom E. Osborn (1968), Lecturer/B.A., Maine/J.D., L.L.M., Boston. Part-time.

A. Leonard Rhyne (1968), Lecturer/B.A., U.N.C. at Chapel Hill/Ph.D., N.C. State. Part-time.

Deniz Saral (1972), Lecturer/B.A., Robert College/M.B.A., Pittsburgh.

Frank A. Scalia (1971), Lecturer/B.A., Rochester/M.S., Carnegie-Mellon. Part-time.

The Department of Business Administration offers a concentration in this field within the major in business administration and economics. It may be taken as part of a program which terminates in either a Bachelor of Arts or a Bachelor of Science. A new major curriculum in business administration is being designed, and the student should consult his adviser regarding its status at the time he enters UNC-G or chooses business administration as a field of study.

Business administration is an excellent background for a wide variety of careers. The UNC-G program is broad and relatively non-specialized, stressing general preparation for managerial functions rather than technical competence in a constrained area. Graduates of this kind of program are sought by many kinds of businesses, by federal, state and local governments, and other employers.

Business Administration/courses

Courses for Undergraduates

300 The Management of Personal Finances (3:3). Personal budgeting and accounting; borrowing money; buying on credit; personal income tax returns; saving and the wise investing of savings; insurance; home ownership. May not be taken for credit toward a major in business administration and economics but must be counted toward maximum permissible hours in the school.

414 **Financial Institutions and Markets (3:3).** Role of financial institutions in affecting the size and composition of flows of funds within the economy. Institutions as influences on economic stability and economic growth. Capital and money markets and interest rate determination. Pr. Economics 212 or 325 or equivalent.

415 **Business Finance (3:3).** Financing the American business firm: corporate form, financial structure, and financial requirements. Economic, social, and legal environment and governmental regulation of business financing. Pr. Economics 212 or 325 or equivalent.

420 **Principles of Marketing (3:3).** General survey including marketing decision-making and models, buyer behavior, channels of distribution and marketing research. Topics treated from a managerial viewpoint. Pr. Economics 350 and 212 or 325 or equivalents.

422 **Fundamentals of Marketing Research (3:3).** Intended for the student with no substantial background in marketing research. Includes marketing information systems, sampling theory, experimental design, psychological scaling techniques, longitudinal analysis. Particular attention given to assumption structure underlying each technique. Case studies and problem approach. Student develops programs of action on basis of marketing research results. Pr. 420 and Economics 350 or equivalents.

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

470 **Principles of Risk and Insurance (3:3).** Interdisciplinary approach to fundamentals of risk and insurance, selected insurance coverages, risk and public policies. Intended for student interested in role of risk and insurance in personal and business environment.

490 **Human Behavior in Business Organizations (3:3).** Businesses as a generic class of organizations. Relation of individual worker and manager to organization and its impact upon them. Formal and informal groups. Management from behavioral point of view. Stability and change within business organizations. Pr. 15 s.h. of work in business administration or the social and behavioral sciences or consent of instructor. (SBS).

499 **Problems in Business Administration (3:3).** Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of the business enterprise. Topics vary from semester to semester. Open to senior majors or others by consent of instructor.

Courses for Advanced Undergraduates and Graduates

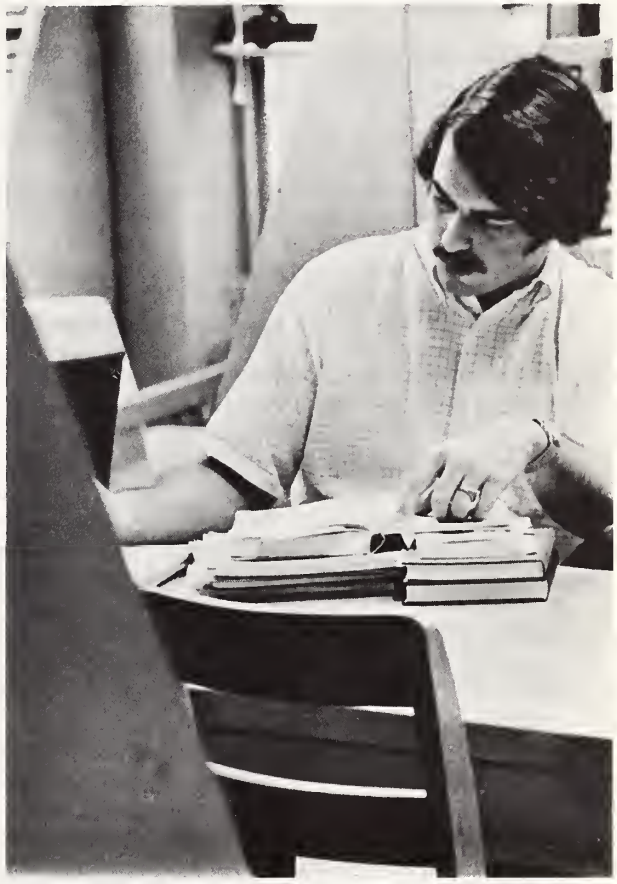
516 **Investments (3:3).** Investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchases. Long and short-term fluctuations of security prices, functions of securities markets and regulatory bodies, and individual investment needs. Pr. 415.

527 **Personnel Administration (3:3).** Policies and procedures used in obtaining, developing, and maintaining an efficient work force: recruiting, selection, training, placement, promotion, transfer, and salary administration. Case studies and problem approach.

534 **Consumer Behavior (3:3).** Psychological and socio-economic factors affecting consumer motivation, behavior and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. Pr. Psychology 221 or 223, or Business Administration 490, or consent of instructor. Same as Psychology 534. (SBS).

Courses for Graduates

600 The Management Process (3:3).
601 Management Systems (3:3).
605 Seminar in Management Organization Theory (3:3).
620 Marketing Management (3:3).
622 Marketing Research (3:3).
630 Financial Management (3:3).
648 Optimization Procedures for Management (3:3).
649 Topics in Operations Research (3:3).
650 Management Decision-Making Under Uncertainty (3:3).
654 Managerial Economics (3:3).
655 Seminar in Managerial Economics (3:3).
661 Business in the International Economy (3:3).
675 Issues and Problems in Industrial Relations (3:3).
680 General Insurance (3:3).
682 Life and Health Insurance (3:3).
683 Property and Casualty Insurance (3:3).
689 Seminar in Leadership Development (6).
693 Business Policy (3:3).
695 Research Problems in Business Administration (3:3).
699 Thesis (3).



Department of Business and Distributive Education

Roscoe Jackson Allen (1956), Professor and Director of Computer Center/B.S., Concord College/M.S., Tennessee/Ed.D., Pennsylvania State.

Mathilde Hardaway (1941), Professor/B.B.A., Texas/M.B.A., Chicago/Ph.D., Yale.

Vance Thomas Littlejohn (1938), Professor and Chairman of Department/B.A., B.S., Bowling Green/M.Ed., Ph.D., Pittsburgh.

George Philip Grill (1963), Associate Professor/B.S., M.A., Appalachian State/Ed.D., North Dakota.

Stephen R. Lucas (1971), Associate Professor/B.S., (Business Administration), B.S. (Distributive Education), M.A., Ph.D., Ohio State.

Velma Louise Whitlock (1944), Associate Professor/B.S., Oregon State/M.S., Tennessee.

Benton E. Miles (1971), Assistant Professor/B.S., M.S., Virginia Polytechnic/Ph.D., Ohio State.

Tommie Lou Smith (1951), Assistant Professor/B.A., M.A., East Carolina.

Duane H. McCartney (1970), Lecturer/B.A., M.A., Colorado State. Part-time.

Robert J. Reavis (1967), Lecturer and Programmer, Computer Center/B.A., Elon College. Part-time.

Sarah Wilson Jones (1952), Instructor/B.S., M.S., UNC-G.

The Department of Business and Distributive Education offers the Bachelor of Science degree with five alternative concentrations within its one major, business education and secretarial administration. Three of these concentrations (basic business, comprehensive business, and distributive education) are intended for students who are planning to become teachers in junior high or high schools. The other two concentrations (merchandising and secretarial administration) are applied business programs for students who do not intend to teach. All of the department's curricula are being revised, and the student is advised to consult the department chairman or a faculty adviser in the field of concentration at the time he enters UNC-G or chooses a major.

Business education and distributive education are excellent choices for persons who wish to teach in an occupational field. The UNC-G programs in these areas combine a liberal arts foundation, a strong base in business administration and economics, and professional education courses to produce well-balanced teacher education curricula. The merchandising and secretarial administration concentrations, which do not lead to teacher certification, prepare students for jobs in business or government. Employment opportunities for graduates in these fields have been good in recent years.

Business and Distributive Education/courses

Courses for Undergraduates

111 Fundamentals of Typewriting (1:3). Development of basic typewriting skills as a vehicle of communications.

112 Intermediate Typewriting (1:3). Further emphasis on basic typewriting skills with their application to business letter writing, tabulating, manuscript typewriting; introduction to office production and measurement. Pr. 111 or the approved equivalent.

213 Problems in Typewriting (1:3). Problems involving statistical reports, rough drafts, financial reports, legal forms, manuscripts, duplicated reports, and other selected forms and reports. Continued emphasis on letter production problems. Pr. 112 or approved equivalent.

214 Advanced Problems in Typewriting (1:3). Development of sustained production on advanced simulated typewriting problems commonly met in business offices. Measurement by office standards. Pr. 213 or approved equivalent.

235 Introduction to Digital Computer Programming (3:3:1). Beginning course in computer programming using higher level programming languages (FORTRAN and/or PL/1). Includes topics in basic machine organization, problem formulation, numerical methods and applications in business, statistical, and data manipulative procedures. Pr. Mathematics 110 or equivalent.

309 Business Communications (3:3). Analysis, composition and dictation of effective business letters and reports. Communication as a management function within the business enterprise and with the public.

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.

321-322 Shorthand and Transcription (3:5)-(3:5). Mastery of Gregg Shorthand. Application of the skills of shorthand, typewriting and English in transcriptions. Pr. 112 or approved equivalent.

333 Business Machines (3:1:4). Basic operation, use and care of office machines and equipment. Includes filing; offset and fluid process duplicators; dictation and transcribing machines; adding, calculating and posting machines. Pr. 112 or approved equivalent.

334 Principles of Automatic Data Processing (4:3:2). Programming, wiring and operation of unit record equipment. Card design, key punching, sorting, collating and preparation of reports. Introduction to flow charts and systems design. Not open to freshmen.

368 Principles of Business Education (3:3). Aims and objectives of business education. Scope and functions of agencies and institutions for business education. Evaluation of various business curricula in relation to modern educational philosophy; trends in business education; and findings of research.

413 Special Problems in Business Education (1 to 3). Opportunity for students majoring in business education to work individually on problem of special interest. Work may represent a survey of a given field or intensive investigation of a particular problem. Students should secure recommendation from an instructor and consult the head of the department before registering for the course. Pr. senior or second-semester junior status.

423 Secretarial Problems (3:2:2). Review of Gregg Shorthand. Emphasis on transcription proficiency. Minimum amount of work experience required preceding or during this semester. Pr. 321-322 or approved equivalent.

424 Administrative Secretarial Problems and Procedures (3:2:2). Retention of recording and transcription speed attained in 423. Emphasis on specialized business vocabularies. Application of knowledges and skills to office practices and procedures specific to the administrative secretary. Pr. 423 and 333 or approved equivalent.

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

451-457 Curriculum and Teaching Methods in Business Education. Analysis and evaluation of objectives, materials, strategies and methods for teaching. Selection of a minimum of three required for graduation in all teacher education sequences except distributive education in which only 458 is required. Pr. admission to student teaching.

451 Basic Business (1:1).

452 Bookkeeping (1:1).

453 Cooperative Programs (1:1).

455 Office Practice (1:1).

456 Shorthand (1:1).

457 Typewriting (1:1).

458 Curriculum and Methods of Teaching Distributive Education (3:3). The role of the distributive education teacher with respect to curriculum development and instructional methodology. Pr. acceptance into a teacher education program or consent of instructor. Formerly 454.

465 Supervised Teaching (6). Observation, teaching under supervision and participation in the total school and related community activities of a teacher. Full-time responsibility for one-half semester or equivalent.

469 Organization of Distributive Education Programs (3:3). Role of distributive education, responsibilities of distributive education teachers and curriculum patterns. Emphasis on conduct of successful distributive education program. Pr. acceptance into a teacher education program or consent of instructor.

Courses for Advanced Undergraduates and Graduates

504 Office Management (3:3). Principles and successful practices in management of the flow of information within an enterprise. Basic management functions of planning, controlling, organizing, and actuating are applied to physical facilities, procedures and personnel.

506 Introduction to Retailing (3:3). Introductory course in the fundamentals of retail store organization, management and merchandising.

507 Merchandise Analysis (3:3). Study of selected items of nontextile merchandise. Special problems involved in merchandising. Pr. 506 or consent of instructor.

508 Operating Problems in Retailing (3:3). Examination and evaluation of policies and practices of retailing, with emphasis on advertising and sales promotion and their economic significance. Pr. 506 or consent of instructor.

518 Advanced Merchandising (3:3). Merchandise policies, buying, stock planning and control, and merchandise pricing. Principles and practices of credits and collections in modern retail stores. Pr. 506 or consent of instructor.

535 Electronic Data Processing I—Basic Concepts (3:3). Introduction to basic computer concepts. Development of understanding in computer programming at the machine language level. Intended primarily for teachers; not open to students with credit for 235 or equivalent.

536 Electronic Data Processing II—Assembler Languages Programming (3:3). Introduction to processors and compilers. Use of Autocoder, Fortran, Cobol languages with emphasis on developing initial programming skill.

540 Systems Design and Analysis (3:3). Development of systems solutions involving the digital computer as a tool in business-related problems. Pr. 235, 535 or 334 or equivalent and approval of instructor.

541 Problems in Computer Programming—COBOL (3:3). Development of the COBOL language as a tool for solving business-related problems on digital computers. Systematic techniques for conversion of business problems: problem analysis, flow charting, and programming. Pr. 235, 535 or approval of instructor.

543 Numerical Analysis and Computing (3:3). Number systems and errors, solutions of nonlinear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equation. Pr. Mathematics 293 or consent of Mathematics Department. Same as Mathematics 543.

544 Numerical Analysis and Computing (3:3). Continuation of 543 with special topics in numerical analysis with emphasis on applied mathematics. Students required to present papers on topics involving a substantial programming effort. Pr. 543 or consent of Mathematics Department. Same as Mathematics 544.

550 Directed Business Practice (1-4:1:3-12). Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. advanced undergraduate standing in business and distributive education and consent of instructor.

555 Coordination of Cooperative Occupational Education Programs (3). Philosophy, principles, strategies, techniques and procedures for coordination of cooperative occupational education programs. Emphasis on elements common to all areas of cooperative occupational education. Review and analysis of pertinent research. Pr. consent of instructor and evidence of commitment to a career in teaching.

Courses for Graduates

610 Research in Business Education (3:3).

611 Analysis of Research (3:3).

612 Field Study (1 to 3).

613 Independent Study in Business Education (1 to 3).

614 Testing and Evaluation in Business Education (3:3).

615, 616 Seminar in Teaching (1:1), (1:1).

620 Major Issues in Business Education (3:3).

624 Administration and Supervision of Office and Distributive Education (3:3).

625 Curriculum Problems in Business Education (3:3).

629 The Instructional Program in Vocational Office Education (3:3).

630 Instructional Program in Basic Business (2:2).

631 Instructional Program in Bookkeeping (2:2).

633 Principles and Philosophy of Vocational Business Education (2 or 3).

634 Automatic Data Processing for Business Teachers (4:3:2).

635 Instructional Program in Gregg Shorthand (2:2).

636 Instructional Program in Typewriting (2:2).

639 Instructional Program in Office Practice (2 or 3).

640 Retail Personnel Problems (3:3).

656 The Computer as a Research Instrument (3:3).

699 Thesis (3).

Department of Economics

John Wesley Kennedy (1956), Professor and Vice Chancellor for Graduate Studies/B.A., M.A., Duke/Ph.D., U.N.C. at Chapel Hill.

David Howard Shelton (1965), Professor and Dean of School/B.A., Millsaps/M.A.. Ph.D., Ohio State.

John Paul Formby (1966), Associate Professor and Acting Chairman of Department/B.A., Colorado College/ Ph.D., Colorado.

Thomas J. Leary (1968), Kathleen Price Bryan Associate Professor of Financial Affairs/B.A., Northeastern/ M.A., Ph.D., Ohio State.

Douglas M. Windham (1969), Associate Professor/B.A., M.A., Ph.D., Florida State. On leave 1972-73.

Paul G. Althaus (1970), Assistant Professor/B.A., Gettysburg/Ph.D., Duke.

Lawrence V. Asch (1970), Assistant Professor/B.S., Cornell/Ph.D., U.N.C. at Chapel Hill. On leave 1972-73.

Jeffrey L. Harrison (1970), Assistant Professor/B.S., M.B.A., Ph.D., Florida.

G. Donald Jud (1971), Assistant Professor/B.A., M.B.A., Texas/Ph.D., Iowa.

Terry G. Seaks (1972), Visiting Assistant Professor/B.A., Washington and Lee/M.A., Ph.D., Duke.

Gary Thomas Barnes (1972), Lecturer/B.A., Oklahoma.

Bruce D. Fitzgerald (1972), Lecturer/B.S., M.S., Georgia Institute of Technology/M.A., Duke. First semester.

John Hoftyzer (1970), Lecturer/B.A., City College of New York/M.A., Indiana.

Peter A. Marks (1973), Lecturer/B.S., U.N.C. at Chapel Hill/M.S.I.M., Georgia Institute of Technology. Second semester.

James N. Miller (1969), Lecturer/B.B.A., Georgia State/ Ph.D., Tulane. Part-time.

James N. Wetzel (1972), Lecturer/B.S., Wisconsin.

Cam H. Wickham (1970), Lecturer/B.A., Sacramento State/ M.A., Oregon.

The Department of Economics offers a concentration in this field within the major in business administration and economics. This may be taken within a program which terminates in a Bachelor of Arts or a Bachelor of Science degree. Also available is a sequence of courses leading to certification for social studies teaching with a concentration in economics. A new major curriculum in economics is being designed, and the student should consult his faculty adviser regarding its status at the time he enters UNC-G or chooses economics as a field of study.

Economics is an area of rapidly growing importance in local, national and international affairs. The UNC-G program combines a liberal education with technical specialization. Since requirements in economics are flexible, the opportunity exists to include related work in other social sciences, in business fields or additional areas of interest. Students who major in economics find employment with many kinds of private enterprises, with governments, or—frequently—go on to graduate study in preparation for careers as professional economists.

Economics/courses

Courses for Undergraduates

101 Concepts and Issues in Contemporary Economics (3:3). Readings, class discussion and elementary research topics in economics. Emphasis on present-day economic philosophy and problems in United States, Europe, Soviet Union, and underdeveloped nations. Open to freshmen; not open to persons with credit for 211, 325, 525 or equivalent. (SBS).

211 Principles of Economics I (3:3). Economics as a field of study and the general character of economic systems. Elements of supply, demand and price determination. Determination of national levels of income, employment and prices; nature of money and banking system; role of government; and effectiveness of macro-economic policies. (SBS).

212 Principles of Economics II (3:3). Further consideration of supply, demand and operation of markets with varying competitive structures. Pricing of outputs and inputs, international trade and finance, analysis of economic growth and of non-capitalist economic systems. Pr. 211. (SBS).

325 General Economics (3:3). Elementary economics designed for students who may want only one semester of work in the field. Brief treatment of 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 or 212. It is not anticipated that 325 will be offered during 1973-74. Students whose degree programs specify 325 and those wishing to take an introductory economics elective above the 100 level should take 211.

327 Money and Economic Activity (3:3). Emphasis on legal, institutional and economic forces which mutually interact to determine supply of money. Elementary monetary theory and monetary flows, institutions, policies and problems analyzed. Also international as well as domestic monetary analysis. (SBS).

345 Intermediate Economic Analysis I (3:3). Intermediate-level treatment of microeconomic theory. Topics include scope, methods and uses of economic theory; intermediate theory of demand, supply, markets for output and factors of production; and functioning of market system as a whole. Applications of economic theory to problems of consumer, business firm and nation are considered as time permits. Pr. 212; or 325 and consent of instructor. (SBS).

346 Intermediate Economic Analysis II (3:3). Intermediate-level analysis of determination of national income and employment with collateral attention to some portions of monetary theory, theories of business fluctuations and secular economic growth. Pr. 345. (SBS).

350 Economic and Business Statistics (3:3). Introduction to statistical methods and their applications in economics, business administration, and other social sciences. Topics include measures of central tendency, dispersion and relationship; trends; index numbers; time series analysis. Emphasis placed on problem solving. A student taking this course may not receive credit for Mathematics 341, Sociology 319, or Psychology 310.

370 Labor Relations and Labor Economics (3:3). Examination of modern union in terms of its historical evolution, functions, problems, methods and goals. Emphasis on role of union in larger society and on study of collective bargaining. Also problems of and solutions for unemployment, underemployment and related sources of economic distress and public policy options available to deal with major issues arising out of labor-management relations and labor market imperfections. Pr. 212 or permission of instructor.

403 Latin America: An Economic Survey (3:3). Growth and development of principal economic institutions of Latin America from Colonial origins to present day. Post World War II experience in such areas as development, planning, inflation, foreign trade and market integration. Pr. 211 or 325 or consent of instructor. (SBS).

419 Quantitative Analysis I (3:3). Introduction to mathematical methods in economics and business. Applications in theories of production and consumer behavior, general equilibrium analysis, input-output models, mathematical control theory. Pr. 212 or 325 or equivalent.

445 **Micro-Economics (3:3).** Micro-economic theory and problems, especially supply, demand, pricing, distribution of income and overall functioning of capitalist economic systems. Appropriate for prospective graduate students in business administration and for superior undergraduates with limited background in economics. Not open to undergraduate majors in economics and business administration or persons with credit for 345. (SBS).

446 **Macro-Economics (3:3).** Macro-economic theory and problems, especially in areas of monetary economics, national income and employment, economic fluctuations and economic growth. Appropriate for and open to the same groups as 445. Pr. 445 or consent of instructor. (SBS).

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

499 **Problems in Economics (3:3).** Independent study, research, and class discussion covering a topic or group of related topics of current interest in economic policy or economic theory. Topics covered vary from semester to semester. Pr. 212 and consent of instructor. (SBS).

Courses for Advanced Undergraduates and Graduates

517 **A History of American Economic Development: Early Seventeenth Century to the 1890's (3:3).** Evolution of the American economy from colonial origins to the 1890's with emphasis on the post-1790 period. Stresses growth of national market, spreading division of labor and deepening of investment. Pr. 211 or 325 and 6 semester hours of work in history, or consent of instructor. Same as History 517. (SBS).

518 **A History of American Economic Development: 1890's to Present (3:3).** Evolution of American economy from the 1890's to the post-World War II era. Emphasis on economic performance through time measured against the goals of full employment, price stability and a high rate of growth. Continuation of 517 but may be taken without prior enrollment in 517. Pr. 211 or 325 and 6 semester hours of work in history, or consent of instructor. Same as History 518. (SBS).

521 **A History of European Economic Development: Medieval Origins to C. 1800 (3:3).** Evolution of economic institutions from disintegration of the ancient world to beginning of the nineteenth century. Sources of economic progress such as trade, division of labor and investment stressed. Emphasis on the developing nation-states of Western Europe, particularly Italy, Low Countries, France and England. Pr. 211 or 325 and 6 semester hours of work in history, or consent of instructor. Same as History 521. (SBS).

522 **A History of European Economic Development: C. 1800 to Present (3:3).** Significant economic developments in various European nations from early nineteenth century to present. Comparative analysis of trends in income distribution, patterns of product use, growing international interdependence and role of innovation in economic growth. Emphasis on Great Britain, France and in the twentieth century U.S.S.R. Continuation of 521 but may be taken without prior enrollment in 521. Pr. 211 or 325 and 6 semester hours of work in history, or consent of instructor. Same as History 522. (SBS).

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

525 Problems in Applied Economics (3:3). Certain economic principles and applications to economic problems such as employment, economic growth, inflation, monetary and fiscal policy, international trade, monopoly and competition, agriculture, and labor. Designed for preservice and in-service education of teachers; not open to majors in economics and business administration or others with substantial prior work in economics. May not count toward a graduate degree in economics or business administration. (SBS).

534 Monopoly, Competition and Public Policy (3:3). Government control of business enterprise through integrating economic analysis of market structures with legal problems of regulation. Emphasis on antitrust law and economics as well as on direct regulation of business by commissions. Pr. 212 or 325 or equivalent. (SBS).

536 Consumer Economics (3:3). Economic position of the consumer; factors, both helpful and harmful, influencing consumer demand; building up defenses of the consumer against the pressure of producer and advertiser; various movements to aid consumer, including more effective legislation, research, testing of products and consumer cooperatives. May not count toward a graduate degree in economics. (SBS).

540 Economic Development (3:3). Factors attending and determining economic growth of nations over long periods of time. Application of economic concepts to problems of underdeveloped nations. Pr. 212 or equivalent; or 325 and consent of instructor. (SBS).

550 Comparative Economic Systems (3:3). Capitalism, socialism, communism and fascism as economic systems and as philosophies; strength and weakness in each system. Pr. 212 or 325 or equivalent. (SBS).

551 Directed Studies in Economics (3). Individual study of economic problems with emphasis on areas of special interest to student. Regular conferences with instructor required. Pr. 12 s.h. of economics, including 212 or 325 and consent of instructor. (SBS).

552 Econometrics (3:3). Application of appropriate quantitative techniques to formalizing of economic hypotheses into testable relationships. Major attention devoted to single equation stochastic models involving micro- and macro-economic relationships. Statistical considerations include development of method of least-squares, appropriateness of the single equation model and surveying of simultaneous equations, models and available estimation of techniques. Pr. 350 and/or consent of instructor.

555 History of Economic Thought (3:3). Main currents in the evolution of economic thought with emphasis on classical and neoclassical schools and developments in economic ideas during twentieth century. Pr. 212 or 325 or equivalent. (SBS).

560 International Economics (3:3). Mechanism and theory of international trade. Selected current problems in international economic and commercial policies. Pr. 212 or equivalent; or 325 and consent of instructor. (SBS).

565 The National Economic Accounts (3:3). Systems of national economic measurement, including product, income, wealth, balance of payments, flow of funds and input-output accounts. Use of these as instruments of economic planning and policy. Conceptual as well as measurement problems analyzed. Pr. 327 or 346 or 446, equivalent, or consent of instructor. (SBS).

Courses for Graduates

624 Labor and Manpower Theory and Analysis (3:3).

645 Advanced Micro-Economics (3:3).

646 Advanced Macro-Economics (3:3).

648 Quantitative Analysis II (3:3).

652 Intermediate Statistical Analysis (3:3).

660 Industrial Organization and Public Policy (3:3).

671 Theory of Economic Growth (3:3).

685 Monetary and Fiscal Policy (3:3).

699 Thesis (3).

Business Teacher Education—See Business and Economics.

Chemical Physics—See Physics.

Chemistry—Department of

(221 Petty Science Bldg./College of Arts and Sciences)

Walter Henry Puterbaugh (1964), Professor and Head of Department/B.A., Ph.D., Duke.

Robert L. Miller (1968), Professor and Dean of College of Arts and Sciences/Ph.B., B.S., M.S., Chicago/Ph.D., Illinois Institute of Technology.

Juel Pierre Schroeder (1965), Professor/B.S., North Dakota/Ph.D., Wisconsin.

Harvey B. Herman (1969), Associate Professor/B.S., Polytechnic Institute of Brooklyn/Ph.D., Syracuse.

Clarence Hugo Vanselow (1964), Associate Professor/B.S., M.S., Ph.D., Syracuse.

James Carl Barborak (1972), Assistant Professor/B.S., Ph.D., Texas.

Joseph A. Dilts (1970), Assistant Professor/B.A., Ohio Wesleyan/Ph.D., Northwestern.

Marguerite N. Felton (1956), Assistant Professor and Academic Adviser/B.S., Limestone/M.A., U.N.C. at Chapel Hill.

Sherri Rhoda Forrester (1962), Assistant Professor/B.S., Duke/Ph.D., Northwestern.

John Lowell Graves (1966), Assistant Professor/B.A., Oberlin/Ph.D., Chicago.

John R. Jezorek (1970), Assistant Professor/B.S., Loyola/Ph.D., Delaware.

David B. Knight (1967), Assistant Professor/B.S., M.A., Louisville/Ph.D., Duke.

Dale D. Ensor (1972), Instructor/B.S., High Point College/M.S., UNC-G.

H. Harris Ruwe (1972), Instructor/B.S., M.S., Louisville. Part-time.

Ben E. Edwards (1968), Lecturer/S.B., Massachusetts Institute of Technology/Ph.D., Indiana.

Allison Maggiolo (1972), Lecturer/B.S., Worchester Polytechnic Institute/M.A., Ph.D., Columbia. Part-time.

James C. Burnette (1973), Teaching Assistant/A.A., Rockingham Community College/B.S., Western Carolina/M.S., UNC-G. Second semester.

Mary Katsikas (1961), Laboratory Assistant/B.S., UNC-G.

Elizabeth McRimmon (1969), Laboratory Assistant/B.A., UNC-G. Part-time.

Dorothy C. Schroeder (1972), Research Associate (Courtesy Appointment)/B.A., Missouri/Ph.D., Wisconsin.

The goals of the Department of Chemistry are the following:

1. To offer sound and thorough training in chemistry within the framework of a liberal arts curriculum for students who wish to prepare for a career in chemistry or chemically related fields.

2. To offer courses which may be taken by non-chemistry majors, either to meet specific requirements in their major concentrations or as one of the disciplines which may be studied as part of liberal education requirements in the Natural Sciences & Mathematics Area.

In line with the latter goal, we believe that an understanding of the structure of matter, the principles governing how experimental data are obtained and hypotheses are put to the test, and the importance of chemical applications (both as they contribute to and detract from the quality of modern life) should be part of the background of any educated individual, regardless of his ultimate vocation.

For students planning to major in chemistry, we offer programs leading to either the Bachelor of Arts or Bachelor of Science degrees at the undergraduate level, and we have graduate programs leading to the Master of Science or Master of Education with majors in chemistry.

We emphasize, as a special feature of our undergraduate program, the opportunity to engage in research during the junior and senior years.

The Department of Chemistry is included on the list of schools which have been approved by the American Chemical Society to offer professional training in chemistry. By following the program outlined under the B.S. degree, the student will be certified to the Society upon graduation as having fulfilled the requirements for undergraduate professional training.

Majors in chemistry include not only those students planning to enter work directly in chemical industry, but also those preparing to teach at the secondary or college (after graduate work) level, those preparing for professional training in medicine and dentistry, or those intending to use their training in chemistry as a background to undertake work in fields such as technical sales, administration and personnel.

Students seeking **teacher certification** should see Teacher Education Chapter.

CHEMISTRY MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The Chemistry Major (B.A.), while less specialized than the B.S. program, still provides sound training in chemistry. It offers fine preparation for those planning to enter secondary school teaching, medicine or dentistry, or various vocations within chemical industry. In fact, by electing some additional courses in chemistry beyond the minimum required, the student may prepare for graduate work under this program as well as under the B.S. While this program allows a more flexible arrangement of schedules, the student should work closely with his chemistry adviser to be certain that the proper sequence of chemistry and related area courses are taken with regard to the prerequisite requirements.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses, other than chemistry, from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements
24-36 semester hours in chemistry above the 100 level.

1. Chemistry 111, 111L, 114, 114L, 231, 233, 242, 244, 351, 352, 354, 371, 451, 461, 463, 501 or 502.
2. At least one additional elective course in chemistry.

Related Area Requirements

1. Mathematics 292.
2. Physics 191, 292.

Electives

Electives sufficient to complete total semester hours required for degree.

CHEMISTRY MAJOR (Bachelor of Science)

Required: 120 semester hours plus physical education activities courses.

The Chemistry Major (B.S.) differs from the B.A. in requiring four additional advanced courses in chemistry. It provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter chemical industry. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled Society requirements for undergraduate professional training. German is strongly recommended as the foreign language choice. The sequence in which the required courses are taken is important, and the student should work closely with his chemistry adviser in planning his schedule.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses, other than chemistry, from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements
34-42 semester hours in chemistry above the 100 level.

1. Chemistry 111, 111L, 114, 114L, 231, 233, 242, 244, 351, 352, 354, 371, 451, 461, 462, 463, 464, 501 or 502, 532, 542.

Related Area Requirements

1. Mathematics 292.
2. Physics 191, 292.
3. At least two courses selected from: Chemistry 307, 308, 491, 492, 493, 494, 552, 553, 561, 562; Biology 535, 536, 538; Mathematics 236, 311, 342, 343, 390, 394; Physics 303, 321, 322, 323, 324, 450.

Electives

Electives sufficient to complete total semester hours required for degree.

Chemistry/courses

Courses for Undergraduates

101 Chemistry in Modern Culture I (4:3:3). Introduction to fundamental concepts necessary to an appreciation of the impact of chemistry on modern life, including its role in understanding the world in which we live. First semester topics include nature of matter, development of the modern theory of atomic structure, including a historical perspective, the periodic concept, chemical bonding and chemical reactivity. (NSM).

102 Chemistry in Modern Culture II (4:3:3). Continuation of 101 including in this semester the development of modern chemical technology, introduction to organic chemistry and compounds of biological importance, polymers, nuclear chemistry, and the effect of chemical compounds on the environment. Pr. 101. (NSM).

111 General Chemistry I (3:3). Fundamental principles of chemistry, including stoichiometry, atomic and nuclear structure and states of matter. All students **must** take 111L concurrently unless they have previous credit for an equivalent course. (NSM).

111L General Chemistry I Laboratory (1:0:3). Laboratory work to accompany 111. The latter course **must** be taken concurrently. (NSM).

114 General Chemistry II (3:3). Continuation of 111 with attention to ionic equilibria, elementary kinetics and thermodynamics, acid-base theory, coordination chemistry and electrochemistry. Designed primarily for science majors and is the prerequisite to upper level courses in chemistry. All upper level courses in chemistry. All students **must** take 114L concurrently unless they have previous credit for an equivalent course. Pr. 111. (NSM).

114L General Chemistry II (1:0:3). Laboratory work to accompany 114. The latter course **must** be taken concurrently. Includes semi-micro qualitative analysis and ionic equilibria experiments. Pr. 111L or equivalent. (NSM).

205 Introductory Organic Chemistry (4:3:3). Survey of organic chemistry designed for students whose programs require only one semester in this area. Credit cannot be obtained for both 205 and 351. Pr. 111, 111L, 114, 114L. Forrester. (NSM). Not offered every year.

231 Quantitative Analysis (2:2). Introduction to the theory and practice of volumetric and gravimetric methods of analysis. All students **must** take 233 concurrently unless they have previous credit for an equivalent course. Pr. 114, 114L. (NSM).

233 Quantitative Analysis Laboratory (2:0:6). Laboratory work to accompany 231. Pr. 231 concurrently. (NSM).

242 Inorganic Chemistry (2:2). Introduction to descriptive inorganic chemistry, including oxidation-reduction, acid-base and coordination chemistry. Pr. 111, 111L, 114, 114L. Dilts. (NSM).

244 Inorganic Chemistry Laboratory (1:0:4). Laboratory work to accompany the material of 242. Includes the basic techniques of synthetic inorganic chemistry as applied to representative inorganic reactions. Pr. 242 concurrently. Dilts. (NSM).

306 **Physical Science II (4:3:3).** Continuation of integrated introduction to physical science begun with Physics 305. Emphasis given to principles necessary for a basic understanding of atomic and molecular structure, chemical bonding, stoichiometry, chemical changes and organic chemistry with attention in the latter to compounds of biological and environmental significance. Pr. Physics 305. Felton, Forrester. (NSM).

307, 308 **Polymer and Coatings Chemistry (3:3), (3:3).** Fundamental principles involved in preparation and formulation of pigments, oils and polymeric resins important to coatings and polymer industries. Offered in connection with Polymer and Coatings Program. Pr. 352. Maggiolo.

309, 310 **Polymer and Coatings Chemistry Laboratory (1:0:3), (1:0:3).** Laboratory work to accompany 307 and 308. Designed to illustrate current practice and laboratory techniques employed in coatings industries. Pr. 307 and 308 (preferably taken concurrently) or permission of instructor. Ruwe.

321, 321L, 322, 322L **Organic Chemistry (3:3), (1:0:3), (3:3), (1:0:3).** Offered in summers only; described in **Summer Session Catalog.**

351 **Organic Chemistry I (3:3).** Chemistry of aliphatic and aromatic hydrocarbons and halides, with attention to reaction mechanisms and synthetic applications. Pr. 111, 111L, 114, 114L. Barborak, Knight, Puterbaugh, Schroeder. (NSM).

352 **Organic Chemistry II (3:3).** Continuation of 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids and carbohydrates. All students **must** take 354 concurrently unless they have previous credit for an equivalent course. Pr. 351. Barborak, Knight, Puterbaugh, Schroeder. (NSM).

354 **Organic Chemistry II Laboratory (1:0:4).** Laboratory work to accompany 352. Includes the basic techniques of organic laboratory practice plus preparations involving representative reactions. Pr. 352 concurrently. Barborak, Knight, Puterbaugh, Schroeder.

371 **Chemical Literature (1:1).** Instruction in use of the literature of chemistry. Pr. two years of chemistry; reading knowledge of German helpful. Forrester.

406 **Selected Topics in Physical and Analytical Chemistry for the Life Science Major (3:3).** Concepts basic to chemical kinetics, equilibrium, energetics, spectroscopy, solution phenomena, electrochemistry and colloid behavior with particular emphasis on biological systems. Theory of methods and instrumentation used in these fields will also be studied. Designed particularly for medical technology, biology and pre-medical students. Credit cannot be obtained for both 406 and 461. Pr. 231, 351; Mathematics 191 along with a year of physics is strongly suggested, or permission of the instructor. Herman, Vanselow. (NSM). Not offered every year.

408 **Experimental Methods in Physical and Analytical Chemistry for the Life Science Major (1:0:4).** Laboratory practice in experimental methods related to the material of 406. Pr. 231, 351, 406; the latter should preferably be taken concurrently. Mathematics 191 along with a year of physics is strongly suggested, or permission of the instructor. Herman, Jezorek. Not offered every year.

451 **Organic Chemistry III (2:1:4).** Further laboratory practice in organic chemistry, including application of newer instrumental methods important to the organic field. Lecture work includes discussions of theoretical principles underlying the preparative reactions and instrumental methods. Pr. 352. Barborak, Knight, Schroeder. (NSM).

461 **Physical Chemistry I (4:4).** Subjects treated include gases, thermodynamics, introduction to wave mechanics and atomic structure and chemical kinetics. Pr. 231, Physics 292, and Mathematics 292. Graves, Vanselow. (NSM).

462 **Physical Chemistry II (3:3).** Additional in-depth treatments of topics introduced in 461, physical chemistry of liquids, non-electrolyte and electrolyte solutions, and electrochemistry. Pr. 461. Graves, Vanselow. (NSM).

463 **Physical Chemistry I Laboratory (1:0:4).** Laboratory work related to 461 with emphasis on mathematical treatment of experimental data and communication of results in report form. Pr. 231, 461 (preferably taken concurrently). Graves, Vanselow.

464 **Physical Chemistry II Laboratory (1:0:4).** Laboratory work related to 462. Pr. 462 (preferably taken concurrently), 463. Graves, Vanselow.

491, 492 **Independent Study (1 to 3), (1 to 3).** Directed program of independent study and research for the qualified student. Pr. at least 24 hours in chemistry and permission of the department head and instructor under whom the student wishes to work.

493-494 **Honors Work (3)-(3).** Not offered every year.

Courses for Advanced Undergraduates and Graduates

501, 502 **Chemistry Seminar (1:1), (1:1).** Oral reports and discussions of topics from the current literature of chemistry by students, staff and guest lecturers.

532 **Advanced Analytical Chemistry I (4:3:4).** Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. Pr. 231, 461. Herman, Jezorek. (NSM).

542 **Advanced Inorganic Chemistry I (3:3).** Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. Pr. 461 (may be taken concurrently). Dilts.

552 **Qualitative Organic Analysis (3:2:4).** Systematic identification of organic compounds, including use of instrumental as well as chemical techniques. Pr. 352. Barborak, Knight, Schroeder. (NSM).

553 **Advanced Organic Chemistry I (3:3).** Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. Pr. 352, 462. Barborak, Knight, Schroeder.

561 **Chemical Bonding (3:3).** Elements of wave mechanics and application of quantum theory to chemistry, particularly to chemical bonding. Pr. 461, 462, or equivalent (one year of physical chemistry); differential equations would be desirable.

562 **Chemical Dynamics (3:3).** Descriptive chemical kinetics, survey of statistical thermodynamics, theories of chemical reactions, analysis of reactions, and modern approaches to reacting systems. Pr. 461, 462, or equivalent. Not offered every year.

Courses for Graduates

601 **NSF Institute in Chemistry Study for Secondary School Teachers (7).**

604 **Advanced Polymer Chemistry (3:3).**

632 **Advanced Analytical Chemistry II (3:3).**

641 **Advanced Inorganic Chemistry II (3:3).**

652 **Advanced Organic Chemistry II (3:3).**

670 **Advanced Special Topics in Chemistry (1 to 6).**
670a Analytical, 670b Biochemistry, 670c Inorganic, 670d Organic, 670e Physical.

680 **Research Problems in Chemistry (1 to 6).**
680a Analytical, 680b Biochemistry, 680c Inorganic, 680d Organic, 680e Physical.

699 **Thesis Research in Chemistry (6).**

Child Development—See Home Economics.

Classical Civilization—Department of

(236 McIver Bldg./College of Arts and Sciences)

Francis Anthony Laine (1949), Associate Professor and Head of Department/B.S., Memphis State/Ph.D., Vanderbilt.

Thomas G. McCarty (1971), Assistant Professor/B.A., Oberlin College/M.A.T., Yale/Ph.D., Michigan.

Anthony J. Davies (1970), Lecturer/B.A., Wadham/M.A., State University of New York at Buffalo.

The primary aim of the Department of Classical Civilization is to teach Greek and Latin languages and literature. Courses for beginners are offered in both Latin and Greek. In Greek, the beginner may start his reading with either Homer's **Iliad** or the **New Testament.** There is an elementary course in Latin taught by the direct method and another intermediate course in Vergil's **Aeneid.** Beyond the elementary level there are a variety of courses dealing with Greek and Latin poetry, philosophy, drama and history.

From these courses a major is easily formed. In addition, the courses may contribute toward certification in Latin, either as one's major or as an additional subject for high school teaching.

In addition to the courses in Greek and Latin, there are a variety of courses in English translation. By far the most popular is **Mythology** (Classical Civilization 111) in which Homer's **Iliad** and **Odyssey,** Vergil's **Aeneid,** and a number of Greek plays, for example, are read in English. This course, with its study of these original sources of Greek myths, supplemented by the reading of additional myths from secondary sources, is a valuable asset for anyone intending to major in English or foreign literature.

The Classical Origins of the English Language (Classical Civilization 201) is another valuable and interesting course. It deals with the study of the Greek and Latin elements in the English language and aims at an increased vocabulary and a deeper understanding of the formation of our native language.

In addition to the above, there are courses in **Greek and Latin Literature in Translation** (Classical Civilization 335, 336), **Comparative Studies in World Epics** (Classical Civilization 397), and **Comparative Studies in World Drama** (Classical Civilization 398). These are excellent courses to follow up earlier work, such as **Mythology,** or to supplement the major studies. These also serve as interesting surveys of world literature for those students whose main interest lies outside of literature. All of these courses count toward the Humanities Area requirement.

The department also sponsors a film series, which attempts to correlate the myths, epics, dramas and history taught in classes with contemporary use of these in films.

Furthermore, there is an opportunity in the summer to visit Rome and Athens, to attend outdoor performances of Greek tragedies at Epidauros and to visit other parts of Greece. This summer trip gives six semester hours of credit and is sponsored by UNC-G and Guilford College.

GREEK OR LATIN MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The Greek or Latin Major is designed to be a reasonable preparation for understanding the classical origins of contemporary law, literature and philosophy, and becoming acquainted with the Greek or Latin languages and literature.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated. Satisfied by the major.
4. Three courses, other than major, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavorial Sciences Area (SBS).
7. Four additional courses from Natural Sciences & Mathematics and Social & Behavorial Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in either Latin or Greek above the 100 level.

Major courses are chosen by the student in consultation with his major adviser.
Note: Two courses of Greek at the 200 level or above may count toward a Latin major and vice versa.
Latin 331 is required for **teacher certification in Latin.** Students seeking **teacher certification** should see Teacher Education Chapter.

Related Area Requirements

Suggested: Art 303, 304; Classical Civilization 111, 201, 335, 336, 397, 398; History 109, 110, 351, 352; Philosophy 231.

Electives

Electives sufficient to complete total semester hours required for degree.

Classical Civilization/courses

Courses in English Translation
(No knowledge of Greek or Latin required.)

111 **Mythology (3:3).** Designed mainly for freshmen. Great myths of the world, with frequent references to the literature which they inspired. Greek, Roman and Norse mythologies stressed. Only primary sources read. Laine. (H).

201 **Classical Origins of the English Language (3:3).** Latin and Greek prefixes, stems and suffixes used in forming the English language. Aimed at improving the student's ability to analyze critically his native tongue and increase his vocabulary. McCarty. (H).

221 **Classical Drama in Translation (3:3).** Study of Greek tragedians of Athens in the fifth century: Aiskhylos, Sophokles, Euripides; their origin in ritual and their subsequent influence on later literature; Greek Old, Middle, and New Comedy. Roman tragedies of Seneca and comedies of Plautus and Terence.

335, 336 **Greek and Latin Literature in Translation (3:3), (3:3).** Art of epic poetry and influence of Greek and Roman epic upon subsequent literature; Homer and Vergil. Greek tragedy and Greek and Latin historical 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. McCarty. (H).

397 **Comparative Studies in World Epics (3:3).** Major world epics in translation including the following works in whole or in part: **Iliad, Odyssey, Aeneid, Chanson de Roland, Nibelungenlied, Divine Comedy, Jerusalem Delivered, Beowulf, Paradise Lost, Paradise Regained,** Joyce's **Ulysses.** Laine. (H).

398 Comparative Studies in World Drama (3:3). Greek, Latin, and modern plays in translation: representative plays from Aiskhylos through Euripides, Seneca, Terence, Racine, Goethe, O'Neill, Cocteau, and Anouilh. Laine. (H).

Greek/courses

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. Laine. (H).

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. Davies. (H).

325, 326 Homer (3:3), (3:3). Selections from **Iliad** and **Odyssey.** Laine. (H).

350, 351 Greek Lyric and Pastoral Poetry (3:3), (3:3). Survey of Greek lyric poetry with emphasis on Sappho and Alkaios; the pastoral poetry of Theokritos, Bion, and Moskhos. Pr. 203-204 completed or taken concurrently. (H).

352, 353 Greek Historical Writers (3:3), (3:3). Selections from the works of the Greek historians; emphasis on Herodotos and Thoukydides. Pr. 203-204 previously or concurrently. (H).

395, 396 Special Problems in Greek Literature (3:3), (3:3). Opportunity for students to work individually or in small groups on problems of special interest in Greek literature or language. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course. Pr. 203-204.

401, 402 Plato, Selected Work (Apology, Crito, etc.) **(3:3), (3:3).** (H).

403, 404 Greek Drama (3:3), (3:3). Selected works of Sophokles, Aiskhylos, Euripides and Aristophanes. Laine. (H).

450 Coordinating 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. Laine.

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

Latin/courses

101-102 Elementary Latin (3:3)-(3:3). Essentials of grammar and reading of selections. 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. Davies.

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. McCarty. (H).

201-202 Roman Comedy and Lyric (3:3)-(3:3). Background of Roman drama and lyric; selections from the odes and epodes of Horace and the poetry of Catullus. Reading of selected plays from Plautus and Terence. Pr. 103-104 or four entrance units. Davies. (H).

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

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

303 **Latin of the Augustan Age (3:3).** Survey of Latin literature from ca. 30 B.C. to 14 A.D.; selections from Vergil, Horace, the elegiac poets and Ovid. (H).

326 **Roman Satire (3:3).** Study of the satires of Persius, Horace and Juvenal; emphasis on Juvenal; influence on the eighteenth century. (H).

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

333 **Advanced Vergil (3:3).** Vergil's **Aeneid** VII-XII; readings from the **Eclogues and Georgics.** (H).

342 **History and Politics in the Time of Julius Caesar (3:3).** Works of Julius Caesar, Sallust's **Catiline** and extensive selections from Cicero's letters and orations. (H).

395, 396 **Special Problems in Latin Literature (3:3), (3:3).** Opportunity for students to work individually or in small groups on problems of special interest in Latin literature or language. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course. Pr. 201-202.

401 **Medieval and Renaissance Latin (3:3).** Selections from medieval prose and poetry; the **Moriae Encomium** of Erasmus.

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

450 **Coordinating 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. Laine.

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

Clothing & Fashion Merchandising—See Home Economics.

Clothing & Textiles—See Home Economics.

Communication Arts—See Home Economics.

Community Health Education—See Health, Physical Education and Recreation.

Composition-Theory—See Music.

Comprehensive Business Teacher Certification—See Business and Economics.

Computer-Related Mathematics—See Mathematics.

Consumer Services—See Home Economics.

Dance, Dance Education—See Health, Physical Education and Recreation.

Dentistry—See Medicine and Dentistry.

Design—See Art.

Design & Technical Direction—See Drama and Speech.

Distributive Education—See Business and Economics.

Drama and Speech—Department of

(200 Taylor Bldg./College of Arts and Sciences)

Herman David Middleton (1956), Professor and Head of Department/B.S., Columbia/M.A., Teachers College, Columbia/Ph.D., Florida.

Richard F. Dixon (1970), Professor/B.A., Harpur College, State University of New York at Endicott/M.A., Ph.D., Syracuse.

Andreas C. Nomikos (1971), Professor/B.A., Ph.D., Athens.

Thomas L. Tedford (1967), Professor/B.A., Ouachita/M.A., Ph.D., Louisiana State.

David R. Batcheller (1967), Associate Professor/B.A., Wooster/M.A., Illinois/Ph.D., Ohio State.

Kathryn McAllister England (1942), Associate Professor/B.A., Randolph-Macon Woman's College/M.A., Teachers College, Columbia.

Sigrid Insull Allen (1968), Assistant Professor/B.A., M.A., Indiana.

Thomas F. Behm (1968), Assistant Professor/B.S., Northwestern/M.A., Kansas.

Floyd E. Earle (1970), Assistant Professor/B.S., M.A., Kent State/Ph.D., Ohio State.

J. Gordon Greene (1969), Assistant Professor/B.S., East Tennessee/M.A., Northwestern.

Mariana Newton (1969), Assistant Professor/A.A., Cottey/B.A., M.A., Redlands/Ph.D., Northwestern.

Charlotte Perkins (1960), Assistant Professor/B.A., M.A., Louisiana State.

Ralph Edward Causby (1966), Instructor/B.A., Lenoir-Rhyne College/M.S., Tennessee.

Cortland F. Raby Jr. (1972), Instructor/A.A., Pensacola Junior College/B.A., West Florida/M.F.A., UNC-G.

L. Dean Fadely (1969), Lecturer/B.A., Florida State/M.F.A., Georgia.

Ethel Chappell Glenn (1972), Lecturer/B.F.A., University of Texas at Austin/M.S., North Texas State.

Sandra H. Forman (1972), Theatre Coordinator/B.A., M.F.A., UNC-G. Part-time.

Programs in the Department of Drama and Speech have four purposes:

1. To fill the need of students desiring the ability to think critically and creatively as they develop as liberally educated people living in a complex society in which oral communication and artistic creation are constantly, rapidly growing in significance as factors controlling personal success.

2. To fill the need of students for preprofessional programs leading to a variety of professions including: speech pathologist, audiologist, teacher of drama and speech in the secondary school, theatre director, designer, actor, as well as college teacher of drama, speech, and speech pathology and audiology. The preprofessional programs are also of interest to students preparing for careers in public relations, industrial communication, the ministry and broadcasting.

3. To provide graduate study to students in the fields of theatre, speech pathology and audiology, and general speech (which includes the area of rhetoric and public address). M.A. and M.Ed. degrees are offered in speech pathology and audiology, and in general speech. The M.F.A. degree is offered in drama. For details see the **Graduate School Catalog.**

4. To offer a variety of services and cultural opportunities to the people of the State. The Drama Division offers the adult productions of UNC-G Theatre, children's productions of Pixie Playhouse for Young People, the Pixie Repertory Touring Company, the UNC-G Summer Repertory Theatre, summer stock at its Parkway Playhouse (Burnsville, N.C.), and touring plays. The Speech Pathology and Audiology Division offers the services of the University Speech and Hearing Center and assists in the clinics of area public and private schools and hospitals. The General Speech Division offers assistance to area high school and college forensics directors in planning programs in debate, persuasive speaking and related activities.

DRAMA & SPEECH MAJOR (Bachelor of Arts)

Drama Concentration

Required: 120 semester hours plus physical education activities courses.

The Drama Concentration is the traditional drama major, a part of the liberal arts concept of the development of the whole person through study in a broad spectrum of academic disciplines and a major concentration in one. The content of the major area is also broadly based, as opposed to the narrower orientation of the Bachelor of Fine Arts degree and includes: acting, directing, television production, writing, literature and history, costume, scenery, lighting design and practice.

A teacher education program for certification in drama is currently being developed. Check with the Drama Division for further information.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses, other than drama & speech, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in the major above the 100 level.

1. Drama & Speech 105, 121, 140, 153 (freshman year); 122, 251, 252, 301 (sophomore year); and 365 or 366; 375 or 376; 391; 533 or 534; 541; 581 or 582.
2. Six semester hours of speech or speech pathology and audiology is allowed in addition to the maximum of 36 semester hours in drama.
3. Participation in the department's play production program, including the direction of a one-act play in the Studio Theatre program in the senior year and after taking Drama & Speech 541 **(Directing).**

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the total semester hours required for degree.

DRAMA & SPEECH MAJOR (Bachelor of Arts

General Speech Concentration

Required: 120 semester hours plus physical education activities courses.

The General Speech Concentration is the traditional speech major. Through its emphasis on interpersonal communication, oral interpretation of literature, argumentation and debate, rhetoric and public address, freedom of speech, persuasion, and through its emphasis on other broadly based disciplines of knowledge, it aims to develop a student who can match the extensive demands, particularly the communication ones, of modern society. Completion of this concentration with additional preprofessional

education requirements leads to North Carolina teacher certification in speech at the secondary level.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses, other than drama & speech, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

24-36 semester hours in the major above the 100 level.

1. Freshmen: Drama & Speech 105 and 140; sophomores: 121 and 230.
2. Drama & Speech 122, 231, 251, 320, 332, 341, 530 or 532, 541.
3. Participation in departmental theatre and forensic program.

Note: Six semester hours of drama or speech pathology and audiology courses are allowed in addition to the maximum of 36 semester hours in speech.

Related Area Requirements

No specific courses required.

Teacher Certification Requirements
(See Teacher Education Chapter for full explanation.)

1. Health 101 or 301.
2. Three semester hours in literature, mathematics, history and natural science.
3. Three semester hours at the 200 level or above in two of the following: anthropology, sociology, economics or political science.
4. Psychology 221.
5. Education 381, 430, 454.
6. Student teaching: Education 465.

Electives

Electives sufficient to complete total semester hours required for degree.

DRAMA & SPEECH MAJOR (Bachelor of Arts)

Speech Pathology and Audiology Concentration
Required: 120 semester hours plus physical education activities courses.

The Speech Pathology and Audiology Concentration provides a preprofessional program for those interested in being speech and hearing therapists in schools or clinics for which graduate professional education is not required and for those preparing for graduate study. The program as outlined is designed to satisfy requirements for North Carolina certification in special education in speech and hearing. Individual programs may be planned for those not desiring certification or those wishing to emphasize clinical audiology. No more than

nine hours in clinical practice courses may be used to satisfy degree requirements. Instruction in speech pathology and audiology is designed to meet American Speech and Hearing Association standards. Students preparing for the Certificate of Clinical Competence from ASHA should expect to remain for a fifth year of study and clinical practice.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses, other than drama & speech, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements
24-36 semester hours in the major above the 100 level.

1. Drama & Speech 105 (or 529), 230, 331, 332, 465, 550, 568, 569, 570, 575.

Note: Six semester hours of drama or general speech courses are allowed in addition to the maximum of 36 semester hours in speech.

Related Area Requirements

1. Psychology 221 or a substitute approved by the head of the Speech Division.
2. Home Economics 302 or Psychology 426.
3. Psychology 502 and either 345 or 503 or 504.

Teacher Certification Requirements
(See Teacher Education Chapter for full explanation.)

1. Health 101 or 301.
2. Three semester hours in mathematics.
3. Three semester hours in two of the following: anthropology, sociology, economics or political science.
4. Psychology 221.
5. Education 381, 430, and Drama & Speech 465.

Electives

Electives sufficient to complete total semester hours required for degree.

BACHELOR OF FINE ARTS/Drama Major

The B.F.A. Drama Major emphasizes the fact that theatre is a discipline involving three basic factors: natural endowment, study, exercise or practice. Only students who show evidence of natural endowment and who work to perfect it through classroom study combined with practical application will be continued in the program. The total development of each student is examined by the drama faculty in the spring of each year, and continuance in the program depends upon the student's achievement record.

The B.F.A. student may not engage in theatre practice outside the department, without departmental approval.

Students select from two concentrations leading to this degree: Acting & Directing and Design & Technical Direction.

DRAMA MAJOR (Bachelor of Fine Arts)
Acting & Directing Concentration

Required: 124 semester hours.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities: Physical Education 170 and 144.
3. Three courses, other than drama & speech, from Humanities Area (H) including Music 241.
4. Two courses from Natural Sciences & Mathematics Area (NSM) including Psychology 223, and either one course from Psychology 450, 451, 452, 453, 454, or another 3 hours from this area.
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, other than art courses, from any one, all or combination of the above three areas, or in an elementary foreign language.

Major Requirements

1. Drama & Speech 105, 112, 121, 122, 140, 153, 251, 252, 253, 255, 301, 320, 365, 366, 375, 376, 391, 533 or 534, 541, 581 or 582, 598.
2. Two courses from Drama & Speech 520, 590, 592.
3. One summer in theatre practicum at Parkway Playhouse, Burnsville, N.C., or similar approved program.
4. Constant and vigorous participation in the department's play production program, including the direction of a one-act play in the Studio Theatre program in the senior year and after taking **Directing** (Drama & Speech 541).

Related Area Requirements

1. Music 151 or Drama & Speech 150.
2. Music 251 or Drama & Speech 150.
3. Physical Education 145, 245 and 349.

Electives

Electives sufficient to complete total semester hours required for degree.

DRAMA MAJOR (Bachelor of Fine Arts)
Design & Technical Direction Concentration

Required: 124 semester hours.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities: Physical Education 170 and 145.
3. Three courses, other than drama & speech, from Humanities Area (H) including Art 105.
4. Two courses from Natural Sciences & Mathematics Area (NSM), including Psychology 223, and either one course from Psychology 450, 451, 452, 453, 454, or another 3-hour course from this area.
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, other than drama & speech, from any one, all or combination of the above three areas, or in an elementary foreign language.

Major Requirements

1. Drama & Speech 105, 121, 122, 140, 150, 153, 251, 253, 255, 365, 366, 375, 376, 391, 533 or 534, 541, 581 or 582, 543, 544, 545.
2. One summer in theatre practicum at Parkway Playhouse, Burnsville, N.C., or similar approved program.
3. Constant and vigorous participation in the department's play production, including the direction of a one-act play in the Studio Theatre program in the senior year and after taking **Directing** (Drama & Speech 541).

Related Area Requirements

1. Art 120, 140, 221, 223.
2. Home Economics 536.

Electives

Electives sufficient to complete total semester hours required for degree.

Drama & Speech/courses

Courses for Undergraduates

105 Interpersonal and Public Communication (3:3). The bases of oral communication in contemporary society. Theory and laboratory practice in interpersonal, small group, and speaker-audience communication skills. Tape laboratory program for articulation and pronunciation improvement.

112 Speech for Performance (3:3). Study and practice in the special techniques needed by specialists in drama and speech. Special attention paid to resonation, articulation, pronunciation and the development of flexibility in pitch, rate, volume, quality. Additional study of the physiologic, phonetic and acoustic bases of oral communication. Pr. 105. England.

121 Drama Appreciation (3:3). Theatre as an art form: how the actor, director and designer function. Outstanding plays of major periods demonstrate the technical and aesthetic aspects of theatrical production. Illustrated lectures, demonstrations and classroom experiments. Greene, Batcheller, Behm. (H).

122 Stage Crafts (3:2:3). Designed to familiarize the student with all the theatre crafts including scenery construction and painting, property construction and acquisition, stage lighting and sound. Practical experience is given in the laboratory. Raby.

140 Theatre Orientation (1:1). Study of recognized theatre practice and procedures in curriculum and studio. Required of drama and speech majors in the drama and general speech sequences.

150 Student's Theatre (1:0:3). Departmental workshop. Open to any student who is interested in participating in any phase of the theatre's production program. May be repeated for credit. Raby.

151 Forensics Laboratory (1:0:3). Departmental laboratory in forensics. Open to any student who is interested in participating in debate and related competitive events such as extemporaneous speaking, oral interpretation or oratory. May be repeated for credit. Fadely.

152 Choral Speaking (1:3). Practice and performance in the speaking of prose and poetry. May be repeated for credit.

153 Stage Make-Up (1:0:2). Study and practice in creating straight, middle-age, old-age, and character make-up. Drama sequence students should take this course concurrently with 251. Allen.

171 The Development of the Cinema (3:2:3). Study of development of motion picture industry. Examination of filming equipment and film techniques. Study of specific kinds of films and their influence on contemporary society.

213 **Stage Crafts in Summer Stock (2:1:3).** Study and practice in scenery construction, painting techniques and stage lighting in summer stock theatre. Offered only at Parkway Playhouse. Pr. consent of instructor.

219 **Speech Laboratory (1:0:2).** Supervised practice designed to improve communication ability for those students with speech, voice, language or hearing problems. Pr. consent of instructor. May be repeated for credit. Newton.

230 **Introduction to Phonetics (3:3).** Science of speech sounds. Consideration of the voice mechanism, the phonemes of the English language and the International Phonetic Alphabet. Pr. 105 or consent of instructor. Earle.

231 **Argumentation and Debate (3:3).** Reasoning patterns especially appropriate to the analysis of issues and arguments of current public interest; training in the presentation of logical and persuasive oral discourse. Pr. 105 or consent of instructor. Fadely.

251, 252 **Acting I, II (3:1:4), (3:1:4).** Designed to train the actor to convey thought and emotion through the use of body and voice. Mime, oral exercises, and improvisations. In second semester, emphasis on the Stanislavsky method through the preparation of roles and scenes. Pr. 121 or consent of instructor. Greene, Middleton.

253 **Advanced Stage Make-Up (2:2).** Special emphasis on character analysis, physiognomy, color in make-up, three-dimensional make-up, rubber prosthesis, beard and wig making and stylized make-up. Pr. 153 or consent of instructor. Allen.

254 **Acting: Summer Theatre (2:1:2).** Emphasis on the objective aspects of actor training. Study of speed memorization, shorthand for recording blocking and essentials of techniques for effective character development in concentrated rehearsals over a short period. Offered only at Parkway Playhouse.

255 **Rehearsal, Production and Performance I (3:0:9).** Guided practice in carrying out minor responsibilities in play production under the pressure of preparing plays for audience approval. Students enrolled may expect to play supporting roles and serve as members of the scenery, sound and special effects, property, lighting, costume, publicity, house and/or make-up staffs of UNC-G Theatre and/or Pixie Theatre productions. Pr. six hours of drama and speech or consent of instructor. Batcheller.

256 **Applied Summer Theatre I (4:0:12).** Supervised practical experience in various areas of summer theatre production. Offered only at Parkway Playhouse.

301 **Writing for the Theatre (3:3).** Exercises in dramaturgical technique. Composition of one-act plays. Middleton.

320 **Oral Interpretation (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. Pr. 105 or consent of instructor. England, Glenn. (H).

331 **Language and Speech Development (3:3).** Study of acquisition of language and speech in children, the verbal communication systems of children, factors influencing language and speech and chronology of development. Perkins, Earle.

332 **Introduction to Speech Pathology (3:3).** Disorders of articulation, rhythm, voice and hearing, with special emphasis on the functional disorder. Focus is on role the therapist plays in assisting the speech-handicapped and assistance which classroom teacher may provide. Pr. 105 or consent of instructor. Perkins.

333 Special Problems in Speech Patholgoy and Audiology (1 to 3). Guided individual study in an area of special interest to the student. Permission of instructor is required prior to registration.

341 Public Speaking (3:3). Theory and practice of speeches to inform and to persuade. Study of audience analysis, choice of subject and purpose, collecting materials, organizing and delivering speeches. Consideration of evidence and reasoning in speaking and ethical responsibilities of the speaker in a democratic society. Fadely, Glenn.

365 Costuming for the Stage (3:3). Study of historical costume styles in relation to costuming for the modern theatre. Allen.

366 Costume Crafts (3:2:3). Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts. Allen.

375 Stage Scenery (3:2:3). Principles and practice of scenery for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 122 or consent of the instructor. Offered in alternate years: last offered 1972-1973. Raby.

376 Stage Lighting (3:2:3). Basic principles and practice of lighting for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 122 or consent of the instructor. Offered in alternate years: last offered 1971-1972. Raby.

391 Television Production (3:2:2). Introduction to basic television techniques and studio operations. Young.

465 Clinical Practice in the Public Schools (6:1:10). Supervised clinical practice in public schools under the direction of coordinator of student teaching and a University Speech Pathology supervisor. Full-time speech therapy assignment in cooperation with the public schools for approximately one-half semester. Pr. 569 or consent of instructor. Perkins.

493-494 Honors (3:3)-(3:3). The honors project may be a part of the drama, general speech or speech pathology and audiology sequences.

Courses for Advanced Undergraduates and Graduates

502 Semantics (3:3). How language habits influence methods of evaluation and behavior. Consideration of words as symbols, how words get their "meaning," referents, and the functions of a word. Emphasis upon general semantics, including its criticisms of traditional methods of reasoning and its theory for improving human thought and communication. Practical application of general semantics to individual participation in business and professional life, responsible citizenship and daily problem solving. Tedford. (H).

520 Advanced Oral Interpretation (3:3). Investigation of audiences, materials, and procedures of readers theatre. Practice in advanced principles of the oral interpretation of literature. Pr. 320 or consent of instructor. England.

527 Speech Problems and the Classroom Teacher (3:3). Introduction to normal speech and language development and consideration of deviations in the classroom. Survey of corrective techniques and management. The classroom teacher-speech therapist relationship. Not open to speech pathology and audiology majors. Earle.

529 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. May not be taken by those who have had 105. England.

530 Discussion and Group Methods (3:3). Theory and practice of group discussion as a method of democratic decision-making. Emphasis upon student participation in group discussion, with attention to methods of leadership and participation. Analysis of significant research in speech communication as it relates to group methods. Not offered every year. Fadely.

531 Persuasive Speaking (3:3). Theory and practice of persuasive speaking in a democratic society, including types of persuasive speeches, types of proof, and the ethics of persuasion. Preparation and delivery of persuasive speeches. Pr. for undergraduates only, either 231 or 341 or consent of instructor. Tedford.

532 Freedom of Speech and Censorship (3:3). Theories, issues, and cases of freedom of speech, censorship of the performing arts, and ethics of speech communication. Historical, legal and philosophical considerations, with an emphasis upon contemporary problems of dissent, social protest and artistic freedom. Tedford. (H).

533 History of Theatre I (3:3). Specific conditions under which great plays of the world have been produced. Consideration of audience, actors, patrons, physical conditions, architecture and the relation of the theatre to the other arts. Projection of the production of representative plays which the student will read. The beginnings to 1600. Nomikos. (H).

534 History of Theatre II (3:3). Continuation of 533. From 1600 to the present. Nomikos. (H).

541 Directing (3:3). Fundamental principles of directing for the theatre. Pr. six hours of theatre courses or consent of the instructor. Middleton, Batcheller, Greene.

543 Stage Costume Design (3:3). Elements of design in relation to costume design and graphic interpretation of characters from plays with these fundamentals. Pr. 365 or consent of instructor for undergraduates; none for graduates. Allen.

544 Scene Design (3:1:6). Advanced problems of scenic design. Development of proficiency in scene painting techniques. Alternate years, offered 1972-73. Pr. 375 or consent of instructor. Nomikos.

545 Lighting Design and Execution (3:2:3). Advanced problems of stage lighting with emphasis on the study of lighting equipment application and innovation, including scenic projector system, special effects, dimmer control and pre-set equipment. Practice in problem solution through design projects. Alternate years, offered 1972-73. Pr. 376 or consent of instructor. Batcheller.

546 Problems in Scenic Design for Summer Stock (1:2). Detailed study of design and technical problems of summer stock productions and other selected problems. Offered only at Parkway Playhouse. Pr. advanced standing and completion of 213 or equivalent.

550 Anatomy and Physiology of the Speech and Hearing Mechanism (3:2:2). Advanced study of anatomical structure and function of human speech. Practical and theoretical considerations of speech production based upon neuromyological investigation. Earle.

551 Diagnostic Procedures in Speech Pathology (3:2:2). General role of diagnosis and specific considerations of diagnostic tests and procedures in different communication disorders. Pr. 568 or consent of the instructor. Newton.

554 Speech Science (3:3). Theory and methods of analysis of speech; structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication. Pr. 550. Earle.

567 **Phonetics (3:3).** Investigation of phonemes of the English language as a basis for speech improvement as well as for correction of severe speech disorders. Detailed study of the voice mechanism. Practice in narrow transcription of the International Phonetic Alphabet. Middleton, Earle.

568 **Principles of Speech Pathology (3:3).** Foundation course in principles and procedures of speech correction for organic disorders of voice, rhythm, articulation and language. Pr. 332 and a course in phonetics. Earle.

569 **Clinical Methods in Speech Pathology (3:3).** Methods used to correct speech disorders of voice, rhythm, language and articulation. Particular reference to speech correction program in public schools. Observation of methods used with selected cases in speech laboratory. Pr. course in principles of speech correction or consent of instructor. Newton.

570 **Audiology (3:3).** Clinical audiology including anatomy, physiology, disorders of hearing mechanism and interpretations of basic measurements of auditory function. Dixon.

571 **Clinical Practice in Speech Pathology (1 to 3).** Supervised teaching of groups and individuals, application of clinical methods in diagnosis, and therapy for those who have speech and hearing disorders. May be repeated for credit. Pr. 569 and consent of instructor. Earle, Newton, Perkins.

573 **Aural Rehabilitation (3:3).** Methods of teaching auditorily handicapped person to deal effectively with oral communication. Methods and procedures for self-improvement in speech reading. Pr. 570 or consent of the instructor. Causby.

574 **Advanced Clinical Audiology (3:2:2).** Differential diagnostic procedures; pediatric problems in clinical audiology; effects of environmental noise on the auditory system. Pr. 570. Dixon.

575 **Clinical Methods of Teaching Hearing Impaired Children (3:3).** Methods of teaching children with mild and moderate hearing losses as well as techniques for the education of children with severe and profound losses. Special emphasis on auditory training, speech reading, language development and speech. Pr. 570. Causby.

576 **Clinical Practice in Audiology (1 to 3).** Supervised clinical practice in the evaluation of disorders of communication resulting from hearing impairment. Clinical practice in rehabilitation of the hearing-handicapped. May be repeated for credit. Pr. 570 and consent of instructor. Dixon, Causby.

577 **Teaching Speech to the Deaf (3:3).** Principles and techniques for developing and maintaining speech in the hearing-impaired of all ages. Major emphasis on pre-school and elementary school children. Analytical and whole-word methods stressed for formation and development of elementary English sounds. Pr. 230 or consent of instructor.

578 **Teaching Language to the Deaf (3:3).** Techniques of developing English language in children with hearing impairment, emphasizing various systems by which formal language is structured, sequentially presented to achieve competency and independent functioning. Pr. 331 or consent of instructor.

581, 582 **World Theatre I, II (3:3), (3:3).** World theatre from Aeschylus, to the contemporary playwrights. First semester: study of classical, Oriental, and European drama through that of the late nineteenth century with emphasis upon its production in theatre. Second semester: modern European and American drama from Ibsen to Albee with emphasis upon its production in theatre. Either course may be elected independently of the other. England. (H).

588 **Children's Theatre Repertory (6:0:18).** Preparation and touring of children's theatre productions in repertory. Pr. consent of instructor. Behm.

589 **Summer Repertory Practicum (6:0:18).** Intensive experience in one or more areas of repertory theatre. Offered summers only. Pr. permission of instructor.

590 **Roles and Scenes—Contemporary (3:1:4).** Development of extended characterizations based upon study and practice of roles found in contemporary plays. Offered in alternate years: last offered 1972-1973. Pr. a course in acting or consent of instructor. Greene.

591 **Experimentation (3:1:4).** Designed to permit the student to experiment in the creative process of building a dramatic role, directing, playwriting, stage design or television production. Open only to drama majors of senior standing and graduate students. Batcheller.

592 **Roles and Scenes—Period (3:1:4).** Development of extended characterizations based upon study and practice of roles found in period plays. Offered in alternate years: last offered 1971-1972. Pr. a course in acting or consent of instructor. Greene.

593 **Advanced Acting: Summer Theatre (2:1:2).** Emphasis on subjective side of actor training. Development of practical technique and sound approach to in-depth characterization within the limitations of a short rehearsal time. Offered only at Parkway Playhouse. Pr. 254 or permission of instructor.

594 **Applied Summer Theatre II (4:0:12).** Intensive experience in one or more areas of summer theatre production. Offered only at Parkway Playhouse. Pr. 256 or permission of instructor.

595 **Rehearsal, Production, and Performance II (3:0:9).** Guided practice in carrying out major responsibilities in play production under the pressure of preparing plays for audience approval on campus and on tour. Those enrolled may expect to play leading roles and/or serve as assistant directors and as chiefs of staff in scenery, properties, lighting, costumes, publicity, house and/or make-up of UNC-G Theatre and/or Pixie Theatre major productions. They may direct Studio Theatre productions. Pr. 12 hours of drama and speech or consent of instructor. Batcheller.

596 **Creative Dramatics for School and Community (3:2:2).** Study of research and literature of creative dramatics for children ages five through fourteen. Practice in leading groups of children in creative dramatics. Exploration of it as a method of teaching other subject matter and its use in community recreation programs. Behm, Middleton.

597 **Puppetry (3:2:2).** Study of scope and development of puppetry throughout the world. Practical experience in the design, making and performing puppets. Behm.

598 **Children's Theatre for School and Community (3:2:2).** Study of research and literature of children's theatre. Methods of producing plays with children in school and community situations. Productions of the Pixie Theatre used for demonstration purposes. Designed as a corollary of 596. Behm, Middleton.

Courses for Graduates

600 **Introduction to Graduate Study (3:3).**

601 **Seminar in Speech Pathology—Functional Disorders (3:3).**

602 **Seminar in Speech Pathology—Organic Disorders (3:3).**

603 **Seminar in Voice Problems (3:3).**

604 **Seminar in Rhythm Problems (3:3).**

606 **Seminar in Aphasia (3:3).**

607 Seminar in Cerebral Palsy (3:3).
608 Seminar in Cleft Palate (3:3).
609 Seminar in Alaryngeal Speech (3:3).
610 Seminar in Clinical Audiology (3:3).
611 Hearing Aids and Residual Hearing (3:3).
621 Seminar in Lighting (3:3).
622 Seminar in Design (3:3).
631 Directing the Forensic Program (3:3).
641 Advanced Play Directing (3:3).
644 Studies in Acting (3:3).
650 Independent Study (1-3).
660 Drama Theory and Criticism (3:3).
661 Modern Theatre Styles (3:3).
663 Classical Rhetoric (3:3).
667 Experimental Phonetics (3:2:2).
671 Advanced Clinical Practice in Speech Pathology (1-3).
676 Advanced Clinical Practice in Audiology (1-3).
677 Clinical Internship (3-9).
680 Graduate Practicum in Theatre (3).
698 Experimental Design in Speech Pathology and Audiology (3:3).
699 Thesis (3 to 6).

Early Childhood Education Certification—See Interdepartmental Majors.

Economics—See Business and Economics.

Education—School of

(72 McNutt Center)

Robert M. O'Kane (1967), Professor and Dean of School/ B.A., New Hampshire/M.Ed., Vermont/Ed.D., Harvard.

Dale L. Brubaker (1971), Professor/B.A., Albion/M.A., Ph.D., Michigan State.

Lois Virginia Edinger (1962), Professor/B.A., Meredith College/M.Ed., Ph.D., U.N.C. at Chapel Hill.

Marian Pope Franklin (1959), Professor/B.A., B.M., St. Olaf/M.A., Northwestern/Ed.D., U.N.C. at Chapel Hill.

Bert Arthur Goldman (1965), Professor and Dean of Academic Advising/B.A., Maryland/M.Ed., U.N.C. at Chapel Hill/Ed.D., Virginia.

Louis J. Karmel (1970), Professor/B.A., Roosevelt/Ph.D., U.N.C. at Chapel Hill.

James B. Macdonald (1972), Distinguished Professor/B.S., M.S., Ph.D., Wisconsin.

Harold J. Mahoney (1968), Professor/B.S.Ed., Bridgewater State College/M.Ed., Ed.D., Boston.

Thomas J. McCook (1968), Visiting Professor/B.A., Boston College/M.Ed., Boston/Ed.D., Harvard.

Roland H. Nelson Jr. (1970), Professor/B.A., Duke/M.Ed., Virginia/Ed.D., Harvard.

David E. Purpel (1972), Professor and Coordinator of Office of Field Experiences in Teacher Education/ A.B., Tufts/M.A., Ed.D., Harvard.

Donald William Russell (1955), Professor and Academic Adviser/B.A., Bates/M.Ed., Ed.D., Boston.

Chiranji Lal Sharma (1963), Professor/B.A., Agra/M.A., Aligarh/Ph.D., Chicago/Ph.D., London.

Joseph Eugene Bryson (1964), Associate Professor and Director of Extension/B.A., Elon/M.A., U.N.C. at Chapel Hill/Ed.D., Duke.

Dwight F. Clark (1970), Associate Professor, Assistant Dean and Coordinator of Studies/B.S., State University of New York at Oswego/Ed.M., Ed.D., Harvard.

James Joseph Hagood Jr. (1951), Associate Professor/ B.S., Piedmont/M.A., Peabody/M.S., Illinois.

Mary Kennon Johnson (1962), Associate Professor/B.A., South Carolina/M.School Librarianship, U.N.C. at Chapel Hill.

Ernest W. Lee (1966), Associate Professor/B.S., Clemson/ M.Ed., Ph.D., U.N.C. at Chapel Hill.

Richard H. Weller (1971), Associate Professor/B.A., M.A.T., Ed.D., Harvard.

Cora P. Bomar (1969), Assistant Professor/B.S.Ed., Tennessee/M.A., U.N.C. at Chapel Hill/B.S. in L.S., George Peabody.

Roger D. Bourdon (1968), Assistant Professor/B.A., San Diego State/M.A., St. Mary's/ Ed.D., Florida State.

Elisabeth Ann Bowles (1956), Assistant Professor/B.A., UNC-G/M.A., Ph.D., U.N.C. at Chapel Hill.

John C. Busch (1970), Assistant Professor/B.A., Niagara/ M.S.Ed., St. John's/Ed.D., Tennessee.

Walter H. Hagaman (1970), Assistant Professor/B.S., M.A., Appalachian State/Ed.D., Virginia.

Mary Alford Hunter (1943), Assistant Professor/B.A., UNC-G/M.A., U.N.C. at Chapel Hill.

Robert J. Jones (1971), Assistant Professor and Assistant Director, Institute for Child and Family Development/ B.A., M.A., Ph.D., Southern Illinois. Acting Director of Institute for Child and Family Development, 1972-73.

R. Fritz Mengert (1971), Assistant Professor/B.S., Ohio State/M.Ed., Kent State/Ph.D., Ohio State.

William L. Osborne (1970), Assistant Professor/B.S.Ed., Ohio State/M.Ed., Ohio/Ed.D., Western Michigan.

Jessie Clara Peden (1946), Assistant Professor/B.A., Winthrop/M.A., U.N.C. at Chapel Hill.

Wallace Phillips (1967), Assistant Professor/B.S., Findlay/ M.Ed., Ph.D., Ohio.

Gary L. Sapp (1971), Assistant Professor/B.S., Campbellsville/M.A., Kentucky/Ed.D., Tennessee.

Marilee K. Scaff (1972), Visiting Assistant Professor/B.A., Texas/M.A., Chicago/M.A., Ph.D., Claremont Graduate School, California. Part-time.

Sigrid Ann Trombley (1972), Assistant Professor/B.S., Indiana/M.S., Purdue/Ph.D., Michigan State.

Ellen W. Day (1968), Instructor/B.S., Iowa State/M.Ed., UNC-G.

George W. Haney (1968), Instructor/B.A., M.S., Southern Illinois.

Mary Elizabeth Kelly (1970), Instructor/B.A., Vanderbilt/ M.A., George Peabody.

Dorothy H. Rhame (1969), Instructor/B.A., Converse College/M.Ed., UNC-G.

C. Patricia Arlin (1972), Lecturer/B.S., Mundelein College/ M.A., Chicago.

Patrick M. Mattern (1972), Lecturer/B.S., Pennsylvania State/M.S., Ph.D., Syracuse.

Jane Tucker Mitchell (1970), Lecturer, School of Education and Department of Romance Languages/B.A., Mary Baldwin College/M.A., George Washington.

Margaret S. Parrott (1970), Lecturer/B.A., North Texas State/M.S. in L.S., U.N.C. at Chapel Hill.

John L. Saunders (1968), Lecturer and Director, Institutional Studies/B.S., Western Carolina/M.Ed., South Carolina.

Dianne M. Fulp (1972), Laboratory Assistant. Part-time, first semester 1972-73.

Nancy B. Willis (1973), Laboratory Assistant. Part-time, second semester 1972-73.

The School of Education functions in multiple roles in the University. Traditionally, at the undergraduate level, the school collaborates with other schools and/or departments to offer students an interdepartmental major in elementary teacher education with concentrations in early childhood education and intermediate education. See Interdepartmental Majors.

The School of Education also supports programs in teacher education conducted under the auspices of other schools (music, physical education, home economics, business) and departments within the College of Arts and Sciences by responding to course requirements in the social, philosophical and psychological foundations studies areas, methodology and curriculum, and student teaching.

At the graduate level, the School of Education has responsibility for planning and implementing programs at the master's level, certificate of advanced graduate study (6th year) level and doctoral level.

There are significant evidences of change in teacher education, both abroad and within the School of Education. The most significant evidence of change, and the most indicative of further changes, resides in a very strong faculty, representing outstanding professional educators of national and international status.

New designs of teacher education programs are emerging as a result of faculty inquiry, the needs of the profession, and the stimuli of research in learning, teaching and

curriculum. Recent emphases in competency-based curricula, individualized programming and some reform in UNC-G requirements for undergraduate degrees, all contribute to exciting possibilities for future reform in teacher education.

Graduate programs, too, have been placing increasing stress on individualization of programs, broadening the scope and depth of areas of study and offering an ever increasing level of sophistication in terms of resources (personnel and material) to assist professional educators, in initial graduate study and in re-education for changing professional requirements.

School of Education has sought and continues to seek realization of its goals as a professional school:

- To try to create new knowledge in professional education.
- To try to disseminate that knowledge.
- To try to apply research findings and engage in field services.
- To help prepare practitioners.
- To study the profession.

Education/courses

Courses for Undergraduates

346 Instructional Media for Children (3:3). Literature and instructional media for children in elementary school; functions and use in curriculum.

375 Philosophy of Education (3:3). Philosophical questions related to education, such as what is education, how are the aims of education to be decided, and what is knowledge, pursued in conjunction with classic historic readings in the philosophies of education and knowledge as well as selected contemporary readings. Same as Philosophy 375. (H).

381 The Institution of Education (3:3). Historical background, purposes and concepts basic to public education; school as an expression of social and economic life, as a modifying influence on life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use and personal significance to teacher of the dominant American philosophy of education. Required of students seeking teacher certification.

430 Psychological Foundations of Education (3:3). Designed to develop and demonstrate application of knowledges and understandings of processes and methods of learning and teaching in respective school settings. Includes study of learner, his growth and maturation, individual differences and the application of psychology to task of teacher in evaluating pupil progress. Classroom observations and simulated experiences emphasized. Appropriate emphases on pre-adolescent.

443 Teaching Practices and Curriculum in Reading and Other Language Arts (3:3). Teaching of reading and other language arts in elementary school.

444 **Teaching Practices and Curriculum in Social Studies, Mathematics and Science (3:3).** Curriculum planning and teaching of social studies, mathematics and science in elementary school.

450 **Psychological Foundations of Education (3:3).** Designed to develop and demonstrate application of knowledges and understandings of the processes and methods of learning and teaching in respective school settings. Includes study of learner, his growth and maturation, individual differences and application of psychology to task of the teacher in evaluating pupil progress. Classroom observations and simulated experiences are emphasized. Appropriate emphases on adolescent.

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

452 **Teaching Practices and Curriculum in Romance Languages (3:3).** Effective techniques for teaching modern languages with an audio-lingual approach. Emphasis on materials, observations and practical aids to secondary teacher. Required of student teachers in Romance languages.

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

454 **Teaching Practices and Curriculum in Drama and Speech (3:3).** Instruction, organization and content of basic courses in drama-speech in secondary school curriculum. Attention to more important philosophies and systems of drama-speech instruction of past 50 years. Required of student teachers in drama-speech.

457 **Teaching Practices and Curriculum in Mathematics (3:3).** Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. Required of student teachers in mathematics.

459 **Teaching Practices and Curriculum in Science (3:3).** Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics and earth-science and the changing approaches to teaching these subjects. Required of student teachers in science.

463 **Student Teaching and Seminar (6:1:10).** Supervised student teaching in elementary school or kindergarten under the direction of coordinator of student teaching and University supervisor. Full-time teaching assignment in cooperating public schools for approximately one-half semester. Conferences and seminars required. Pr. 346, 381, 430, 443, 444.

465 **Student Teaching and Seminar (6:1:10).** Supervised student teaching in junior and senior high school under the direction of a University supervisor. Observation, participation and appropriate classroom teaching experience on a full-time teaching assignment for approximately one-half semester. Conferences and seminars required. Pr. 381, 450, and methods course.

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

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.

501 Statistical Methods in Education (3:3). Elementary course in basic statistical techniques as they apply to education.

502 Intermediate Statistical Methods in Education (3:3). Multidimensional and nonparametric statistical designs as they apply to educational research.

506 Institutes in Education (1 to 3). Designed to allow sliding credit (to 3 hours) for special institutes offered to study issues, problems and new approaches in the profession. Includes provisions for individual study and writing in institute areas. Student may apply no more than 3 hours of this course to a graduate degree program.

515 Curriculum Planning (3:3). Principles and processes of curriculum planning. Particular emphasis given to strategies of curriculum planning, bases and procedures, forces and determinants, professional personnel involvement, curriculum evaluation and curriculum differentiation for individual learners. Pr. graduate standing in education or permission of instructor.

517 Reading in the Elementary School (3:3). Designed to give teachers study in depth of the reading process as a functional aspect of curriculum. Newer media, techniques, and practices examined and evaluated. Student required to do independent study of one area of the reading program as related to his specific teaching situation.

518 Mathematics in the Elementary School (3:3). Current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching fundamental operations.

519 Science in the Elementary School (3:3). Emphasis focused on helping teachers to assist children in developing more adequate ways of working in field of science. Consideration given to an understanding of nature of field of elementary school science, developing criteria for selecting appropriate materials and role of children's interests in designing learning experiences.

520 Social Studies in the Elementary School (3:3). Designed to help educators gain more complete understanding of fields of elementary school social studies. Special emphasis given to evaluation of the field beginning with the separate subjects approach, to correlation, to broad fields, to integration and separate disciplines approach. Emphasis also given to identification of key skills that help children function intelligently in this field. Development of democratic citizen also a major consideration.

521 Teaching Practices and Curriculum in Language Arts in the Elementary School (3:3). Designed to give experienced teachers in-depth study of the impressive and expressive language arts as they are taught in the elementary school.

550 Education of the Gifted (3:3). Definition and identification of mentally gifted children. The role of school and parent in dealing with giftedness. Demonstrations and evaluation of gifted children.

552 Introduction to Instructional Media (3:3). Instructional media, historical development and current concerns. Potential applications of print and nonprint materials. Use of major bibliographic tools. Required of master's students in Library Education/Instructional Media area as first course.

554 Books and Related Materials for Adolescents (3:3). Survey of library materials appropriate for high school student, aids and criteria for their selection and investigation of reading interests of adolescents.

556 Books and Related Materials for Children (3:3). Development of children's literature, with study of aids and criteria for selection of books and other materials for elementary school pupil and investigation of children's interests.

557 Reference Sources and Methods (3:3). Selection, evaluation and use of basic reference materials. Emphasis on selection of materials, study of their contents, methods of locating information and instruction in use of library.

560 Utilization of Instructional Media (3:3). Audiovisual materials, equipment and methods of instruction. Includes characteristics of various media and their contributions to instruction, selection and evaluation of materials, techniques for use of materials and related equipment, preparation of simple teaching materials.

562 Design and Production of Audiovisual Materials (3:2:2). Planning and production of slides, still pictures, graphics, displays, transparencies, audio recordings, for instructional use; design and applications of these materials as related to current theories of instruction. Pr. graduate standing or permisson of instructor.

574 Principles of Guidance (3:3). Orientation to field of guidance in several settings with emphasis on educational settings. Foundations of guidance philosophy, principles and procedures examined in historical and contemporary perspective.

576 Guidance in Elementary Education (3:3). Functions, relationships, organization and administration of guidance in elementary education. Case studies used to illustrate theory and to aid professional development in relation to guidance problems. Pr. approval of instructor.

588 Processes and Performance in Educational Administration (3:3). Introductory course emphasizing fundamentals of educational administration. Stresses behavioral performance under simulated conditions. Case studies, simulations, "in-basket" method and role-playing in a laboratory approach used. Intended primarily for entering, prospective students of educational administration and other in-service educators.

593 Methods of Educational Research (3:3). Techniques and uses of research in education. Some basic elements of statistics, including practice in designing research projects.

Courses for Graduates

600 The Community College (3:3).

608 Seminar in Early Childhood Education (3:3).

609 Epistemology and Education (3:3).

617a Diagnosis and Correction of Reading Problems (3).

617b Advanced Strategies in Diagnosis and Correction of Reading Problems (3).

622 Diagnostic Teaching (3:3).

624 Elementary School Curriculum and Instruction (3:3).

628 Seminar in Elementary Education (3:3).

630 Trends in Teaching Practices and Curriculum in Secondary School Mathematics (3:3).

631 Trends in Teaching Practices and Curriculum in Secondary School Social Studies (3:3).

632 Trends in Teaching Practices and Curriculum in Secondary School Science (3:3).

633 Trends in Teaching Practices and Curriculum in Secondary School Foreign Languages (3:3).

635 Reading in the Secondary School (3:3).

637 Trends in Teaching Practices and Curriculum in Secondary School English (3:3).

638 Seminar in Secondary Education (3:3).

640 Theories in Instructional Media (3:3).

643 Behavior Modification (3:3).

648 The Functions and Organization of Pupil Personnel Services (3:3).

649 Student Personnel Services in Higher Education (3:3).

652 Bibliography and Literature of the Social Sciences (3:3).

653 Organizing Library Collections (3:3:2).

654 Instructional Television (3:3).

655 Supervision of Student Teachers (2 to 3).

656 Advanced Theories of Counseling (3:3).

657 Design and Production of Instructional Materials: Still Photography (2 to 4).

658 Planning and Design of Educational Facilities (3:3).

659 The Economics and Financial Management of Education (3:3).

660 The School Principalship (3:3).

661 Ethics and Education (3:3).

662 Reading Interests and Guidance (3:3).

663 Organizing Non-Book Materials (3:3).

664 Services of the School Media Center (3:3).

665a Operation of the School Media Center (3:3). Formerly 555.

665b Organizing and Directing School System Media Services (3:3).

667 Public Documents (3:3).

668 Building School Media Collections (3:3).

669 Vocational and Career Development: Theories and Research (3:3).

670 Educational Measurement and Evaluation (3:3).

672 Theory and Practice of Individual Intelligence Testing (4:3:3).

675 Counseling Theory and Practice (3:3).

680 Counseling Practicum (3:3).

681 Techniques of Group Counseling (3:3).

682 Application of Measurement and Clinical Appraisal Techniques (3:3).

683 School Public Relations (3:3).

684 Systematic Development of Instruction (3:3).

685 Supervision: Theory and Concepts (3:3).

686 Curriculum Theory (3:3).

687 Education and the Legal Structure (3:3).

689 Seminar in Leadership Development (6).

690 Supervised Practicum in School Administration (3:3).

691 The Study of the Field of Administration as Applied to Education (3:3).

692 Independent Study (1 to 4).

693 Seminar in Advanced Research Methods (3:3).

694 Organization and Governance of Public Education (3:3).

695 Comparative Education (3:3).

696 Philosophies in Education (3:3).

697 Selected Critical Issues in American Education (3:3).

698 Human Development (3:3).

699 Individual Thesis Problems (2 to 6).

730 Practicum in Educational Research and Evaluation (3).

751 Concepts and Cases in Educational Administration (3:3).

752 Theories in Educational Administration (3:3).

777a,b Seminar in Counseling (3:3), (3:3).

780 Advanced Counseling Practicum (3 to 9).

781 Counseling Practicum Supervision (1 to 6).

799 Dissertation (6 to 15).

Elementary Teacher Education—See Interdepartmental Majors.

Engineering—Preprofessional Program

Adviser: C. H. Vanselow, Associate Professor, Department of Chemistry/318 Petty Science Bldg.

A two-year pre-engineering curriculum is offered. Although this curriculum is planned primarily for students who may transfer to North Carolina State University at Raleigh, it should be acceptable for the most part to other institutions offering engineering programs.

Freshman Year

1st Semester

Courses	Semester Hours
English 101 or exemption	3
Chemistry 111, 111L	4
Mathematics 191 or 133	3 or 5
Economics 211	3
(History* 100 or 200 level	3)
Physical education activities or exemption	1
	16 or 17

2nd Semester

Courses	Semester Hours
English 102 or exemption	3
Chemistry 114, 114L	4
Mathematics 292 or 233	3 or 5
Economics 212	3
(History* 100 or 200 level	3)
Physical education activities or exemption	1
	16 or 17

Sophomore Year

1st Semester

Courses	Semester Hours
Mathematics 293	3
English 201, 202, 211, 212, 251, or 252	3
Physics 191	4
Art 222	2
Electives	3 or 4
	15 or 16

2nd Semester

Courses	Semester Hours
Mathematics 390	3
Physics 292	4
Electives	9 or 10
	16 or 17

*Note: For exceptionally well qualified students, this requirement can be waived by examination. See page 42.

English—Department of

(132-A McIver Bldg./College of Arts and Sciences)

William G. Lane (1969), Professor and Head of Department/B.A., Furman/M.A., Ph.D., Harvard.

Fred Davis Chappell (1964), Professor/B.A., M.A., Duke.

Amy Marie Charles (1956), Professor/B.A., Westminster/M.A., Ph.D., Pennsylvania. Leave of absence, second semester 1972-73.

William Peden (1973), Visiting Professor, February 21-March 7, 1973/B.S., M.S., Ph.D., Virginia.

Edwin Noel Perrin (1973), Visiting Professor, January-May 1973/B.A., Williams College/M.A., Duke/M.Litt., Cambridge.

Christopher Spencer (1970), Professor/B.A., Princeton/M.A., Ph.D., Yale.

Robert Oren Stephens (1961), Professor/B.A., Texas A. and I./M.A., Ph.D., Texas.

Allen Tate (1971), Visiting Professor, October 1-14, 1972/B.A., Vanderbilt.

Robert Winthrop Watson (1953), Professor/B.A., Williams College/M.A., Ph.D., Johns Hopkins.

James I. Wimsatt (1966), Professor/B.A., Michigan/M.A., Wayne State/Ph.D., Duke.

Jean Ruth Buchert (1957), Associate Professor/B.A., M.A., Missouri/Ph.D., Yale.

Randolph McGuire Bulgin (1964), Associate Professor and Assistant Vice Chancellor for Graduate Studies/B.A., Davidson/Ph.D., Princeton.

Donald G. Darnell (1964), Associate Professor/B.S., Texas Technological/M.A., Oklahoma/Ph.D., Texas.

Arthur Wilson Dixon (1957), Associate Professor/B.A., U.N.C. at Chapel Hill/Ph.D., Yale. Leave of absence, second semester 1972-73.

James Nelson Ellis (1963), Associate Professor/B.A., M.A., Oklahoma/Ph.D., Texas.

Murray Arndt (1968), Assistant Professor/B.A., M.A., Catholic/Ph.D., Duke.

Walter H. Beale (1971), Assistant Professor/B.A., Wake Forest/M.A., Ph.D., Michigan.

Charles E. Davis (1969), Assistant Professor/B.A., Davidson/M.A., Ph.D., Emory.

James E. Evans (1971), Assistant Professor/B.A., U.N.C. at Chapel Hill/M.A., Ph.D., Pennsylvania.

Kelley E. Griffith Jr. (1968), Assistant Professor/B.A., Wake Forest/M.A., Ph.D., Pennsylvania. Leave of absence, second semester 1972-73.

James E. Helgeson (1969), Assistant Professor/B.A., Yale/M.A., Iowa/Ph.D., Indiana.

Robert L. Kelly (1968), Assistant Professor/B.A., St. Benedict's College/M.A., Kansas/Ph.D., Oregon.

Henry Tompkins Kirby-Smith Jr. (1967), Assistant Professor/B.A., University of the South/M.A., Harvard.

Michael H. Riley (1969), Assistant Professor/B.A., Wesleyan/M.A., Ph.D., Boston.

Charles P. R. Tisdale (1967), Assistant Professor and Master of Residential College/B.A., University of the South/M.A., Ph.D., Princeton.

William M. Tucker (1969), Assistant Professor/B.A., Wofford/M.A., Vanderbilt.

George B. Ball Jr. (1971), Instructor/B.A., Goddard.

Edward C. Boucher (1971), Instructor/B.A., Providence/M.A., Virginia.

Leonard Roy Early (1969), Instructor/B.A., M.A., Saskatchewan.

Ruth Colton Hege (1960), Instructor/B.A., Mount Holyoke/M.A., Columbia.

Clarence P. Huggins Jr. (1969), Instructor/B.A., Davidson/M.A., U.N.C. at Chapel Hill.

Roberta B. Langford (1971), Instructor/B.A., Bishop's/M.A., Duke.

Donald A. Maxwell (1972), Instructor/B.A., Franklin and Marshall/M.A., Michigan State/M.F.A., UNC-G. Part-time.

William F. Naufftus (1971), Instructor/B.A., Union/M.A., Virginia.

Cedric S. Reynolds (1971), Instructor/B.A., M.A., Washington.

H. Glenn Williams Jr. (1969), Instructor/B.S., Southwestern at Memphis/M.A., Tennessee. First semester, 1972-73.

Louise Glück (1973), Visiting Lecturer. Second semester, 1972-73.

Lloyd E. Kropp (1970), Lecturer/B.A., M.A., Pittsburgh.

Jonathan Yardley (1972), Lecturer/B.A., U.N.C. at Chapel Hill. Part-time, second semester 1972-73.

The Department of English provides courses in English composition, in major authors, in all major literary periods, in literary criticism, in linguistics and rhetoric and in the writing of fiction and poetry. Senior-graduate courses are available to advanced students, and the graduate program offering the full range of literary study permits students to pursue work leading to the M.A., M.Ed., and Ph.D. The unusually fine writing program offers work to both undergradu-

ates seeking the B.A. degree and to graduate students seeking the M.F.A. degree.

Proficiency in written English is a requirement for graduation. Any undergraduate whose work in a course in any department gives evidence of a lack of proficiency in written English or in reading ability may be referred to the Department of English for additional work.

English majors are advised to take the survey courses (English 211, 251, and either 212 or 252) in the sophomore and junior years, in chronological sequence and not concurrently. They are further advised to limit the number of English courses taken each semester, except the professional teacher education semester, so as to allow a portion of the 36 semester hours in the major for each semester after the freshman year. Ordinarily, no student should take more than nine hours in English in any given semester.

Members of the English faculty are available to advise students about career opportunities and to refer them to further information that may be of help.

ENGLISH MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The English Major participates in a diversified program. After course work that provides an increasingly intensified study of language and literature, English and American and, if he chooses, foreign literatures in translation, the English major upon graduation is unusually well qualified to enter any field that does not require previous technical or professional training.

Many students will seek certification to teach and others will choose to enter graduate schools. English has long been recognized as a desirable major for pre-law and premedical students. It is advocated as a major for students who wish to enter such fields, among many others, as journalism, editing, communications, advertising and personnel work.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses, other than English, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavorial Sciences Area (SBS).
7. Four additional courses from Natural Sciences & Mathematics and Social & Behavorial Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

27-36 semester hours in English above the 100 level.

1. English 211, 251, and either 212 or 252.
2. One course from English 260, 321, 513, 549, 551.
3. One course in each of five periods of English and American literature: To 1600, 17th Century, 18th Century, 19th Century, 20th Century. Only one course in Shakespeare may be used to satisfy this requirement.
4. Of the 27 semester hours required, 6 semester hours must be in courses at the 500 level.

Note: English 321 is required for **teacher certification.** English 449, 339 and 340 are strongly recommended for prospective teachers and for students intending to enter graduate programs. See Teacher Education Chapter for additional certification requirements.

Related Area Requirements

Students enrolled in English 211, 212 are advised to enroll also for History 273, 274 and to take a year of American history with English 251, 252. The following disciplines are suggested to enrich this major: foreign language, including foreign literature in translation, classical civilization (especially 111), history, philosophy, music or art appreciation.

Electives

Electives sufficient to complete total semester hours required for degree.

English/courses

Courses for Undergraduates

101, 102 **English Composition (3:3), (3:3).** Designed to develop ability to read with discrimination and to write effectively. First semester: practice in expository writing; study of short works of fiction and essays. Second semester: continued practice in writing exposition; practice in use of source materials; study of poetry and plays. Tucker and staff. (EC).

105 **Approach to Fiction (3:3).** Reading and analysis of representative American and English novels and short stories, including the contemporary. Introduction to critical concepts and vocabulary useful in the study and evaluation of fiction. Tucker and staff. (H).

106 **Approach to Poetry (3:3).** Close reading and analysis of poetry; introduction to critical concepts and vocabulary useful in the study and appreciation of poetry. Tucker and staff. (H).

107 **Approach to Drama (3:3).** Close reading and analysis of world drama from ancient Greeks to present, with emphasis on work of modern playwrights. Introduction to critical concepts and vocabulary useful in study of drama. Tucker and staff. (H).

201 **European Literary Masterpieces (3:3).** Extensive reading of complete works in translation: Homer, Dante, Erasmus, Montaigne, Cervantes, and others. Buchert, Tisdale, Wimsatt. (H).

202 **European Literary Masterpieces (3:3).** Extensive reading of complete works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka and others. Buchert, Tisdale, Wimsatt. (H).

211, 212 **English Literature (3:3), (3:3).** Introduction to English literature. Emphasis on interpretation and intelligent appreciation of literary masterpieces. Tucker and staff. (H).

219 **Journalism I (1:1).** Introduction to journalism. Emphasis on writing the news story and the feature article. Special attention to developing an awareness of news. W. Davis.

221, 222 **Writing of Poetry (3:3), (3:3).** For students beyond the freshman year. Pr. consent of instructor. Kirby-Smith.

223, 224 **Writing of Essays (3:3), (3:3).** Writing of expository and critical prose for students beyond the freshman year. Kirby-Smith, Perrin. (EC).

225, 226 **Writing of Fiction (3:3), (3:3).** For students beyond the freshman year. Pr. consent of instructor. Chappell, Kropp.

251 **American Literature from the Beginnings to the Civil War (3:3).** American culture and literature from early colonial times through Lincoln. Emphasis on expansion of the American mind. Griffith and staff. (H).

252 **American Literature from the Civil War to the Present (3:3).** American literature from 1850 to the present. Emphasis on Civil War and Reconstruction, westward expansion, the local color movement and regionalism, rise of realism, development of social revolt and beginning of naturalism. Griffith and staff. (H).

260 **Introduction to the English Language (3:3).** Relationship between English language as a system and individual uses of the language—both literary and nonliterary. Basic techniques for describing language, basic theories about language and introduction to structure and history of English. Rhetoric and literature as different types of performance in language. Some practical emphasis on analysis of poetry and the language of politics and advertising. Beale.

319 **Journalism II: Problems in Journalism (2:2).** Survey of journalistic techniques and problems. Special emphasis on writing editorials and reviews, on headline-writing and layout and on questions of press freedom and responsibility. Not limited to English majors. Pr. 219 or permission of instructor. Yardley.

321 **Grammar and Composition (3:3).** Present-day grammar viewed historically. Various types of writing. Meets requirement for N.C. certification in English. Beale, Charles, Hege.

325, 326 **Writing Workshop I, II (3:3), (3:3).** Writing laboratory devoted to fiction, verse and criticism. Student work criticized in class and in individual conferences; parallel reading in and class discussion of works by contemporary novelists, short-story writers, poets and critics. Pr. either English 221, 222, 225, or 226, and consent of instructor.

330 **Approach to Film (3:3).** Historical, artistic, technical and literary values of the film, with special emphasis on works by Chaplin, Welles, Eisenstein, Berman and Fellini. Pr. junior standing. (H).

331 **Experimental Course: Women in Literature (3:3).** A study of some notable literary heroines of ancient and modern times and a close reading of the works in which they appear. Attention will be given to the feminine role as it has been viewed by such dramatists, novelists, and poets as Euripides, Ibsen, Zola, Wilde, Meredith, Lorca, Brecht, Yeats, Duerrenmatt, and others. (H).

335 **Experimental Course: Science Fiction (3:3).** An historical and critical study of science fiction in the twentieth century. Kropp. (H for Spring 1973.)

337 **English Literature to 1500 (3:3).** 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. Wimsatt, Tisdale. (H).

338 **Non-Dramatic Literature of the English Renaissance, 1500-1610 (3:3).** Readings in poetry and prose, with emphasis on development of thought and style. Buchert. (H).

339 **Shakespeare: Early Plays and Sonnets (3:3).** Twelve plays studied, including **The Merchant of Venice,** and two parts of **Henry IV, Romeo and Juliet, As You Like It, Twelfth Night,** and **Hamlet.** Buchert, Kelly, Riley, Spencer. (H).

340 **Shakespeare: Later Plays (3:3).** Twelve plays studied, including **Othello, King Lear, Macbeth, Antony and Cleopatra, Measure for Measure,** and **The Tempest.** Buchert, Kelly, Riley, Spencer. (H).

342 **The Seventeenth Century (3:3).** Main lines of thought and style noted in major writers from beginning of the century through Milton and Bunyan. Emphasis on lyric and meditative poetry of the metaphysicals. Charles. (H).

343 **Wordsworth and Coleridge (3:3).** Intensive study of the work of Wordsworth and Coleridge, with attention to development of Romantic movement. Dixon. (H).

344 **The Later Romanticists (3:3).** Intensive study of works by Byron, Shelley and Keats. Dixon. (H).

345 **Victorian Literature (3:3).** Important writings (exclusive of the novel) of the era 1832-1880. Includes Tennyson, Browning, Arnold, Rossetti, Swinburne, Carlyle, Ruskin, Newman, Clough, Huxley and others. Lane. (H).

346 **The Later Nineteenth Century (3:3).** Writings of last thirty years of the nineteenth century. Includes Hopkins, Hardy, Housman, Wilde, Shaw, Kipling, Wells and others. Kropp, Lane. (H).

351 **The American Novel through World War I (3:3).** Historical and critical study of American novel from its beginnings through Theodore Dreiser. Pr. junior classification. Ellis. (H).

352 **The American Novel since World War I (3:3).** Historical and critical study of American novel from Theodore Dreiser to present. Pr. junior classification. Ellis. (H).

357 **Contemporary Poetry (3:3).** A study of contemporary British poets whose writings reflect the changing aesthetic, social, political and ethical conventions of our present civilizations. Watson, Chappell, C. Davis. (H).

358 **Contemporary Poetry (3:3).** A study of contemporary American poets whose writings reflect the changing aesthetic, social, political and ethical conventions of our present civilizations. Watson, Chappell, C. Davis. (H).

359 **Restoration and Early Eighteenth Century, 1660-1740 (3:3).** Representative writers of the period, including Pepys, Dryden, Congreve, Defoe, Addison and Steele, Swift and Pope. Evans, Tucker. (H).

360 **Later Eighteenth Century (3:3).** Decline of Neoclassic tradition. Emphasis on Richardson, Fielding, Gray, Goldsmith, Boswell, Johnson, Burns and Blake. Evans, Griffith, Tucker. (H).

371 **Literary Study of the Bible (3:3).** The Bible as part of the world's great literature. Designed to give student a better comprehension of the Bible through study of its origins, history, structure and literary qualities. Arndt, Charles. Same as Religious Studies 371. (H).

375 **Black Writers in America (3:3).** Survey of black literature written in the United States, its backgrounds, directions and achievements. Pr. either 251 or 252 or consent of instructor. Arndt, Ball. (H).

449 **Coordinating Course (3:3).** Recommended for English majors in the senior year. Designed to guide student in independent review of his major subject and to help him coordinate that subject with work in other fields. Pr. senior standing. Lane and staff. (H).

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

Courses for Advanced Undergraduates and Graduates

Prerequisite for credit in all courses in literature listed below: successful completion of at least 6 hours of approved courses in English and American literature at the junior level or above.

501 **Special Studies in Yeats and Joyce (3:3).** Major achievements of each of these Irish authors. Helgeson. (H).

510 **Old English (3:3).** Language and literature of the Anglo-Saxon period (600-1100 A.D.). The language is studied primarily in conjunction with literary texts. Wimsatt. (H).

513 **The English Language (3:3).** Origins and development of the English language, emphasizing influences on its growth as well as its present usage. Beale, Charles. (H).

525, 526 **Writing—Advanced: Fiction (3:3), (3:3).** Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Chappell.

527, 528 **Writing—Advanced: Poetry (3:3), (3:3).** Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Glück, Watson, Tate.

529, 530 **Writing—Advanced: Plays (3:3), (3:3).** Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Watson.

531 **The American Transcendentalists (3:3).** Writings of New England transcendentalist group with intensive study of contributions of Emerson, Thoreau and Whitman. Not offered every year. Stephens. (H).

532 **American Romantic Writers (3:3).** Selected major romantic writers: Irving, Bryant, Cooper, Prescott, Poe, Hawthorne, Melville and authors from Brahmin and Transcendentalist groups. Authors and topics to vary. Stephens, Darnell. (H).

533 **The Realistic and Naturalistic Novel (3:3).** American novel (1860-1920). Includes Twain, James and Dreiser and selected minor writers. Ellis, Darnell, Griffith. (H).

534 **The Modern American Novel (3:3).** Includes works by Faulkner, Hemingway and Fitzgerald, along with selected minor writers. Davis, Ellis, Helgeson. (H).

536 **Chaucer (3:3).** Chaucer's major works, including **Canterbury Tales** and **Troilus and Criseyde.** Wimsatt, Tisdale. (H).

537 **Middle English Literature (3:3).** Language and literature of thirteenth-, fourteenth- and fifteenth-century England. Wimsatt, Tisdale. (H).

539 **Spenser (3:3).** Spenser's **Faerie Queene** and selected minor poems. Extensive reading in related works of the period. Kelly. (H).

540 **Shakespeare, Eight Plays (3:3).** Selected early and late plays. Buchert, Kelly, Spencer. (H).

541 **Milton (3:3).** Milton's major poems and several of his most important prose works in their seventeenth-century setting. Charles. (H).

542 **Metaphysical Poetry (3:3).** English poetry from Donne to Traherne, with emphasis on Jonson, Herrick, Herbert, Crashaw, Marvell and Vaughan. Charles. (H).

548 **The Modern Novel (3:3).** Selected novels of the late nineteenth and twentieth centuries; emphasis on continental novelists with some comparative study of a few English and American masters. Not offered every year. (H).

549 **Literary Criticism (3:3).** Critical writings from Plato to present. Special attention to English criticism. Bulgin, Helgeson. (H).

550 **Modern English Literature (3:3).** Selected outstanding contemporary writers: essayists, novelists, dramatists, and poets. Watson, Chappell. (H).

551 Modern Literary Theory (3:3). Major literary theory since late nineteenth century including "art for art's sake," expressionist, Marxist, psychologistic, mythic and archetypal, "new critical" and post new critical theories. Attention given to major works in related fields (e.g., media studies, linguistics, psychology) which bear on literary theory. Bulgin, Helgeson. (H).

552 Southern American Literature (3:3). Principal authors, from colonial times to present. Literary movements related to development and influence of Southern tradition in American literature. Stephens. (H).

554 Elizabethan Drama (3:3). Some attention to beginnings of drama in English. Intensive study of major plays of Lyly, Peele, Greene, Kyd and Marlowe. Buchert, Spencer. (H).

555 Jacobean and Caroline Drama (3:3). Works of Dekker, Middleton, Webster, Beaumont and Fletcher, Massinger, Ford, and Shirley. Special attention to major plays of Ben Jonson. Buchert, Spencer. (H).

556 English Drama of the Restoration and Eighteenth Century (3:3). Principal dramatists from 1660 to 1800 with special attention to Congreve and Sheridan. Riley. (H).

561 Poetry of the Later Eighteenth Century (3:3). English poetry between Pope and Wordsworth, with particular attention to works of Johnson, Gray, Cowper, Crabbe, Burns and Blake. Dixon. (H).

562 Blake (3:3). Blake's poetry and prose. Dixon. (H).

563 American Poetry from the Beginnings to the Late Nineteenth Century (3:3). American poetry and related critical theory with special emphasis on Taylor, Freneau, Bryant, Poe, Emerson, Longfellow, Whitman and Dickinson. Darnell, Davis. (H).

567 The English Novel through Scott (3:3). Historical and critical study of English novel from its beginnings through Sir Walter Scott. Emphasis on the novel in the eighteenth century. Bulgin, Griffith. (H).

568 The English Novel from Austen through Hardy (3:3). Historical and critical study of English novel from Jane Austen through Thomas Hardy. Emphasis on the novel in the nineteenth century. Bulgin. (H).

570 The Structure of Verse (3:3). Verse forms and sound patterns in English and American poetry. Watson. (H).

582 The Modern Drama (3:3). Drama of the late nineteenth century and twentieth century. Riley. (H).

Courses for Graduates

601 Bibliography and Methodolgy (3:3).

603, 604 Recent Anglo-Irish Literature (3:3), (3:3).

609, 610 Seminar in Middle English Literature (3:3), (3:3).

611, 612 Seminar in the Literature of the English Renaissance (3:3), (3:3).

617a,b Studies in Lyric and Narrative Verse: (a) Romantic; (b) Victorian (3:3), (3:3).

621, 622 Romanticism (3:3), (3:3).

633 Studies in Nineteenth-Century American Literature (3:3).

634 Studies in Twentieth-Century American Literature (3:3).

640 Studies in Shakespeare (3:3).

643 Special Studies in Wordsworth (3:3).

644 Romantic Poetry (3:3).

645 Studies in Victorian Poetry (3:3).

646 Special Studies in Byron, Shelley, and Keats (3:3).

647 Studies in Victorian Prose (3:3).

655, 656 Contemporary British and American Literature (3:3), (3:3).

660 Modern English (3:3).

661 Theory of Rhetoric (3:3).

662a,b,c Studies in Poetry and Drama: (a) Sixteenth Century; (b) Seventeenth Century; (c) Eighteenth Century (3:3), (3:3), (3:3).

663a,b Studies in the Development of English Prose: (a) 1500-1660; (b) 1660-1900 (3:3), (3:3).

665 Eighteenth Century Prose (3:3).

667a,b The English Novel (3:3), (3:3).

668 Directed Reading (3 to 6).

671, 672 Graduate Tutorial in Writing: Fiction (3:3), (3:3).

673, 674 Graduate Tutorial in Writing: Poetry (3:3), (3:3).

675, 676 Graduate Tutorial in Writing: Plays (3:3), (3:3).

677, 678 Special Problems in Writing (3:3), (3:3).

680 Teaching Internship in English (3:3).

699 Thesis (3 to 6).

799 Dissertation (3 to 6).

Environmental Studies—See Geography.

Fashion Merchandising—See Home Economics.

Food Service Management—See Home Economics.

Food and Nutrition—See Home Economics.

French—See Romance Languages.

General Music Education—See Music.

General Speech—See Drama and Speech.

Geography—Department of

(129 Graham Bldg./College of Arts and Sciences)

Craig Lanier Dozier (1960), Professor and Head of Department/B.A., Wisconsin/M.A., Maryland/Ph.D., Johns Hopkins.

D. Gordon Bennett (1967), Assistant Professor/B.A., East Carolina/M.A., Ph.D., Michigan State.

Carl Dinga (1971), Assistant Professor/B.A., Valparaiso/M.A., Ph.D., Indiana State.

George D. Carroll (1972), Instructor/B.S., Appalachian/M.A., U.N.C. at Chapel Hill. Part-time, first semester 1972-73.

Charles R. Hayes (1970), Lecturer/B.A., Knox/M.S., Wisconsin.

The Department of Geography offers a program which has three principal objectives: environmental and earth science education; international understanding through area studies; application of geographic analysis and techniques to urban and regional planning and to population problems. Thus, the purposes of the program are to contribute an important dimension to the university student's liberal education and to provide practical training in important contemporary areas of social concern as well as the background appropriate for certain vocations.

Graduating majors of the department have found careers in urban and regional planning agencies, in departments and agencies of the federal government and in teaching.

Special facilities of the department include fully equipped laboratories in earth sciences (geology and physical geography) and cartography.

GEOGRAPHY MAJOR (Bachelor of Arts)

General and Concentrations in

Urban/Regional Planning
Urban Land Management
Environmental Studies
Occupational Tourism

Required: 120 semester hours plus physical education activiites courses.

The Geography Major includes a core of courses in all major areas within geography. Students may pursue a general geography major, or they may concentrate their choice of geography courses in four areas: urban/regional planning, urban land management, occupational tourism, and environmental studies.

Students seeking **teacher certification** should see Teacher Education Chapter. Certification in geography or in social studies is available.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses, other than geography, from Natural Sciences & Mathematics Area (NSM).
6. Two courses, other than geography, from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from the two areas which exclude the area of the major. At least one course must be taken from each of the two areas.

Note: A geography major can be classified in either the Natural Sciences & Mathematics Area or the Social & Behavioral Sciences Area, depending upon the student's choice of courses and interest.

Major Requirements

24-36 semester hours in geography above the 100 level.

General Geography Major (with no concentration)

One course in each of the following: physical geography, regional geography, systematic human geography, map design. In appropriate cases, geology may be substituted for physical geography.

Urban/Regional Planning Concentration

Above general geography requirements plus or including several courses selected from Geography 202, 301, 302, 303, 305, 312, 321, 322, 344, 522, 537, 560b.

Urban Land Management Concentration

Above general geography requirements plus or including the following courses: Geography 202, 301, 302, 303, 322, 537.

Environmental Studies Concentration

Above general geography requirements plus or including several courses selected from Geography 103, 111, 112, 211, 212, 302, 303, 305, 312, 321, 511a, 511b.

Occupational Tourism Concentration
Above general geography requirements plus or including the following courses: Geography 101, 211, 337, 339, 341, 344, 348, 350.

Related Area Requirements

General Geography Major
No specific courses required.

Urban/Regional Planning Concentration
Courses in economics, sociology, political science.

Urban Land Management Concentration
Up to 30 hours of course work in the School of Business and Economics, including accounting and typewriting. Courses in anthropology, art, history, foreign languages, literature, political science and religious studies.

Environmental Studies Concentration
Relevant courses in biology.

Occupational Tourism Concentration
Business Administration 233, 234, 414, 415, 420, 431, 432, and 516, together with their prerequisites.

Electives
Electives sufficient to complete total semester hours required for degree.

Geography/courses

Courses for Undergraduates

101 The Changing Human Environment (3:3). Continual and changing interaction of man and physical environment and resultant distinctive world political, economic and social patterns. (SBS).

103 Introduction to Earth Science (3:2:3). Distribution of physical processes associated with and responsible for development of world landscapes, oceans, ocean basins and climates of the world. (NSM).

111 Physical Geology (3:2:3). Nature and origin of minerals and rocks, structure and interior of the earth, earthquakes and volcanic activity, mountain-building, external processes and morphology of landscape. Field trips. (NSM).

112 Historical Geology (3:2:3). Chronological account of physical and biological history of earth. Topics include fundamentals of stratigraphy and paleontology, evolution of mountain ranges, continents, ocean basins and fossil life. Emphasis on United States geology. Field trips. Pr. 111 or course in physical geography or permission of instructor. (NSM).

201 Cultural Geography (3:3). Origin, diffusion, development and spatial arrangement of world cultures or "way of life." (SBS).

202 Economic Geography (3:3). Characteristics, location and functional relationships of world patterns of agriculture and manufacturing. (SBS).

211, 212 Physical Geography (3:2:3), (3:2:3). Earth's natural environment as it pertains to weather and climate (211). Surface or terrain characteristics and their origin (212). Environmental problems involving land, water and atmosphere also considered. 212 may not be taken for credit along with 111. (NSM).

301 Urban Patterns (3:3). World urbanism: development, growth, structure, characteristics and spatial arrangement of cities. (SBS).

302 Urban Land Use (3:3). Characteristics, spatial arrangement and patterns of land uses within cities; techniques of city planning. (SBS).

303 World Population Problems (3:3). Major world population problems, trends and significant policy and action alternatives for the future. Impact of various geographical factors on problems and trends. (SBS).

304 The Geography of World Affairs (3:3). Major international problems and controversies with regard to interaction of man with environment. (SBS). Not offered every year.

305 Environmental Conservation (3:3). Man's interaction with physical environment, human problems arising from misuse of natural resources; planning for and control of man's use of his environment with consideration for future. Not offered every year.

312a,b Landscapes of the United States (3:3), (3:3). Survey of various landscape regions of United States and study, with maps and air photos, of relationships between the geologic, erosional and genetic characteristics of each region. 312a: Western U.S., 312b: Eastern U.S. Field trips. Not offered every year.

321 Map Design (3:1:6). Introduction to map making: drafting, compilation, design and symbolization. Not offered every year.

322 Field Research Techniques in Population and Urban Geography (3:3). Practical application of population and urban geography emphasizing field techniques of data collection, analysis and writing. (SBS). Not offered every year.

337 Geography of South America (3:3). Physical environmental conditions, resources, past and present settlement patterns, economic development and social problems of various countries of South American continent.

339 Geography of Middle America (3:3). Physical environmental conditions, resources, past and present settlement patterns, economic development and social problems of Mexico, Central America and the Caribbean Islands.

341 Geography of Europe (3:3). Interrelationships of climate, surface features, natural resources, distribution of peoples, economy and problems of modern Western Europe. Not offered every year.

342 Geography of the Soviet Union (3:3). Regional study emphasizing relationships that exist between physical environment and cultural patterns in Soviet Union. Not offered every year.

344 Geography of the United States and Canada (3:3). Regional study emphasizing relationships that exist between natural environment and human activities in geographic regions of U.S. and Canada.

348 Geography of Asia (3:3). Physical features, natural resources, population distribution and economic adjustments of land and peoples of East Asia. Emphasis on India, China and Japan. Not offered every year.

350 Geography of Africa (3:3). Physical and cultural environments of Africa, with emphasis on role of geographic factors in historical, political and economic development of various regions of the continent. Not offered every year.

Courses for Advanced Undergraduates and Graduates

511a,b Seminar in Physical Geography (3:3), (3:3). Historical and current problems associated with various aspects of physical geography. Particular emphasis on landscape development and climate. Pr. one course in physical geography or geology or permission of instructor. Not offered every year.

522 Seminar in Population Geography (3:3). Relationship between selected population characteristics and physical and human environment. Pr. 101, 202, 303, 304, 322, 344, or permission of instructor. (SBS). Not offered every year.

537 Seminar in Urban and Economic Geography (3:3). Spatial or economic aspects of cities. Pr. one course in urban or economic geography or permission of instructor. (SBS). Not offered every year.

560a,b,c Seminar in Regional Geography (3:3), (3:3), (3:3). Smaller regions within Latin America (560a), the United States (560b), and Europe (560c) as case studies of regionalism and the regional method in geography. Pr. one regional course at 300 level or permission of instructor. Not offered every year.

German and Russian—Department of

(337-A McIver Bldg./College of Arts and Sciences)

Anne Frances Baecker (1960), Professor and Head of Department/Ph.B., Marygrove/M.A., Michigan/Ph.D., Cincinnati. Leave of absence, second semester 1972-73.

Robert P. Newton (1970), Associate Professor and Acting Head of Department, second semester 1972-73/B.A., M.A., Rice/Ph.D., Johns Hopkins.

Frederick M. Rener (1961), Associate Professor/B.A., M.A., Ph.D., Toronto.

Ludmilla N. Jasenovic (1967), Assistant Professor/B.A., Belgrade/M.A., Ph.D., Montreal.

Robert K. Schulz (1971), Lecturer/B.A., Florida/M.A., Heidelberg/M.A., Ph.D., Florida State.

The aim of the Department of German and Russian is to convey a deeper understanding for important foreign languages and cultures in the context of a liberal and humanistic education.

The following courses are intended both to impart useful skills and to contribute to the student's intellectual development and aesthetic experience. Language instruction courses provide the student with a basic speaking knowledge and with a reading knowledge that will enable him to interpret life and literature of the German and Russian speaking countries. More advanced courses emphasize literary study and culture, which are the actual goals of the major in German.

The language laboratory provides the student with the facilities for aural and oral exercises. Cultural material, such as films, records and tapes, is coordinated with classroom work. Students may also elect to live in UNC-G's International House which has a German floor. Under the guidance of native resident speakers, students on the German floor use the German language for daily communication.

For all interested students an informal German coffee-hour is held once a week, and the UNC-G's film program provides a German and a Russian full-length film each month.

Students who wish to spend their junior year studying any subject at the University of Heidelberg, Vienna, or with other programs, must take German in the first two years.

Presently, a relatively large number of scholarships are provided by the German government for study in Germany. Students with a workable knowledge of German may also apply for a summer job in Germany.

GERMAN MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The German Major, depending on the student's interest and other abilities, may lead into various careers such as teaching, government and international trade. Currently the employment situation is good for anyone interested in working in Germany. The specialized study of German aims to improve language skills and to convey understanding of German culture, primarily through literature.

Students seeking **teacher certification** should see Teacher Education Chapter.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated. Satisfied by the major.
4. Three courses, other than German, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavorial Sciences Area (SBS).
7. Four additional courses from Natural Sciences & Mathematics and Social & Behavorial Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in German above the 100 level, including at least:

1. German 211, 212, 317-318.
2. Two courses from German 321, 322, 327, 328, 331, 332, 401.
3. One course from German 311, 312, 325, 345, 346.
4. One course from German 326, 337, 338.

Note: Additional German courses, such as 205, 206, 213, 214, 301, 302, 491 or 492 may be taken up to the 36-semester hour maximum limit for the major. German 101-102, 103, 104, 201, 202, 210, 213, 214, 301, 302 do not count toward the major.

Related Area Requirements

Suggested but not required. English 201, 202, 339, 340; French 301, 302; History 291, 292, 473; Russian 311, 312; Spanish 301, 302; Geography 341; Philosophy 232.

Electives

Electives sufficient to complete total semester hours required for degree.

German/courses

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 selections from plays. (H).

105-106 Elementary German for Voice Majors (3:3)-(3:3). Intensive course in German for voice majors.

150 Applied German (International House) (1:1). Students living on German Floor of International House agree to use the language for communication and to participate in conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four semester hours. Grade: pass/not pass. Pr. admission to German Floor of International House. This course may not be used to satisfy foreign language requirement.

201, 202 Intensive Reading Course (3:3), (3:3). Intensive course in German to prepare especially motivated students to acquire a reading knowledge. Emphasis on teaching of grammar during first semester and reading and vocabulary building during second semester.

205, 206 Introduction to German Literature (3:3), (3:3). Representative works in prose and verse. Readings in German (H).

210 Scientific and Technical German (3:3). German readings in chemistry, physics, zoology, botany, geology. Pr. 103.

211 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 instructor.

212 Intermediate Conversation (3:3). Free conversation in idiomatic German. Written work in dialogue form. Building an active vocabulary. Laboratory facilities.

213, 214 German Civilization (3:3), (3:3). Cultural, political and social development of Germany from its origin to the present. 213—Middle Ages (Romanesque, Gothic) through the 15th century. 214—from the Reformation to the present. Attention given to the German elements in America. Use of films, slides and records. Taught in English.

301, 302 German Literature in Translation (3:3), (3:3). 301—Extensive reading of German literature in translation from Medieval period through nineteenth century, emphasizing Classical, Romantic and Realist authors. 302—Late nineteenth century Naturalist authors through Contemporary period. Not to be taken for credit toward a major in German. (H).

311, 312 The German Novelle (3:3), (3:3). Development of German Novelle from the Romantic period to present. (H). Not offered every year.

317-318 Survey of German Literature (3:3)-(3:3). To 1750. Major works and figures of Medieval, Renaissance, and Baroque periods. (H).

321, 322 Goethe's Life and Selected Works (3:3), (3:3). Various periods of Goethe's literary activity; reading of works illustrating different periods of his development. (H). Not offered every year.

325, 326 German Literature of the Nineteenth and Twentieth Centuries (3:3), (3:3). Selected works of representative writers in poetry, novel and drama. (H). Not offered every year.

327, 328 The Classical Period of German Literature (3:3), (3:3). Representative works of Lessing, Schiller, Goethe. (H). Not offered every year.

331 **Lessing and His Time (3:3).** (H). Not offered every year.

332 **Schiller's Life and Selected Works (3:3).** (H). Not offered every year.

337, 338 **Modern German Literature (3:3), (3:3).** Works of modern writers: Hauptmann, Mann, Rilke, Musil, Hesse, Kafka, Brecht, Broch, Böll, Grass, Dürrenmatt, Frisch. (H). Not offered every year.

345 **German Fiction of the Nineteenth Century (3:3).** The more important writers are read. Emphasis upon Romantic period. Collateral readings and reports. (H). Not offered every year.

346 **The German Drama of the Nineteenth Century (3:3).** Brief lectures on lives and works of Kleist, Büchner, Grabbe, Grillparzer, Hebbel and Hauptman. (H).

401 **Goethe's "Faust" (3:3).** (H). Not offered every year.

491, 492 **Readings for Seniors (3:3), (3:3).** Required of all seniors majoring in German. Reading list provided to meet needs of the individual student. Weekly reports required.

Russian/courses

101-102 **Elementary Russian (3:3)-(3:3).** Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

203-204 **Intermediate Russian (3:3)-(3:3).** Review of grammar, practice in conversation, selected readings from nineteenth and twentieth century literature. (H).

215, 216 **Russian Conversation and Composition (3:3), (3:3).** Conversation on a wide range of subjects; composition based upon readings. Pr. 204 or equivalent.

311, 312 **Russian Literature in Translation (3:3), (3:3).** Survey of Russian prose by Pushkin, Gogol, Lermontov, Goncharov, Turgenev, Tolstoy, Dostojevsky, Chekhov, Gorky, Sholokhov, Bunin, Olesha, Pasternak, Solzhenitsin and others. 311, Nineteenth Century; 312, Twentieth Century. Not open to freshmen. (H).

401 **Independent Study of Russian Literature in Translation (1-3).** Directed program of independent study and research. Includes writers of nineteenth and twentieth centuries. Research papers required. Pr. consent of instructor. (H).

Greek—See Classical Civilization.

Health Education—See Health, Physical Education and Recreation.

Health, Physical Education and Recreation—School of

(Room 1, Coleman Gymnasium)

Ethel Martus Lawther (1931), Professor and Dean of School/B.A., Brown/M.S., Wellesley.

Pearl Berlin (1971), Professor/B.S., Sargent/M.S., Ph.D., Pennsylvania State.

Gail Murl Hennis (1950), Professor/B.S., Purdue/M.A., Ph.D., State University of Iowa.

Rosemary McGee (1954), Professor/B.S., Southwest Texas/M.S., Illinois State/Ph.D., State University of Iowa.

Virginia Grove Moomaw (1945), Professor/B.S., Nebraska/M.A., Columbia.

Marian K. Solleder (1966), Professor/B.A., Oberlin College/M.A., Iowa/Ph.D., Ohio State.

Adele Celeste Ulrich (1956), Professor/B.S., UNC-G/M.A., U.N.C. at Chapel Hill/Ph.D., Southern California.

Kate R. Barrett (1970), Associate Professor/B.S., Bouvé—Boston College of Tufts University/M.S.. Ph.D., Wisconsin.

Marjorie Louise Leonard (1941), Associate Professor/B.S., UNC-G/M.A., U.N.C. at Chapel Hill.

E. Doris McKinney (1970), Associate Professor/B.S., Sargent/M.A., Indiana/Ed.D., Boston/M.P.H., Minnesota.

Francis Pleasants Jr. (1965), Associate Professor/B.A., Catawba College/M.Ed., U.N.C. at Chapel Hill/Ed.D., Florida State.

Elizabeth C. Umstead (1968), Associate Professor/B.S., UNC-G/M.A., U.N.C. at Chapel Hill/M.Ed., Harvard/Ph.D., U.N.C. at Chapel Hill.

Lois E. Andreasen (1971), Assistant Professor/B.S., Pennsylvania State/M.A., Ph.D., Texas Women's.

June Priscilla Galloway (1957), Assistant Professor/B.S., Georgia/M.Ed., Ed.D., UNC-G.

Margaret Ann Greene (1946), Assistant Professor/B.S.P.E., Appalachian State/M.A., New York.

Pauline A. Loeffler (1967), Assistant Professor/B.S.Ed., Southern Illinois/M.S.P.E., UNC-G/Ph.D., Southern California.

Marie Iris Riley (1963), Assistant Professor/B.S., New York State Teachers College/M.A., State University of Iowa/Ph.D., Florida State.

Carrie Lee Warren (1966), Assistant Professor/B.S., Louisiana State/M.Ed., Ed.D., Texas.

Esther Boyd White (1957), Assistant Professor/B.A., Arkansas A. and M./M.S., Louisiana State/M.P.H., U.N.C. at Chapel Hill/Ed.D., Louisiana State. Retired after first semester 1972-73.

A. Heath Whittle Jr. (1971), Assistant Professor/B.A., M.A.T., U.N.C. at Chapel Hill/Ph.D., Florida State.

Nancy F. Courts (1972), Instructor/B.S., Emory/M.S., U.N.C. at Chapel Hill. Part-time.

Lynne Pearsall Gaskin (1965), Instructor/B.S., Wesleyan/M.S.P.E., UNC-G.

Marilyn Jean Gibbs (1972), Instructor/B.S., East Stroudsburg State College/M.A., Iowa.

Elsa M. Heimerer (1968), Instructor/B.S., Ursinus College/M.S.P.E., UNC-G.

Patricia Ann Hielscher (1970), Instructor and Resident Supervisor of Piney Lake/B.S.P.E., M.S.P.E., UNC-G.

Nancy G. Hubbard (1970), Instructor/B.A., Oberlin College/M.Ed., UNC-G. Part-time.

Bert C. Piggott (1971), Instructor/B.S., M.S., Illinois. Part-time.

Nancy Ann Porter (1952), Instructor/B.S., M.Ed., UNC-G.

Judith E. Rink (1969), Instructor/B.S., State University of New York/M.S.P.E., UNC-G.

William L. Russell Jr. (1967), Instructor and Academic Adviser/B.A., Catawba College/M.Ed., U.N.C. at Chapel Hill.

Richard Walter St. Pierre (1968), Instructor and Academic Adviser/B.S., Ohio State/M.S.P.H., U.C.L.A. Part-time.

Gladys Faye Smith (1972), Instructor/B.S., Louisiana State. Part-time.

James R. Swiggett (1967), Instructor/B.S., High Point College/M.Ed., UNC-G.

Joseph Levinoff (1969), Ballet Master-in-Residence and Lecturer.

Sarah Williams Amos (1972), Teaching Assistant/B.S., U.N.C. at Chapel Hill. Part-time.

Tena L. St. Pierre (1972), Teaching Assistant/B.S., Ohio State. Part-time.

Claire B. Parrish (1971), Accompanist/B.M., M.M., UNC-G. Part-time.

The School of Health, Physical Education and Recreation offers graduate and undergraduate courses leading to the bachelor's, master's and doctor's degrees.

The school provides eight programs of study which are organized to meet specialized interests of students and the requirements of state and national accrediting agencies in professional education in health education, physical education and recreation. The eight programs are: physical education-teacher education, dance education, recreation, adapted physical education (also, pre-physical therapy), school health education, community health education, physical education without teacher certification. The Bachelor of Fine Arts degree is offered with a major in dance.

In cooperation with the Department of Sociology and Anthropology, the school offers work leading to an interdepartmental Bachelor of Arts degree with a major in recreation. For further information, see Interdepartmental Majors Section.

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, the Master of Education degree with a major in health education, the Master of Science in Physical Education degree, and the Doctor of Education degree with a major in physical education.

In addition to developing and organizing concentration areas in health, physical education, recreation and dance, the school conducts recreation, intramural and intercollegiate programs for men and women. These are designed within the framework of the educational philosophy of UNC-G and the school, and provide opportunities for recreation and sports for all students and interested faculty members.

DANCE EDUCATION MAJOR (Bachelor of Science)

Required. 122-124 semester hours.

The Dance Education Major provides for the attainment of teaching ability and for performance skills. The study of choreography, dance history and aesthetics is considered important for developing insights into the values of dance for the individual and in our culture. Modern, ethnic, ballet classes and Dance Company experiences are available each semester. Teaching experiences are provided. The student is able to go into non-teaching, dance-related careers or to graduate study in dance upon graduation.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One English composition course or exemption.
2. Physical Education 111 and 112.
3. Three courses, other than physical education, from Humanities Area (H). Select from art, philosophy, music and/or drama.
4. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
5. Two courses from Social & Behavorial Sciences Area (SBS) including Psychology 221.
6. Four additional courses, other than physical education, from any one, all or combination of the three above areas or in an elementary foreign language. Include Biology 271, 277.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

46 semester hours in physical education.

1. Physical Education 211, 212, 215, 216, 345, 346, 461, 462, 348, 351, 354, 355, 356, 376, 449, 460, 469, 470, 475.
2. Physical Education 250 (Dance Company) should be repeated four times.

Related Area Requirements

1. Health 236.
2. Biology 575.
3. Courses in physical education, dance, health, or cognate areas: 7 semester hours.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One speech course or clearance.
2. Health 101 or 301.
3. Three semester hours in mathematics; may be met by Physical Education 468.
4. Education 381, 450.

Electives

Electives sufficient to complete total semester hours required for degree.

HEALTH EDUCATION MAJOR (Bachelor of Science)

Community Health Education Concentration

Required: 120-125 semester hours plus physical education activities courses.

The Community Health Education Concentration is designed to prepare students for careers within a variety of health settings. Opportunities for trained health educators are available in such diversified occupational areas as national, state and local health agencies and certain commercial companies dealing directly with health-related products.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than physical education, from Humanities Area (H) including one literature course.
4. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, other than physical education, from any one, all or combination of the three areas above, or in an elementary foreign language. Include Biology 271, 277.

Major Requirements

38 semester hours in health.

1. Health 101 or 301, 327, 330, 338, 340, 347, 361, 405, 428, 467, 520, 540.

Related Area Requirements

1. Home Economics 213.
2. Nine semester hours selected from Sociology 211, 327, 339, 543.
3. Psychology 221, 447.
4. Two semester hours in physical education.
5. Three to six semester hours in approved courses in health education or cognate areas.

Electives

Electives sufficient to complete total semester hours required for degree, including:

1. Speech 105 or speech clearance, see page 90.

2. Education 381, 560.
3. Six semester hours in history or approved substitute.

HEALTH EDUCATION MAJOR (Bachelor of Science)

School Health Education Concentration

Required: 120-126 semester hours plus physical education activities courses.

The School Health Education Major prepares students for teaching positions in the schools and, with appropriate selection of elective courses, for some types of health education positions in community health agencies and organizations.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than physical education, from Humanities Area (H) including one literature course.
4. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
5. Two courses in Social & Behavioral Sciences Area (SBS) including Psychology 221.
6. Four additional courses, other than physical education, from any one, all or combination of the three areas above, or in an elementary foreign language. Include Biology 271, 277.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

36 semester hours in physical education and health.

1. Health 327 or 334, 330, 338, 361, 467, 520, 540.
2. Physical Education 460, 461, 462, 464, 468, 476.
3. Physical education electives: 2 semester hours.

Related Area Requirements

1. Home Economics 213; Biology 271, 277; Psychology 447; six hours in two of the following: anthropology, economics, sociology.
2. Professional electives: 6-9 semester hours.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One speech course or clearance.
2. Health 101 or 301.
3. Three semester hours in mathematics; may be met by Physical Education 468.
4. Education 381, 450.

Electives

Electives sufficient to complete total semester hours required for degree, including 6 hours of history (or other approved courses) and Sociology 211.

PHYSICAL EDUCATION MAJOR (Bachelor of Science)

General Concentration
Required: 122-124 semester hours.

The General Physical Education Concentration is designed for the student who is interested in the study of human movement as an academic discipline. This concentration which has a non-vocational orientation provides a course of study that includes physical skill acquisition, analysis of the mechanics and meaningfulness of physical performance. An opportunity is given for an in-depth study of man as a moving being.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Physical Education 111, 112.
3. Three courses, other than physical education, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, other than physical education, from any or all of the three areas above, or in an elementary foreign language. Include Biology 271, 277.

Major Requirements
36 semester hours in physical education.

1. Physical Education 109-110, 113, 114, 209-210, 211, 212, 213, 214, 241, 351, 359, 376, 390, 449, 475, 480, 490, 551, 563.

Related Area Requirements

1. Health 101, 236.
2. Psychology 426, 442.
3. Approved physical education or cognate area electives: 14 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree.

PHYSICAL EDUCATION MAJOR (Bachelor of Science)

Teacher Education Concentration
Required: 122-125 semester hours.

The Physical Education Teacher Education Concentration leads to certification for teaching in North Carolina and many other states. This certification is designed for grades K-12; therefore, the curriculum in teacher education provides students with an opportunity to concentrate in either the elementary or secondary level program with a core of courses and experiences designed for both levels. Throughout the program of preparation for teaching are extensive opportunities for observation, participation, assisting, and "mini-teaching" experiences with public school students. Specific opportunities are offered to men physical education majors to study coaching and specific skill acquisition that are appropriate for the men's program. Women students interested in the coaching field will find resources available within this major.

The teacher education concentration enables one to teach physical education on the elementary, secondary or junior college level or to pursue graduate study.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Physical Education 111 and 112.

3. Three courses, other than physical education, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
5. Two courses from Social & Behavioral Sciences Area (SBS) including Psychology 221.
6. Four additional courses, other than physical education, from any one, all or combination of the above areas, or in an elementary foreign language. Include Biology 271, 277.

Note: Where appropriate, teacher certification requirements may be selected to fulfill liberal education requirements.

Major Requirements

45 semester hours in physical education.

1. Physical Education 109-110, 113, 114, 209-210, 211, 212, 213, 214, 215, 216, 351, 359, 360, 376, 449, 460, 461, 462, 464, 465, 468, 469, 470.

Related Area Requirements

1. Health 236 or 338.
2. Biology 575.
3. Physical education electives or cognate areas: 9 semester hours.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One speech course or clearance.
2. Health 101 or 301.
3. Three semester hours in mathematics; may be met by Physical Education 468.
4. Education 381 and 450.

Electives

Electives sufficient to complete total semester hours required for degree.

PHYSICAL EDUCATION MAJOR (Bachelor of Science)

Adapted Physical Education (Pre-Physical Therapy) Concentration

Required: 122-125 semester hours.

The Adapted Physical Education Concentration places emphasis on theoretical foundations of exercise, posture and body mechanics in normal and pathological conditions; exercise and play for exceptional individuals with emphasis on motoric limitation; developmental programs and purposeful movement. Laboratory experiences provide opportunities for observing and becoming familiar with the scope of disabling conditions with which the teacher of adapted and special physical education or the physical therapist might be confronted.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Physical Education 111 and 112.
3. Three courses, other than physical education, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
5. Two courses from Social & Behavioral Sciences Area (SBS) including Psychology 221 and a course in psychology, sociology or anthropology.
6. Four additional courses, other than physical education, from any one, all or combination of the three areas above, or in an elementary foreign language. Include Biology 271, 277.

Major Requirements

40 semester hours in physical education.

1. Physical Education 103, 106, 109-110, 215, 216, 351, 376, 381, 390, 449, 464, 465, 468, 476, 490, 511, 557, 571.

Related Area Requirements

1. Health 101, 338.
2. Biology 575.
3. Approved courses in cognate areas: 11 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree, including Physics 101-102.

RECREATION MAJOR (Bachelor of Science)

Required: 122 semester hours plus physical education activities courses.

The Recreation Major is designed for students who are interested in a career in the field of public or agency recreation. The courses offer a wide range of experiences in such areas as playground management, camp leadership, sports organization and management, crafts, waterfront supervision, program planning and recreation administration. Upon graduation, the recreation major has the opportunity to serve in such areas as community, industrial or therapeutic recreation, as well as parks administration or the YMCA/YWCA.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than physical education, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
5. Two courses from Social & Behavioral Sciences Area (SBS). Select from sociology, anthropology or psychology.
6. Four additional courses, other than physical education, from any one, all or combination of the three areas above, or in an elementary foreign language. Select from Biology 271, 277, and courses in economics, political science, psychology or history.

Major Requirements

36 semester hours in physical education above the 100 level.

1. Physical Education 211, 212, 241, 334, 336 or 337, 338, 339, 340, 342, 344, 351, 390, 475, 490, 530, 552, 553.

Related Area Requirements

1. Health 101, 334, 236.
2. Sociology 561.
3. Fourteen semester hours in cognate areas: select from drama, art, music, dance, physical education, health, sociology, psychology.

Electives

Electives sufficient to complete total semester hours required for degree.

DANCE MAJOR (Bachelor of Fine Arts)

Required: 124 semester hours.

The Dance Major is planned with recognition of the need of the dancer for a rigorous program of dance training, for development of understandings and insights into the social and philosophical bases of dance, and for work in areas related to dance such as the arts. Modern, ballet, ethnics classes and Dance Company performances are a continuing part of the student's experiences. The curriculum provides a basis for graduate study and for careers related to dance.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Physical Education 111 and 112.
3. Three courses, other than physical education, from Humanities Area (H) including one course in English literature; Philosophy 322 also recommended.
4. Two courses in Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
5. Two courses from Social & Behavioral Sciences Area (SBS) including Anthropology 212.
6. Four additional courses, other than physical education, from any one, all or combination of the three areas above, or in an elementary foreign language.

Major Requirements

38 semester hours in physical education.

1. Physical Education 211, 212, 336, 345, 346, 348, 349, 354, 475, 522, 523, 529.
2. Physical Education 250 (Dance Company) should be repeated four times.
3. Physical Education 355, 356 (Applied Dance) should be taken twice.

Related Area Requirements

1. Art 140.
2. Music 207.
3. Drama & Speech 251, 252, 122.
4. Cognate area courses: 6 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree.

Health/courses

Courses for Undergraduates

101 Health (3:3). To promote better living in present and future through an understanding of pertinent health needs of individual and community. Emphasis on development of values and insights as a basis for choices in meeting health problems. Primarily for freshmen and sophomores. Required of students seeking teacher certification. Elective for all others. Students may not take both 101 and 301 for credit.

236 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.

301 Health (3:3). 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 101. Fulfills teacher certification requirements. Elective for others. Students may not take both 101 and 301 for credit.

327 Foundations for Community Health Education Practices (3:3). Orientation to public health and principles governing it. Special emphasis on role of community health educator and his responsibilities with regard to total community health framework. Pr. 101 or 301.

330 Family Health (3:3). Contemporary health problems as they affect maintenance and promotion of health of family. Pr. 101 or 301 or permission of instructor. Elective for sophomores, juniors, seniors.

334 Community Health (3:3). Overview of complex social, health and medical problems of modern society, with special emphasis on community programs for solving them. Programs of official and voluntary health agencies, designed to promote and protect the health of citizens, observed through field trips, discussed by guest lecturers and studied through other forms of enrichment. Pr. 101 or 301 or permission of instructor.

338 Safety and First Aid (3:3). Factors essential to safety in home, school and community. Presentation of American Red Cross first aid courses leading to certification as an instructor for those who qualify. Elective for sophomores, juniors, seniors.

340 Observation and Participation in Community Health Agencies (2). Observation of modern community health practice in local health agencies. With cooperation of health agency staff members, student receives practical experience through participation in selected agency activities. Pr. 327.

341 Elementary School Health (3:3). Health problems of elementary school child and the role of the teacher in school health program. Curriculum development, methods and materials of health instruction. Pr. 101 and Biology 101, 102 or Chemistry 101, 102 or 111, 111L, 114, 114L.

347 Health Problems of Lower Income Groups (3:3). Ramifications of poverty-health complex in United States and social differences in physical and mental illness. Emphasis on identification of specific health problems common among the poor and detailed inspection of characteristics of poverty which contribute to these health conditions. Pr. sophomore standing or higher.

361 Foundations and Principles of Health Education (3:3). Health education programs in today's school and community viewed from historical perspective and in relation to present societal needs. Pr. junior standing in a health education curriculum or permission of instructor.

369 Child Health (3:3). Growth and development as related to health of children from prenatal life through adolescence. Consideration given to meeting physical, emotional and social needs in care of children. Pr. 101 or Biology 277.

405 Program Planning and Evaluation (3:3). The process of implementing specific health programs in the community. Total program development emphasized with attention given to defining community problems, overcoming community resistance, selecting appropriate educational methods and conducting evaluation activities. Pr. 340.

428 Community Health Field Work (3 to 6). Experience in community health agency using techniques and practices of health educator under supervision of University and agency personnel. Designed for seniors in Community Health Education and other qualified students with permission of instructor. May be repeated for credit to a maximum of six hours. Pr. completion of requirements for senior standing in Community Health Education or permission of instructor.

467 Curriculum and Teaching Methods in Health (3:3). Philosophy and practice of health education, with emphasis on modern theories of curriculum development, problem-centered teaching methods and instructional materials.

475 Independent Study (1 to 3). Intensive work in an area of special interest in health education. Available to qualified student on recommendation of academic adviser and instructor. Pr. demonstrated competency for independent work and consent of academic adviser and instructor.

Courses for Advanced Undergraduates and Graduates

520 The School Health Program (3:3). Total school health program (healthful environment, health services, health instruction) and its contribution to health and education of children and youth.

540 Seminar in Health (3:3). Current problems, issues and trends in health education and health sciences, with emphasis on analysis of research and literature.

Courses for Graduates

600 Contemporary Problems in Health (3:3).

606 Workshops in Health Education (1) to (3).

676 Problems Seminar (3).

693 Research Problems (1) to (4).

695 Independent Study (1) to (3).

699 Thesis (1) to (6).

Physical Education/courses

Required Physical Education Activities Courses

All UNC-G degree programs require the completion of two physical education activities courses. The courses from which students may choose are listed on pages 73-74.

Courses for Undergraduates

109-110 Understanding of Movement (½:1½)-(½:1½). Human movement as it relates to all phases of physical education. Performance of efficient and effective movement by each individual student in relation to different forms of human movement. Designed and developed in relation to concurrent work being taken by freshman students in the core physical education program. Pr. none; should be taken in conjunction with 111 and 112 whenever possible.

111, 112 Selected Activities—Core Program (1:5), (1:5). Gymnastics, soccer-speedball, soccer-flag football (men), folk dance, swimming, basketball, conditioning and body mechanics. Dancers take modern, ballet, ethnic, swimming, tap.

113, 114 Selected Activities—Elective Program (1:4), (1:4). Hockey, fencing, small craft, competitive swimming, officiating, Olympic gymnastics, ballet, badminton, rhythmical analysis.

209, 210 Understanding of Movement (½:1½), (½:1½). Continuation of study of human movement as it relates to all phases of physical education. Emphasis on performance of efficient and effective movement by each individual student in relation to different forms of human movement. Designed in relation to concurrent work being taken by the sophomore student in the core physical education program. Pr. none; should be taken in conjunction with 211 and 212 whenever possible.

211, 212 Selected Activities—Core Program (1:5), (1:5). Track and field, tennis, conditioning and body mechanics, modern dance, wrestling and baseball (men), volleyball, golf. Dancers take modern, ballet, folk, tennis, ethnic, volleyball or golf.

213, 214 Selected Activities—Elective Program (1:4), (1:4). Educational gymnastics, bowling, self-defense, snow skiing, officiating, softball, archery, lacrosse, synchronized swimming. Intermediate modern dance, advanced modern dance, intermediate folk dance, life saving and water safety instructors may be taken in the general University program.

215 Elementary School Physical Education (2:1:3). Scope of physical education in today's modern elementary school with particular emphasis on its relationship to total educational experience. Extensive opportunity for first-hand experience in schools with children of various backgrounds. Pr. 109-110 or by consent of instructor.

216 Secondary School Physical Education (2:1:3). Development of movement concepts related to secondary school physical education. Emphasis on developing concepts of movement skills as related to games/sports, dance and gymnastics. Study of secondary school student and physical education program as it relates to total educational experience. Major part of course is direct exposure to secondary school student. Extensive observation opportunities provided.

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 ahd community playgrounds. Observations of playground activities and physical education for Grades 1-6.

250 Dance Company (1:0:3). Available to members of the dance company and to students interested in any phase of dance performance. Membership in the company is open to all students by auditions which are held prior to each semester and by dance faculty permission. Students interested in production must have the permission of the director of Dance Company. May not be taken to fulfill the requirement in physical education. May be repeated for credit.

334 Camp Leadership (1:1). Lectures, discussions, observations and required readings on camp program, camp organization and administration, and place of camping in educational program.

336 Improvisations in Dance (1:2). Open only to students who have completed two semesters of modern dance or who demonstrate necessary skill.

337 Waterfront Supervision (1:2). Open only to students who have 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 values of health protection and ethics of sportsmanship.

339 Sports Organization and Management: Volleyball and Basketball (2:2). Adapted to meet 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 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.

341 **Principles and Procedures in Physical Education (3:3).** Integration of principles in general education and physical education for Grades 1-6.

342 **Social, Folk and Country Dance (2:2).** National characteristics of music, costumes, dances and folk arts. Designed for high school teacher, community worker or recreation leader.

343 **Festivals for School and Community (1:1).** Traditional folk festivals and their adaptation to school and community use. Each student required to write one festival based on semester's study. Pr. one semester in folk dance.

344 **Community Recreation (3:2:3).** Philosophy of recreation; program planning for various types of groups; practice teaching in social recreation; and observation in local community programs. Designed for recreational leaders, camp counselors, Girl Scout executives, county home demonstration agents and social workers.

345 **Elementary Dance Composition (2:2).** Rhythmic and musical bases of dances, elements of art and theatre in structure of dances.

346 **Intermediate Dance Composition (2:2).** Space and design elements as used in dance and as similarly used in other arts.

348 **The Dance Curriculum (2:2).** Evaluating and grading dance materials. Teaching methods in modern dance, folk, tap, American country and social dance. Administration of the dance curriculum and organization and problems of the dance production.

349 **Movement for the Stage (2:4).** Movement for the stage examining and applying theories of movement and metakinetic process. Emphasis on development of movement roles within various styles of theatre. Pr. 145 or 245 and Drama Speech 251 or by consent of instructor.

351 **Principles of Physical Education, Health Education, and Recreation (3:2:3).** Biological, sociological, psychological, educational and philosophical foundations of physical education and health including definition, relationship and application of principles of teaching physical education. Aim and objectives of physical education.

354 **History and Theory of the Dance (3:3).** History and motivation of dance from primitive through present times. Study of theories of leading dancers from beginning of theatrical dance through modern times. (H).

355 **Applied Dance (2:1:3).** Coordinating course designed to increase skill in technique and use of related art materials. May be repeated for credit.

356 **Applied Dance (2:1:3).** Continuation of 355 in which advanced skill and maturity in selection and use of materials should be demonstrated. May be repeated for credit.

359 **Skill Advancement in Selected Activities (2:6).** 1. Elementary—opportunity to develop personal skill in the following areas: educational gymnastics, creative dance and manipulative abilities leading toward and applied to self-designed and prestructured games. 2. Secondary—opportunity to advance personal skill in following areas: basketball, volleyball, tennis, and golf. General officiating techniques and principles offered with emphasis on practical aspects of officiating certain sports. For dance: modern, ballet and ethnic dance for majors in dance with selected sports for dance education majors.

360 **Curriculum and the Nature of Teaching (4:8).** Planning and organizing for teaching at elementary and secondary level. Special emphasis on analysis of teaching-learning process, selection and development of appropriate content. Observation and teaching opportunities provided within class and in cooperation with public schools. Pr. 215, 216, and 351 or by consent of instructor.

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.

381 **Special Physical Education (3:3).** Role of sport, play and movement in education of handicapped individuals in school setting, with special emphasis on learning problems associated with mental, emotional, sensory or motor handicap. Pr. junior standing or with consent of instructor.

390 **Practicum I (3:9).** Supervised opportunities for professional laboratory experiences with agencies, organizations or in civic and community centers. Open to students in recreation, dance, adapted physical education and physical education. Not open to students seeking teacher certification.

449 **Seminar in Health, Physical Education, and Recreation (2:2).** Designed to coordinate work of student and to serve as a guide in coordination of interpretations, philosophy and understandings in modern physical education.

460 **Observation and Participation in Health and Physical Education (2:2).** Analysis of observation and participation techniques. Observation of pupils, class activities and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on elementary and secondary levels under guidance of cooperating teacher. Pr. 241, 351, 360, or with approval of Dean.

461, 462 **Student Teaching in Health and Physical Education (3), (3).** Techniques of teaching health and physical education under supervision. Full-time teaching in city schools and/or teaching centers in the state. Admission by application only. Acceptance contingent upon approval of Dean.

464 **Administration of Health, Physical Education, and Recreation (2:2).** Administration of physical education programs in secondary schools and colleges, with special reference to problems of the administrator conducting an integrated program of physical education, health and recreation.

465 **Preventive and Corrective Physical Education (2:3).** Preventive and corrective programs in physical education. Organization and techniques of the physical examination. 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 (3:3).** Survey of tests and application of measurement in physical education, including related areas of health and recreation. Elementary testing procedures.

469 **The Co-Curricular Program in Physical Education (2:5).** 1. Elementary—administration and organization of co-curricular program consistent with goals of today's modern elementary schools. Includes in-depth study of games as they relate to child development and societal demands. 2. Secondary—techniques of coaching and conducting intramural program. Philosophical, psychological and conditioning aspects of coaching. Emphasis on development of selected strategies and specific coaching techniques. Men majors have specific coaching methods in football and basketball. Organization and administration, historical and philosophical concepts in conducting intramural program. Play days, sports days, special events, co-recreational activities studied in relation to levels of participation. Laboratory experiences in coaching. Dancers take modern, ballet, production.

470 Specialized Methodology in Physical Education (2:4). 1. Elementary—practical application of advanced teaching techniques of games/sports, educational gymnastics, and dance (creative, folk) to children in grades K-6; also, different philosophical positions relative to teaching elementary school physical education. 2. Secondary—principles of motor learning as related to specific methods of teaching secondary school student. Includes contract teaching, systems-approach, conceptual approach, independent study, etc. General concepts of humanizing the secondary school are discussed. Men: advanced techniques and methods of coaching baseball and track and field. Dancers take modern, ballet, ethnic, methodology.

475 Independent Study (1 to 3). Intensive work in area of special interest in physical education, health education, recreation or dance. Available to qualified students on the recommendation of academic adviser and instructor. Pr. demonstrated competency for independent work and consent of academic adviser and instructor.

476 Problems Seminar (2:2). Current problems in the fields of physical education. Provides opportunity for student to specialize in a problem of his choice. Emphasis of the problem shall be in dance, body mechanics, recreation or teacher education.

480 Research in Human Movement (3). Procedures in descriptive, experimental, historical and philosophical research as used in the study of human movement with specific emphasis on studies related to physical education. Tools used in data collection and processing and interpreting the findings of research included. Pr. 351 and at least junior standing.

490 Practicum II (3). Supervised laboratory experiences, observations, participation and appropriate work experience in a full-time assignment for a limited portion of the semester. Open to students in recreation, dance, adapted physical education and physical education. Not open to students seeking teacher certification.

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

Courses for Advanced Undergraduates and Graduates

506 Sports in the Twelve-Year Program (3:3). Sports practicum designed to meet needs of teachers of sports in the twelve-year program. Emphasis determined by needs and interests of students enrolled.

511 Prevention and Treatment of Athletic Injuries (2:1:2). Designed to provide knowledge and skills to aid in the prevention and treatment of injuries common to athletes. Emphasis on prevention and reconditioning programs.

522 Anthropological Bases of Dance (2:2) or (3:3). Dances of primitive and developed cultures. Folk, court dances and ballet as expressions of social forms and cultures. (H).

523 Dance of the Twentieth Century (2:2) or (3:3). Development and trends of various types of dance; their relationship to older social forms and cultures, to developments in other arts today and to present-day social pattern. (H).

524 Survey of Contemporary Dancers (3:3). Personal approaches and techniques as illustrative of the theories of leading modern dancers.

529 Dance Notation (3:3). Development of ability to read and write Dance Notation and the construction of a score for an original piece of choreography.

530 Recreational Crafts (2:2) or (3:3). Organization of crafts program and practical experience in use of various craft materials.

550 Sports Clinic (1). Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.

551 Movement Experiences in Early Childhood (3). A study of movement and its significance to the total development of a child from 4 to 8 years. Movement considered first as a developmental human process and then in relation to creative dance, gymnastics, games and everyday tasks. Selection and sequential development of movement experiences based upon current knowledge about movement, child development and learning. Pr. graduate standing in appropriate major or consent of instructor.

552 Outdoor Education (2:2). Preparation of leaders in administration and guidance of school camping and outdoor education programs, with special emphasis on programming, acquisition of skill techniques and administrative problems.

553 Organization and Administration of Recreation (2:2). 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). Survey of the related problems with special emphasis on advanced techniques for teaching body mechanics at different age levels.

563 The History of Physical Education (2:2). Historical development of physical education, with special emphasis on educational philosophies of each era and influences of these philosophies on current practices in physical education.

564 American Physical Education (3:3). History of American pattern of physical education from 1889 to present. Emphases on influential, long-term concepts regarding play, fitness and movement.

571 Physical Education for the Handicapped (3:3). Study of physical education programs for emotionally, mentally, socially and physically handicapped. Individual study in related problems. Observations of conditions through visits to orthopedic hospitals, clinics and schools.

Courses for Graduates

606 Workshops in Physical Education (1 to 3).

610 Statistics for Research in Health, Physical Education, and Recreation (3:3).

611 Introduction to Research in Physical Education (3:3).

612 Research Seminar (3:3).

613 Advanced Principles and Philosophy of Physical Education (3:3).

614 Professional Literature (2:2) or (3:3).

615 Visual Aids in Physical Education (2:2).

616 Problems in Organization and Administration (2:2).

617 Current Theories and Practices of Teaching Sports (2:2).

618 Current Theories and Practices of Teaching Sports (2:2).

620 Rhythmical Analysis (3:3).

621 Administration of the Dance Curriculum (3:3).

631 Leadership, Organization, and Administration for Camping (2:2) or (3:3).

643 Mechanical Analysis of Motor Skills (3:3).

644 Psychological Aspects of Sports (3).

645 The Behavioral Bases of Physical Education (3:3).

646 Theoretical Considerations of Physical Education for Children (3:3).

648 Learning and Performance of Physical Skills (3).

649 Seminar in Health, Physical Education, and Recreation (3:3).

650 Scientific Bases of Physical Education (3:3).

651 Sports Seminar (2:2) or (3:3).

652 Curriculum Development in Physical Education (3:3).

654 Seminar in Curriculum Development in Physical Education (3:3).

658 Physical Skill Learning and Performance Laboratory I (2:0:4).

661 Movement Theory (3:3).

662 Movement in Dance and Sports (2:2) or (3:3).

663 Supervision of Physical Education (3:3).

668 Evaluation and Measurement in Physical Education (2:2) or (3:3).

676 Problems Seminar (3).

680 Seminar in Dance Education (3:3).

685 Choreography for Solo and Duet Dances (3:3).

686 Choreography for Large Groups and Long Dances (3:3).

690 Experimentation and Analysis (3:3).

693 Research Problems (1 to 4).

695 Independent Study (1 to 3).

699 Thesis (1 to 6).

750 Colloquy in Physical Education (3:3).

799 Dissertation (1 to 16).

History—Department of

(219 McIver Bldg./College of Arts and Sciences)

Richard Bardolph (1944), Jefferson Standard Professor and Head of Department/B.A., M.A., Ph.D., Illinois/ Litt.D., Concordia.

John Herbert Beeler (1950), Professor/B.A., M.A., Ohio/ Ph.D., Cornell.

Richard Nelson Current (1965), University Distinguished Professor/B.A., Oberlin College/M.A., Tufts/Ph.D., Wisconsin/M.A., Oxford.

James Sharbrough Ferguson (1962), Professor and Chancellor of UNC-G/B.A., Millsaps/M.A., Louisiana State/Ph.D., U.N.C. at Chapel Hill.

Stanley L. Jones (1971), Professor and Vice Chancellor for Academic Affairs/B.S., M.A., Wisconsin/Ph.D., Illinois.

David MacKenzie (1969), Professor/B.A., Rochester/M.A., Ph.D., Columbia.

Franklin Dallas Parker (1951), Professor/B.A., Greenville College/M.A., Ph.D., Illinois.

Eugene Edwin Pfaff (1936), Professor/B.A., M.A., U.N.C. at Chapel Hill/Ph.D.. Cornell.

Allen W. Trelease (1967), Professor/B.A., M.A., Illinois/ Ph.D., Harvard.

Lenoir Chambers Wright (1953), Professor, Department of History and Department of Political Science/B.A., U.N.C. at Chapel Hill/B.A., M.A., Oxford/LL.B., Harvard/M.A., Ph.D., Columbia. Leave of absence, second semester 1972-73.

Robert McCluer Calhoon (1964), Associate Professor/ B.A., Wooster/M.A., Ph.D., Western Reserve.

Converse Dilworth Clowse (1962), Associate Professor/ B.A., M.A., Vermont/Ph.D., Northwestern.

Jane D. Mathews (1970), Associate Professor/B.A., M.A., Ph.D., Duke.

Blackwell Pierce Robinson (1956), Associate Professor/ B.A., U.N.C. at Chapel Hill/M.A., Duke/Ph.D., U.N.C. at Chapel Hill.

Evelyn Ann Pottinger Saab (1965), Associate Professor/ B.A., Wellesley/M.A., Ph.D., Radcliffe.

Karl A. Schleunes (1971), Associate Professor/B.A., Lakeland/M.A., Ph.D., Minnesota. Leave of absence, January 1-December 31, 1973.

John F. Barrett (1970), Assistant Professor/B.A., Fordham/ Ph.D., U.N.C. at Chapel Hill.

James Clyde Cooley Jr. (1965), Assistant Professor/B.A., Franklin College/M.A., Ph.D., Indiana.

Jean Gordon (1964), Assistant Professor/B.A., M.A., Penn State/Ph.D., Wisconsin.

Walter T. Luczynski (1960), Assistant Professor/B.A., New York/M.A., Michigan/Ph.D., Illinois.

Frank T. Melton (1967), Assistant Professor/B.A., University of the South/M.A., Vanderbilt/Ph.D., Wisconsin.

Roy Neil Schantz (1967), Assistant Professor/B.A., Chicago/M.A., Columbia/Ph.D., New York.

Ronald Drake Cassell (1966), Instructor/B.S., M.A., Michigan.

Richard E. McFadyen (1970), Instructor/B.A., Florida Presbyterian/M.A., Emory.

William A. Pruitt (1970), Instructor/B.A., Catawba College.

Alfred K. Ross (1973), Instructor/B.A., Duke. Second semester 1972-73.

Loren Schweninger (1971), Instructor/B.A., M.A., Colorado/Ph.D., Chicago.

Russell E. Planck (1967), Lecturer/B.A., Seton Hall/M.A., Ph.D., Columbia.

James H. Thompson (1970), Lecturer and Director of the Library/B.A., Southwestern/M.A., Ph.D., U.N.C. at Chapel Hill/M.S. in L.S., Illinois.

The undergraduate courses in history in particular, and the graduate courses in considerable measure, are preoccupied with the origins and development of America's cultural heritage: its values, the institutions through which it has sought to realize them, and the credo—or "idea system"—by which our civilization has sought to establish the sanctions and to legitimate the values and institutions which give it its content and form. The courses are designed also to acquaint our students with civilizations other than our own, both because our heritage has been influenced by them and because they afford information and insights regarding alternative solutions to the gravest questions with which men have struggled.

Historical investigations supply late twentieth-century man with the "minutes of the previous meeting," a record of the circumstances that have produced change, the influences that have inhibited it, and the consequences of change for the quality of human

life. The Department of History seeks to make this knowledge the possession of all of our students, not only because no one really knows where he is unless he knows where he has been, but also because, in Santayana's celebrated words, those who ignore the past are condemned to relive it.

A second objective of the Department of History, in both its undergraduate and graduate offerings, is the preparation of teachers and of other professional, paraprofessional, and non-professional people whose competence in their daily callings and whose enjoyment of their leisure-time activities is advanced by at least some intensive scrutiny of the human record.

The department offers programs leading to the Bachelor of Arts degree in history, the Master of Arts in history, and the degree of Master of Education through the School of Education with a concentration in history or social studies.

All 200-level courses are open to freshmen; all 300-level courses are open to sophomores.

HISTORY MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The History Major prepares students for career opportunities in a very wide range of employments, where liberally educated minds can be turned to fruitful account. Many history majors have found places as teachers, at all levels, from elementary through graduate schools, and others have achieved positions in public service, in federal, state, and local agencies. Many others have been drawn into private employment where either their special skills or their general liberal training, or both, have given them a competitive advantage in the quest for satisfying careers.

Students seeking **teacher certification** should see Teacher Education Chapter.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses, other than history, from Social & Behavioral Sciences Area (SBS).
7. Four additional courses in Humanities and Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in history above the 100 level.

The department divides its undergraduate offerings into three groups: Europe, United States, and the remainder of the world. To insure that each major has breadth in his program, a student must take at least 6 semester hours from each of these three groups. The remaining history courses may be taken from the 200-, 300- and 400-level courses without any restrictions as to field.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

History/courses

Courses for Undergraduates

101, 102 Modern European History (3:3), (3:3). Since 1500, with background in ancient and medieval Europe. (SBS).

107, 108 World History (3:3), (3:3). Rise of the modern world, with background in European history since 1500. Interaction of West with other areas of the world. First semester: to about 1850. Second semester: 1850 to present. (SBS).

109 The Ancient World (3:3). Early civilizations: Near Eastern, Egyptian, Greek and Roman to Reign of Constantine. Barrett. (SBS).

110 Medieval Civilization (3:3). European civilization from beginning of fourth century to end of fifteenth, with major emphasis on political, institutional and social development. Beeler. (SBS).

111, 112 History of Science (3:3), (3:3). History of science in Europe and America, 1500 to present. Pure and applied science, technology, medicine, psychology, armaments considered. First semester: 1500 to 1800. Second semester: since 1800. Saab. (SBS).

113, 114 The World in the Twentieth Century (3:3), (3:3). Major developments which have shaped contemporary world, with emphasis on two world wars, Russian and Chinese revolutions, emergence of a third world of new nations and impact of modernization and mass culture. First semester: 1900 to 1939. Second semester: since 1939. (SBS).

205, 206 The World in Our Time (3:3), (3:3). World developments since 1945. First semester: international organizations and larger nations. Second semester: smaller nations. Parker. (SBS).

211, 212 The United States: A General Survey (3:3), (3:3). First semester: to 1865. Second semester: since 1865. (SBS).

215 The Civilizations of Asia (3:3). History, institutions and culture of India, China and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia and Korea. Wright, Cooley. (SBS).

216 The Civilizations of Asia (3:3). Impact of West on Asia and Asia's response; development of nationalism and Communism. Focus is on India, China and Japan in nineteenth and twentieth centuries. Wright, Cooley. (SBS).

228 History of Africa (3:3). Major developments in history of Africa, with emphasis on sub-Sahara Africa. Early civilizations and institutions, colonial Africa, Africa since 1945. (SBS).

239 Latin America to 1800 (3:3). American Indians; coming of Europeans and Africans; European colonies. Parker. (SBS).

240 Latin America since 1800 (3:3). Struggle for political independence; political freedom and its problems; new struggle for economic independence. Parker. (SBS).

250 An Introduction to Women's Studies: The American Woman (3:3). A multidisciplinary introduction to the study of the images, roles, and status of women in American history and culture. Special attention will be paid to the development of sex roles and the social mythology which surrounds them. Mathews. (SBS).

273 English History to 1660 (3:3). Origins and evolution of English culture and English constitution. Melton. (SBS).

274 English History since 1660 (3:3). Continuation of 273. Designed also for those who wish to take the course separately. Melton. (SBS).

277 Russian History to 1900 (3:3). Introduction to old Russia of Kiev and Muscovy, followed by a more intensive survey of eighteenth and nineteenth centuries. MacKenzie. (SBS).

278 **Russian History since 1900 (3:3).** End of Tsarist Empire, Revolution of 1917 and its aftermath, Soviet Union under Stalin and recent developments. MacKenzie. (SBS).

291 **Germany and Central Europe to 1815 (3:3).** Main political, economic and cultural developments, with emphasis on basic factors and problems in German history, from origins to 1815. Schleunes. (SBS).

292 **Germany and Central Europe, from 1815 to the Present (3:3).** Continuation of 391, but may be taken separately. Special emphasis given to "German problem" and contemporary Germany. Schleunes. (SBS).

301, 302 **Afro-American History: A Survey (3:3), (3:3).** Afro-American experience in United States, from African backgrounds to present day. First semester: to 1865. Second semester: since 1865. Each course may be taken separately. Schweninger. (SBS).

305 **Selected Contemporary Problems Historically Considered (3).** Study of selected topics in history which can be incorporated into standard high school history courses. Gordon. (SBS).

313 **A History of American Material Culture: A Visual Approach (3:3).** A survey from the colonial period to the present demonstrating how America's social and economic development has been reflected in things which can be visually evaluated including architecture, land usage, city planning, technology and the fine and popular arts.

337 **The American Colonies, 1607-1763 (3:3).** Political, economic, social, cultural, religious and intellectual beginnings of American society. Clowse. (SBS).

339 **Revolutionary and Early National America, 1763-1815 (3:3).** American history from 1763-1815; pre-Revolutionary movement, War for Independence, Confederation, drafting and ratification of Constitution, Federalist era and Jeffersonian democracy. Calhoon.

340 **Nineteenth Century America, 1815-1860 (3:3).** Domestic and diplomatic history, emphasizing such topics as industrialism and economic growth, political and social reform, Jacksonian Democracy and the Whig party, Manifest Destiny and the Mexican War, the frontier and sectionalism, the antebellum South, and the coming of the Civil War. Primarily a discussion course based upon assigned paperback readings.

341 **Nineteenth Century America, 1860-1898 (3:3).** The Civil War in its various aspects, North and South; Reconstruction; industry and urbanization; agrarian unrest and the Populist movement; black history from slavery to Jim Crow; overseas imperialism and the Spanish-American War. Primarily a discussion course based upon assigned paperback readings.

342 **The United States, 1890-1920 (3:3).** American society during first years of our own time, focusing on impact of industrialization, urbanization and world involvement. Progressivism—its origins, aspirations and accomplishments—carefully examined. Mathews. (SBS).

343 **North Carolina to 1816 (3:3).** Robinson. (SBS).

344 **North Carolina since 1816 (3:3).** Robinson. (SBS).

348 **The United States, 1920-1945 (3:3).** American society in prosperity, depression and war; focusing on rise of mass-production —mass-consumption economy, cultural cleavage and nostalgia, depression and its effects on the economy, politics and culture. Mathews. (SBS).

351 **History of Greece, 2000-323 B.C. (3:3).** Social, economic and political organization of Greece, with consideration of Bronze Age, colonization and tyranny, and Athens and Sparta in fifth century B.C. Barrett. (SBS).

352 History of Rome, 754 B.C. to 337 A.D. (3:3). Roman Republic and Empire, with emphasis on social, economic, political and military problems which caused the "decline and fall" of the Republic and later the Empire. Barrett. (SBS).

353 Athens in the Fifth Century B.C. (3:3). A study of the social and political history of Athens in the fifth century B.C. Pr. 109 or 351 or permission of instructor.

355 The Renaissance (3:3). Background, causes and progress of intellectual and cultural movements in Europe in fourteenth, fifteenth and sixteenth centuries. Planck. (SBS).

356 The Reformation (3:3). Reformation period in European History. Planck. (SBS).

381 The Near and Middle East (3:3). Emphasizes developments since World War I. Wright. (SBS).

383 Chinese History to 1800 (3:3). Early Chinese Civilization; Imperial Period; first dynasties; Early Modern China. Cooley. (SBS).

384 The Modern Transformation of China: 1800 to Present Day (3:3). Coming of Europeans; decline of imperial institutions to 1870; western impact and Chinese reforms, 1870-1945; contemporary China. Cooley. (SBS).

401, 402 Individual Study (1 to 3). Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head. (SBS).

408 Problems of Latin America (3:3). Dictatorship in government, colonialism in economy, illiteracy in society, church-state relationships, role of Indian and hemispheric cooperation, presented against their historical background. Parker. (SBS).

410 Historiography (3:3). Evolution of historical thought and practice from ancient times to present. Readings in works of major historians through nineteenth century; philosophy of history; development of history as a profession. Trelease. (SBS).

415 American Diplomatic History: The Twentieth Century (3:3). Emphasis on most important crises and making of basic policy decisions from Spanish American War to present. Current. (SBS).

426 The Civil War and Reconstruction (3:3). Current. (SBS).

433 The Age of Jackson (3:3). Major issues and events in American domestic history and foreign relations from 1815 to 1848. Trelease. (SBS).

434 The American Revolution, 1763-1789 (3:3). Colonial social structure, organization of Empire, role of ideology, War for Independence, politics of new nation, drafting and ratification of the new Constitution. Calhoon. (SBS).

437 The American Colonial Period 1607-1763 (3:3). Selected topics pertaining to development of colonies to eve of American Revolution. Clowse. (SBS).

438 South America (3:3). Historical development of the continent of South America with emphasis on twentieth century politics. Formerly 338. Parker. (SBS).

439 The United States since World War II (3:3). Recent American society, focusing on such critical issues as McCarthyism, rise of radical right, civil rights struggle, new feminism and student radicalism. Mathews. (SBS).

440 Middle America (3:3). Historical development of Mexico, Central America and West Indies, with emphasis on twentieth century politics. Parker. (SBS).

441 The United States and Latin America (3:3). Hemispheric relationships and problems from independence to twentieth century alliance. Parker. (SBS).

442 Central American Civilization (3:3). History of Central America in all of its aspects, emphasizing interrelationships between the structure of society and politics. Parker. (SBS).

446 The Old South (3:3). Political, economic, social and cultural forces in the evolution of pre-Civil War South, with emphasis on period from 1820-1860. Trelease. (SBS).

447 The New South (3:3). Southern history from end of Reconstruction to present with consideration of contemporary regional problems. The South studied in both relationship and contrast to national development. Trelease. (SBS).

449 Social and Cultural Forces in the United States to 1865 (3:3). Development of American society, with emphasis on life of the people and influence of changing religious, intellectual, aesthetic, literary, social, economic and reformist currents. Bardolph. (SBS).

450 Social and Cultural Forces in the United States since 1865 (3:3). Development of American society with emphasis on particular groups whose changing roles reflect changing economic, social, intellectual, aesthetic and reformist currents at work in modern America. Mathews. (SBS).

454 Europe in the Middle Ages: 300-1050 A.D. (3:3). From the time of Constantine to the reforms of Hildebrand. Emphasis on political, social, cultural, economic and military institutions of medieval Europe. Beeler. (SBS).

455 Europe in the Middle Ages: 1050-1494 A.D. (3:3). From the papacy of Hildebrand to French invasion of Italy. Emphasis on political, social, cultural, economic and military institutions of medieval Europe. Beeler. (SBS).

461 The Age of Absolutism (3:3). Europe 1648-1789, with emphasis on French history, Louis XIV, eighteenth century enlightened monarchs, the Old Regime, background of the French Revolution. Planck. (SBS).

465 Europe, 1815-1870 (3:3). Political, diplomatic, economic and social developments in Europe, including England. Saab. (SBS).

466 Europe since 1920 (3:3). Domestic developments, internal politics, and international relations of major countries of Europe, from Treaty of Versailles to present. Luczynski. (SBS).

468 The French Revolution and Napoleon (3:3). Struggle for social, economic and political democracy during Revolution and advancement or negation of progress toward those goals under Napoleon. Planck. (SBS).

469 Europe in the Nineteenth Century (3:3). Emphasis on social, cultural, and intellectual history. Works of leading thinkers read and discussed. Pfaff. (SBS).

470 Europe in the Twentieth Century (3:3). Continuation of 469 but designed as a separate course. Pfaff. (SBS).

473 German History, 1914-1945 (3:3). German social and political structures and their functioning during World War I, Weimar Republic and Third Reich with attendant emphasis on cultural and intellectual themes. Schleunes. (SBS).

479 Russia in World Politics since 1850 (3:3). Major problems in Russian and Soviet foreign relations since Crimean War. Pr. one semester of Russian history or by permission. MacKenzie. (SBS).

480 Radicalism and Revolution in Russia, 1773-1921 (3:3). Russian radical and revolutionary movements and organizations, 1773-1921, in theory and practice. Pr. one semester of Russian history or by permission. MacKenzie. (SBS).

481 Tudor and Stuart England, 1485-1714 (3:3). English society, government and economics in the sixteenth and seventeenth centuries; impact of religious changes;

expansion of England; problems of revolutions and emergence as a great power. Melton. (SBS).

482 England from the Eighteenth Century to the Present (3:3). Development of English society; political, economic and social evolutions. Melton. (SBS).

484 Contemporary Far East History (3:3). Emphasis on China and Japan. Stress on analysis of problems of comparative nature. Pr. one course in Asian civilization or Chinese history or consent of instructor. Wright. (SBS).

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

Courses for Advanced Undergraduates and Graduates

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 works of leading thinkers of our time. (SBS).

517 A History of American Economic Development: Early Seventeenth Century to the 1890's (3:3). Evolution of the American economy from colonial origins to 1890's with emphasis on post-1790 period. Stresses growth of a national market, spreading division of labor and deepening of investment. Pr. Economics 211 or 325 and 6 semester hours of work in history, or consent of instructor. Same as Economics 517. (SBS).

518 A History of American Economic Development: 1890's to Present (3:3). Evolution of the American economy from 1890's to the post-World War II era. Emphasis on economic performance measured against goals of full employment, price stability and high rate of growth. Follows 517, but may be taken separately. Pr. Economics 211 or 325 and 6 semester hours of work in history, or consent of instructor. Same as Economics 518. (SBS).

521 A History of European Economic Development: Medieval Origins to C. 1800 (3:3). Evolution of Europe's principal economic institutions from disintegration of ancient world to beginning of nineteenth century. Sources of economic progress such as extension of trade, spreading division of labor and deepening of investment are stressed. Heavy emphasis on developing nation-states of Western Europe. Pr. Economics 211 or 325 and 6 semester hours of work in history, or consent of instructor. Same as Economics 521. (SBS).

522 A History of European Economic Development: C. 1800 to Present (3:3). Significant economic developments in various European nations from early nineteenth century to present. Trends in income distribution among productive factors and by size, patterns of product use, growing international interdependence, and role of innovation in economic growth investigated through detailed comparative analysis. Follows 521, but may be taken separately. Pr. Economics 211 or 325 and 6 semester hours of work in history, or consent of instructor. Same as Economics 522. (SBS).

***528 Constitutional History of the United States (3:3).** Leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Same as Political Science 528. Hunt. (SBS).

***529 Civil Liberties and the Judicial Process (3:3).** Historical development of leading judicial doctrines of civil liberties and civil rights in United States, with particular emphasis on interplay of philosophical, social and political factors involved in Supreme Court decisions in this field. Same as Political Science 529. Hunt. (SBS).

***571 Political Theory (3:3).** Works of leading thinkers from ancient times to nineteenth century. Same as Political Science 571. (SBS).

*572 **Political Theory (3:3).** The nineteenth and twentieth centuries. Continuation of 571, but may be taken separately. Same as Political Science 572. (SBS).

*Note: Major students in either history or political science who take History (Political Science) 528, 529, 571 or 572 shall count it in their own major, subject to all the restrictions applying to courses in their major.

599a **Political and Social History of North Carolina to 1816 (2:2).** Political and social history of North Carolina to 1816, with emphasis on major trends in its development. Robinson. (SBS).

599b **Political and Social History of North Carolina from 1816 to 1966 (2:2).** Political, social, economic and cultural development of North Carolina in last century and a half. Robinson. (SBS).

Courses for Graduates

508 **Problems of Latin America (4).**

510 **Historiography (4).**

515 **American Diplomatic History: The Twentieth Century (4).**

526 **The Civil War and Reconstruction (4).**

533 **The Age of Jackson (4).**

534 **The American Revolution, 1763-1789 (4).**

537 **The American Colonial Period, 1607-1763 (4).**

538 **South America (4).** Formerly 338.

539 **The United States since World War II (4).**

540 **Middle America (4).**

541 **The United States and Latin America (4).**

542 **Central American Civilization (4).**

546 **The Old South (4).**

547 **The New South (4).**

549 **Social and Cultural Forces in the United States to 1865 (4).**

550 **Social and Cultural Forces in the United States since 1865 (4).**

554 **Europe in the Middle Ages: 300-1050 A.D. (4).**

555 **Europe in the Middle Ages: 1050-1494 A.D. (4).**

561 **The Age of Absolutism (4).**

565 **Europe 1815-1870 (4).**

566 **Europe since 1920 (4).**

568 **The French Revolution and Napoleon (4).**

569 **Europe in the Nineteenth Century (4).**

570 **Europe in the Twentieth Century (4).**

573 **German History, 1914-1945 (4).**

579 **Russia in World Politics since 1850 (4).**

580 **Radicalism and Revolution in Russia, 1773-1921 (4).**

581 **Tudor and Stuart England, 1485-1714 (4).**

582 **England from the Eighteenth Century to the Present (4).**

584 **Contemporary Far East History (4).**

601 **Seminar in European History: before 1815 (4).**

602 **Seminar in European History: since 1815 (4).**

609 **Colloquium in American History: to 1865 (4).**

610 **Colloquium in American History: since 1865 (4).**

611 **Seminar in American History: before 1865 (4).**

612 **Seminar in American History: since 1865 (4).**

613 Problems in American History for Teachers of American History Survey Courses (4).

621 Colloquium in European History before 1815 (4).

622 Colloquium in European History since 1815 (4).

697 Directed Reading (1 to 4).

699 Thesis (4 to 8).

Home Economics—School of

(215 Stone Building)

Naomi G. Albanese (1958), Professor and Dean of School/ B.A., Muskingum College/M.A., Ph.D., Ohio State.

Martha Helen Canaday (1958), Professor/B.S., Texas State College for Women/M.S., Louisiana State/Ed.D., Pennsylvania State.

Jane Hanes Crow (1965), Professor/B.S., Salem College/ M.S., Maryland/Ph.D., Cornell.

Pauline Evelyn Keeney (1949), Burlington Industries Professor of Textiles/B.S., M.S., Ph.D., Pennsylvania State.

Richard H. Klemer (1967), Professor/B.A., Pittsburgh/ Ph.D., Florida State. Deceased September 12, 1972.

Aden Combs Magee III (1960), Professor/B.S., Texas A. and M./M.S., Ph.D., N. C. State.

Clara Ann Ridder (1959), Professor/B.S., Nebraska/M.S., Arizona/Ph.D., Cornell.

Victor S. Salvin (1967), Professor/B.S., M.S., Wesleyan/ Ph.D., Yale.

Howard A. Schneider (1970), Professor/School of Home Economics and Department of Biology/B.S., M.S., Ph.D., Wisconsin. Part-time.

Joan P. Cassilly (1971), Associate Professor/B.A., Ohio Wesleyan/M.S., Ohio State/Ph.D., UNC-G.

Ellen M. Champoux (1967), Associate Professor/B.S., M.A., Arizona State/Ed.D., Pennsylvania State.

Barbara Nelle Clawson (1973), Associate Professor/B.S., Ph.D., Iowa State/M.S.H.E., UNC-G.

Eunice Minerva Deemer (1963), Associate Professor/B.S., Indiana State/M.Ed., Ph.D., Pennsylvania State.

Mildred Louise Johnson (1965), Associate Professor/B.S., M.S., Northern Illinois/Ph.D., Wisconsin.

Emma Louise Lowe (1941), Associate Professor/B.S., The Woman's College of Georgia/M.S., Georgia.

James A. Watson (1970), Associate Professor/B.S., M.S., Ph.D., Georgia.

Josie Nance White (1951), Associate Professor/B.A., UNC-G/M.Ed., U.N.C. at Chapel Hill/Ph.D., UNC-G.

Frances B. Buchanan (1960), Assistant Professor/B.S.H.E., Winthrop/M.S.H.E., Ph.D., UNC-G.

Mary Andrews Dickey (1957), Assistant Professor and Academic Adviser/B.S., UNC-G/M.S., Tennessee.

Kay P. Edwards (1969), Assistant Professor/B.S., M.S., Utah State/Ph.D., Cornell.

Eileen Casey Francis (1965), Assistant Professor/B.S., M.S., Ph.D., Pennsylvania State.

Lavina M. Franck (1972), Assistant Professor/B.S., Illinois/ M.S., Wisconsin.

Carol J. Fritz (1972), Assistant Professor/B.S., Drexel/ M.A., New York/Ed.D., Columbia.

Mary C. Miller (1967), Assistant Professor/B.S.H.E., M.S.H.E., UNC-G/Ed.D., Columbia.

Rebecca M. Smith (1958), Assistant Professor/B.S., M.S., Ph.D., UNC-G.

Martha D. Artz (1967), Instructor/B.S., Pennsylvania State/ M.S., UNC-G.

Rose Mills Freedman (1957), Instructor/B.A., Vassar/M.A., Peabody. Part-time.

Sammie Gatlin Garner (1966), Instructor/B.S.H.E., M.S.H.E., UNC-G.

Nancy H. Grier (1972), Instructor/B.S., M.Ed., UNC-G. First semester 1972-73.

Nancy Hefner Holmes (1966), Instructor/B.S.H.E., M.S.H.E., UNC-G.

Vira Rodgers Kivett (1968), Instructor/B.S.H.E., M.S.H.E., UNC-G.

Betsy Roberts Schenck (1972), Research Instructor/B.S., M.S., Ph.D., UNC-G.

Sarah Moore Shoffner (1964), Research Instructor/ B.S.H.E., M.S.H.E., UNC-G.

Emeve P. Singletary (1959), Instructor/B.S.H.E., M.S., UNC-G.
Sheron Minich Sumner (1966), Instructor/B.S.H.E., East Carolina/M.S., Ohio State.
Jean Webb Trogdon (1964), Instructor/B.A., Meredith College/M.S., UNC-G. Part-time.
Rebecca Freeman Wagoner (1967), Instructor/B.S.H.E., M.S., UNC-G. Part-time.
Mozelle Williams (1966), Instructor/B.S.H.E., M.S.H.E., UNC-G.
Alice J. Willingham (1972), Instructor/B.S., East Carolina/M.S.H.E., UNC-G. Part-time, first semester 1972-73.
Louise L. Wilson (1971), Instructor/B.S.H.E., M.S.H.E., UNC-G. Part-time.
Robert Lee Wolf (1971), Instructor/B.S., Southern Illinois/M.S., Missouri.
Peyton H. Clark (1971), Lecturer/B.S., Delaware/M.S., UNC-G.
Carl M. Cochrane (1968), Lecturer/B.A., Guilford College/Ph.D., U.N.C. at Chapel Hill. Part-time.
Mildred B. Davis (1972), Lecturer/B.S., Auburn/M.S., Alabama.
Betty J. Kampf (1973), Lecturer/B.S., M.S., Ph.D., Pennsylvania State. Second semester 1972-73.
Mary Elizabeth Keister (1965), Lecturer, Coordinator of Early Childhood Programs, Research Associate in Institute for Child and Family Development/B.S., UNC-G/M.A., State University of Iowa/Ph.D., Chicago.
Michael D. Kroelinger (1971), Lecturer/B.S., Alabama/M.S., Tennessee.

The aims of the School of Home Economics are expressed in its philosophy. Home economics is a professional field of knowledge and service primarily concerned with assisting individuals and families in all aspects of living. It prepares the members of society to participate more effectively with the social, political, economic and cultural environment of which they are a part. The profession is dynamic in the sense of being responsible to contemporary issues. Home economics recognizes change and innovation and is fully committed to using and extending its energies and resources to educate the individual, improve services and goods, and conduct research to create a better world for individuals and for families.

The basic philosophy of the School of Home Economics is reflected in the programs offered. Five divisions—Child Development and Family Relations; Clothing and Textiles; Foods and Nutrition; Home Economics Education; and Interior Design, Housing and Management—offer programs at the undergraduate and graduate levels.

At the undergraduate level the student may major or concentrate in one of five home economics subject-matter areas. See major charts which follow. At the graduate level, four degrees—Master of Science, Master of Science in Home Economics, Master of Education and Doctor of Philosophy—are available with majors in the five subject-matter areas in home economics.

Special facilities of the School of Home Economics include the Carter Child Care Center, the UNC-G Nursery School, Residential Lighting Laboratory, Home Management Houses and the Food Service Management Laboratory.

CHILD DEVELOPMENT MAJOR (Bachelor of Science in Home Economics)

Required: 120 semester hours plus physical education activities courses.

The Child Development Major focuses on the study of children; their physical, social and psychological development; the study of families; and the relationships for family living. It leads to careers in nursery schools, day care centers, private kindergartens, hospitals and in community agencies and welfare departments which work with children and families. Child development majors may elect an option that will certify them to teach young children (K-3).

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English compositon: English 101 or approved substitute or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than home economics, from Humanities Area (H). Select from intermediate foreign language, literature, philosophy, religious studies, or appreciation of art, music, drama, or dance.
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavorial Sciences Area (SBS). Select from anthropology, sociology, political science or economics.
6. Four additional courses, other than home economics, from the three above areas, or in an elementary foreign language. Include Psychology 221 and one course from each: geography, mathematics and history.

Major & Related Area Requirements

1. Home Economics 105 (no credit), 213, 205, 212, 341, 446.
2. Home Economics 103, 302, 412, 522, 532, 542, 552, 462.
3. Related Areas: English 102 or an approved English composition substitute; Physical Education 551; Psychology: 6 semester hours; Education 346.

Electives

Electives sufficient to complete total semester hours required for degree. No more than one third may be home economics courses.

CLOTHING AND TEXTILES MAJOR (Bachelor of Science in Home Economics)

Concentrations in

Clothing & Fashion Merchandising
Textiles

Required: 120 semester hours plus physical education activities courses.

The Clothing & Fashion Merchandising Concentration includes study of historical costume and textiles; psychological, economic and social implications of clothing and textiles; creative and artistic expression in the use of fabrics, colors, lines and accessories; and professional work experience in retail establishments. It leads to careers in fashion coordinating, comparison shopping, pattern designing, assistant retail buying, fashion consulting, fashion writing and work with pattern companies and the Cooperative Extension Service.

The Textiles Concentration focuses on structural and decorative textile design; recent developments of new fibers, textured yarns and finishes; performance and care of textile products; historical background and developments of textiles; observations of textile manufacturing; and professional work experience in textile companies. Career opportunities include textile designing; promotional activities, consumer services, textile technology, Cooperative Extension Service work and textile product testing.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.

3. Three courses, other than home economics, from Humanities Area (H) including Art 105.
4. Two courses from Natural Sciences & Mathematics Area (NSM). Select from chemistry, biology, mathematics or psychology. Chemistry 111 and 111L, 114 and 114L required for Textile Concentration.
5. Two courses from Social & Behavorial Sciences Area (SBS). Select Sociology 211 and Economics 211.
6. Four additional courses, other than home economics, from the above areas or in an elementary foreign language. Include two courses in history.

Major & Related Area Requirements

Core Courses for All Concentrations

1. Home Economics 105 (no credit), 205, 212, 213, 341, 446.

Clothing & Fashion Merchandising Concentration

1. Home Economics 101 or 121, 301, 311, 461 or 551, 504, 514, 561, 571.
2. Home economics or cognate courses: 7-11 semester hours.
3. Related Areas: English 102 or an approved English composition substitute; Art 140; Psychology 221 or 223; art electives: 3-4 semester hours.

Textiles Concentration

1. Home Economics 101 or 121, 301, 514, 524, 541, 561.
2. Home economics or cognate courses: 5-10 semester hours.
3. Related Areas: English 102 or an approved English composition substitute; Chemistry 205 or 351, 352, 354 (4-7 semester hours); Art 140; Mathematics: 6 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree.

FOOD AND NUTRITION MAJOR (Bachelor of Science in Home Economics)

Concentration in

Business & Community Services
Related Sciences
Food Service Management

Required: 120 semester hours plus physical education activities courses.

The Business & Community Services Concentration is designed for students who want to go into food and nutrition work with the Cooperative Extension Service, dairy councils, utility companies or test kitchens.

The Related Sciences Concentration is designed primarily to prepare students for graduate work or advanced preparation in foods and nutrition.

The Food Service Management Concentration focuses on the principles of quantity food preparation; planning, organization and administration of food services; personnel and management; and supervised experience in the School of Home Economics Food Service Center. This program meets the American Dietetic Association requirements for hospital, commercial or clinic internship and provides American Dietetic Association membership. It prepares students for careers in hospitals and public health agencies, university and school lunchroom food services, hotels, restaurants, cafeterias and industrial food service programs.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.

2. Two courses in physical education activities or exemption.
3. Three courses, other than home economics, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM) including Chemistry 111 and 111L, 114 and 114L.
5. Two courses from Social & Behavorial Sciences Area (SBS) selected as follows:

   Business & Community Services Concentration

   Economics 101 or 211 and one course from either sociology or anthropology required.

   Related Sciences and Food Service Management Concentration

   Two courses selected from economics, sociology or anthropology required.
6. Four additional courses, other than home economics, from any one or all of the three areas above, or in an elementary foreign language. Include Biology 101, 102 (all concentrations) and Psychology 221 (Business & Community Services and Food Service Management concentrations).

Major and Related Area Requirements

Core Courses for All Concentrations

1. Home Economics 105 (no credit), 205, 212, 213, 341, 446.

Business & Community Services Concentration

1. Home Economics 103, 223, 301, 503, 515, 583, 593.
2. Related Areas: English 102 or approved English composition substitute; Economics 536 or Home Economics 533; Biology 277, 535, 581; organic chemistry: 4 semester hours.

Related Sciences Concentration

1. Home Economics 103, 223, 303, 503, 573, 593.
2. Related Areas: English 102 or an approved English composition substitute; Biology 277, 535, 545, 581; organic chemistry: 4 semester hours; Chemistry 231, 233; Mathematics 110 and 112 or Mathematics 121.

Food Service Management Concentration

1. Home Economics 103, 223, 303, 503, 509, 519, 520, 549, 573, 593.
2. Related Areas: English 101 or an approved English composition substitute; Biology 277, 535, 581; organic chemistry: 4 semester hours; one education methods or principles course; Psychology 532 or 535.

Electives

Elective courses sufficient to complete total semester hours required for degree. Approximately one third of the electives may be in home economics courses.

HOME ECONOMICS EDUCATION MAJOR (Bachelor of Science in Home Economics)

Concentrations in

Communication Arts
Consumer Services

Required: 120 semester hours plus physical education activities courses.

The Concentrations in Communication Arts and in Consumer Services focus on study of all areas of home economics, radio and television production, speech, demonstration techniques and include supervised internships with radio and television studios. They lead to careers in radio, television, advertising, journalism, industry and utility companies.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than home economics, from Humanities Area (H) including one literature course.
4. Two courses from Natural Sciences & Mathematics Area (NSM). Select from Chemistry 111, 111L, 114, 114L; Biology 101, 102; Psychology 223 or a mathematics course.
5. Two courses from Social & Behavorial Sciences Area (SBS). Select from Economics 211 and either Sociology 211 or Anthropology 212.
6. Four additional courses, other than home economics, from any or all of the three areas above or in an elementary foreign language. Include one history course.

Major & Related Area Requirements

Core Courses for All Concentrations

1. Home Economics 105 (no credit), 205, 212, 213, 341, 446.

Communication Arts Concentration

1. Home Economics 101 or 121, 103, 303, 500 (3 semester hours), 515, 583, 597 or Education 560.
2. Home Economics electives above the 200 level: 9 semester hours.
3. Related Areas: English 102 or an approved English composition substitute, 219, 319; Drama & Speech 105, 341, 391; Art 105 or 140 or 190.

Consumer Services Concentration

1. Home Economics 101 or 121, 103, 303, 357, 515, 535, 583.
2. Home Economics electives above the 200 level: 6 semester hours.
3. Related Areas: English 102 or an approved English composition substitute; Drama & Speech 341; Economics 536; Art 105 or 140 or 190.

Electives

Electives sufficient to complete total semester hours required for degree. Approximately one third of the electives may be in home economics courses.

HOME ECONOMICS EDUCATION MAJOR (Bachelor of Science in Home Economics)

Teacher Education Concentration

Required: 120 semester hours plus physical education activities courses.

The Teacher Education Concentration provides the preparation necessary to qualify for North Carolina certification to teach home economics on the secondary school level. The course work includes study of all areas of home economics, methodology and curriculum development, and observation and pre-service teaching. Career opportunities include secondary teaching, journalism and television, and work with the Cooperative Extension Service, utility companies, dairy councils and the Peace Corps.

Liberal Education Requirements
(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than home economics, from Humanities Area (H) including a 200 level or above literature course.

4. Two courses from Natural Sciences & Mathematics Area (NSM) including Chemistry 111, 111L, 114, 114L.
5. Two courses from Social & Behavorial Sciences Area (SBS) including Economics 211 and either Sociology 211 or an anthropology course.
6. Four additional courses, other than home economics from any or all of the three areas above or in an elementary foreign language. Include Biology 101, 102 and one history course.

Note: Where appropriate, **teacher certification** course requirements (listed below) may be selected to fulfill liberal education requirements.

Major & Related Area Requirements

1. Home Economics 105 (no credit), 205, 212, 213, 341, 446.
2. Home Economics 101 or 121, 103, 302, 303, 301 or 311, 357, 500, 515.
3. Related Areas: English 102 or an approved English composition substitute; Art 105 or 140 or 190.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One speech course or speech clearance.
2. Mathematics: 3 semester hours.
3. Psychology 221.
4. Education 381, 450.
5. Block semester: Home Economics 405, 467 and 508.

Electives

Electives sufficient to complete total semester hours required for degree. Approximately one third of the electives may be in home economics.

INTERIOR DESIGN MAJOR (Bachelor of Science in Home Economics)

Required: 120 semester hours plus physical education activities courses.

The Interior Design Major is designed to develop the aesthetic sensitivity and practical knowledge needed to design residential and non-residential interiors, within a situational context: space relationships, specific space use by particular people for particular purposes, special interest or occupational groups, at a predetermined cost. Interior design inter-relates concepts of management, housing, family living patterns and activity needs with modern technological products and original design.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than home economics from Humanities Area (H) including Art 105 and one course in literature.
4. Two courses from Natural Sciences & Mathematics Area (NSM). Select one biology course and one course from either chemistry, geography, mathematics or psychology.
5. Two courses from Social & Behavorial Sciences Area (SBS) including Economics 211 or 325 and Sociology 211 or 101.
6. Four additional courses, other than home economics, from the areas above or in an elementary foreign language. Include two courses in history and two courses selected from political science, anthropology, psychology or geography.

Major & Related Area Requirements

1. Home Economics 105 (no credit), 205, 212, 213, 341, 446.
2. Home Economics 305, 345, 500 (2 semester hours), 534, 535, 536, 546, 555, 575, 595.
3. Home Economics electives: 3-4 semester hours.
4. Related Areas: Art 140, additional art: 12 semester hours including 9 semester hours of laboratory courses.

Electives

Electives sufficient to complete total semester hours required for degree.

Home Economics/courses

Courses for Undergraduates

101 Clothing Construction and Selection (3:1:6). Basic principles of construction, selection, care and management in clothing the family.

103 Food Selection and Preparation (3:2:3). Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage and preservation.

105 Orientation (0:1). Purposes of education for home and family living; development of home economics and survey of professional opportunities; planning for development of personal and professional proficiencies. Required of all freshman majors and sophomore transfers.

121 Clothing Selection and Construction for the Consumer (3:2:3). Designed to meet needs of students who have had broad experiences in clothing construction at high school level. (For freshmen passing placement test.)

205 The House and Its Furnishings (3:2:3). Planning and furnishing a livable home in relation to use, economy, beauty and individuality. Laboratory experiences. Pr. or concurrently Art 105, 140, or 190.

212 Developmental Patterns of the Family (3:3). Developmental characteristics, behavior and interpersonal relations among family members in various stages of family life cycle.

213 Nutrition (3:3). Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Pr. or parallel one year of science.

223 Dietetics and Nutrition Laboratory (1:0:3). Laboratory exercises in dietetics and nutrition designed to supplement lecture material received in 213. Pr. 213 (may be taken concurrently.)

301 Dress Design and Construction I (3:1:6). Interrelated factors in fitting, flat-pattern design and clothing construction. Pr. 101 and Art 140 or approved equivalents.

302 Child Development (3:2:3). Development of the young child. Observation in nursery school required.

303 Meal Management (3:2:3). Planning, marketing, storing, preparing and serving food for family meals and special functions at different cost levels. Pr. 103 or approved equivalent.

305 Functional Interior Design (3:1:6). Space requirements for family living executed into interior designs. Pr. 205.

311 Dress Design and Construction II (3:2:3). Aesthetic, psychological and socio-economic aspects of applied clothing design. Pr. 101 and Art 140 or approved equivalents.

313 Nutrition and Dietetics (3:2:3). Principles of nutrition; application to planning adequate dietaries for normal individuals and family groups of different economic levels. Pr. or parallel one year of science. Not offered every year.

341 Textiles (3:2:3). Textiles from raw materials through manufacturing and finishing of fabrics as related to quality and performance of fabrics.

345 Home Furnishings Laboratory (2:0:6). Study of construction and materials in furnishings and window treatments relative to quality and cost. Pr. 341.

351 Clothing Selection and Care (3:3). Factors influencing acquisition of clothing to include selection in relation to personal attributes, aspects of textiles for consumer and guides to satisfying buymanship and use practices. Not offered every year.

353 Food Preparation and Meal Service (3:2:3). Selection, purchase, storage and preparation of food; planning and serving meals for different occasions at varying cost levels. Planned primarily for other than home economics majors. Not offered every year.

355 Planning and Furnishing the House (3:3). The house as the immediate environment for living. The design of interior and exterior public, private and work zones in relation to structural and site limitations. Not open to students who have enrolled in 205. Not offered every year.

357 Curriculum and Teaching Methods in Home Economics (3:3). Principles of education applied to curriculum and methods of teaching home economics. Pr. Psychology 221 or consent of instructor.

401 Special Problems in Home Economics (1 to 4). Individual study. Conference hours to be arranged.

405 Home Management House Residence (2). Application of principles of management through residence in the home management house. Group conferences. Course completed in nine weeks. For senior home economics majors.

412 Family Relations (3:3). Relationships of parents and children as they are affected by modern living. Research, case study materials and theories relative to decision making by families in different stages of the life cycle.

446 Family Economics and Management (3:3). Management of resources by individuals and families in relation to human needs, goals and values.

461 Fashion Apparel Fundamentals (3:3). Fashion apparel as a social and economic force. How the fashion market functions; American and foreign designers; the fashion merchandiser; leading markets; merchandise promotion. Pr. Economics 211 or equivalent.

462 Supervised Teaching in the Nursery School (3:1:8). Planned experiences under supervision for the student teaching of preschool children enrolled in the Nursery School. Pr. Psychology 221, Home Economics 302 and 532 or consent of instructor.

467 Supervised Teaching in Home Economics (6). Provides experiences required for certification of home economics teachers. Observation, teaching experience, home visiting and school and community activities. Course completed in nine weeks.

478 Planning and Evaluating the Homemaking Program (2:2). Planning the home economics program in secondary schools in relation to total school program and the community.

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

Courses 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 major course of study of the student.

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.

504 History of Costume (3:3). Historical background, sequential development and function of costume since early times. Pr. two courses in history. (H).

507 Trends in Home Economics Education (2:2). Current developments in home economics teaching related to program planning and evaluation of learning. Not offered every year.

508 Vocational Home Economics (3:3). Emphasis on special problems and philosophy of vocational homemaking programs in secondary schools.

509 Quantity Cookery (3:1:6). Principles of food preparation applied to large quantities. Emphasis on menu planning, correct use and care of power equipment, cost control and food service. Pr. 303 or approved equivalent.

514 History of Textiles (3:3). Historical background and characteristics of decorative textiles through fifty centuries. Pr. two courses in history. (H).

515 Household Equipment (3:2:3). Selection, operation, care and arrangement of household equipment in relation to family resources.

517 Management Problems in Teaching Foods (2:2). Food preparation in relation to use of time, energy and equipment. Not offered every year.

518 Methods in Adult Homemaking Education (3:3). Emphasis on scope, organization, implementation and evaluation of adult homemaking education. Not offered every year.

519 Food Service Management (2:2). Planning, organization and administration of institution food service, personnel and work units.

520 Quantity Food Marketing (2:2). Purchasing procedures, quantity buying guides, food storage and methods of cost control. Pr. or parallel 103 or 303. Field trips required.

522 Parent Education (3:2:3). Overview of parent education with special emphasis on parent-child relationships; to study the problems and procedures of teachers working with children and/or families to identify problem areas and explore implications for research with parents and their children. Pr. 212 and 302 or equivalent.

523 Community Nutrition (3:2:3). Current trends in community nutrition with emphasis on community services, government projects and international health organizations. Pr. 593 or approval of instructor.

524 Textile Technology (3:2:3). Advanced study of chemical properties of fibers in relation to methods of processing fabrics and factors influencing serviceability. Pr. 341 or approved equivalent, and chemistry.

525 Work Simplification (3:2:2). Principles of work simplification and their application to selected household procedures. Pr. 446 or equivalent. Not offered every year.

526 The Consumer in a Market Economy (3:3). Consumer problems connected with the market economy. Emphasis on joint interest of consumer, industry and government in an effective marketing system. Areas covered include marketing structure and functions, consumer rights and responsibilities, technology of consumption

and concentrated study of food, clothing, housing, home furnishings and household equipment markets. Pr. Economics 211 or 325 or equivalent.

527 Problems in Home Economics (2 to 6). Individual study.

532 Preschool Education (3:3). Philosophies, principles, methods and materials involved in preschool education. Emphasis on staff qualifications and responsibilities related therein. Pr. or parallel 212 and 302 or approved equivalent.

533 Cultural and Economic Aspects of Food (3:3). Food patterns and population groups; malnutrition and food habits; national and international programs towards improved food supply and food habits. Pr. 103 or 213 or 313 or consent of instructor.

534 Textiles in Home Furnishings (3:3). Factors related to raw materials, quality, performance and comparative cost of textiles used in home furnishings. Pr. 341 or approved equivalent.

535 Lighting and Wiring Design (2:2). Basic lighting and wiring design for homes.

536 History of Furniture (3:3). Dominant influences and characteristics of historical and contemporary furniture design. (H).

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. Not offered every year.

541 Textile Analysis (3:1:6). Advanced study of textile fibers and fabrics through standard testing procedures. Pr. 341 or approved equivalents, physics or mathematics.

542 Creative Activities for Preschool Children (3:3). Principles and components of a creative preschool program with emphasis on teacher's role and acquiring of knowledge and skill in presentation of creative materials and guidance of experiences.

543 Child and Infant Nutrition (3:3). Nutrition related to well-being and needs of infants and children; methods of judging and appraising nutritional status; relationship of good pre- and post-natal habits with growth of infant. Pr. 213 or 313 or equivalent.

545 Family Finance (3:3). Use of financial resources as situations, needs and preferences of families differ or change. Pr. 446 or course in economics recommended.

546 The Home Furnishings Industry (2:1:1). Design, construction and cost of current home furnishings related to manufacturing and retailing processes. Weekly field trips to representative manufacturing plants, retail stores and the Southern Furniture Market. By permission of instructor.

547 Materials and Methods for Teaching Clothing (2:2). Discussions, demonstrations and projects planned to meet student needs. Not offered every year.

549 Supervised Experience in Food Service Management (3:1:6). Directed experiences in managerial problems of institution food service. Pr. 509, 519, 520.

551 Clothing for the Family (3:3). Understanding family clothing problems and standards of buymanship.

552 Child Development: Advanced Course (2:2:2). Study of research relating to physical, psychological and social development of young children. Observation and participation in a child care center required.

555 Housing (2:2). Economic and social factors relating to planning and constructing houses for family living.

556 Methods and Materials for Teaching Housing (2:2). Discussion, demonstration and projects to meet students' needs. Not offered every year.

561 Clothing and Textile Economics (3:3). Economic and social aspects of production, distribution and utilization of clothing and textiles. Pr. Economics 211 or approved equivalent.

563 Food Preservation (2:1:2). Comparative study of methods of food preservation with laboratory application, emphasizing recent developments. Not offered every year.

567 Teaching Family Life (2:2). Designed to prepare teachers of family life in methods of teaching and evaluation.

571 Advanced Clothing Construction (3:1:6). The interrelation of factors involved in creative clothing design through the draping method. Pr. Art 140, Home Economics 301, or approved equivalents.

572 Teaching Child Development (2:2). Designed to prepare teachers of child development in methods of teaching and evaluation.

573 Diet Therapy (3:3). Clinical aspects of nutrition. Study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Pr. 213 or 313, Biology 277.

575 Advanced Home Furnishing (3:1:6). Execution and presentation of creative solutions to interior design problems in homes. Pr. Art 140 or 190, Home Economics 205, 305 or equivalent.

583 Food Demonstration Techniques (2:1:2). Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 303.

584 Contemporary Influences in Clothing Consumption (2:2). Survey of developments in production, distribution and marketing of clothing and accessories. Not offered every year.

586 Contemporary Interior Design (3:3). Designers, products and history of the contemporary design movement. Pr. Art 140 or 190, Home Economics 205, or permission of instructor. Not offered every year.

593 Advanced Nutrition (3:3). Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work and senescence. Pr. 213 or 313.

595 Commercial Contract Interior Design (3:1:6). Execution of creative solutions for commercial, industrial and public interior design problems. Pr. 305.

597 Audiovisual Education in Home Economics (2:2). Evaluation and use of audiovisual materials in home economics. Not offered every year.

Courses for Graduates

601 Special Problem in Home Economics (1 to 4).

602 Problems in Child Development (2 to 4).

603 Food Chemistry (4:3:4).

605 Advanced Home Management (2:2).

606 Social and Economic Problems of the Family (3:3).

611 Graduate Seminar (0).

612 (a) Seminar in Child Development (2:2).
(b) Seminar in Family Relationships (2:2).

613 (a) Readings in Foods (3).
(b) Readings in Nutrition (3).

616 Problems in Family Economics and Home Management (2 to 4).

621 Advanced Textiles (3:3).

622 Family Life Education (3:3).

623 Current Trends in Nutrition (3:3).

626 Readings in Family Economics and Home Management (2 to 4).

627 New Perspectives in Home Economics Education (3:3).

629 Readings in Food Service Management (2:2).

630 Fundamentals of Laboratory Research in Home Economics (3:3).

631 (a) Problems in Clothing (1 to 6).
(b) Problems in Textiles (1 to 6).

632 Infant Development (3:2:3).

633 The Mineral Nutrients (3:3).

634 Evaluation in Clothing and Textiles (3:3).

637 Philosophy and Techniques of Supervision in Home Economics Education (3:3).

639 Advanced Food Service Management (3:3).

640 Design and Philosophy of Research in Home Economics (3:3).

641 Textile Structures Influencing Product Performance (3:3).

642 (a) Readings in Child Development (3:3).
(b) Readings in Family Relationships (3:3).

643 Family Nutrition (3:3).

645 Seminar in Housing and Interior Design (3:3).

646 Practical Problems in Home Furnishings (2:2).

652 Theories of Human Development (3:3).

653 Problems in Foods and Nutrition (2 to 4).

657 Evaluation in Home Economics (3:3).

659 Advanced Quantity Cookery (2:1:3).

660 Problems in Food Service Management (2 or 4).

661 Sociological and Psychological Aspects of Clothing and Textiles (3:3).

662 Aging in the Contemporary Family (3:3).

663 Nutritional Aspects of Proteins and Amino Acids (3:3).

665 (a) Problems in Housing (2 to 4).
(b) Problems in Interior Design (2 to 4).

668 Group Work Techniques and Interpersonal Relations in the Teaching of Home Economics (3:3).

670 Minor Research (2 to 6).

671 Seminar in Clothing and Textiles (3:3).

673 Analytical Methods in Nutrition (4:2:6).

675 Advanced House Planning (3:1:6).

677 Curriculum in Home Economics (3:3).

681 Dress Design and Construction III (3:2:3).

682 Current Trends in the Field of Child Development (3:3).

685 Readings in Housing (3).

687 Guidance in Home Economics (2:2).

691 Problems in Tailoring (3:2:3).

692 Contemporary Family Life (3:3).

694 (a) Readings in Clothing (3).
(b) Readings in Textiles (3).

695 Advanced Household Equipment (2:2).

699 Thesis Problem (1 to 6).

740 Home Economics in Higher Education (3:3).

799 Dissertation Problem (2 to 24).

Honors Program

Faculty Honors Council:

Henry Herbert Wells III, Assistant Vice Chancellor for Academic Affairs and Professor, Department of Psychology, and Chairman of Council.

Jean Ruth Buchert, Associate Professor, Department of English.

John Paul Formby, Associate Professor, School of Business and Economics.

Jacquelyn Gaebelein, Assistant Professor, Department of Psychology.

Jack M. Jarrett, Associate Professor, School of Music.

David B. Knight, Assistant Professor, Department of Chemistry.

Benjamin Ladner, Assistant Professor and Acting Head, Department of Religious Studies.

Gerald W. Meisner, Assistant Professor, Department of Physics.

Mereb Ethna Mossman, Professor, Department of Sociology and Anthropology.

Franklin Dallas Parker, Professor, Department of History.

Roch C. Smith, Assistant Professor, Department of Romance Languages.

James H. Thompson, Director, Jackson Library, and Lecturer, Department of History.

Adele Celeste Ulrich, Professor, School of Health, Physical Education and Recreation.

Josie Nance White, Associate Professor, School of Home Economics.

Student Honors Council:

Sherry Brabham, Class of 1973.

Gloria Leebrick, Class of 1973.

Susan Ward, Class of 1973.

Becky Bosley, Class of 1974.

Barbara Sipe, Class of 1974.

Sandra Glasgow, Class of 1974.

Leigh Bradford, Class of 1975.

Deborah Duggins, Class of 1975.

Susan French, Class of 1975.

"Small tutorial and seminar classes . . . Interdisciplinary courses . . . Student initiative . . . Students learning from other students as well as from their instructors . . . Developing a sense of community with students in other majors . . . Field work and experience in faculty laboratories."

These are ingredients in the Honors Program which recent students have said meant the most to them.

The Honors Program gives qualified students a chance to explore a variety of topics in small tutorial or seminar courses and through independent study. The close association with faculty and students in these courses is a welcome contrast to large lecture classes.

In recent years Honors Tutorials and Seminars have covered topics such as modern fiction, experiments in seeing (art), open schools, 20th century music, changing child behavior, satire in the 20th century, the exceptional child, and the use and abuse of behavior technology.

Students have gone into the community to tutor disadvantaged children and to work with juvenile delinquents. Others have worked as apprentices to faculty members in research labs in psychology, biology and other departments.

The one-semester-hour courses at the freshman and sophomore levels allow students to study topics outside their majors or to explore areas in which they may later decide to major. Throughout the program, students help decide the content of their courses. In the case of the student seminar, students may actually design a course and seek a faculty member to teach it.

Obviously, this is a program for active, independent students. Those who most enjoy small classes are those who like to join in the discussion, rather than be lectured to by an instructor. In such a setting, students learn as much from one another as from the professor. For this reason, students are selected for the program on the basis of recommendation from the faculty, as well as grades which indicate that they are effective students.

The program is under the general supervision of an Honors Council, composed of members of the faculty appointed by the Chancellor and students selected by those in the program. The council determines the standards of eligibility for participation and makes the program available to freshmen in their spring semester.

Requirements for Admission

Students are considered eligible if their quality point ratio is 3.0 or above and if they have been recommended by a faculty member. Seniors must have a minimum quality point ratio of 3.5 in major courses and 3.0 in all other courses which carry credit for graduation. All candidates are subject to approval of the Honors Council.

Students designated as eligible for participation in the Honors Program may elect to enter the program or not, as they choose. Provision is to be made for ready entry into the program at the beginning of both the sophomore and the junior years, to permit participation by students whose capacities were not at first recognized and to permit subsequent entry to students who originally declined to take part. A provision allowing entry as late as the beginning of the junior or senior year permits highly qualified transfer students to avail themselves of this plan. Withdrawal from the program is possible for students who feel that they do not wish to continue.

600-Level (Graduate) Courses

Senior honors students may enroll in 600-level (graduate) courses subject to the approval of the head of the department in which they are majoring and the head of the department in which the course is being offered. The Dean of Academic Advising must countersign this approval.

Honors Program/courses

Freshman Program

Freshmen are invited into the program in the spring semester on the basis of their academic records and recommendation by faculty members.

150 Honors Tutorial (1). Tutorial course for students admitted to Honors Program. Three to five students and an instructor meet to define and develop a topic for study or other creative work. Pass/Not Pass.

Sophomore Program

Several programs are available at the sophomore level.

200, 201 Sophomore Honors Seminar (1:1), (1:1). An interdisciplinary seminar devoted to intensive consideration of a theme which cuts across departmental lines. Pass/Not Pass.

220 Student Seminar (1:1). Students (usually eight to 10) agree on a general topic for semester's study. Each participant defines a special interest to be explored individually as a contributing member of the group. A faculty member is associated with the group for guidance. Offered only during spring semester. Pass/Not Pass.

230 Independent Study (1). Student, in consultation with a faculty member, develops a bibliography and specifies requirements to be completed in independent work. Pr. one previous course in the Honors Program. Offered only during spring semester. Pass/Not Pass.

250 Honors Tutorial (1). Available during the fall semester only. Description is the same as for Honors 150.

Junior Program

300, 301 Junior Honors Seminar (3:3), (3:3). A broad six-hour interdisciplinary seminar in which the student is confronted with topics relating to significant attempts of the human mind to understand itself and the human situation. The students are required to read from an extensive list of books and to participate, through papers and discussions, in seminar sessions. Pass/Not Pass or a letter grade.

Senior Program

Seniors may select a thesis, seminar or tutorial program. They may also enroll in 600-level (graduate) courses.

493-494 Senior Honors Thesis (3)-(3). Students must register through respective departments. Pr. Junior Honors Seminar.

Honors thesis work in the senior year replaces six hours of class work, three each semester. One semester is devoted to intensive reading and research covering a broad area of the student's major, followed by an honors examination. The other semester is 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 guides and assists the student in correlating the two phases of the Honors Program. Credit earned in the major field through honors work is included in the total hours required for majoring in that field; however, an honors student in the B.A. program may take for credit the six hours of honors work in addition to the maximum allowed in the major subject. The honors candidate shall not be permitted to enroll for more than thirteen hours in addition to the honors work in either semester. With the permission of the head of the department and the instructor concerned, the student may be excused from any course examination in a major subject in the second semester.

There are two alternatives to the thesis course for senior honors students.

400, 401 Senior Honors Seminar (3), (3). Provides the opportunity for qualified students to study in the group-oriented atmosphere of a seminar with the amount of intense and rigorous discipline implied at the senior level. Pr. recommendation of the head of the department within which work is to be done, and/or the Honors Council.

450, 451 Senior Honors Tutorial (3), (3). Provides the opportunity for qualified students to pursue a tutor-scholar investigation at the senior level. Pr. recommendation of the head of the department within which the work is to be done, and/or the Honors Council.

Instrumental Music Education—See Music.

Interdepartmental Majors

UNC-G offers two interdepartmental major programs.

Bachelor of Arts with an interdepartmental major in elementary teacher education; concentrations in early childhood education and in intermediate education.

Bachelor of Arts with an interdepartmental major in recreation.

An interdepartmental major includes work in two or three departments or schools. When two departments or schools are involved, no less than 15 semester hours nor more than 21 semester hours shall be required from each department or school. A minimum of 36 semester hours in courses above the 100 level shall be required for the degree.

When the interdepartmental major involves three departments or schools, no less than nine semester hours shall be required from each department or school. A minimum of 42 semester hours in courses above the 100 level shall be required for the degree.

INTERDEPARTMENTAL ELEMENTARY TEACHER EDUCATION MAJOR (Bachelor of Arts)

Concentrations in

Early Childhood Education
Intermediate Education

Required: 120 semester hours plus physical education activities courses.

The Interdepartmental Major in Elementary Teacher Education includes the course work necessary to receive a North Carolina teacher's certificate in either **Early Childhood Education** (kindergarten-third grade) or in **Intermediate Education** (Grades 4-9).

The general aims of these programs are to introduce the prospective teacher in these fields to some basic concepts, knowledges and skills required of those who would teach. Particular emphases are given to studies in learning, curriculum, human development and the social, philosophical and psychological foundations supportive of the professional studies.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H), including one course in literature.
5. Two courses from Natural Sciences & Mathematics Area (NSM): Mathematics 301 and 302. (Mathematics 110 and 112 acceptable for transfer students.)

6. Two courses from Social & Behavorial Sciences Area (SBS): Either History 211 or 212, and one course in political science.
7. Four additional courses from any one, all or combination of the above areas. See interdepartmental major requirements (below) for courses which can be used.

Interdepartmental Major Requirements

1. One speech course or speech clearance.
2. Health 101 or 301.
3. Art 190, 363.
4. Music 361.
5. Biology 101 or 102 or 333.
6. Geography 103 or 211, and a non-physical geography course.
7. Physics 305.
8. Chemistry 306.
9. Physical Education 341.
10. Psychology 221 or 223.

Intermediate Education Concentration

An academic concentration of 18 semester hours above the 100 level is required in one of the following: English, foreign language, history, mathematics, science, social studies, language arts, unified arts.

Early Childhood Education Concentration

1. Home Economics 302, 532.
2. Drama & Speech 596.
3. Electives: 9 semester hours of cognate, supportive studies.

Professional Education Requirements

(See Teacher Education Chapter for full explanation.)

1. Education 346, 381.
2. Block semester: Education 430, 443, 444, 463.

Electives

Electives sufficient to complete total semester hours required for degree.

INTERDEPARTMENTAL RECREATION MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The Interdepartmental Recreation Major is offered by the Department of Sociology and Anthropology and the School of Health, Physical Education and Recreation. A committee composed of one member from the department and one member from the school administers the program. A student will be admitted to this major only after approval by the department and the school.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses, other than physical education, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Social & Behavioral Sciences and Natural Sciences and Mathematics areas. At least one course must be taken in each of the two areas.

Major Requirements

1. Physical Education 241, 334, 336 or 337, 339, 342.
2. Physical Education 338 and 339, or, 469 and 470.
3. Physical Education 344 and 340, or, 359 and 360.

4. Summer Experience: Between the sophomore and junior years, a student is expected to have a playground or camp counseling experience, approved by the committee administering the recreation major. During the summer between the junior and senior years, the committee will work out a summer experience suited to the student's particular range of interests.
5. Sociology 211, 355, 482, 543, and one elective.

Related Area Requirements

Anthropology 212; Art 336; Drama & Speech 529 and 391 or 596; Economics 211; Health 236; Political Science 322.

Electives

Electives sufficient to complete total semester hours required for degree.

Interior Design—See Home Economics.

Intermediate Education Certification—See Interdepartmental Majors.

International Studies Program

Committee Members:

Lenoir Chambers Wright (1953), Chairman of International Studies Program and Professor, Department of History and Department of Political Science/B.A., U.N.C. at Chapel Hill/B.A., M.A., Oxford/LL.B., Harvard/M.A., Ph.D., Columbia.

David G. Bennett (1967), Assistant Professor, Department of Geography/B.A., East Carolina/M.A., Ph.D., Michigan State.

Claude Jean Chauvigné (1965), Associate Professor, Department of Romance Languages/B.S., Southwest Missouri State College/M.A., Ph.D., Colorado.

James C. Cooley Jr. (1965), Assistant Professor, Department of History/B.A., Franklin College/M.A., Ph.D., Indiana.

Thomas J. Leary (1968), Kathleen Price Bryan Associate Professor of Financial Affairs, School of Business and Economics/B.A., Northeastern/M.A., Ph.D., Ohio State.

Ronald Ray McIrvin (1968), Assistant Professor, Department of Sociology and Anthropology/B.A., Colorado/Ph.D., Kansas.

David MacKenzie (1969), Professor, Department of History/B.A., Rochester/M.A., Ph.D., Columbia.

B. David Meyers (1970), Lecturer, Department of Political Science/B.A., State University of New York at Binghamton/M.A., Boston.

Charles L. Prysby (1971), Instructor, Department of Political Science/B.S., Illinois Institute of Technology.

Frederick M. Rener (1961), Associate Professor, Department of German and Russian/B.A., M.A., Ph.D., Toronto.

Chiranji Lal Sharma (1963), Professor, School of Education/B.A., Agra/M.A., Aligarh/Ph.D., Chicago/Ph.D., London.

Student Members:

Martha R. Christian, Class of 1974.

Lisa A. Cole, Class of 1973.

Cecelia R. Lentini, Class of 1974.

Penelope A. Muse, Class of 1973.

The International Studies Program is designed for students interested in acquiring an understanding of world affairs. Begun in 1962, the program is directed primarily toward students in the various social sciences and foreign language departments.

The International Studies Program does not contemplate a separate department or degree, but instead supplements the existing departmental major programs. Upon successful completion of the program, the student's transcript shows under the designation "Major" the following: "Geography (student's major) and International Studies."

The program is open to juniors and seniors with a quality point ratio of 2.7 or better. In most instances, the International Studies Program requirements can be met by fulfilling departmental major requirements plus approved electives.

Interdisciplinary Committee

An interdisciplinary committee, whose members are drawn from the School of Business and Economics and the departments of Geography, German and Russian, History, Political Science, Romance Languages, and Sociology and Anthropology, directs the program. This committee, acting in conjunction with the heads of the major departments concerned, advises the student participants and also directs the senior seminar.

Requirements of the Program

The International Studies Program requires a student to:

1. Meet the basic requirements of the University and his major department.

2. Take at least six courses from a selected list of courses in the School of Business and Economics and the departments of Geography, German and Russian, History, Political Science, Romance Languages, and Sociology and Anthropology.

One of these courses must be **International Politics** (Political Science 340) or **The International System** (Political Science 240), and two of the courses must be taken outside the student's major department.

3. Attend the Special Lecture Series and other events scheduled for this program.

4. Satisfactorily complete the **Senior Seminar in International Studies** (International Studies 400).

Specialties

It is possible to integrate an Asian, a Latin American, or a Russian specialty into the International Studies Program. More detailed information may be obtained from the Committee on International Studies or from department heads.

Asian Studies: Students who desire depth of understanding in Asian problems may take courses in the departments of Art, Geography, History, Music, Political Science, and Sociology and Anthropology. Special study relative to Asia may also be developed in these departments in connection with the Honors Program.

Recognition is given to the importance of Asia and to the necessity of all students understanding how Asians live, think and feel. Documentary films, exhibitions and concerts are scheduled each year.

Latin American Studies: Refer to Latin American Studies Program, page 217.

Russian Studies: Students wishing to study about Russia and the Soviet Union may elect courses in economics, geography, history, political science, and Russian language and literature. Special courses and honors work are also offered, and supplementary films and lectures are given. Some leading American universities offer summer programs of study and travel in the USSR in which interested students may participate.

International Studies/courses

400 Seminar in International Studies (3:3). Required for all seniors participating in International Studies Program. Interdisciplinary seminar dealing with contemporary problems in international politics. Pr. membership in ISP or consent of instructor. (SBS).

Italian—See Romance Languages.

Junior Year Abroad—See Study Abroad.

Latin—See Classical Civilization.

Latin American Studies

(324 Graham Bldg./College of Arts and Sciences)

Committee Members:

Ronald Ray McIrvin (1968), Director of Latin American Studies Program and Assistant Professor, Department of Sociology and Anthropology/B.A., Colorado/Ph.D., Kansas.

José Almeida (1966), Assistant Professor, Department of Romance Languages/B.A., Baylor/M.A., Ph.D., Missouri.

Craig Lanier Dozier (1960), Professor and Head, Department of Geography/B.A., Wisconsin/M.A., Maryland/Ph.D., Johns Hopkins.

G. Donald Jud (1971), Assistant Professor, School of Business and Economics/B.A., M.B.A., Texas/Ph.D., Iowa.

Ramiro Lagos (1965), Associate Professor, Department of Romance Languages/B.A., La Porciúncula/M.A., Ph.D., Universidad Javeriana.

George E. McSpadden (1967), Professor and Head, Department of Romance Languages/B.A., M.A., New Mexico/Ph.D., Stanford.

John T. Minor (1971), Assistant Reference Librarian/B.A., Moravian College/B.D., Christian Theological Seminary/M.S. in L.S., U.N.C. at Chapel Hill.

Stephen C. Mohler (1970), Assistant Professor, Department of Romance Languages/B.A., M.A., Ph.D., George Washington.

Joseph B. Mountjoy (1969), Assistant Professor, Department of Sociology and Anthropology/B.A., Illinois/Ph.D., Southern Illinois.

Franklin D. Parker (1951), Professor, Department of History/B.A., Greenville College/M.A., Ph.D., Illinois.

Charles L. Prysby (1971), Instructor, Department of Political Science/B.S., Illinois Institute of Technology.

Roy Neil Schantz (1967), Assistant Professor, Department of History/B.A., Chicago/M.A., Columbia/Ph.D., New York.

E. Thomas Stanford (1971), Assistant Professor, School of Music/B.S., California at Berkeley/M.M., Southern California.

Cam H. Wickham (1970), Lecturer, School of Business and Economics/B.A., Sacramento State/M.A., Oregon.

Student Members:

Linda D. McCandless, Class of 1973.

Margarita V. Townsend, Class of 1974.

The Latin American Studies Program is an interdisciplinary program leading to a Bachelor of Arts degree with a major in Latin American studies. It is designed to provide the student with a comprehensive integrated view of Latin America. The objective is a balanced course of study among the various disciplines, with a degree of concentration available for students with special interests.

The Latin American Studies Program is administered by the director in conjunction with the Latin American Studies Committee. The committee is comprised of all faculty members who teach Latin American courses, other permanent UNC-G personnel with an active scholarly interest in Latin America, and representatives of the students in the Latin American Studies Program.

Latin America presents a cross-section of the development of man. Whether one looks at the people, their antecedents and traditions, their language, their music, their ways of governing, their manners of earning a livelihood, or the environment in which they live, one is amazed at the variety one finds. And most conveniently for the student, that cross-section exists close at hand.

The Latin American Studies Committee works closely with the student-organized Spanish Club and with the Spanish Floor of the UNC-G International House in the presentation of programs and scheduling of activities in order to provide as much on-campus Latin American experience as is possible for the UNC-G community.

The Walter Clinton Jackson Library on the UNC-G campus offers interesting opportunities for the Latin American enthusiast. In addition to the holdings expected in a good undergraduate library, it contains very unusual collections on Venezuela and Central America, a wide range of Latin American travel literature, and

ample resources for the tracking down of Latin American bibliographies.

The nearness of the Latin American world makes possible summer study and travel in the Latin American atmosphere. The UNC-G Latin American Studies Program encourages its students to visit the countries they are studying. The last year of high school and the first year of college are best for making Latin American travel plans. Students interested in obtaining such first-hand experience are encouraged to consult members of the Latin American Studies Committee to develop a program which best meets their needs.

LATIN AMERICAN STUDIES MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The Latin American Studies Major, although it does not prepare students for specific careers, does provide a solid foundation in area competence that can be valuable in business, public service or graduate professional training. Individuals interested in teaching at the secondary level may combine the Latin American Studies major with teacher certification in social studies and/or in Spanish. Consult program director for details.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated. May be satisfied by required Spanish proficiency.
4. Three courses, other than Latin American Studies, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses, other than Latin American Studies, from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from the two areas which exclude the area of the major. At least one course must be taken from each of the two areas.

Note: A Latin American Studies major can be classified in either the Humanities Area or the Social & Behavioral Sciences Area, depending upon the student's choice of courses and interest.

Major Requirements

36 semester hours above the 100 level.

1. Latin American Studies 220, 450.
2. Thirty semester hours from the following: Anthropology 333, 533; Economics 403, 499, 551; Geography 337, 339, 560a; History 239, 240, 408, 438, 440, 441, 442; Music 371; Political Science 381, 401, 402; Spanish 317, 318, 326, 329, 331, 538, 572.
3. Language proficiency in Spanish. (French or Portuguese is permitted as a substitute only under special circumstances and with approval of the committee.) Proficiency may be demonstrated by tests or by course work above the 100 level. Consult the program director for details. Language courses are over and above the 36 semester hours required in the major.

Related Area Requirements

Students are encouraged to meet some of the requirements through study and travel in Latin America. In order to facilitate study and research in Latin America, the committee enters into formal agreements with

institutions which have serious academic programs in Latin America. In addition to encouraging participation in these established programs, the committee promotes the development of institutes, research projects and exchange programs which provide increased opportunities for first-hand involvement in Latin America by students of the program.

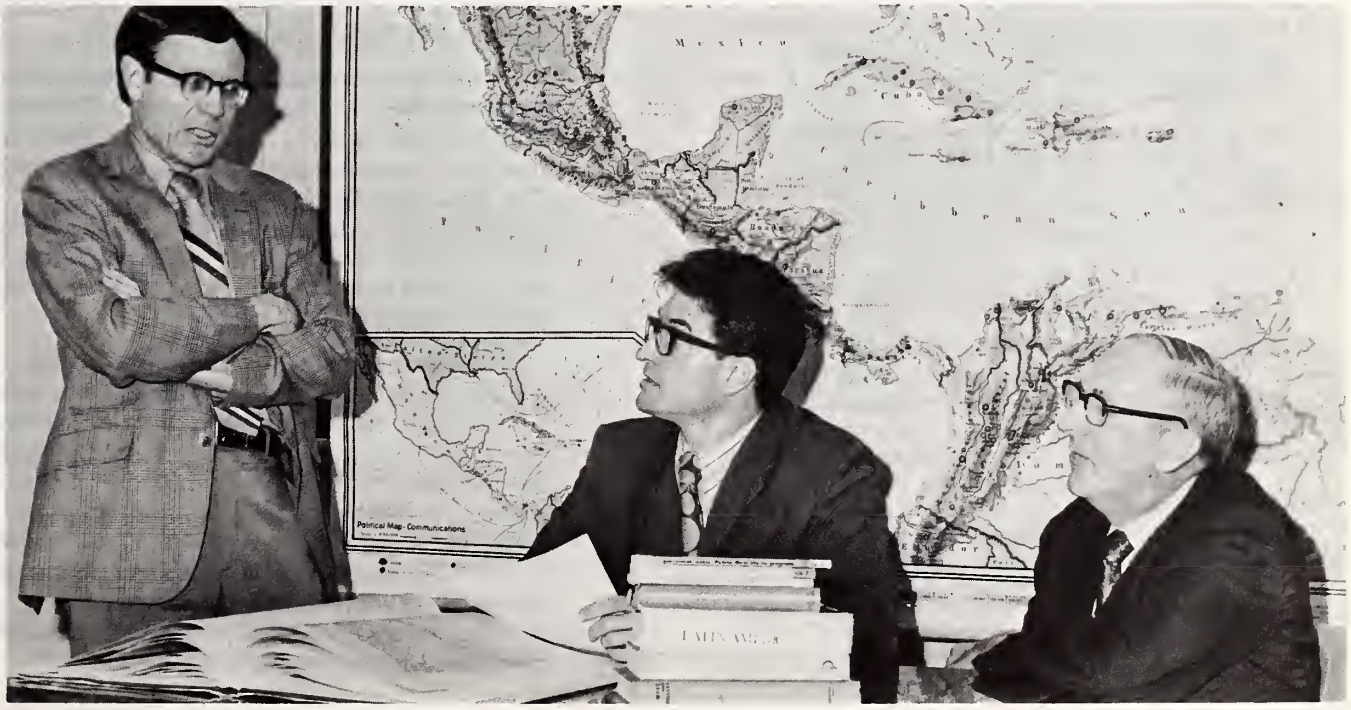
Electives

Electives sufficient to complete total semester hours required for degree.

Latin American Studies/ courses

220 Latin America Today (3:3). Interdisciplinary orientation in Latin America to acquaint students with the area, its people, their background and the contemporary scene. Open to non-majors. Required for all majors in Latin American Studies Program. Staff: Course coordinator and faculty members of the Latin American Studies Committee. (H), (SBS).

450 Senior Seminar (3:3). Required of seniors majoring in Latin American Studies. Provides interdisciplinary experience dealing with different topics each year and involving bibliographical study, reading and discussion culminating in preparation of individual papers. Staff as above. (SBS).



Law—Preprofessional Program

Adviser: Lenoir C. Wright, Professor, Department of History and Department of Political Science/ 207 McIver Bldg.

Students who plan to prepare for law school may select their major in any field, although a sound grounding in the liberal arts is regarded as very helpful. Law schools do not generally require that applicants for admission present college credit in any specified subjects. Students are selected primarily on the basis of their college records, material furnished in their application for admission, and their score on the Law School Admission Test. Interested students should contact the pre-law adviser.

Mathematics—Department of

(451 Graham Bldg./College of Arts and Sciences)

Eldon Eugene Posey (1964), Professor and Head of Department/B.S., East Tennessee State/M.A., Ph.D., Tennessee.

Charles A. Church Jr. (1967), Associate Professor/B.S., Virginia Polytechnic Institute/Ph.D., Duke.

Karl Ray Gentry (1965), Associate Professor/ B.S., Wake Forest/M.A., Ph.D., Georgia.

Hughes B. Hoyle III (1967), Associate Professor/B.S., M.A., Ph.D., U.N.C. at Chapel Hill.

Robert L. Bernhardt III (1968), Assistant Professor/B.A., M.A., U.N.C. at Chapel Hill/Ph.D., Oregon.

Carl Wilfrid Bitzer (1966), Assistant Professor/B.S., Duke/ M.A., Ph.D., U.N.C. at Chapel Hill.

Kenneth A. Byrd (1969), Assistant Professor/B.S., Duke/ Ph.D., N. C. State.

Andrew F. Long Jr. (1967), Assistant Professor/B.S.E.E., M.S., West Virginia/Ph.D., Duke.

William P. Love (1970), Assistant Professor/B.S., Ph.D., Florida State.

Nelson F. Page (1966), Assistant Professor/B.A., M.A., Ph.D., U.N.C. at Chapel Hill.

William A. Powers III (1971), Assistant Professor/B.S., Richmond/M.S., Ph.D., Connecticut.

Richard M. Willett (1972), Assistant Professor/B.S., U.S. Air Force Academy/M.A., Ph.D., N. C. State.

Ronnie C. Goolsby (1972), Instructor/B.S., N. C. State/ M.A., UNC-G.

Patricia Anne Griffin (1968), Instructor/B.A., M.A., UNC-G.

Margaret H. Saunders (1963), Instructor/B.A., Southwestern/M.S., Virginia Polytechnic Institute.

Linda Louise Stanfield (1970), Instructor/B.A., M.A., UNC-G.

Edith V. Sloan (1966), Lecturer/B.A., UNC-G/M.A., Wake Forest. Part-time.

The Department of Mathematics offers undergraduate programs leading to the B.A. or B.S. degrees and graduate programs leading to the M.A. or M.Ed. degrees.

The mathematics major may elect concentrations which include: computer-related mathematics; statistics; mathematics/business administration/computing; applied mathematics; mathematics/biology; mathematics/chemistry; and mathematics/physics. One purpose of a concentration is to give a professional direction to the student's liberal arts education. Two factors that should most influence a student in choosing a concentration are his academic talents and his professional interests.

It is, of course, not necessary to choose a concentration. Mathematics is an excellent major for the student whose immediate objective is to acquire a good liberal arts education. The small number (12 semester hours) of specified courses required and the large variety of courses to choose from give the student an opportunity to test his talents and his interests without total and final commitment.

There are many opportunities for the undergraduate mathematics major in industry, government, business, and secondary school teaching. With graduate work in mathematics the individual can take advantage of the demands for people capable of mathematical research in industry, government and academic institutions and of teaching at the college and university level. The requirements for the mathematics major are flexible enough to allow preparation for any of these goals.

Students seeking **teacher certification** should see Teacher Education Chapter.

The departmental offices, classrooms, library and a student study hall occupy the fourth floor of Graham Building. Computing facilities include: portable teletype terminals for conversational programming systems and 20 Monroe Model 990 electronic calculators located in the statistics laboratory in Graham; a data transmission terminal (UCC 1225) connected to an IBM 370/165 computer. A small astronomical observatory housing a 10-inch Schmidt-Cassegrain telescope is located atop the Graham Building.

MATHEMATICS MAJOR AND CONCENTRATIONS (Bachelor of Arts and Bachelor of Science)

Required: 120 semester hours plus physical education activities courses.

The Mathematics Major is discussed in the preceding paragraphs.

Bachelor of Arts

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses, other than mathematics, from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken in each of the two areas.

Major Requirements & Related Area Requirements

24-36 semester hours in mathematics above the 100 level including the core courses and specific mathematics courses listed for each concentration. Additional mathematics courses needed to complete the semester hours in the major may be selected without restriction.

Mathematics Core Courses

1. Mathematics 191, 292 and 311.
2. Either Mathematics 312 or 340.

Computer-Related Mathematics Concentration

1. Six courses selected from Mathematics 342, 293, 538, 541, 542, 543, 544, 553.
2. Highly recommended: Mathematics 320, 341, 343, 345, 390, 394, 540, 547, 595, 596.

Statistics Concentration

1. Mathematics 341, 343, 390, 551, 552.
2. Two courses selected from Mathematics 342, 394, 541, 543, 544, 547.

Mathematics/Business Administration/Computing Concentration

1. Mathematics 341, 342, 343.
2. Business Administration 233, 234. Business Administration 400 may be substituted for 233, 234 with adviser's approval.
3. Business Education 541-COBOL, 235.
4. Recommended: Mathematics 390, 538, 541, 542, 543, 544, 553.
5. Minimum of two optional courses selected from Business Administration or Business Education.

Applied Mathematics Concentration

1. Six courses selected from Mathematics 345, 390, 394, 522, 540, 545, 546, 549, a course in computer programming, and a course in statistics.

Mathematics/Biology Concentration

1. No specific mathematics courses required in addition to core courses.
2. Minimum of 15 semester hours in biology. Biology department personnel will assist students in selecting a proper sequence of courses.

Mathematics/Chemistry Concentration

1. Mathematics 390.
2. Minium of 4 courses in chemistry. Chemistry department personnel will assist students in selecting a proper sequence of courses.

Mathematics/Physics Concentration

1. Mathematics 293, 390, 345 or 394.
2. Physics 191, 292, 303, 322, 450.
3. Also recommended: Physics 321, 324; Mathematics 545, 546, 540.

Note: Students seeking **teacher certification** must take Mathematics 420, in addition to those courses listed in the Teacher Education Chapter.

Electives

Electives sufficient to complete total semester hours required for degree.

Bachelor of Science

Requirements are the same as above except that 42 semester hours may be counted toward the major.

Mathematics/courses

Courses for Undergraduates

*110 **Introduction to Mathematics I (3:3).** Trigonometric (circular) functions, identities. Sets and numbers, inequalities permutations and combinations, mathematical induction, complex numbers, theory of equations, determinants, progressions. (NSM).

*112 **Introduction to Mathematics II (3:3).** Equations, exponential and logarithmic functions, triangles, coordinate systems, distances, lines in the plane, complex numbers. (NSM).

*121 **College Algebra and Plane Trigonometry (3:3).** Elementary set theory; development of number systems; algebraic, trigonometric, circular, logarithmic and exponential functions. (NSM).

*Note: Only 6 semester hours credit from a combination of these courses may be counted toward a degree.

133, 233 **Calculus with Computing I, II (5:5), (5:5).** A two-semester sequence including the basic topics from calculus (functions, limits continuity, differentiation, and integration) and elementary computer programming skills and techniques. The programming language, PL/C, is used to write programs specifically relevant to problems in calculus. No experience with computers necessary. Students may transfer from 133 or 233 into 191 or 292, but students taking 191 may not take 233. Pr. 4 units of high school mathematics including advanced algebra and trigonometry or either 110 or 121. 133 is pr. for 233.

191, 292, 293 **Calculus I, II, III (3:3), (3:3), (3:3).** Three-semester sequence of integrated analytic geometry, differential and integral calculus. Pr. 4 units of high school mathematics including advanced algebra and trigonometry, or 110 or 112 or 121 (NSM).

201 **Principles of Business Mathematics (3:3).** Some topics from college algebra, simple and compound interest, annuities, sinking funds, depreciation, inequalities, logarithms, linear programming, inventory control, elementary properties of matrices and basic computer concepts. Designed primarily for business education majors.

209 **Astronomy I (3:3).** Basic facts in astronomy. Emphasis on study of constellations, galaxies and solar system. The universe as a vast ordered entity. A ten-inch Schmidt-Cassegrain telescope used for demonstration purposes. An extensive film library used as supplementary and parallel material. No college mathematics required.

210 **Astronomy II (3:3).** Theories of origin of some of the systems in the universe. Introduction to celestial mechanics with particular attention paid to gravitation, n-body problem, tides and orbits. Pr. 292—Calculus II.

220 **Plane and Solid Analytic Geometry (3:3).** Pr. 110 or 121 or consent of department. (NSM).

236 **Computer Algorithms (3:3).** Design, implementation and documentation of digital computer algorithms in mathematics and computing. Pr. 191 and Business Education 235 or consent of department.

301, 302 **Number Systems (3:3), (3:3).** Intuitive development of real number system with emphasis on arithmetic properties, elementary set theory, basic concepts of algebra and informal geometry. Junior or senior elective for students who have not taken 110 or equivalent. 301 is a prerequisite for 302. Designed primarily for prospective elementary teachers.

304 **Introduction to the Foundations of Geometry (3:3).** An introductory course primarily for prospective elementary teachers. It is designed to develop an understanding of the fundamental ideas

of geometry. Includes both an intuitive and deductive study of points, lines, planes, curves, surfaces, congruences, parallelism, similarity and linear, angular, area and volume measures. Pr. 301, 302 or consent of department.

311, 312 **Modern Algebra I, II (3:3), (3:3).** Algebraic structures. Introduction to theory of groups, rings, integral domains and fields, including basic properties of polynomials. Elementary approach to vector spaces and linear systems, determinants, matrices and linear transformations. Pr. 292 or consent of department. (NSM).

320, 321 **Theory of Convex Sets (3:3), (3:3).** Basic properties of convex bodies, topology, Helly's theorem, sets of constant width, transformation groups, Euclidean motions, similarities, decompositions, duality, the isoperimetric problem. Blasehke's selection theorem, mixed volumes, symmetrization, convex functions, inequalities, linear programming, metric spaces, Minkowski spaces. Pr. 292. (320 NSM).

340 **Matrix Theory (3:3).** Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations. (NSM).

341 **Fundamental Concepts of Statistics (3:3).** Pr. 191. (NSM).

342 **Linear and Convex Programming (3:3).** The problem of linear programming, properties of a solution to the linear-programming problem, generating extreme-point solutions, the Simplex computational procedure, minimum feasible solution, artificial-basis technique, slack variables, dual problems, perturbation techniques, cycling, parametric objective and dual problems, sensitivity analysis, decomposition algorithm, digital-computer codes, transportation problems, production-scheduling, inventory-control, interindustry and diet problems. Pr. computer techniques, linear or matrix algebra and Calculus III. (NSM).

343 **Probability (3:3).** Random phenomena. Basic probability theory; combinatorial probability, independent events, conditional probability. Independent trials, Markov Processes. Probability laws. Random Variables. Pr. 191. (NSM).

345 **Vector and Tensor Analysis (3:3).** Vectors, scalar fields, vector fields. The dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors. Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence and curl. Pr. 191 and 292. (NSM).

390 **Ordinary Differential Equations (3:3).** Pr. 292. (NSM).

394 **Advanced Calculus IV (3:3).** Application of partial derivative, infinite series, multiple integrals, line and surface integrals, integral theorems. Pr. 293. (NSM).

420 **Foundations of Geometry (3:3).** Primarily for secondary school teachers. Block course. Pr. 312.

493, 494 **Honors Work (3:3), (3:3).**

Courses for Advanced Undergraduates and Graduates

513 **Development of Mathematics and Logic (3:3).** This course is a study of the historical development of mathematics and logic—not a history of the men involved in this development. Pr. 292 and 311.

514 **Theory of Numbers (3:3).** Introduction to multiplicative and adaptive number theory. Divisibility, prime number, congruences,

linear and nonlinear Diophantine equations (including Pell's equation), quadratic residues, number-theoretic functions, representations as sums and continued fractions. Pr. 292 and 311.

515 Mathematical Logic (3:3). Functional analysis, normal schemata and duality, quantification and validity of quantificational schemata, conversion of quantifiers, existence and singular inference, theory of definition, consistency, class theory, mathematics, theory of formal and informal proofs. Pr. 292 and 311.

516 Polynomial Rings (3:3). Rings, integral domains, fields division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relation between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra. Pr. 292 and 311.

517 Theory of Groups (3:3). Homomorphism, subgroups, generators, sequences of groups, normal subgroups, conjugate subgroups, complete groups, invariant subgroups, composition series, direct products, free groups, defining relations, the ring of endomorphisms of an abelian group, the fundamental theory of abelian groups, decomposable groups, torsion-free groups. Pr. 292 and 311.

518 Set Theory and Transfinite Arithmetic (3:3). Existence in theory of sets, extensionality, power-set, axiom of infinity, axiom of choice, duality, relations, functions, cartesian products, sequences of sets, ordered sets, power of sets, similarity, ordinal numbers, cardinal numbers. Pr. 292 and 311.

519 Intuitive Concepts in Topology (3:3). Euclidean geometry, what is topology, traversability of networks, planar networks, four color problem, topological equivalence, classification of surfaces, simple connected sets, spheres with handles, Jordan curve theorem, transformations, metric spaces, topological spaces, compact sets. Pr. 292 and 311.

520 Non-Euclidean Geometry (3:3). The fifth postulate, hyperbolic geometries, elliptic geometries, consistency of Non-Euclidean geometries, models for geometries, elements of inversion. Pr. 292 and 311.

521 Projective Geometry (3:3). Transformation groups and projective, affine, and metric geometries of the line, plane and space. Homogeneous coordinates, principle of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models and Euclidean specializations. Pr. 292 and 311.

522 Hilbert Spaces and Spectral Theory (3:3). Vector spaces: basic and dimension. Hilbert spaces: Pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces: annihilators, closed and complete subspaces, convex sets. Continuous linear mapping: normed spaces, Banach spaces, Banach algebras, dual spaces. Riesz-Frechet theorem. Completion. Bilinear and sesquilinear maps. Adjoints. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operators. Invariant subspaces. Continuous operators. Spectral theorems for a normal cc-operator. Pr. 292, 311 and either 340 or 312.

538 Computer Organization (3:3). Introduction to computer architecture and operating systems including assembler languages, macro processing, compilers, data structures and their maintenance. Pr. 292 and a knowledge of computer programming.

540 Complex Functions with Applications (3:3). Analytic functions, the geometry of elementary functions, integrals, Laurent's series, residues and poles, conformal mapping, Schwartz-Christoffel transformations, analytic continuation, Reimann surfaces. Pr. 292 and 311.

541, 542 Mathematical Methods in Decision Problems (3:3), (3:3). Optimization techniques, non-linear programming, dynamic programming, calculus of variations, continuous and discrete maximum principle, stochastic processes, Markov processes, queueing, decision making and games, graphs and networks. Pr. 342 and 390.

543 Numerical Analysis and Computing (3:3). Number systems and errors, solutions, of non-linear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equation. Pr. 293 and 311. Same as Business Education 543.

544 Numerical Analysis and Computing (3:3). Continuation of 543 with special topics in numerical analysis, emphasis on applied mathematics. Pr. 543. Same as Business Education 544.

545 Differential Equations and Orthogonal Systems (3:3). Singular points of linear second-order differential equations. The method of Frohenius. Bessel, ber and bei, Legendre and the hypergeometric functions together with the related differential equations. The rotating string, rotating shaft, buckling of columns under axial loads. Orthogonality of characteristic functions. Expansion of functions in series of orthogonal functions. Fourier, Fourier-Bessel and Legendre series. Pr. 293 and 390.

546 Partial Differential Equations with Applications (3:3). Linear and quasi-linear equations of the first and second order. Initial-value problems. Characteristics of linear first and second order equations. Singular curves on integral surfaces. Heat flow. Temperature distributions on plates, solid spheres, parallelepipeds, etc. Fluid flow over and around a surface. Heat flow in a rod. A vibrating membrane. A pulsating cylinder. Laplace's equation, Poisson's equation, wave equation, equation of heat conduction and the telegraph equation. Pr. 545.

547, 548 Combinatorial Analysis (3:3), (3:3). Permutations, combinations, generation functions, principle of inclusion and exclusion distributions, partitions, compositions, trees, networks, permutations with restricted position. Pr. 292 and 311. 547 Pr. to 548.

549 Topics in Applied Mathematics (3:3). Infinite products. Asymptotic series. Gamma and beta functions. Hypergeometric functions. Bessel functions. Generating functions. Orthogonal polynomials. Legendre, Hermite, Laguerre and Jaboci polynomials. Elliptic functions. Theta functions. Sheffer classifications. Symbolic relations among polynomials. Recurrence relations. Pr. 293 and 390.

551, 552 Introduction to Probability and Mathematical Statistics (3:3), (3:3). Events and probabilities (sample spaces), dependent and independent events, random variables and probability distribution, discrete and continuous distributions, expectation, moment generating functions, point estimation, multivariate normal distribution, testing hypotheses, confidence intervals, correlation and regression, small sample distributions. Pr. 293 or consent of instructor.

553 Mathematical Models in Computing (3:3). Introduction to mathematical models in computer science including computability, automata theory, switching theory, formal languages, graph theory and coding and information theory. Pr. computer programming experience and 311.

571 Statistical Methods for Research I (3:3). Introduction to statistical concepts for graduate or advanced undergraduate students with little or no college mathematics but with a serious interest in some field of science. Descriptive statistics. Probability. Measures of central tendency, measures

of variation and correlation. Estimation, confidence intervals and tests of hypotheses. Analysis of variance. (NSM).

572 Statistical Methods for Research II (3:3). Survey of statistical methods of data analysis including use of pre-written computer programs. Assumes a working knowledge of basic concepts of statistics, but a knowledge of computer programming is not necessary. Analysis of variance and co-variance. Multiple and partial correlation and regression analysis. Non-parametric methods. Pr. a knowledge of basic statistics (including hypotheses testing) and consent of instructor. (NSM).

591 Modern Algebra (3:3). Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory: homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings. Pr. 311.

592 Abstract Algebra (3:3). Vector spaces: linear independence, bases, dual spaces, inner product spaces, modules. Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions, Galois theory, solvability by radicals. Linear transformations: characteristic roots, canonical forms of matrices, trace and transpose. Hermitian, unitary, and normal transformations. Pr. 591 or both 311 and 312 with consent of instructor.

593, 594 Directed Study in Mathematics (3), (3).

595, 596 Mathematical Analysis (3:3), (3:3). Real number axioms, point set theory, transfinite numbers, sequences, series continuity, differentiation, Rieman-Stieltjes Integral. Text Rudin. Pr. 293 or consent of department.

Courses for Graduates

613 Development of Mathematics and Logic (3:3).

614 Advanced Number Theory (3:3).

615 Symbolic Logic (3:3).

616 Polynomials over General Rings (3:3).

617 Algebraic Theory of Semigroups (3:3).

618 Transfinite Ordinal and Cardinal Numbers (3:3).

619 Conceptual Topology (3:3).

620 A Survey of Geometry (3:3).

643, 644 Numerical Mathematics (3:3), (3:3).

645, 646 Approximation Theory (3:3), (3:3).

647, 648 Matrix Theory with Applications (3:3), (3:3).

649 Topics in Operations Research (3:3).

650 Management Decision-Making under Uncertainty (3:3).

651, 652 Mathematical Statistics (3:3), (3:3).

690 Mathematics Seminar (2:2).

691, 692 Modern Abstract Algebra (3:3), (3:3).

693, 694 Complex Analysis (3:3), (3:3).

695, 696 Real Analysis (3:3), (3:3).

697, 698 General Topology (3:3), (3:3).

699 Thesis (3 to 6).

Medical Technology

Adviser: Sarah Sands, Assistant Professor, Department of Biology/308 Life Sciences Bldg.

UNC-G students interested in medical technology have two programs of study from which to choose:

1. A four-year program leading to the Bachelor of Science in Medical Technology.
2. A five-year program which includes receipt of a bachelor's degree with a major in either biology or chemistry and the completion of an additional year of work in a school of medical technology which has been approved by the American Society of Clinical Pathologists.

Because the recommended courses of study for both programs are essentially the same during the freshman year, students do not have to make a choice of programs until the end of the freshman year.

B.S.M.T.: Four-Year Program

UNC-G through the College of Arts and Sciences offers a **Bachelor of Science in Medical Technology** (B.S.M.T.) in conjunction with Moses H. Cone Memorial Hospital in Greensboro and the University of North Carolina at Chapel Hill's School of Medical Technology.

Students pursuing this degree program take their first three years of work at UNC-G and then complete their fourth year at either Moses H. Cone Memorial Hospital or in Chapel Hill. The B.S.M.T. is awarded only after completion of the fourth year of study at one of the two affiliate clinical schools. Students earning the degree are eligible for certification by the National Registry of Medical Technologists of the American Society of Clinical Pathologists.

Participation in and completion of the three-year UNC-G program does not guarantee acceptance in the 12-month medical technology course at either of the affiliate schools. Students should apply for admission to either affiliate school during their junior year at UNC-G.

A recommended outline for the four-year program leading to the B.S.M.T. follows:

MEDICAL TECHNOLOGY (Bachelor of Science in Medical Technoolgy)

Required: 135-155½ semester hours.

Three years at UNC-G: 96 semester hours plus physical education activities courses.

One year at Moses H. Cone Memorial Hospital or U.N.C. at Chapel Hill's School of Medical Technology.

Three-Year UNC-G Curriculum

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM), including one mathematics course. A physics course is strongly recommended.
6. Two courses from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken in each of the two areas.

Major Requirements

Recommended:

1. Biology 101, 102; 253 or 271 or Physics 305 (Physics 101-102 may be substituted for 305); Biology 277, 581, 582, 383, 592.
2. Chemistry 111, 111L, 114, 114L, 351, 352, 354, 231. (Chemistry 451 is a recommended elective.)

Related Area Requirements

Recommended courses in related areas include Biology 372, 535, 545, 538, 584.

Electives

Electives sufficient to complete total semester hours required for degree.

Note:

The B.S.M.T. program must include these minimum requirements: 16 semester hours in biology, including a course in microbiology; 16 semester hours in chemistry; and 3 semester hours in mathematics.

Fourth Year (12-Month) Affiliate School Curriculum

	Semester Hours	
	U.N.C. at Chapel Hill	Moses H. Cone Memorial Hospital
Bacteriology, Parasitology, Virology, Serology, Mycology	9½	14
Biochemistry, Isotopes	9½	11½
Clinical Microscopy	4½	2½
Ethics, Laboratory Management	1	1
Hematology, Blood Bank	9½	18½
Tissue Technique, Cytology, Cytogenetics	5	1½
Basic Electronics, Instrumentation, Computer Technology and Electrocardiography	—	1½
Laboratory Seminars, Medical Mortality Conferences and Abnormal Laboratory Rounds	—	5
	39	55½

Five-Year Program

Students electing the five-year program, earn a Bachelor of Arts with a major in either biology or chemistry or a Bachelor of Science in chemistry from UNC-G. After graduation from UNC-G they enroll in a school of medical technology approved by the American Society of Clinical Pathologists for their fifth year of study.

Students electing the five-year program must take the same subjects listed as major requirements for the B.S.M.T. program. They must consult with the head of the department in which they are majoring or their faculty adviser in selecting other courses necessary to fulfill the B.A. or B.S. degree requirements.

Eligibility for certification by the National Registry of Medical Technologists does not come until the student completes the fifth year of work in an approved school of medical technology.

Medicine and Dentistry—Preprofessional Programs

Advisory Committee:

John L. Graves, Chairman of Advisory Committee and Assistant Professor, Department of Chemistry.

C. Bob Clark, Professor and Head, Department of Physics.

Sunnan Kubose, Assistant Professor, Department of Psychology.

Edward McCrady III, Associate Professor, Department of Biology.

William K. McRae, Director, Student Health Service.

Ernestine B. Small, Assistant Professor, School of Nursing, and Academic Adviser.

(Students may contact any member of this committee for assistance in planning their program of study.)

The requirements for admission to a medical or dental school are the completion of a minimum set of science courses, the attainment of the intellectual skills and attitudes basic to lifelong professional growth and personal qualities appropriate to the health professions. Non-academic experiences contribute to personal growth and should not be neglected. About 95% of entering medical students and a majority of entering dental students have completed the bachelor's degree and this plan is recommended.

For detailed differences among medical and dental school requirements, individual catalogs should be consulted. Also two books which should be consulted for both general and specific information are **Medical School Admission Requirements** and **Admission Requirements of American Dental Schools** published annually by the Association of American Medical Colleges and the American Association of Dental Schools, respectively.

The minimum requirements are, in terms of UNC-G's courses: Biology 101, 102; Chemistry 111, 111L, 114, 114L, 351, 352, 354; Physics 191 and 292 (or 101 and 102). Some medical schools require one or two semesters of calculus. Mathematics is in any case an important part of liberal studies and is strongly recommended through Mathematics 292 (or 233). The entering student should begin at a level suited to his background as outlined by the Department of Mathematics.

The minimum requirements give medical schools the freedom to admit from a wide variety of undergraduate fields excellent students who may decide on medicine late in their college career. These should not be considered optimum. Demonstrated excellence in science, as well as in other areas, is necessary to enter into the study of medicine. The importance of good communication skills in writing and speaking should be recognized.

Many students entering medical school have taken one or more of the following courses: Quantitative Analysis, Chemistry 231, 233; Vertebrate Morphogenesis, Biology 253; Biochemistry, Biology 535, 545; Physical Chemistry, Chemistry 406, 408 or 461, 462, 463, 464; Genetics, Biology 592. The entering student should plan to take more than the minimum in one or more of the sciences and should take two (or occasionally three) courses in the natural sciences and mathematics in the freshman year. The major may be in any field, since there is no premedical majors as such, and need not be decided until after the sophomore year. The first two years of college should be used to explore the various fields of natural science, social science and humanities that might develop into the major interest.

The student should be open to the varieties of preparation for medicine and also to the whole range of fields related to medicine as possible career choices. The student should strive for his best performance from the beginning, but not be turned away from this goal only because he does not obtain top grades immediately.

The student applying to medical school should normally take the Medical College Aptitude Test (MCAT) in the spring before he applies. Application forms are available from the premedical advisory committee and from medical schools. The student applying to dental schools should take the Dental Admission Test about one year before the date he seeks entrance.

Applications to medical and dental schools are made a year before expected enrollment, usually between July 1 and November 30. The American Medical College Application Service (AMCAS) is the agent for many medical schools. Application request forms are available from the committee. Schools not using this service must be contacted individually. The committee assists in the transmission of letters of recommendation without adding its own evaluation, but reserves the right to decline assistance to unrealistic applicants.

Merchandising—See Business and Economics.

Merchandising (Fashion)—See Home Economics.

Music—School of

(107 Brown Music Building)

Lawrence Hart (1966), Professor and Dean of School/B.M., M.M., Colorado/D.Mus.A., Eastman School of Music.

Elizabeth Cowling (1945), Professor/B.A., Carleton/M.A., Columbia/M.M., Ph.D., Northwestern.

Richard Garner Cox (1960), Professor/B.A., M.A., U.N.C. at Chapel Hill/Ph.D., Northwestern/Diploma, Conservatoire national de la musique, Paris, France.

Daniel Ericourt (1963), Artist-in-Residence and Professor/Paris Conservatory.

Norman Farrow (1969), Artist-Teacher and Professor/B.A., M.A., Western Ontario.

Edwin Phillip Morgan (1946), Professor/B.M., Tulsa/M.M., A.M.D., Eastman School of Music.

Rolf Sander (1967), Professor/Diploma, Conservatory Frankfurt.

Walter L. Wehner (1969), Professor/B.M.E., M.M.E., Wichita State/Professional Diploma, Columbia/Ed.D., Kansas.

Robert Arthur Darnell (1949), Associate Professor/B.M., Colorado/M.M., Texas/Certificate, Ecoles des Beaux Arts, Fontainebleau, France.

George William Dickieson (1938), Associate Professor/B.M., Salem/M.M., Cincinnati Conservatory/L'Ecole Monteaux.

Kathryn Frances Eskey (1966), Associate Professor/B.M., UNC-G/M.M., New England Conservatory/A.Mus.D., Michigan.

Raymond John Gariglio (1966), Associate Professor/B.M., Clarinet; B.M., Theory; B.M., Composition; American Conservatory of Music/M.M., Northwestern.

Arthur Byron Hunkins (1965), Associate Professor/B.A., Oberlin College/M.F.A., Ohio/D.M.A., Michigan.

Jack M. Jarrett (1967), Associate Professor/B.A., Florida/M.A., Eastman School of Music/Doctor of Music, Indiana.

Inga Borgstrom Morgan (1946), Associate Professor/B.M., M.M., Rochester.

Harold F. Abeles (1972), Assistant Professor/B.S., M.A., Connecticut/Ph.D., Maryland.

Eddie C. Bass (1968), Assistant Professor/B.A., M.M., Ph.D., U.N.C. at Chapel Hill.

George Anthony Kiorpes (1965), Assistant Professor/B.M., M.M., Peabody Conservatory.

Charles A. Lynam (1964), Assistant Professor/B.A., Elon College/M.A., New York.

William W. McIver (1970), Assistant Professor/B.A., B.M., Oberlin College/M.M., Illinois/D.M.A., West Virginia.

David H. Moskovitz (1967), Assistant Professor/B.M., M.M., Illinois.

E. Thomas Stanford (1971), Assistant Professor/B.S., California at Berkeley/M.M., Southern California.

Melvin Flood (1969), Instructor/B.S., Illinois/M.M., Manhattan School of Music.

Avis Kay Goodson (1972), Instructor/B.M., M.M., UNC-G. Part-time.

Frank M. Hammond (1970), Instructor/B.S., East Carolina/M.S., Illinois.

Barbara T. Hunkins (1973), Instructor/B.M., Mary Manse College/M.F.A., Ohio. Part-time, second semester 1972-73.

Lucy G. Ingram (1973), Instructor/B.M., Eastman School of Music. Part-time, second semester 1972-73.

Alice L. Peters (1970), Instructor/B.A., Richmond/M.M., Illinois.

Nancy Ruth Pittman (1971), Instructor/B.M., U.N.C. at Chapel Hill/M.M., UNC-G. Part-time.

Roy Martin Prendergast (1972) Instructor/B.M., Greensboro College/M.F.A., UNC-G.

Paul B. Stewart (1970), Instructor/B.M.E., B.M., Indiana/M.M., Illinois.

Lawrence E. Thee (1972), Instructor/B.M.E., Murray State/M.M., Illinois.

J. Kent Williams (1970), Instructor/B.M.E., M.M., Indiana.

Patricia M. Williams (1972), Instructor/B.M.Ed., Indiana/M.M., UNC-G.

Frederick H. Beyer (1972), Visiting Lecturer/B.A., Harvard/M.A., Columbia/D.M., Florida State. Part-time, first semester 1972-73.

Julie McNall Kohl (1970), Lecturer/B.M., M.S., Juilliard School of Music.

Frank W. Koonce (1973), Lecturer. Part-time, second semester 1972-73.

Charles Robert Murph (1973), Visiting Lecturer/M.A., Appalachian State. Part-time, second semester 1972-73.

John T. Patykula (1973), Lecturer. Part-time, second semester 1972-73.

Lynn Ellen Peters (1972), Visiting Lecturer/B. Music Education, M.M., Indiana. Part-time, first semester 1972-73.

Jesus Valden Silva (1972), Visiting Lecturer. Part-time.

Yvonne C. Johnson (1971), Teaching Assistant/B.M., UNC-G.

Gayle Anderson Masarie (1972), Teaching Assistant/B.M., Juilliard School of Music. Part-time.

Jack Francis Masarie (1972), Teaching Assistant/B.M., Juilliard School of Music.

Clara F. Fowler (1972), Research Associate/B.M., Salem College.

The School of Music is a full member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

Programs of study in music are designed to help students perfect their performance skills and develop a broad knowledge of music theory, literature and interpretation. Students may select one of several programs, depending upon personal preference and educational goals. For instance, some students may wish to prepare for a career as a teacher of music in the schools, teaching in private studios or at home, or serving as music directors for church or community activities. Others will plan to continue their musical education through graduate study in preparation for professional performance, composition or conducting, or college teaching. Still others may consider music only for its cultural or avocational values, not strictly related to career goals.

The differences between the various degree programs are slight, since all music students

share a common purpose: to become thinking and feeling musicians, rather than narrow specialists. Course sequences have consequently been planned to allow ample time for choosing the specific degree program, perhaps delaying the decision until the close of the freshman year, after the student has experienced a period of concentrated study in music in close association with other musicians, students and faculty members.

All music degree programs require four years of study. Thus it is important that the student be sure of his suitability for the **study of music** (in general terms) even before he has established his **special goals in music** (the particular degree program). To provide a method for determining suitability as well as interest in music study, the School of Music requires all prospective music majors to audition with members of the music faculty for acceptance into the School of Music, and for approval of the major or principal area for study in applied music.

The required auditions should be arranged in advance through the School of Music. Taped auditions are acceptable if distance prohibits a personal audition. Composition-theory majors should be prepared to submit scores or recordings of completed compositions.

Students who earn a Bachelor of Music degree will spend approximately two-thirds of their time in music study, the remainder in the study of other areas of knowledge. Those who earn the B.A. in Music will spend approximately one-half of their time in music study.

Aspects of Music Study

Applied Music. Throughout the four years of undergraduate enrollment, the music student will study in one or more areas of applied music: piano, organ, voice, band or orchestral instruments, or composition. This study will include private instruction in the **principal or major applied subject.** It will also include some group instruction, so that each student will have the advantage of observing and to some extent participating in the instruction of other students. Group instruction is also arranged for **secondary applied study** (instruments or voice outside the principal or major area).

Requirements in applied music are defined in terms of proficiency level, rather than credit hours only. The level of study for each semester is determined by faculty committees, in auditions which are referred to as "jury examinations." The specific requirements for these examinations are provided by the faculty in each area of applied study and serve as the syllabus for lessons.

Performance Activities. In addition to their study in applied music, music students will participate in one or more of the major performance organizations each semester (choral organizations, bands or orchestras) and will frequently also perform in smaller ensembles, such as trios, quartets or quintets. Each year advanced students may apply for positions as vocalists or instrumentalists in the performances of opera and musical comedy, which the School of Music presents in cooperation with the Department of Drama and Speech. Also for the advanced students, there are opportunities for positions in the Greensboro Symphony Orchestra and other semi-professional ensembles; for positions as church organists, vocal soloists, and directors; and for memberships in orchestras hired locally for touring events appearing in the community.

Community Opportunities. As students in a university located in a major urban area of the state, music majors will have numerous opportunities to attend concerts sponsored by agencies in the community as well as by UNC-G. In a typical year these events will include concerts by touring, community and student sym-

phonic and chamber orchestras, concert bands, jazz ensembles and choral organizations; outstanding solo artists in recital or in concerto or oratorio performances; and chamber concerts presented by professional string quartets, brass quintets, woodwind quintets and other ensembles. A very important feature of these programs is the frequent scheduling of a UNC-G "residency" of two or three days. During a "residency" students are given an opportunity to hear the artist in informal discussions, open rehearsals or critique sessions.

Faculty. The music faculty includes experienced artists and teachers who provide inspiration and example through their solo and ensemble performances or as conductors, composers or scholars and through their close association with music students throughout their university study.

Facilities. The School of Music occupies two major buildings in UNC-G's Fine Arts Complex. These, in combination with other buildings on the campus, provide large and small auditoriums, choral and instrumental rehearsal halls and more than forty practice rooms. The music listening center, located in the Brown (Music) Building, houses a large collection of recordings and scores and is open to students throughout the week.

Many students will find special interests and educational value in the Moag Synthesizer and other equipment located in the Electronic Studio. Also of special interest are the following:

- Electronic pianos—the studio used for keyboard instruction and, by means of pre-recorded tapes, for aural training.
- The Birdie H. Holloway Music Education Laboratory—houses not only reference material but also television and sound recording equipment, projectors and other media, and the various teaching instruments required for music instruction in the lower schools.

Students in instrumental areas, although they are encouraged to own the best possible instruments for their personal use, have access to the school's large inventory of orchestral and keyboard instruments. Many of these are artistic quality and are reserved for use by outstanding student performers. Others, more practical in value but nevertheless selected with careful attention to quality, are used principally for class instrumental instruction.

Applied Music

Advanced approval is required for all registration in applied music. Non-music students will be accepted if instructor time is available. Inquire at School of Music. Late registration by undergraduate or graduate students in applied music cannot be accepted.

Advancement in applied music is measured by proficiency examination. Students who do not meet proficiency requirements at any level will be required additional study in the applied area. Non-credit registration is not permitted.

Music majors are enrolled each semester in a combination of private and group instruction in the major or principal instrument, for two or three credit hours. Secondary applied study, or applied study by non-majors, grants one credit. For composition students, major applied study will be in composition. Study in secondary instruments or voice will consist of group instruction, and will be assigned in accordance with the requirements of the student's degree program. Total number of credit hours offered for completion of degree requirements in applied music will be determined by the proficiency examinations. Course number and credit hours will be determined by the applied faculty. Applied music may be repeated for credit.

Practice requirements are prescribed by the credit hour. See Expenses Chapter for applied music fees.

Credit	Course number
1-3	151
1-3	251
1-3	351
1-3	451
1-3	551
1-3	651

MUSIC MAJOR (Bachelor of Arts)

Concentrations in

Applied Music
Music History
Music Theory

Required: 120-125 semester hours plus physical education activities courses.

The B.A./Music Major provides a somewhat flexible combination of professional training and general studies.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than music, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, other than music, from any one, all or combination of the three areas above, or in an elementary foreign language.

Note: French 105-106 and German 105-106 are required for voice students in applied music.

Major Requirements

29-35 semester hours in music above the 100 level.

Core Courses for All Concentrations

1. Music 101, 102, 142, 201, 202, 301, 331, 332, 508.
2. Music 131, 132, 133, 134 or substitutions if exempt.
3. Participation in large performance organizations each semester.

Applied Music Concentration

16 semester hours including:

1. At least one semester hour in Music 451.
2. Music 400.

Music History Concentration

1. Principal applied music: 10 semester hours.
2. Music 203.
3. Music literature courses at the 500 level: 6 semester hours.

Music Theory Concentration

1. Principal applied music: 10 semester hours.
2. Music 203, 507.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

APPLIED MUSIC MAJOR and COMPOSITION-THEORY MAJOR

(Bachelor of Music)

Required: 124-133 semester hours plus physical education activities courses.

The Applied Music Major provides a four-year concentration in one area of performance, either voice or an instrument.

The Composition-Theory Major provides special training in composition, together with substantial theoretical preparation. Students will be expected to demonstrate proficiency in at least one performance area for acceptance; further study in applied music will be advised according to individual needs.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than music, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, other than music, from any one, all or combination of the above areas, or in an elementary foreign language.

Note: French 105-106 and German 105-106 are required for voice concentration.

Major & Related Area Requirements

Core Courses for All Majors

1. Theory: Music 101, 102, 201, 202, 301, 508.
2. History & Literature: Music 142, 331, 332.
3. Applied Music: Music 131, 132, 133, 134 to satisfy keyboard proficiency.

Applied Music Major (Instrumental Students)

1. Applied Music: 22 semester hours in principal applied, including 3 semester hours in Music 451; Music 400; and 2 semester hours in Music 296 or equivalent.
2. Literature course for instrument.
3. Piano students: Music 365 and 366.
4. Organ & other instrumental students: Music 372, or 319 and 419.
5. Participation in performing organizations each semester.

Applied Music Major (Voice Students)

1. History & Literature: 2-3 semester hours from Music 511, 513, 514, 521 and/or 541.
2. Applied Music: 22 semester hours in applied voice including 3 semester hours in Music 451.
3. Music 170, 319, 419, 375.

Composition-Theory Major

1. Theory: Music 203.
2. History & Literature: Music 531 and additional courses as advised.
3. Applied Music: 18 semester hours in composition; minimum of 4 semester hours in secondary applied subject; and Music 400.
4. Conducting & Score Reading: 7 semester hours in Music 372, 451, and 539.

Electives

Electives sufficient to complete total semester hours required for degree.

GENERAL MUSIC EDUCATION MAJOR and INSTUMENTAL MUSIC EDUCATION MAJOR (Bachelor of Music)

Required: 125-133 semester hours plus physical education activities courses.

The Music Education Majors provide preparation for positions as choral director or as teacher of general music (principal applied area, usually voice, piano or organ) or for positions as instrumental director (principal applied area in orchestral or band instruments).

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses, other than music, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses, other than music, from any one, all or combination of the above areas or in an elementary foreign language.

Note: French 105-106 or German 105-106 is required for voice principals. Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major & Related Area Requirements

Core Courses for All Majors

1. Theory: Music 101, 102, 201, 202, 301, 508.
2. History & Literature: Music 142, 331, 332.
3. Applied Music: Music 131, 132, 133, 134 to satisfy keyboard proficiency.
4. Participation in performance organizations each semester.

General Music Education Major

1. Theory: Music 203.
2. Music Education: Music 161, 163, 164, 166, 372, 319 and/or 419, 363, 464, 465.
3. Keyboard principals take Music 219.
4. Applied Music: Instrument and voice principals take 15 semester hours in applied music including 3 semester hours of 351, also 170. Voice principals also take 171a or 171b.

Instrumental Music Education Major

1. Theory: Music 203; 563 or 566.
2. Music Education: Music 161, 163, 164, 165, 166, 219, 372, 319 or 419, 367, 465.
3. Applied Music: 15 semester hours including at least 3 semester hours in Music 351 and 2 semester hours in Music 296.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One course in speech or clearance.
2. Health 101 or 301.
3. Two courses at the 200 level or above from two of the following: anthropology, sociology, economics, geography, history or political science.
4. Psychology 221.
5. Education 381, 450.

Electives

Electives sufficient to complete total semester hours required for degree.

Music/courses

Courses for Undergraduates

90 **Convocation (0:1).** All music majors are expected to attend the weekly convocations scheduled throughout the year and to take part in these as recommended by their major applied teacher.

91 **Recital Attendance (0:1).** Music majors are required to attend a minimum of 10 public concerts each semester.

101, 102 **Theory I, II, Fundamentals of Music (4:5), (3:2:3).** Basic musicianship. Study of principles of rhythmic, melodic, contrapuntal and harmonic procedures. Diatonic major-minor tonal system. Emphasis on development of aural skills necessary for musical competency.

103 **Ear Training (0:0:2).** Intensive drill in sight-singing, dictation and keyboard harmony. Required of second semester freshman music majors but may be waived for students whose work in Music 101 shows high proficiency in these areas.

131, 132, 133, 134, 135 **Class Piano (1:2).** Laboratory instruction in piano. Offered as preparation for the piano proficiency required of music majors whose major or principal area is not piano. No more than one level may be repeated for credit. 131, first level; 132, second level; 133, third level; 134, fourth level; 135, fifth level.

142 **Music Literature (3:3).** Introductory study in music literature, designed to provide background essential to professional study. Required of all music majors. Not open to non-music students.

161 **Class Strings (1:3).** Class instruction in all stringed instruments. Required of majors in general and instrumental music education.

163 **Class Clarinet (1:3).** Laboratory lessons in clarinet, using methods and materials suitable for public school teaching. Required of majors in general and instrumental music education. Formerly 265.

164 **Class Brass (1:3).** Class instruction in brass instruments. Required of majors in general and instrumental music education.

165 **Class Woodwinds (1:3).** Class instruction in woodwind instruments. Pr. 163 and permission of instructor. Formerly 163.

166 **Class Percussion (1:3).** Class instruction in percussion instruments. Required of majors in general and instrumental music education.

170 **Diction for Singers (2:2:1).** Study of phonetics and its application to pronunciation of English, Italian and ecclesiastical Latin; special problems involved in singing in English.

171a **French Diction for Singers (1:1:1).** Phonetic alphabet as it relates to French language and special problems involved in singing this language.

171b **German Diction for Singers (1:1:1).** Phonetic alphabet as it relates to German language and special problems involved in singing this language.

181 **Women's Glee Club (1:3).** Membership in Women's Glee Club is open to all students subject to tryouts which are held before each semester begins. Inquire at School of Music office. May be repeated for credit.

183 **Men's Glee Club (1:3).** Membership in Men's Glee Club is open to all students subject to tryouts which are held before each semester begins. Inquire at School of Music office. May be repeated for credit.

201, 202 **Theory III, IV, Musical Structure (3:2:3), (3:2:3).** Study of structural elements of representative works from sixteenth to nineteenth centuries. Renaissance, Baroque and Classical forms emphasized in first semester. More complex forms of eighteenth and nineteenth centuries emphasized in second semester. Continuation of aural training to include more complex patterns.

203 Instrumentation (2:2). Study of orchestral and band instruments, their ranges, technical limitations and tonal possibilities with practical application in scoring for small ensembles and choirs. Formerly 303.

207 Fundamentals of Music (3:3). Rudiments of music for student whose background has included a limited study of the elements of music theory. Recommended for prospective elementary school teachers or any student interested in receiving basic fundamental knowledge of music.

214 History of Jazz (3:3). Introductory course designed to give the student new insights and general knowledge of all jazz styles. Does not require previous musical training. (H).

219 Choral Laboratory I (1:1:1). Introduction to basic vocal and choral techniques. Study of choral repertory.

241 Music Appreciation (3:3). Introduction to literature of music, designed to give students a general understanding of musical forms and styles. Does not require previous musical training. Not open to music majors. (H).

280 University Women's Choir (1:3). Choral organization for women's voices. Open to all students by audition and permission of director. May be repeated for credit. Formerly 180.

282 University Chorale (1:3). Mixed choral organization, selected voices. Membership by audition. May be repeated for credit. Formerly 182.

288 Chamber Singers (1:3). Small vocal ensemble(s) for selected voices. May be repeated for credit.

291 University Symphony Orchestra (1:3). Full symphony orchestra, performing important works from the symphonic repertoire of the eighteenth, nineteenth and twentieth centuries. Membership by audition. May be repeated for credit. Formerly 191.

292 University Concert Band (1:3). Performs literature from all eras, including contemporary works for this medium. Open to all students by audition and permission of director. May be repeated for credit. Formerly 192.

293 Chamber Orchestra (1:3). Participation by advanced students in regularly scheduled chamber ensemble, performing appropriate works from repertoire of eighteenth century and other periods. Membership by audition. May be repeated for credit.

296 Small Ensemble (1:3). Participation by advanced students in small groups, such as string quartets and trios, brass and woodwind choirs and vocal ensembles. Assignment by performance faculty. May be repeated for credit. Formerly 196.

298 Jazz Laboratory Ensemble (1:3). Performance of literature encompassing all of the jazz idioms, with emphasis on contemporary composition. Open to all students by audition and permission of director. May be repeated for credit. Formerly 198.

301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:2:3). Analysis of music from Wagner to present, with emphasis on discovery of basic structural principles; composition of short works or sections based on works analyzed; ear-training designed to promote aural comprehension of material studied through analysis. Pr. 101, 102, 201, 202.

319 Choral Laboratory II (1:1:1). Conducting techniques, especially as related to choral conducting; rehearsal procedures; continued study of choral repertory. Pr. 219 or one semester of voice study; corequisite 181, 280, or 282.

331, 332 History of Music I, II (3:3), (3:3). Detailed study of music history. First semester: music to about 1600; second semester: from 1600 to the present. Pr. 142. (H).

342 **Music Appreciation, Twentieth Century (3:3).** Nontechnical study of musical styles, forms and techniques of twentieth century. Designed particularly for junior and senior non-music majors. Not applicable to music degree. (H).

343 **Music of the Non-Western World (3:3).** Musical culture of non-Western world, with emphasis on determinants of musical tradition. (H).

361 **Music for the Classroom Teacher (3:3).** General school music program and its place in curriculum, with emphasis on fundamentals of music, materials and techniques of teaching and on interrelationship of the arts. Required of all elementary education majors.

363 **Curriculum and Teaching Methods in the Elementary Schools (3:3).** Survey of organization, administration and supervision of elementary school music, with emphasis on the development of general music program as integral part of the school curriculum. Laboratory experience in teaching on elementary level.

365 **Piano Pedagogy I (3:3).** Fundamental teaching materials and their application.

366 **Piano Pedagogy II (3:3).** Supervised teaching of beginning students in piano.

367 **Instrumental Music in the Schools (3:3).** Philosophies and methods of teaching instrumental music including an examination of curriculum, scheduling and administrative problems, repertoire and program building, evaluation of music materials, teaching aids and professional publications.

368 **Band Instrument Repair (1:3).** Mechanics of wind and percussion instruments, plus laboratory time to develop skills in repairing instruments. Pr. instrumental methods courses and/or performance knowledge of band instruments. Not offered every year.

371 **Latin American Music (3:3).** History, origins and characteristics of popular and art music of Latin America. Same as Anthropology 371. (H), (SBS).

372 **Conducting (2:2).** Basic conducting techniques, with emphasis on instrumental conducting.

375 **Opera Workshop (2:0:6).** Interpretation of operatic roles and study of technical problems in operatic productions. May be repeated for credit. Permission of instructor required.

400 **Recital (1:1).** Senior recital.

419 **Choral Laboratory III (1:1:1).** Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. Pr. 319 or 372.

464 **Curriculum and Teaching Methods in the Secondary School (3:3).** General music, choral and humanities program in secondary school. Includes evaluation of materials, instructional objectives, observations, organization and methods. Offered on the block. Pr. 363, senior standing in music education.

465 **Student Teaching (6).** Block registration (except instrumental). Daily teaching in primary and secondary grades under faculty supervision. Section 1, general music; section 2, wind and percussion; section 3, strings. Pr. 363 for section 1; 367 for sections 2 and 3.

Courses for Advanced Undergraduates and Graduates

Courses in the 500 and 600 groups may not be available every year. Please inquire at School of Music for schedule.

507 **Counterpoint (3:3).** Principal contrapuntal forms and techniques of Western music from Renaissance to present. Analysis of selected works; exercises in composition in styles studied.

508 Analysis and Interpretation of Music (3:3). Principles of musical interpretation, as applied to representative works from eighteenth, nineteenth and twentieth centuries. Emphasis on derivation of rational bases for interpretative decisions, based on musical analysis. Pr. 201 or graduate standing in music theory.

511 History of Opera (3:3). Classic, romantic and modern eras. Principal operatic composers and styles from 1750 to present; analytical study of selected major works. (H).

513, 514 Song Repertory I, II (1:0:2), (1:0:2). Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. Each semester may be repeated once for credit. Open to junior, senior and graduate music majors. Pr. Voice 251 or Piano 251 or permission of instructor.

520 Piano Literature (3:3). Development of literature for the piano from English virginal school to present. (H).

521 History of Art Song (3:3). Detailed study of art songs representative of various styles and periods from late sixteenth century to present. Non-music majors admitted by permission of instructor. (H).

528 The Interpretation of Choral Music (3:3). Advanced techniques in choral conducting, with special emphasis on stylistic distinctions; detailed study of representative examples of all styles of choral music through choral directing and singing. Pr. 319, 372 or equivalent; at least one year of participation in a college choral ensemble.

531 Introduction to Twentieth Century Music (3:3). Survey of twentieth century music from impressionism to present. Non-music majors admitted by permission of instructor. (H).

532 Contemporary Trends in Music Education (3:3). Current philosophies and concepts which are influencing forces in contemporary music education practices, methods and materials. Investigation into social psychology of music as applied to existing musical organizations and classes in public schools.

536 Band Literature (3:3). Band literature and origins of the band emphasizing its important, expanded cultivation during past century in United States and Europe. Non-music majors admitted by permission of instructor. (H).

537 Chamber Music Literature (3:3). Advanced study of styles and compositional techniques employed in chamber music from Haydn to present. Non-music majors admitted by permission of instructor. (H).

538 Symphonic Literature (3:3). Advanced study of symphonic styles and techniques from Baroque era to present. Non-music majors admitted by permission of instructor. (H).

539 Advanced Conducting (3:3). Advanced score reading. Conducting of works in larger forms, with detailed examination of conducting techniques in relation to content and style. Instrumental emphasis. Permission of instructor required.

540 Piano Teachers' Seminar (3:3). Teaching repertoire and studio technique for private teachers of piano.

541 Principles of Vocal Pedagogy (3:3). Teaching process as applied to singing. Includes historical development, an examination and evaluation of concepts and approaches past and present, and consideration of style and technique. Pr. senior or graduate standing as a voice major or principal.

547 Individual Study in Music History and Literature (2:2). Directed reading and research in specialized areas of music history and literature. Requires permission of Dean of School of Music. May be repeated for credit.

561 Experimental Music (3:3). Study of recent musical and related intermedia creative trends. Formerly 588.

563 Band Arranging (3:3). Arranging, editing and rescoring for concert and marching bands for performance at various levels.

564 Jazz Arranging (3:3). Advanced study of techniques and disciplines employed in arranging for jazz ensembles. Pr. 201, 202 and 203, or graduate standing in music theory.

566 Orchestration (3:3). Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments.

567 Choral Arranging (3:3). Advanced study of techniques and procedures required in arranging and in creative writing for voices.

568 Organ Literature (3:3). Survey of organ literature from sixteenth century to present. Non-music majors admitted by permission of instructor. (H).

570 Film Music (3:3). Historical survey of film music. Specific technical processes involved in writing for motion pictures. The psychological-aesthetic problems of film music. The responsibilities of the composer from prefilming preparation to evaluating the end result.

575 Opera Workshop (2:0:6). Same as 375 above. Advanced students may register for this course at recommendation of instructor. May be repeated for credit.

579 Music Education Workshop (1 to 3). Intensive study involving specific experiences related to pedagogical problems in music education. Duration of course varies from one to three weeks as indicated. Pr. permission of School of Music, to be based upon appropriate academic or professional training.

590 Electronic Music (3:2:3). Introductory course in electronic compositon. Lecture and laboratory experience. Pr. permission of instructor.

Courses for Graduates

580 University Women's Choir (1:3).

582 University Chorale (1:3).

588 Chamber Singers (1:3).

591 University Symphony Orchestra (1:3).

592 University Concert Band (1:3).

593 Chamber Orchestra (1:3).

596 Small Ensemble (1:3).

598 Jazz Laboratory Ensemble (1:3).

600 Recital (2:1).

601 Seminar in Music Research (3:3).

606 Composer Seminar (3:3).

610 Lecture-Demonstration (2:1).

611 Analysis of Music—Contemporary Music (3:3).

615 Written Document (2).

618 Psychology of Music (3:3).

619 Acoustics of Music (3:3).

630 The Study of Phonetics As Applied to Singing (3).

633 The Baroque Period (3:3).

634 Renaissance Music (3:3).

644 Pedagogy of Theory (3:3).

645 Individual Study in Music Theory (1 to 3).

646 Individual Study in Music Education (1 to 3).

647 Individual Study in Music History and Literature (1 to 3).

650 Seminar in Music Education (3:3).

652 Music Supervision (3:3).

655 Music in Higher Education (3:3).

699 Thesis (3 to 6).

750 Doctoral Seminar (3:1:4).

799 Dissertation (6).

Nursing—School of

(112 School of Nursing Building)

Eloise R. Lewis (1966), Professor and Dean of School/B.S.N., Vanderbilt/M.S.Ed., Pennsylvania/Ed.D., Duke.

Margaret C. Moore (1967), Associate Professor/B.S., UNC-G/M.A., New York/M.S., U.N.C. at Chapel Hill.

Billie M. Boette (1967), Assistant Professor/B.S.N., South Carolina/M.A., New York.

Eleanor M. Browning (1968), Assistant Professor/B.S.N., Medical College of Virginia/M.S., Boston.

Margaret Eleanor Campbell (1969), Assistant Professor/A.A.S., UNC-G/B.S.N., M.S.N., U.N.C. at Chapel Hill.

Rebecca Holland (1970), Assistant Professor/B.S., M.P.H., U.N.C. at Chapel Hill.

Shelley L. Jones (1967), Assistant Professor/B.S., California Medical Center/M.S., Minnesota.

Margaret G. Klemer (1967), Assistant Professor/B.S.N.E., Pittsburgh/M.S., Alabama.

Margaret Anne Landon (1971), Assistant Professor/B.S., Siena Heights/M.S.N., Catholic University of America.

Sandra D. Reed (1967), Assistant Professor/B.S., U.N.C. at Chapel Hill/M.S., Boston.

Ernestine B. Small (1967), Assistant Professor/B.S., Tuskegee/M.S., Catholic University of America.

Alice Tetreault (1969), Assistant Professor/B.S., Pembroke College of Brown University/M.A., Teacher's College of Columbia University/M.P.H., Yale. Leave of absence, January 6-May 13, 1973.

Catherine M. Turner (1971), Assistant Professor/Ph.B., Siena Heights/B.S.N., M.S.N., Catholic University of America.

Rachel H. Allred (1972), Instructor/Diploma, Watts Hospital, Durham, N.C./B.S.P.H., M.S.P.H., U.N.C. at Chapel Hill.

Virginia H. Armentrout (1972), Instructor/B.S.N., Syracuse/M.S.N., U.N.C. at Chapel Hill.

Nancy R. Luper (1972), Instructor/B.S.N., Lenoir-Rhyne/M.S.N., Emory.

Matilde M. Rice (1972), Instructor/B.S.N., Boston University School of Nursing/M.S., UNC-G.

Nancy V. Hicks (1972), Lecturer/B.S.N., Medical College of Georgia/M.S., U.N.C. at Chapel Hill.

Mallie B. Penry (1972), Lecturer/A.A.S., UNC-G/B.S.N., East Carolina/M.N., Florida.

Virginia G. Apple (1972), Laboratory Assistant/B.S.N., UNC-G.

Mary F. Eddy (1971), Laboratory Assistant/B.S., Salve Regina. Part-time.

Patricia Ann D. Hayes (1973), Laboratory Assistant/B.S.N., U.N.C. at Chapel Hill.

Carol Meshot Singer (1972), Laboratory Assistant/B.S.N., UNC-G. Part-time.

Susan H. Winstead (1972), Laboratory Assistant/B.S.N., U.N.C. at Chapel Hill.

The School of Nursing offers an undergraduate curriculum leading to the degree of Bachelor of Science in Nursing.

The first two years of study are in general education, providing knowledge in the basic sciences and humanities. Nursing courses begin in the third year and make up most of the work in the junior and senior years.

Philosophy

The School of Nursing faculty sets forth the tenets upon which the objectives and curriculum of the school are based.

"We believe in the dignity and worth of man and his capacity for self-actualization.

"We conceive education to be a positive and vital force for human betterment that enables persons to adapt to an everchanging society.

"Nursing is an element of society that focuses upon the health needs of the individual and through the individual to a larger community. The involvement of the professional practitioner of nursing requires a capacity for independent and interdisciplinary functioning. Competence in professional nursing can best be achieved in an institution of higher learning that provides a combination of experiences in the humanities, the natural and social sciences, and nursing."

Purpose

The school's purpose is to provide for excellence of educational opportunity by adherence to the principles of this philosophy and by the competence and dedication of its faculty in preparing students to practice and to advance professional nursing.

Objectives

The School of Nursing faculty assumes the responsibility for developing, implementing and auditing a curriculum within the stated philosophy and purpose. The faculty shall provide the combination of experiences that will:

1. Encourage the student to combine concepts from the humanities, sciences and life into a coherent conception of nursing.
2. Encourage the student to combine developing skills from the humanities, sciences, and life with skills that are basic to nursing.
3. Foster maturity and self-direction that prepare the student for independent and interdisciplinary functioning in nursing.

Accreditation

The program offered by the School of Nursing is accredited by the North Carolina Board of Nursing and the National League for Nursing. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs.

Admission

Eligibility to enter the nursing major as a junior depends on the satisfactory completion of the prerequisite courses, including Nursing 211, and the discretion of the faculty of the School of Nursing. Specific criteria (effective August, 1973) related to quality point average in prerequisite courses are:

1. A quality point average of 2.0 is essential for Biology 271, Biology 277, Sociology, Psychology 221, and Health Education 369.
2. An overall quality point average of 1.9 (including) Biology 271, Biology 277, Sociology, Psychology 221, and Health Education 369.
3. An overall grade of "C" in Nursing 211 in both theory and practicum.
4. Biology 271, Biology 277, Sociology, Psychology 221, and Health Education 369 should not be put on Pass/Not Pass.

A student applying for admission to the nursing major by transfer must fulfill the same requirements as any other transfer student.

Registered nurses are considered for admission to the program on the same basis as any other undergraduate. Transfer credit for courses taken while matriculated at a college or university is considered on an individual basis by the Office of Admissions. When the registered nurse has completed the prerequisite academic work and is ready to enter the professional major, she may earn up to 20 semester hours of credit for selected courses by special examination. The length of time required to complete the program varies with each individual.

In cooperation with the Appalachian State University, students may take the required first two years of the nursing program at Appalachian. Students in this program who qualify for admission as transfer students are assured a place in the nursing program here. Nursing 211 must be taken prior to beginning the junior year. Transfer students may take it during a UNC-G summer session.

General Information

Nursing majors are required to purchase uniforms in the spring semester of the sophomore year. The estimated cost is $125.00. Beginning in the sophomore year, nursing students are required to furnish the University evidence that they have secured liability insurance in the amount of $15,000 covering their actions as student nurses while having the practicum

experience. If the student desires to obtain the coverage through the School of Nursing, it will be available at a cost of approximately $5.00 per year.

A variety of health care agencies cooperate with the School of Nursing in providing clinical learning experiences for students.

Students enrolled in the Practicum in Nursing 211, I, II, III, & IV are individually responsible for their own transportation to and from the community agencies used for practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.

It is expected that nursing students will take certain tests prepared under the auspices of the National League for Nursing during their junior and senior years. The costs of such tests normally do not exceed $7.00 in either year. Students in the major also are required to subscribe to the **American Journal of Nursing** at a cost of $6.00-$8.00 per year.

NURSING MAJOR (Bachelor of Science in Nursing)

Required: 120-124 semester hours plus physical education activities courses.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM): Physics 305, Chemistry 306.
5. Two courses from Social & Behavioral Sciences Area (SBS): Psychology 221 and Sociology 335.
6. Four additional courses from Natural Sciences & Mathematics (Biology 101, 102) and Social & Behavioral Sciences (Sociology, Psychology) areas.

Note: If student's background is not sufficient to take Biology 271 and 277 (required No. 6 above), elective hours should be used to take Biology 101 and 102 as preparation for the 200-level required courses.

Major Requirements

53-60 semester hours in nursing.

1. Nursing 211, 301, 302, 311, 312, 321, 322, 331, 401, 402, 411, 412, 421, 422, 432.
2. Nursing elective: Nursing 426.

Related Area Requirements

1. Health 369.
2. Biology 380.

Electives

Biology 271, 277 plus additional electives sufficient to complete total semester hours required for degree.

Nursing/courses

*211 **Introduction to Principles and Practice of Nursing (3:2:3).** General conceptual framework of nursing, with emphasis on basic principles and practice of patient care. Opportunity to apply principles of nursing practice provided through concurrent laboratory experiences. Pr. intent to major in nursing, Pr. or co-requisite Biology 271.

301 **Dynamics of Professional Nursing I (3:3).** Components of the professional nurse-patient relationship and of selected concepts as they relate to utilization of the nursing process. Pr. 211.

302 **Dynamics of Professional Nursing II (3:3).** Concepts of communication and leadership as they relate to the practice of professional nursing. Pr. 301, 311, 321.

*311 **Practicum in Nursing I (3:3).** Through supervised clinical experience, the student applies knowledge gained from concurrent nursing courses. Opportunities are provided for the performance of previously learned and newly acquired techniques. Emphasis is placed on the problem solving approach to patient care. Pr. 211.

*312 a,b **Practicum in Nursing II (6:18).** 312a (3:9): Selected and supervised experiences with children. 312b (3:9): Selected and supervised experiences with those persons demonstrating behavioral variations. Pr. 301, 311, 321.

*Note: Students are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

321 **Nursing Care of the Adult with Medical-Surgical Problems (4:4).** Study of the adult with selected medical-surgical problems. Emphasis placed on pathophysiological and psycho-social alterations with related medical and nursing management. Pr. 211.

322 **Nursing Care of Persons with Developmental Problems (4:4).** Growth and development as a basis for understanding pediatric and psychiatric nursing problems. Pr. 301, 311, 321.

331 **Professional Heritage (1:1).** Historical survey of modern nursing, designed to give student an understanding of his professional heritage.

401 **Dynamics of Professional Nursing III (3:3).** Emphasis on a problem solving approach as it relates to assisting families in meeting their own health needs. Exploration of professional nursing roles in providing comprehensive health care for individuals and families. Pr. completion of first two semesters in nursing major.

402 **Dynamics of Professional Nursing IV (3:3).** Wider applications of problem solving approach in nursing research and as it relates to maintenance of community homeostasis. Exploration of roles of the professional nurse as practitioner and citizen. Pr. completion of first three semesters in nursing major.

*411 a,b **Practicum in Nursing III (6:18).** Practicum in Nursing III provides opportunities for utilizing basic principles and concepts of maternity and community health nursing. Students participate in cooperative planning and implementation of comprehensive needs. Practicum periods include group conferences to discuss student experiences. Seminars conducted to acquire pertinent knowledge and techniques. 411a (3:9): Selected and supervised experiences in community health nursing. 411b (3:9): Selected and supervised experiences in maternity nursing. Pr. completion of first two semesters in nursing major.

*412 **Practicum in Nursing IV (6:18).** Selected and supervised experiences in variety of settings to provide student with opportunities to develop a beginning competency in providing nursing care for patients with complex nursing problems. Pr. completion of first three semesters in nursing major.

*Note: Students are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

421 Maternity and Community Health Nursing (4:4). Basic principles and concepts of family centered maternity care. Emphasis given to promotion of family health through understanding of principles of prevention of disease and disability. Significance of major public health problems considered in relation to families and community. Pr. completion of first two semesters in nursing major.

422 Care of Persons with Complex Nursing Problems (4:4). Weekly seminars, case histories of selected patients with complex nursing problems provide students with opportunities to apply nursing process in planning patient care. Pr. completion of first three semesters in nursing major.

426 The Nurse's Role in Rehabilitation of the Adult (3:1:6). A nursing elective to study the philosophy and principles of rehabilitation utilized in providing for individual and family adjustment to disabling and/or chronic conditions. Opportunity to apply principles in the practice of rehabilitation nursing will be provided through concurrent laboratory experience. Pr. completion of the first two semesters of the nursing major or by permission of the instructor.

432 Professional Progress (1:1). Identification and analysis of nursing progress and major issues facing the profession. Pr. completion of first three semesters in nursing major.

Occupational Tourism—See Geography.

Overseas Study—See Study Abroad.

Painting—See Art.

Pharmacy—Preprofessional Program

Adviser: Sherri R. Forrester, Assistant Professor, Department of Chemistry/324 Petty Science Bldg.

Students desiring a Bachelor of Science in Pharmacy degree may follow a pre-pharmacy curriculum at UNC-G before transferring to a school of pharmacy.

The Bachelor of Science in Pharmacy degree at the University of North Carolina at Chapel Hill requires five years for completion, the last three years of which must be taken at Chapel Hill. Transfer students, however, are strongly advised to follow the 1-4 program, spending one year at UNC-G and four years at Chapel Hill, because there are few openings available at the third-year level.

Completion of the pre-pharmacy work at UNC-G does **not** guarantee admission to the School of Pharmacy at U.N.C at Chapel Hill. Freshman students in the pre-pharmacy program should take the following courses:

Chemistry 111, 111L, 114, 114L
Mathematics—2 semesters
English 101, 102
Social Science—2 semesters
Biology 101, 102
Physical education activities—2 semesters

Students should consult the adviser before registering for the freshman year.

A student planning to attend another school of pharmacy should obtain information about the requirements of that school.

Philosophy—Department of

(219 Graham Bldg./College of Arts and Sciences)

Robert Bernard Rosthal (1961), Associate Professor and Head of Department/B.A., Wisconsin/M.A., Chicago/Ph.D., Michigan.

Warren Hinds Ashby (1949), Professor/Director, Residential College/B.A., Maryville/B.D., Ph.D., Yale.

Louis F. Kort (1970), Assistant Professor/B.A., Oberlin College/M.A., Pittsburgh/B.Phil., Oxford.

Jarrett Leplin (1971), Assistant Professor/B.A., Amherst/M.A., Ph.D., Chicago.

Rita Nolan (1970), Assistant Professor/B.S., M.A., Boston/Ph.D., Pennsylvania.

Thomas W. Smythe (1970), Assistant Professor/B.S.Ed., State University of New York at Brockport/M.A., University of California at Riverside/Ph.D., Michigan.

E. Daryl Kent (1971), Lecturer/B.A., Guilford College/B.D., Hartford Theological Seminary/Ph.D., Columbia. Part-time, second semester 1972-73.

Charles Newman (1970), Lecturer/B.A., Oberlin College/M.A., Brown.

Philosophy is something one does rather than something one has, or believes, or studies; one learns what philosophy is by doing philosophy.

The Department of Philosophy offers instruction designed to achieve that precision and clarity of thought which is the goal of a liberal education. It thereby aims to help the student develop a capacity to reflect intelligently on questions of enduring significance. Courses offered by the department deal with such topics as the nature and limits of human knowledge, aesthetic experience, and the principles, procedures and methods of the sciences. A wide range of interdisciplinary courses enables students in fields other than philosophy to explore the philosophical aspects of subjects such as psychology, political science, sociology, physics, literature, religion and the law.

Students may begin work in philosophy with any of the courses numbered under 300. Beginners who wish to take two or more courses in the Department of Philosophy, whether they intend to continue with the subject or not, are advised to take Philosophy 111, 211, 231 and 232.

The department sponsors an undergraduate philosophy club where students may discuss philosophical problems and issues of common interest. A visiting lecture series brings to the campus each year a number of distinguished philosophers from other institutions.

PHILOSOPHY MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The Philosophy Major satisfies the needs of three types of students:

1. Those who wish to use philosophy as the core of a liberal education.
2. Those desiring to study philosophy in preparation for graduate work in some other field such as law, government, theology.
3. Those with a professional interest in philosophy and those who intend to pursue graduate work in the subject.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses, other than philosophy, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).

7. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in philosophy above the 100 level.

1. Philosophy 211, 231, 232.

Related Area Requirements

Cognate courses to be determined by departmental adviser where necessary.

Electives

Electives sufficient to complete total semester hours required for degree.

Philosophy/courses

Courses for Undergraduates

111 Introduction to Philosophy (3:3). Principal problems of philosophy, such as problem of freedom, arguments for existence of God, justification of moral judgments and sources and limits of human knowledge, are introduced through discussion and readings of texts of representative philosophers. Readings include classical and current philosophers. (H).

201 Undergraduate Seminar (3:3). Discussion of selected philosophical problems to be announced by instructor. (H). Topic for spring, 1974: Moral Problems in the Professions.

211 Introduction to Logic (3:3). Introduction to symbolic logic. Attention to techniques for classification of statements and determination of validity of arguments. Emphasis on proof construction. Brief attention to syllogistic logic. (NSM).

212 Intermediate Logic (3:3). Continuation of 211, extending the concepts of validity and consistency to relational calculus and introducing topics in metalogical theory and philosophy of logic. Pr. 211. (NSM).

221 Introduction to Ethics (3:3). Critical examination of some of major theories of value and obligation, such as those of Plato, Aristotle, Kant and Mill, with emphasis on bearing of these theories upon contemporary moral and social issues. (H).

231 History of Ancient and Medieval Philosophy (3:3). Ethics, theories of knowledge, and metaphysics in ancient and medieval periods. Readings in principal writings of Plato, Aristotle, Stoics, Augustine and Aquinas. (H).

232 History of Modern Philosophy (3:3). Readings in the principal writings of philosophers such as Descartes, Hume, Kant, Hegel, Dewey and Russell. Topics such as reason in moral judgment, the nature of scientific knowledge, philosophy and human history. (H).

287 Theory of Knowledge (3:3). Historical and critical examination of basis and limits of human knowledge. (H).

292 Experience and Reality (3:3). Central problems of metaphysics, such as substance, universals, space and time, causality, God, freedom of will, as presented in works of one or more philosophers. (H).

321 Contemporary Ethical Thought (3:3). Analysis of meaning of moral concepts such as good, right, ought, duty and of the nature of ethical argument. (H).

322 Philosophy of the Arts (3:3). Philosophical problems related to description, interpretation and evaluation of the several arts, including visual, performing and literary, discussed generally and in relation to specific works of art. Readings both in philosophy and in art theory. (H).

323 Philosophy of Religion (3:3). A philosophical scrutiny of religious beliefs. Arguments for God's existence, mystical experience, the problem of evil, immortality, psychical research, faith, religion and science, and alternatives to theism such as Zen. Same as Religious Studies 323. (H).

325 Introduction to the Philosophy of Science (3:3). Concepts important for an understanding of nature and goals of research in astronomy, physics, biology and chemistry, such as "observation," "experiment," "explanation," "theory" and "hypothesis." Philosophical problems about objectivity of science and conceptual change in science, based on examples from history of science. Includes introduction to basic principles of inductive and deductive reasoning. Pr. one course in philosophy, physical science, biology, or mathematics. (H).

329 Philosophy of Mind (3:3). Analysis of ordinary non-technical use of mental concepts such as consciousness, desire, perception, thinking, emotion and feeling. Philosophical problems concerning psychological aspects of man such as personal identity, relation of mental and physical characteristics, knowledge of psychological states and unconscious mental processes. (H).

331 Social and Political Philosophy (3:3). Analysis of the doctrines of principal political philosophers in tradition of Western thought: Plato, Aristotle, Locke, Hobbes, Rousseau, Hegel, Mill. Emphasis on such concepts as political obligation, freedom, rights and justice. (H).

335 Philosophy of Law (3:3). Various philosophical questions which arise in connection with legal institutions. Nature of law; particular issues as civil disobedience, censorship, legal responsibility, punishment, conscientious objection. (H).

341 Recent American Philosophy (3:3). Since about 1900. Peirce, James, Royce, Santayana, Whitehead, Dewey. (H). Not offered every year.

342 Philosophy of Language (3:3). Discussion of philosophic problems about nature of language; relations between language and the world, language and thought, and language and logic; the relevance of linguistic data to traditional philosophic questions such as what things exist and what is their nature. (H).

348 Existentialism, Phenomenology and Structuralism (3:3). Recent philosophical tendencies in France and Germany. Nietzsche and nihilism; Heidegger and Sartre; Husserl and phenomenological method. Structural linguistics and application of the linguistic model to human sciences: social anthropology, ideology, psychoanalysis, Marxism. Levi-Strauss, Foucault, Lacan, Althusser, Derrida. (H).

375 Philosophy of Education (3:3). Discussion of philosophical questions related to education, such as what is education, how are the aims of education to be decided, what is knowledge, pursued in conjunction with classical as well as selected contemporary readings in the philosophies of education and knowledge. Same as Education 375. (H).

401, 402 Reading Course for Seniors (3:3), (3:3). Supervised reading and research for students who fulfill requirements for the major in philosophy. With consent of instructor.

Courses for Advanced Undergraduates and Graduates

505 Philosophy and Literature (3:3). Philosophical problems confronting modern man as reflected in modern literature. Discussion of such authors as Joyce, Mann, Kafka, Camus, James, Hesse, Doestoevski. Pr. 6 hours of literature at sophomore level. (H). Offered in alternate years.

520 Philosophical Problems in Psychology (3:3). Alternative conceptual frameworks for explaining human behavior; various conceptions of behavior, cognitive processes, emotion, motivation and personality; problems about features peculiar to the psychological and our knowledge of psychological processes. Pr. Psychology 221 or 223. (H).

523 Philosophy of the Social Sciences (3:3). Logic of confirmation, theories, explanations, lawlike hypotheses, and concept formation in social sciences; methodological problems connected with concepts and theories in economics, sociology and psychology; comparisons in scientific method between social sciences and physical sciences. Pr. successful completion of 6 hours of approved courses in the social and behavioral sciences. (H).

525 Philosophy of Natural Science (3:3). Logic of concepts of scientific hypotheses and laws, and their relation to logic of explanation, prediction, scientific theorizing, concept formation, classification and measurement; problems about observation statements and theories, demarcation between science and pseudo-science and logic of probability and induction. Pr. successful completion of 6 hours of approved courses in behavioral, biological or physical sciences. (H).

Courses for Graduates

661 Ethics and Education (3:3).

690 Aesthetics (3:3).

Physical Biology—See Physics.

Physical Education—See Health, Physical Education and Recreation.

Physical Therapy—Preprofessional Program

Adviser: Laura Gaddes Anderton, Professor, Department of Biology/427 Life Sciences Bldg.

Basically there are two avenues at UNC-G to preprofessional preparation for physical therapy, namely, the bachelor's degree program and the certificate program.

Bachelor's Degree Program

In the bachelor's degree sequence, a program of courses taken at UNC-G is designed to prepare students for transfer at the end of their sophomore year to a school of physical therapy such as The University of North Carolina at Chapel Hill or East Carolina University. A bachelor's degree in physical therapy is then conferred by the university to which the student transfers.

Certificate Program

A second avenue to physical therapy, the certificate program, requires obtaining a bachelor's degree here in any subject. The courses required for entrance to the selected school of physical therapy are then taken here in place of electives. Most students electing this avenue to physical therapy obtain a bachelor's degree here in one of the following: physical education (See Adapted Physical Education Concentration in the School of Health, Physical Education and Recreation), biology, child development, psychology, sociology. Other majors are possible. After graduation here, students go to a school of physical therapy where a certificate in physical therapy is awarded at the end of a professional course in physical therapy. Examples of such schools are found at the University of Pennsylvania and Ohio State University. Students who obtain a bachelor's degree here may also qualify for admission to schools which offer a Master's Degree in Physical Therapy. Examples of these schools are found at Duke University and Baylor University (Army Program).

The adviser for this program will help students interested to prepare a curriculum suitable to their individual needs.

Physics—Department of

(101 Petty Science Bldg./College of Arts and Sciences)

Clifton Bob Clark (1965), Professor and Head of Department/B.A., M.A., Arkansas/Ph.D., Maryland.

Anna Joyce Reardon (1941), Professor/B.A., College of Saint Teresa/M.S., Ph.D., St. Louis.

Gaylord Terrence Hageseth (1965), Associate Professor/B.S., U.N.C. at Chapel Hill/M.S., Ph.D., Catholic University of America.

Francis J. McCormack (1967), Associate Professor/B.S., Spring Hill/Ph.D., Florida State. Leave of absence, second semester 1972-73.

Robert B. Muir (1966), Associate Professor/B.A., Maryville/M.S., Ph.D., Tennessee.

Richard T. Whitlock (1967), Associate Professor/B.S., Capital/M.S., Ph.D., Western Reserve.

Gerald W. Meisner (1970), Assistant Professor/B.A., Hamilton/Ph.D., University of California at Berkeley.

Physics has long been recognized as constituting the basis for study, research and understanding in all the natural sciences. The undergraduate major program seeks to provide the student with a broad and general background in all areas of physics. With this background, he should be able to readily adapt to the specialized requirements of a job in industry, as a teacher, or to the specialized graduate study in physics or a number of related fields. Opportunities are provided through electives to sample the concerns of many of these related fields.

The effort required for a non-scientist to understand our technological society is formidable, but essential if an educated man or woman is to intelligently understand and affect our natural surroundings. Recognizing this, the Department of Physics offers, for the non-major,

with no prerequisites, courses with an overview of physics as well as special interest courses dealing with topics of immediate concern (Physics 101-102, 191, 292, 305, 333, 334).

The department also offers graduate programs at the master's degree level. Its faculty members are involved with graduate and, in some cases, undergraduate students in research in kinetic theory of gases and plasmas, theoretical lattice dynamics, thermoluminescence of solids, the effect of sound on seed germination rates and experimental elementary particle physics utilizing bubble chamber techniques.

The building in which the Department of Physics is located houses a machine shop, electronics repair shop, teleprocessing terminal connected to an IBM 370/165 computer and auxiliary computing equipment. Some of the many pieces of modern equipment used in laboratory and research work include oscilloscopes, nuclear counting equipment, lasers, electron spin-and magnetic-resonance apparatus, x-ray diffraction spectrometer, multichannel analyzer, elementary particle optical scanning table and audiofrequency sound equipment used in bioacoustic research.

For over 20 years after World War II, there was such an acute shortage of physicists that fluctuations in general economic conditions had no noticeable effect on the excellent employment opportunities for physicists. In the past few years, this has changed. Physicists, like everybody else, have to hunt for jobs which are not easy to find. A person who enjoys "doing physics" as an undergraduate, should have the general background upon graduation as a physics major which would qualify one for many different career fields and opportunities.

PHYSICS MAJOR AND CONCENTRATIONS (Bachelor of Arts and Bachelor of Science)

Required: 120 semester hours plus physical education activities courses.

The Physics Major is a firm basis for a career in medicine, law, business, sales, engineering, teaching, computing, biophysics, environmental science or physics.

Although several concentrations are listed below, students are not required to select a concentration. The concentrations are representative of programs of study which can be planned in cooperation with the head of the Department of Physics to relate the physics major to the special interests or specific career goals of students. The courses suggested or required for the concentrations are in addition to the core of physics and related area courses ordinarily required for the major.

Students seeking **teacher certification** should see Teacher Education Chapter.

Bachelor of Arts

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. **Two** courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses, other than physics, from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).

7. Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements & Related Area Requirements

24-36 semester hours in physics above the 100 level.

Core Courses for Physics Major and All Concentrations

Courses ordinarily required for the physics major and any concentration selected:

1. Physics 191, 292, 207, 208, 303, 307, 308, 321, 322, 323, 324, and one selected from 450 & 452, 500, 505, 507, 535.
2. Related Areas: Chemistry 111, 111L, 114, 114L; Mathematics 191, 292, 293 and either 390 or 394.

Physics/Mathematics Concentration

Select from Business Education 235 and Mathematics 236, 340, 345, 390, 394, 522, 540, 545, 546, 549, 551, 552.

Physics/Business Administration/Computing Concentration

Select from Business Education 235, 536, 541; Business Administration 233, 234 or 400; Mathematics 341, 342, 343.

Chemical Physics Concentration

Chemistry 242, 244, 351, 352, 354, 461.

Physics/Computer Mathematics Concentration

1. Business Education 235.
2. Mathematics 236, 340, 342, 543, 544.

Physics/Premedical Concentration

1. Chemistry 351, 352, 354.
2. Biology 101, 102, 241.

Physical Biology Concentration

1. Biology 101, 102.
2. Chemistry 351, 352.
3. Two courses from Biology 277, 535, 592, 554.

Professional Physics Concentration

1. Physics 450, 452, 505, 507, 535.
2. Mathematics 390, 394.

Electives

Electives sufficient to complete total semester hours required for degree.

Bachelor of Science

Requirements are the same as above except that a maximum of 42 semester hours in physics may be counted toward the degree.

Physics/courses

Courses for Undergraduates

101-102 General Physics (4:3:3)-(4:3:3). Introduction of laws and properties of matter, sound, heat, optics, electricity and magnetism. Algebra and trigonometry used in development of this material. (NSM).

191 Mechanics, Heat and Sound (4:3:3). Basic principles of mechanics, heat and sound will be developed using the calculus. 191 together with 292 constitute a one year general physics course utilizing calculus and including laboratory experiences. Corequisite Mathematics 191. (NSM).

207 Intermediate Laboratory I (1:0:3). Performance of atomic, nuclear and solid state physics experiments and analysis of data in a quantitative and scientific manner. Simple computer programs used to study the concepts of error and least-square-fit techniques. Pr. 292 (or 101-102 with permission of instructor). (NSM).

208 **Intermediate Laboratory II (1:0:3).** Performance of experiments emphasizing concepts of classical physics. Topics include force, energy, resonance and relaxation. Pr. 292 (or 101-102 with permission of instructor). (NSM).

292 **Optics, Electricity, Magnetism and Modern Physics (4:3:3).** Introduction to the basic principles of electricity and magnetism, and optics, presented in terms of both classical and modern physics topics. 191 together with 292 constitute a one year general physics course utilizing calculus and including laboratory experiences. Pr. 191 or permission of instructor, corequisite Mathematics 292. (NSM).

303 **Introduction to Modern Physics (3:3).** Fundamental concepts of atomic, molecular, nuclear and solid state physics from quantum-mechanical and special relativity points of view. Topics include special relativity, wave-particle dualism, Schrödinger equation, hydrogen atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions, and molecular and solid state physics. Pr. 292 (or 101-102 with permission of instructor). (NSM).

305 **Physical Science (4:3:3).** Integrated introduction to basic laws and phenomena of nature, traditionally ascribed to science of physics. Applications are made in topics selected from such fields as astronomy and environmental science. Some laboratory periods tailored to particular interests of individual students. Students electing this course are urged to take Chemistry 306 the following semester. (NSM).

307 **Advanced Laboratory I (1:0:3).** Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory. Pr. 207, 208, or permission of instructor. (NSM).

308 **Advanced Laboratory II (1:0:3).** Performance of optics experiments with both microwaves and visible light. Special project using techniques from both advanced Labs I and II pursued during latter part of course. Pr. 207, 208, or permission of instructor. (NSM).

321 **Optics (3:3).** Analytical treatment of geometrical optics (thin and thick lenses, image formation, theory of optical instruments) and physical optics (electromagnetic waves, interference, polarization, diffraction, optical properties of materials). Pr. 322 or permission of instructor. (NSM).

322 **Electricity and Magnetism (3:3).** Study, using techniques of vector algebra and calculus, of topics in theory of electric and magnetic fields, including Gauss's, Ampere's and Faraday's laws and Maxwell's equations. Pr. 292 (or 101-102 with permission of instructor) and Mathematics 394 or 345, or permission of instructor. (NSM).

323 **Thermal Physics (3:3).** Properties of matter developed by combining thermodynamic reasoning with molecular theory. Pr. 292 (or 101-102 with permission of instructor). (NSM).

324 **Mechanics (3:3).** Mathematical treatment of classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion and simple motions of systems of particles. Analytical and numerical techniques of problem solution stressed. Pr. 101-102 or 292; corequisite Mathematics 293 or consent of instructor. (NSM).

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. (NSM).

333 Experimental Course: Selected Topics (3:3). Primarily intended for those who are not physical science majors. Topics vary with instructor and with semester. Contemporary topics may include subjects such as analysis of physical resources, their inherent energy limitations, and new sources of energy (such as solar, geothermal, etc.); development and adaptation of nuclear energy to electric power plants and armaments systems, and the ensuing environmental and political problems; ideas involved in special relativity, cosmology and quantum mechanics for those with little mathematical background; importance of understanding physical laws in development of art, music and architecture; relationship between physical laws and communications. No previous science course required. Interested students should inquire at physics department office for further details. Selected topics for science majors may also be given upon request.

334 The Nuclear Age and the Responsibility of the Scientist (3:3). An introduction to the great physics concepts of the twentieth century and how they relate to societal problems. The concepts that led to the development of nuclear power and weapons will be stressed. The environmental problems, energy crisis, and the social and moral implications of both basic and applied research will be covered. (NSM).

450 Modern Physics (3:3). Study of modern theories of matter, electricity and radiation in the fields of atomic, nuclear and solid state physics. Pr. 303 and 322. (NSM).

452 Modern Physics Laboratory (1:0:3). Basic experiments in atomic, nuclear and solid state physics as well as contemporary experiments, where facilities permit. Pr. or corequisite 450. (NSM).

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

Courses for Advanced Undergraduates and Graduates

500 Seminar (1, 2 or 3 semester hours of credit). Selected topics of current interest in physics. Pr. 322, 324.

501a,b Physics for Teachers (3:3), (3:3). Study of particle and wave motion from dynamical point of view, as presented in the Physical Science Study Committee physics course and in other treatments. Study of electricity and magnetism and physics of atom using knowledge of dynamics. Pr. one year of college physics, one year of college mathematics and consent of instructor. Cannot be used for credit toward M.S. degree in physics.

505 Electromagnetism (3:3). Advanced course in electromagnetic theory. Development of Maxwell's equations. Electrostatics and magnetostatics. Solution of Laplace's and Poisson's equations. Application to wave propagation and radiation. Pr. 322, Mathematics 394.

507 Analytical Mechanics (3:3). Extension of classical laws of particle motion to treatment of general motion of a rigid body, non-inertial reference frames, introduction to generalized coordinates, normal coordinates, introduction to topics and techniques based on calculus of variations. Pr. 324, Mathematics 390.

535 Electronics for Scientists (3:2:3). Introduction to theory of vacuum tubes and solid state devices. Electronic circuits useful for measurement, signal processing and control. Course especially designed to meet needs of experimental scientist. Pr. permission of instructor or head of student's major department. Cannot be used for credit toward M.S. degree in physics.

Courses for Graduates

601a Basic Concepts in Physics (3:3).

601b Selected Topics in Physics (3:3).

602a,b Physics for College Teachers (3:3), (3:3).

603 Laboratory for Teachers of Physical Science (1 to 3).

621 Introduction to Quantum Mechanics (3:3).

622 Quantum Mechanics (3:3).

623 Classical Dynamics (3:3).

624 Introduction to Theoretical Physics (3:3).

625 Electrodynamics (3:3).

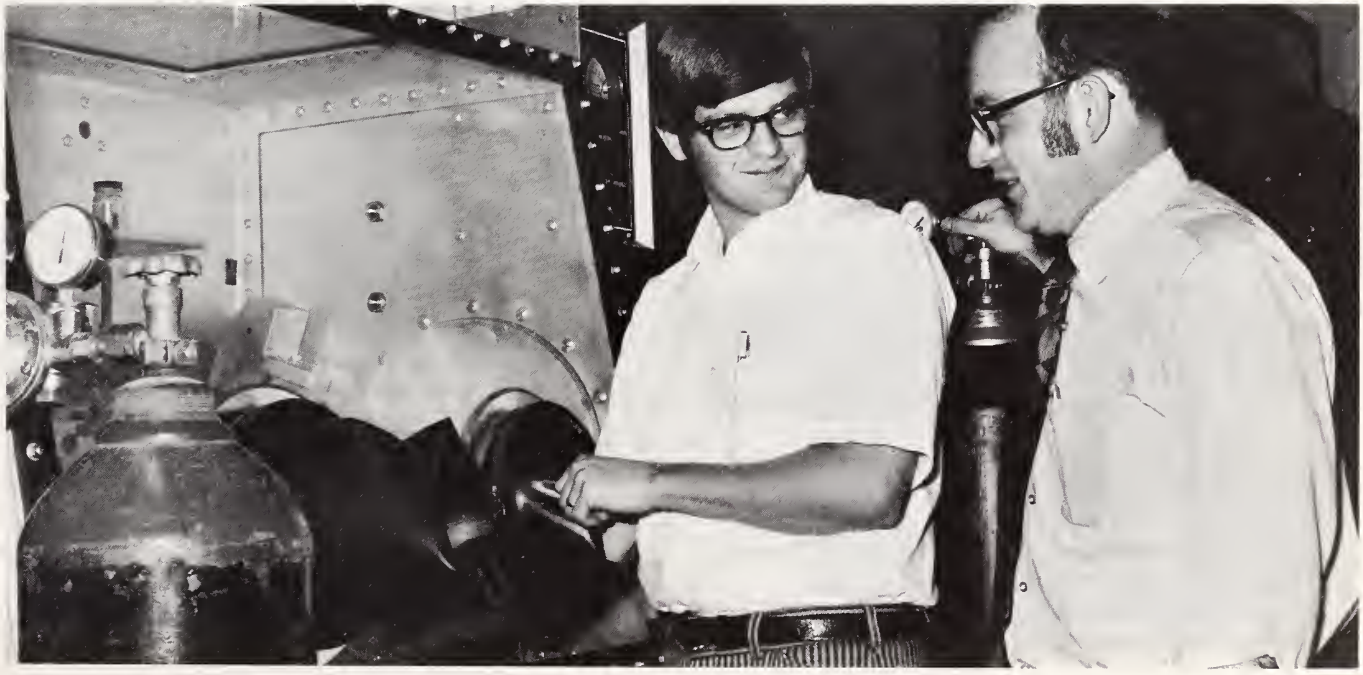
626 Statistical Physics (3:3).

631, 632 Introduction to Solid State Physics (2:2), (2:2).

640 Introduction to Nuclear Physics (3:3).

695 Individual Study (1 to 3).

699a,b Thesis (3)-(3).



Political Science—Department of

(237 Graham Bldg./College of Arts and Sciences)

David M. Olson (1971), Professor and Head of Department/B.A., M.A., Ph.D., California at Berkeley.

Charles D. Hounshell (1972), Professor and Vice Chancellor for Administration/B.A., Emory and Henry College/Ph.D., Virginia.

Lenoir Chambers Wright (1953), Professor/Department of History and Department of Political Science/B.A., U.N.C. at Chapel Hill/B.A., M.A., Oxford/LL.B., Harvard/M.A., Ph.D., Columbia. Leave of absence, second semester 1972-73.

Margaret Agnes Hunt (1961), Associate Professor/B.A., Michigan State/M.A., Ph.D., U.N.C. at Chapel Hill.

Michael E. Milakovich (1972), Assistant Professor/B.A., California at Santa Barbara/M.S., M.A., Ph.D., Indiana.

James H. Svara (1972), Assistant Professor/B.A., Kentucky/M.A., Ph.D., Yale.

Charles L. Prysby (1971), Instructor/B.S., Illinois Institute of Technology/Ph.D., Michigan State.

B. David Meyers (1970), Lecturer/B.A., State University of New York at Binghamton/M.A., Boston/Ph.D., U.C.L.A.

Political science includes the study of the governments, politics and policies of American and foreign nations; of all levels of government within those nations, such as city and state; and of relationships among nations.

All 200-level courses are introductions to the study of political science. The beginning student is urged to take any 200-level course in which he may be interested.

Students seeking electives in political science may elect from the entire range of offerings. No University program requires any specific political science course. Non-majors are urged to select their electives widely to satisfy individual intellectual interests and are not restricted to 200-level courses.

Internships and field experience are available to both majors and non-majors in urban politics, public administration, and practical politics. These courses are offered in both the academic year and during the summer.

Students seeking **teacher certification** should see Teacher Education Chapter.

POLITICAL SCIENCE MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The **Political Science Major** is suitable for students with career interests in pre-law, participation in electoral politics or governmental service (at local, state or federal levels), as well as for students who have more general intellectual interests in government, politics and international relations as part of their effort to obtain a good education.

No specific courses are required. Students should take a broad variety of courses in the major to become familiar with the diversity of topics and methods used by contemporary political scientists throughout the world. Majors should consult early with their faculty advisers to plan programs most suitable to their individual interests and needs.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses, other than political science, from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from the Humanities and the Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in political science above the 100 level.

Students should take a variety of courses to gain a broad view of the subject matter and methods within political science. Students are encouraged to take any 200-level course first.

Related Area Requirements

No specific courses required.

Electives

Courses in other social sciences are recommended. Electives sufficient to complete total semester hours required for degree.

Political Science/courses

Introductory Courses

210 Introduction to Public Policy and Administration (3:3). Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations. Milakovich. (SBS).

221 The Federal Government (3:3). Origin, organization and development, with special attention to government in action. (SBS).

223 Urban Governments and Politics (3:3). Examination of political behavior, processes and institutions in city as a special focus for study of politics and government in United States. Discussion and readings directed to current developments in Greensboro and other American cities. Svara. (SBS).

240 The International System (3:3). Introduction to international politics focusing upon major changes in international system since 1945. Meyers. (SBS).

250 Western Political Systems (3:3). Comparative examination of political institutions and behavior in selected Western nations, with primary emphasis on major Western European nations. Prysby. (SBS).

260 Communist Political Systems (3:3). Political traditions, cultures and institutions of Communist systems with particular emphasis on Soviet Union and Eastern Europe. Simon. (SBS).

Courses for Juniors and Seniors

300 Experimental Course.

301 Research Methods in Political Science (3:3). Basic principles of research in political science. Focus on testing of empirical propositions, with particular emphasis on survey research methods and on data analysis and interpretation. No statistical knowledge required. Nonmajors interested in taking the course should secure the consent of instructor. Prysby. (SBS).

310 Public Law and Policy Administration (3:3). Presentation of public administration and bureaucratic concepts, including systems analysis, organization theory, public law, comparative administration and decision-making. Emphasis on problems of intergovernmental relations and public policy education, urban and rural community development, transportation and criminal justice administration. Milakovich. (SBS).

311 Public Administration (3:3). Governmental administrative organization in United States with particular emphasis on factors involved in administrative decision-making. (SBS).

312 Federalism and Intergovernmental Relations (3:3). Focuses on changing relationships of local-state-federal agencies, expanding role of regional planning boards and recent developments in sharing of federal tax revenue with non-national governments. Pr. consent of instructor,

or Political Science 210, 310, or 221. Milakovich. (SBS).

314 Directed Research in Public Administration (3:2:6). Analysis of contemporary research in public administration with emphasis on policy implementation. Theories, methods and findings of recent research presented. Instructor directs student research on selected topics. Pr. consent of instructor; 223 or 310 recommended. Milakovich.

316 Introduction to Law (3:3). Survey of development of common law, civil and criminal court procedures, legal reasoning, use of precedent and introduction to the case study method. Emphasis on law as instrument of social change, legal institutions and processes, and constitutional law. Pr. junior standing or consent of instructor. Milakovich. (SBS).

317 Law Enforcement and Criminal Justice Administration (3:3). Emphasizes political role and interaction of police, courts, correctional and community service agencies in administering criminal justice. Milakovich. Pr. consent of instructor or 316. (SBS).

322 State and Local Government (3:3). Structure and functions of government in state and local fields. (SBS).

324 Urban Problems and Decision-Making (3:2:3). Combines readings and discussion with part-time internship in city government and politics. Two major themes of course: (1) exploration of major problems confronting cities, their causes and wide range of solutions which have been proposed to meet them and (2) examination of decision-making processes associated with various policy areas. Intended to increase student's understanding of urban political system and to develop ability to critically analyze proposals for government action. Svara. (SBS).

325 Selected Topics in Urban Politics (3:3). In depth study of a specific topic in government, politics and policy of the city. Students may repeat the course but not the same topic. 325a. Leadership in the City; 325b. Urban Parties and Voting Behavior; 325c. Metropolitan Reorganization; 325d. Power Structure and Community Organization. Pr. consent of instructor. Svara. (SBS).

327 American Political Parties (3:2:2). Party development and organization, campaigns and elections, political machines. Hunt. (SBS).

328 Southern Politics (3:3). Examination of contemporary political developments throughout American South in both state and national politics. Emphasis on student analysis of original evidence from interviews and documentary sources. Olson. (SBS).

330, 331 Workshop in Practical Politics (3:2:6), (3:2:6). Analysis of electoral campaign strategies by party and candidate through actual participation in campaigns and by writing of case studies based on student campaign participation. Spring semester in even numbered years covers primary elections; fall semester concentrates on general elections. Either semester may be taken independently. Offered only during election years. Pr. consent of instructor; 327 or 328 recommended. Olson. (SBS).

333 The Legislative Process (3:3). Examination of contemporary legislative bodies—Congress, state legislatures and foreign parliaments. Attention given to their internal organization and politics and to their relationship to their Chief Executive. Olson. (SBS).

335 Women in Politics (3:3). Relationship of women to political process with particular emphasis on women's political socialization, patterns of political participation and leadership selection. Hunt. (SBS).

340 International Politics (3:3). Analysis of basic factors of power among nations; imperialism; national policies. Not open to students who have received credit for Political Science 323. Wright. (SBS).

341 International Organization (3:3). Role of United Nations and other major organizations in contemporary international system. Pr. any international relations course or consent of instructor. Meyers. (SBS).

342 American Foreign Policy (3:3). Decision-making process concerning formulation and execution of American foreign policy. Selected case studies, especially in post-World War II era. Meyers. (SBS).

343 Comparative Foreign Policy (3:3). Comparative analysis of foreign policies of number of countries with special emphasis on major states other than U.S. (SBS).

355 Selected Topics in Comparative Politics (3:3). Cross-national examination of specific topic in political organization and behavior. Students may repeat course but not same topic. 355a. Political Violence; 355b. Political Parties; 355c. Politics of Development; 355d. Politics of Industrial Societies. Prysby. (SBS).

361 The Political Systems of Communist Party States (3:3). Analysis of patterns of political power in Soviet Union, China and other nations ruled by Communist parties. Pr. 260 or consent of instructor. Simon. (SBS).

372 South Asian Political Systems (3:3). Political systems of India and Pakistan, with some reference to Ceylon. Emphasis on the last 100 years. Not open to students who have received credit for Political Science 362. Students encouraged to have taken History 215 or equivalent. Wright. (SBS).

373 Far Eastern Political Systems: China (3:3). Political system of China, with emphasis on developments of last 100 years in Mainland China. Includes examination of social, economic, political and ideological factors. Not open to students who have received credit for Political Science 371. Taught in fall semester of odd-numbered years. Wright. (SBS).

374 Far Eastern Political Systems: Japan (3:3). Political system of Japan, with emphasis on developments since 1868. Includes examination of social, economic, political and ideological factors. Not open to students who have received credit for Political Science 371. Taught in fall semester of even-numbered years. Wright. (SBS).

381 Latin American Political Systems (3:3). Political institutions and behavior in Latin America, with particular emphasis on relationship between political change and socio-economic modernization. Prysby. (SBS).

391 African Political Systems (3:3). Political institutions and problems in independent states and dependent territories of Africa. Emphasis on different responses to common problems of attaining independence, nation-building, and development. It is desirable for students to have some background in American and/or European government. Meyers. (SBS).

399 Public Affairs Internship (1 to 3). Field learning experience in governmental agencies and private organizations involved in the political process. Academic supervision provided by faculty adviser and direction in field provided by job supervisor. A written report on a substantive topic related to the internship is required. Students may repeat the course. Pr. consent of instructor. (SBS).

401, 402 Individual Study (1 to 3). Reading or research. Available to qualified students upon recommendation of an instructor. Staff. (SBS).

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

Courses for Advanced Undergraduates and Graduates

501 Selected Topics in Political Science (1 to 3). Opportunity for advanced students to study in depth a topic of special interest. May be repeated for credit when topics vary. Pr. major in political science or consent of instructor.

505 Problems in Politics (3:3). Seminar in research and study in political science. Attention also on problems of methodology and alternative conceptions of whole field of political science as a scholarly discipline. (SBS).

***528 Constitutional History of the United States (3:3).** Leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Same as History 528. Hunt. (SBS).

***529 Civil Liberties and the Judicial Process (3:3).** Historical development of leading judicial doctrines in civil liberties and civil rights in United States, with particular emphasis on interplay of philosophical, social and political factors involved in Supreme Court decisions in this field. Same as History 529. Hunt. (SBS).

***571 Political Theory (3:3).** Works of leading thinkers from ancient times to nineteenth century. Same as History 571. Hunt. (SBS).

***572 Political Theory (3:3).** Nineteenth and twentieth centuries. Continuation of 571 but may be taken separately. Same as History 572. Hunt. (SBS).

*Major students in either history or political science who take Political Science (History) 528, 529, 571 or 572 shall count it in their own major, subject to all the restrictions applying to courses in their major.

Pre-Engineering—See Engineering.

Pre-Law—See Law.

Pre-Medicine, Pre-Dentistry—See Medicine and Dentistry.

Pre-Pharmacy—See Pharmacy.

Pre-Physical Therapy—See Health, Physical Education and Recreation.

Professional Physics—See Physics.

Psychology—Department of

(413 Nursing Bldg./College of Arts and Sciences)

Robert G. Eason (1967), Excellence Fund Professor and Head of Department/B.A., M.A., Ph.D., Missouri.

Aaron J. Brownstein (1968), Professor/B.A., City College of New York/M.A., Ph.D., Missouri.

William McGehee (1965), Visiting Excellence Fund Professor, Department of Psychology and School of Business and Economics/B.A., University of the South/M.A., Ph.D., Peabody.

Evalyn F. Segal (1969), Professor and Director, Institute for Child and Family Development/A.B., Chicago/B.A., Ph.D., Minnesota. Leave of absence, August 1, 1972-July 31, 1973.

Kendon Rasey Smith (1954), Alumni Professor/B.A., Minnesota/M.A., Ph.D., Princeton.

Henry Herbert Wells III (1968), Professor and Assistant Vice Chancellor for Academic Affairs/B.A., Duke/M.S., Ph.D., Yale.

Marilyn T. Erickson (1971), Associate Professor/B.A., Pembroke/M.A., Brown/Ph.D., Washington.

M. Russell Harter (1968), Associate Professor/B.A., M.A., San Diego State College/Ph.D., Arizona.

Ernest A. Lumsden Jr. (1966), Associate Professor/B.A., Richmond/Ph.D., Duke.

Richard L. Shull (1969), Associate Professor/B.A., Brown/Ph.D., Arizona State.

David Soderquist (1968), Associate Professor/B.S., M.S., Utah State/Ph.D., Vanderbilt.

Jacquelyn Gaebelein (1971), Assistant Professor/B.A., M.A., Ph.D., Kent State.

Sunnan Kubose (1969), Assistant Professor/B.A., California at Berkeley/M.A., San Francisco State/Ph.D., Iowa. Leave of absence, first semester 1972-73.

P. Scott Lawrence (1970), Assistant Professor/B.S., Maryland/Ph.D., Arizona State.

Rosemery O. Nelson (1971), Assistant Professor/B.S., St. Louis/Ph.D., State University of New York at Stony Brook.

Robin W. Pratt (1969), Assistant Professor/B.A., William Jewell/M.A., Ph.D., Illinois.

Walter Louis Salinger (1972), Assistant Professor/B.A., Houston/Ph.D., U.C.L.A.

Michael J. Weiner (1970), Assistant Professor/B.B.A., City College of New York/Ph.D., State University of New York at Stony Brook.

Donald G. Wildemann (1972), Assistant Professor/B.S., M.A., Ph.D., Pittsburgh.

John Alexander Edwards (1966), Lecturer and Director and Counselor, the Counseling Center/B.A., Davidson/M.A., U.N.C. at Chapel Hill/Ph.D., Tennessee. Part-time.

The Department of Psychology approaches its subject matter as a scientific discipline, emphasis being placed on understanding behavior through experimentation and observation.

All of the major areas of specialization in psychology are represented among the interests of the departmental faculty. Physiological psychologists are delving into the biological foundations of behavior. Experimental psychologists are studying problems related to learning, sensation and perception, personality and social psychology. Behavior modification emphasizes the application of principles learned in the laboratory to clinical psychology and other aspects of adult and child behavior.

To supplement reading and lecture material, a number of courses have laboratories where students can see the principles of behavior in operation first hand. In addition to the B.A. program for undergraduates, the department offers training at both the M.A. and Ph.D. levels.

Students may take any 300- or 400-level psychology course for which they satisfy the stated prerequisites.

Students seeking **teacher certification** should see Teacher Education Chapter.

PSYCHOLOGY MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The **Psychology Major** provides a background for entry into a variety of professions other than psychology where understanding the principles of behavior is important. It also provides the necessary background for individuals planning to do graduate work in either experimental or applied psychology.

A student planning to go on to graduate work in psychology is advised to select an undergraduate language from among French, German or Russian.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses, other than psychology, from Natural Sciences & Mathematics Area (NSM).
6. Two courses, other than psychology, from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from the two areas which exclude the area of the major. At least one course must be taken from each of the two areas.

Note: A psychology major can be classified in either the Natural Sciences & Mathematics Area or the Social & Behavioral Sciences Area, depending upon the student's choice of courses and interest.

Major Requirements

24-36 semester hours in psychology above the 100 level.

1. Psychology 221 or 223, 310, 425 or 450, 451 or 452, 453 or 454, 515.
2. Strongly advised: Psychology 341, 426 or 442, 447.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

Psychology/courses

Courses for Undergraduates

221 General Psychology (3:3). Survey of psychology. Includes psychology as science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, personality (normal and pathological), statistics, testing, intelligence, aptitudes and achievement. Students may not take both 221 and 223 for credit. (SBS).

223 General Experimental Psychology (4:3:2). One-semester laboratory course covering same topics as 221. Emphasis on experimental methodology and laboratory experience. Students may not take both 221 and 223 for credit. (NSM).

310 Statistics in Behavioral Science Research (3:3). Moment and product-moment statistics; description and inference; estimating parameters and testing significance. Taught at introdctory level. Requires knowledge of elementary algebra.

312 Psychology of Learning (3:3). Principles of learning and their application to everyday human behavior. Analysis of learning situations involved in child-rearing, classroom teaching and deviant behavior. Pr. 221 or 223.

333 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.

334 Special Problems in Psychology (1 to 3). Continuation of 333.

341 Abnormal Psychology (3:3). Introduction to behavior pathology. Description, dynamics and modification of abnormal behavior, including neuroses, psychoses, character disorders and psychosomatic reactions. Pr. 6 hours of psychology, or consent of instructor.

345 Introduction to Personality (3:3). Study of individual differences in behavior and of biological and social factors which produce these differences. Pr. 221 or 223. (SBS).

425 Principles of Comparative Psychology (3:3). Systematic presentation and evaluation of development, methodology, research and theory that have arisen from comparative study of behavior of subhuman species. Contributions of both ethology and comparative psychology will be discussed and evaluated. Pr. 221 or 223. (NSM).

426 Developmental Processes I (3:3). Survey of development of children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology and findings of research in the areas of learning and motivation. Pr. 221 or 223. (SBS).

437 Psychological Tests and Measurements (3:2:3). Major principles of measurement of psychological attributes. Factors essential for reliable and valid measuring instrument. Fundamentals of testing in areas of achievement, personality, intelligence, attitudes and projective tech-

niques. Experience in constructing, giving and evaluating tests provided in laboratory. Pr. 221 and 310.

442 Developmental Processes II (3:3). Survey of development and behavior of children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodolgy and findings of research in the areas of perceptual and social development. Pr. 221 or 223. (SBS).

447 Dynamics of Social Behavior (3:3). Study of social behavior. Covers attitudes, communication, perception of others, small group behavior. Pr. 221 or 223. (SBS).

450 Physiological Psychology (3:3). Role of central and peripheral nervous systems, muscles and glands in mediation of behavior. Pr. 221 or 223 or Biology 101, 102. (NSM).

451 Experimental Analysis of Operant Behavior (3:2:3). Methodological and theoretical considerations of basic factors of generation, maintenance, extinction, differentiation, discrimination, generalization, chaining and motivation of operant behavior. Pr. 221 or 223. (NSM).

452 Human Learning and Complex Processes (3:2:3). Processes involved in human learning, memory, problem solving and related performances; examination of typical experimental techniques, results and current theoretical accounts of these processes. Pr. 221 or 223. (NSM).

453 Sensory Processes (3:2:3). Sensory systems and how they receive and modify information about external environment; the structures, function and phylogenetic development of eye, ear (including labyrinth), nose and organs of touch. Pr. 221 or 223. (NSM).

454 Perceptual Processes (3:2:3). Examination of perceptual processes of detection, discrimination and scaling of changes in visual and auditory stimulus input, as well as study of instances of perceptual stability. Pr. 221 or 223. (NSM).

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

Courses for Advanced Undergraduates and Graduates

500 Behavioral Applications in Community Settings (Summer Institute) (2:2). An analysis of recent applications of experimentally-derived principles of behavior to community settings. Applications to mental hospitals, correctional facilities, institutions for the retarded, and home settings will be discussed. Not open to psychology majors. Pr. 341 or consent of instructor.

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 teacher in special education. Pr. 221 or 223 and consent of instructor.

503 Mental Deficiency (3:3). Definitions, theories, classifications, etiology, diagnosis and psychotherapy in area of mental deficiency. Pr. 221 or 223 and consent of instructor.

504 Behavior Disorders in Children (3:3). Clinical and experimental approaches to psychopathology of childhood. Etiology and modification of deviant behavior in various age groups through adolescence. Pr. 426, 442, or consent of instructor.

505 Behavior Principles: Foundation and Applications (3:3). Foundation course in principles of behavior with special reference to modifiable aspects of behavior. Emphasis on principles of behavior that form basis for current applications to educational and counseling technology. Recommended for students in education, child development, counseling, speech, sociology, physical education, nursing. Pr. 221 or 223 or consent of instructor.

515 History and Systems of Psychology (3:3). Discussion of prescientific thinking on psychological problems, origin of systems of psychology and ways systems are reflected in contemporary psychology. Pr. senior or graduate status with minimum of 12 hours of psychology, including 221 or 223 or consent of instructor.

532 Industrial and Business Psychology (3:3). Determinants of behavior of individuals in industrial and business organizations: social and physical environments, organizational structure, leadership, task taxonomy and individual differences. Pr. 221 or 223 or consent of instructor.

534 Consumer Behavior (3:3). Psychological and socio-economic factors affecting consumer motivation, behavior and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. Pr. 221 or 223, or Business Administration 490, or consent of instructor. Same as Business Administration 534. (SBS).

535 Personnel Psychology (3:3). Applications of psychological methods and techniques to personnel work in business and industry: selection and training of employee, job evaluation and salary administration, performance appraisal, attitude-morale measurements. Pr. 221 or 223 or consent of instructor.

Courses for Graduates

601 Graduate Problems in Psychology (1 to 3).

602 Seminar in Systematic Issues (3:3).

609 Advanced Statistics in Behavioral Science Research I (3:3).

609L Advanced Statistics Laboratory (1).

610 Advanced Statistics in Behavioral Science Research II (3:3).

611 Experimental Design in the Behavioral Sciences (3:3).

617 Behavior Theory (3:3).

620 Principles of Behavioral Assessment (3:3).

621 Principles and Theory of Behavior Modification (3:3).

625 Comparative Psychology (3:3).

630 Instrumentation in Psychology (3).

638 Behavior Modification in the School Setting (3:3).

640 Introductory Practicum in Behavioral Assessment (3).

641 Introductory Practicum in Behavior Modification (3).

642 Practicum in Behavior Modification (1 to 6).

643 Advanced Developmental Psychology (3:3).

646 Theories of Personality (3:3).

647 Advanced Social Psychology (3:3).

649 Motivation Processes (3:3).

650 Physiological Psychology (3:3).

651 Experimental Analysis of Operant Behavior (3:2:3).

652 Human Learning and Complex Processes (3:2:3).

653 Sensory Processes (3:2:3).

654 Perceptual Processes (3:2:3).

661 Advanced Study of Behavior Disorders in Children (3:3).

662 Advanced Study of Behavior Disorders in Adults (3:3).

683 Contemporary Problems (3:3).

699 Thesis (3 to 6).

742 Advanced Practicum (1 to 12).

751 Independent Doctoral Research (1 to 6).

799 Doctoral Dissertation Research (6 to 12).

Recreation—See Health, Physical Education and Recreation and Interdepartmental Majors.

Related Sciences—See Home Economics.

Religious Studies—Department of

(120 Graham Bldg./College of Arts and Sciences)

Benjamin Ladner (1969), Assistant Professor and Acting Head of Department, 1971-73/B.A., Baylor/B.D., Southern Seminary/Ph.D., Duke.

James C. Carpenter (1972), Lecturer/B.A., Culver-Stockton College/B.D., Vanderbilt Divinity School/M.A., Vanderbilt.

The Department of Religious Studies is oriented around the impact, manifestation and criticism of religion within the whole of man's meaningful experience. Its focus of inquiry is informed by crossing-points of the human condition, the central concern being, not simply to transmit information about religious traditions, but to understand the full scope of the reality of the human situation. It relates both to the humanities and the sciences in seeking imaginative understanding of the interaction of sacred and profane in all its forms. In purpose and resources, therefore, it is at one with other studies in the exploration of man and universe. The contemporary culture in which the student lives is regarded as a congenial and proper setting for this inquiry.

As yet, no major is offered in the department. All courses, with the exception of 366, may be selected to satisfy Humanities Area requirements.

Religious Studies/courses

110 Introduction to Religious Studies (3:3). Inquiry into meaning of religion through consideration of forms, patterns, categories, symbols and practices which characterize man's religious experience. (H).

212 Religion and Culture in East and West (3:3). Major expressions of man's religious faith as found in certain religions of East and West viewed in their historico-cultural settings. (H).

220 The Bible, the Sacred, and Social Reality (3:3). Origin and meaning of the "sacred" (with emphasis on text and ritual) in light of differing social realities. Pr. 110 is desirable but not required. (H).

319 Atheism in the Modern World (3). Humane questions occasioned by atheism in the West and their influence on religion in contemporary culture, with special emphasis on religion in radical perspective: new humanism, origins of "the death of God" and rebellion. (H).

323 Philosophy of Religion (3:3). A philosophical scrutiny of religious beliefs. Arguments for God's existence, mystical experience, the problem of evil, immortality, psychical research, faith, religion and science, and alternatives to theism such as Zen. Same as Philosophy 323. (H).

324 Philosophical Understanding and Religious Truth (3:3). Modes of philosophical reflection, grounds of human conceptuality and their relation to the truth of religious claims. Pr. 110 is desirable but not required. (H).

326 Religion and Contemporary Culture (3:3). Religious apprehension of man and the world as disclosed by analysis of conceptual commitments embodied in contemporary social institutions, the arts, politics and philosophy. (H).

333 Technology and Human Spirit (3). Relation between "reverence" and "production" in modern industrial society, with emphasis on interaction between self and world in light of influence of technology. (H).

341 Vision and Choice in Morality (3:3). Investigation of dynamics of human choice and of ways in which images of past and future inform moral decisions, actions

and intentions. Involves a consideration of interaction between moral choice and human temporality. (H).

366 **Sociology of Religion (3:3).** Sociological study in field of religion with emphasis on modern society and relation of religion to other institutions and functions of religious roles. Same as Sociology 366. (SBS).

371 **The Literary Study of the Bible. (3:3).** The Bible as a part of the world's great literature. Designed to give student better comprehension of the Bible through study of its origins, history, structure and literary qualities. Same as English 371. (H).

380 **Experimental Course: Human Interaction and the Symbolic (3).** Study of human capacity for symbolic reflection and decision in context of such ordinary transactions as dialogue, gesture, group relations; their bearing on understanding religious experience.

401, 402 **Tutorial (1 to 3), (1 to 3).** Directed program of reading, research and private instruction. Pr. permission of instructor. (H).

Residential College

(Mary Foust Hall/College of Arts and Sciences)

Warren Hinds Ashby (1949), Director, Residential College and Professor, Department of Philosophy/B.A., Maryville/B.D., Ph.D., Yale.

Charles P. R. Tisdale (1967), Master, Residential College and Assistant Professor, Department of English/B.A., University of the South/M.A., Ph.D., Princeton.

Linda B. Bragg (1970), Instructor of English in Residential College/B.A., Bennett/M.A., Western Reserve.

Marie Darr (1971), Instructor of History in Residential College/B.A., UNC-G.

Claire R. Helgeson (1972), Instructor of English in Residential College/B.A., M.A., Vanderbilt. Part-time, first semester 1972-73.

The Residential College was created at UNC-G to provide a setting which encourages innovative study, small classes, unity of academic and social experiences, and close student-faculty contacts.

The Residential College is primarily a two-year program for freshmen and sophomores with a limited number of upperclassman participants. Members of the program live and have classes in a coed dormitory. A faculty couple resides there as counselors, and faculty members have offices in the residence hall.

Faculty members from many different departments and schools teach in the Residential College, and courses taught meet degree requirements in Humanities, Social & Behavioral Sciences, Natural Sciences, and English Composition areas.

All students participate in an interdisciplinary core course and choose from a wide range of other educational opportunities such as experimental seminars, varied types of independent study, community service work, and workshops based on student interests. These activities make up nine hours of a student's semester course load. The remaining six semester hours are taken in the University outside the Residential College. (Residential College students are full members of UNC-G and are expected to participate in the life of UNC-G.)

In the Residential College students and faculty serve on governing committees and participate together in special events within the dormitory.

All students who have been admitted to UNC-G automatically qualify for application to the Residential College. Anyone who wishes to receive more information about the program is encouraged to write directly to the Residential College.

Residential College/courses

101 **English Composition (3:3).** Designed to develop the student's ability to read with discrimination and write effectively. Tucker, Boucher, Bragg, Maxwell. (EC).

121 **Introduction to Liberal Studies (3:3).** Concentrates on description of educational resources within and outside the university, development of skills and habits of the mind important for efficient use of those resources, relationship of university experience with other worlds of activity and responsibility, and interpretation of philosophies of education. Tisdale and staff. (H).

131, 132 **Freshman Seminars (9), (9).** Concentrated and in-depth seminars meeting University requirements in humanities, social sciences and natural sciences areas are created by faculty and students.

201, 202 **Residential College Core Course: Search for Value in the Twentieth Century (3), (3).** Interdisciplinary course including materials and methods from natural sciences, social sciences and humanities. Themes for 1972-73: Overview of the Twentieth Century, Politics '72, Imaginative Literature of the Twentieth Century, American History from Slavery to Black Nationalism, and Contemporary Arts. Required of all students in Residential College. (H & SBS).

231, 232 **Residential College Seminars (9), (9).** Concentrated and in-depth seminars meeting University requirements in humanities, social sciences and natural sciences areas are created by faculty and students. Seminars are set up each year. Seminars for 1972-73 were:

- **221-1** **American Romantic Poetry.** Arndt. (H).
- **221-2** **Black Awareness Literature.** Bragg, Darr. (H).
- **221-3** **Contemporary American Fiction.** Griffith. (H).
- **221-4** **Introduction to Asian Culture.** Schantz. (H).
- **221-5** **Seven Views of Man.** Kropp. (H).
- **221-6** **Women in the Novel.** Helgeson. (H).
- **224-1** **America since 1945.** McFadyen. (SBS).
- **224-2** **The Black Experience.** Bragg, Darr. (SBS).
- **224-3** **Nationalism and Beyond.** Pfaff. (SBS).
- **224-4** **Social Values in American History.** Calhoon. (SBS).
- **224-5** **Special Topics in Education.** Bryson. (SBS).
- **224-6** **Introduction to Issues in Psychology.** Shull. (SBS).
- **227** **Natural Sciences.** Rogers. (NSM).
- **241-1** **Cultural Anarchy and Twentieth Century Religious Thought.** Ashby. (H).
- **241-2** **Russian Literature and the Russian Revolution.** Tisdale. (H).
- **241-3** **Black Self-Concept as Seen in Selected Prose Writings of Major Black American Writers.** Bragg, Darr. (H).
- **241-4** **Studies in Grail Poetry.** Arndt. (H).
- **244-1** **Writing the History of Your Own Family.** Calhoon. (SBS).
- **244-2** **Contemporary Isms.** Pfaff. (SBS).
- **244-3** **American History from 1890 to 1945.** McFadyen. (SBS).
- **244-4** **World History Since 1939.** Pruitt. (SBS).
- **244-5** **Search for an Ideology of Revolution.** Bragg, Darr. (SBS).
- **244-6** **Education for Survival in the Year 2000.** Haney. (SBS).
- **247** **Genetics.** Eberhart. (NSM).
- **251** **Creative Writing Workshop.**
- **252** **Arts Workshops.** Bragg and staff.
- **256** **Service Learning.**

262-1 Cooperative Independent Study on the Residential College. Ennis.

262-2 Independent Study.

301, 302 Independent Study (3:2), (3:2). Independent examination of materials related to curriculum of Residential College and/or field of student's major. Specific materials devised by student in collaboration with tutor on Residential College faculty. Pr. participation in Residential College.

Romance Languages—Department of

(319 McIver Bldg./College of Arts and Sciences)

George E. McSpadden (1967), Professor and Head of Department/B.A., M.A., New Mexico/Ph.D., Stanford.

Elizabeth McDaniel Barineau (1961), Professor/B.A., UNC-G/M.A., Ph.D., Chicago.

Paul Marcel Descouzis (1966), Professor/B.A., Collège de Notre Dame, France/M.A., Boston/Ph.D., Maryland.

James Carroll Atkinson (1958), Associate Professor/B.A., M.A., Duke/Ph.D., Johns Hopkins.

Claude Jean Chauvigné (1965), Associate Professor/B.S., Southwest Missouri State/M.A., Ph.D., Colorado.

John Philip Couch (1958), Associate Professor/B.A., U.N.C. at Chapel Hill/Ph.D., Yale. Leave of absence, 1972-73.

Ramiro Lagos (1965), Associate Professor/B.A., La Porciúncula/M.A., Ph.D., Universidad Javeriana.

Rafael Osuna (1968), Associate Professor/Linenciado en Letras, Madrid/Ph.D., Brown.

Shirley Blue Whitaker (1960), Associate Professor/B.A., M.A., Duke/Ph.D., U.N.C. at Chapel Hill.

José Almeida (1966), Assistant Professor/B.A., Baylor/M.A., Ph.D., Missouri.

Sara Fore Bell (1967), Assistant Professor/B.A., Greensboro College/M.A., Ph.D., U.N.C. at Chapel Hill.

Margaret O. Bender (1970), Assistant Professor/B.A., M.A., Nebraska/Ph.D., U.N.C. at Chapel Hill.

Kathleen Kish (1969), Assistant Professor/B.A., California/M.A., Ph.D., Wisconsin.

Stephen C. Mohler (1970), Assistant Professor/B.A., M.A., Ph.D., George Washington.

Samir H. Rizk (1968), Assistant Professor/B.B.A., Miami/B.A., Damascus/M.A., Ph.D., Illinois.

Roch C. Smith (1970), Assistant Professor/B.A., M.A.T., Florida/M.A., Ph.D., Emory.

Robert Ray Stinson (1966), Assistant Professor/B.A., Lenoir-Rhyne/M.A., Ph.D., U.N.C. at Chapel Hill.

Barbara A. Terry (1967), Assistant Professor/B.A., Duke/M.A., Western Reserve/Ph.D., Alabama.

Kathleen M. Bulgin (1965), Instructor/B.A., Sweet Briar/M.A., Bryn Mawr.

Rachel M. Bullington (1971), Instructor/B.A., Erskine/M.A., UNC-G.

Lee V. Douglas (1967), Instructor/B.S., Georgetown.

Patsy C. Emma (1971), Instructor and Academic Adviser/B.A., M.A.T., UNC-G.

Eugene B. Hastings (1968), Instructor/B.A., Colgate/M.A., Middlebury.

Jean Paul F. X. Koenig (1962), Instructor/B.A., Aix-Marseille/M.A., U.N.C. at Chapel Hill.

Françoise Giraudet Lay (1963), Instructor/Baccalauréat de Philosophie, Université de Paris/Licence ès Lettres, Université de Bordeaux.

Magdalena Mora-Mallo (1968), Instructor/Bachillerato, Colegio Santa Maria, Madrid/Licenciada, Filosofia y Letras, Universidad de Madrid.

Patricia E. Pardue (1969), Instructor and Academic Adviser/B.A., M.A., UNC-G.

Jane Tucker Mitchell (1970), Lecturer, School of Education and Department of Romance Languages/B.A., Mary Baldwin/M.A., George Washington.

José Sanchez-Boudy (1965), Lecturer/B.A., Champagnat/M.A., U.N.C. at Chapel Hill/Doctor en derecho, Havana.

Michèle F. Meisart (1968), Teaching Assistant/Baccalaureate in Philosophy, Université de Nancy.

The Department of Romance Languages offers a variety of programs in language, literature and civilization of the three major Romance areas of French, Spanish and Italian. Students may begin the study of any of these at the elementary level or continue it at the intermediate level. Intermediate proficiency is expected for further work in French or Spanish; according to the student's interests, he may then begin the study of the literature or perfect his language skills in composition and conversation.

At all levels the department's aims are twofold:

1. Practical training in understanding, speaking, reading and writing a foreign language.

2. Promotion of those values in the liberal arts tradition that derive particularly from language study: increased understanding of language itself as structure and process, the enlightening encounter with modes of thought and expression different from one's own and an introduction to one of the great Western civilizations.

In addition to the Bachelor of Arts degree, the department offers the Master of Arts and the Master of Education degrees in French and Spanish.

Special facilities and features include three modern language laboratories; the International House, where students use French or Spanish in daily living, under guidance of native resident speakers; the Junior Year Abroad; summer classes in France and Latin America; and active French and Spanish clubs and honorary societies. Achievement in Romance studies is recognized by three annual awards to outstanding majors.

FRENCH OR SPANISH MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The French and Spanish Majors are designed to insure a well-rounded preparation in language and literature. Students interested in a teaching career pursue a sequence of courses that develop the special competencies required of the professional, whereas others may follow a general program in preparation for graduate studies or for employment in government service, international trade or industry.

The programs in French and Spanish are designed to allow considerable latitude for the student's election of areas of personal interest and to avoid undue specialization or imbalance. Specific course and area requirements and electives in language, literature and civilization characterize all programs.

Students seeking **teacher certification** should see Teacher Education Chapter.

All majors in French or Spanish have advisers to help them make choices most appropriate to their needs and interests.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated. Satisfied by the major.
4. Three courses, other than major, from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken in each of the two areas.

Major Requirements

30-36 semester hours in French or Spanish above the 100 level.

1. French or Spanish 207 and 208.
2. Four language courses: French or Spanish 209, 210, 211, 212, 213, 350, 353.
3. Three literature courses: French or Spanish at the 300 and 500 levels.
4. Additional courses in French or Spanish at the 200 level or above to fulfill hours in major.

Note: Students seeking **teacher certification** must take courses in the major dealing with phonetics, civilization and composition:

French or Spanish 350; 371, 571 or 572; 209, 210 or 353. These requirements are in addition to the other certification requirements discussed in the Teacher Education Chapter.

Related Area Requirements

Suggested: second foreign language and literature; English or American literature; classical civilization; European, French or Latin American history; international studies; Latin American studies; linguistics; music or art appreciation; philosophy; and participation in International House activities.

Electives

Electives sufficient to complete total semester hours required for degree.

French/courses

Courses for Undergraduates

101-102 **Elementary French (3:3)-(3:3).** Introduction to French with practice in listening, speaking, writing and reading. Supplementary instruction in the language laboratory.

103, 104 **Intermediate French (3:3), (3:3).** Review and further study of basic French structures with emphasis on active use of language skills: listening, speaking, writing, reading. Intensive work in the language laboratory. 103 is prerequisite to 104. (H).

105-106 **Intermediate French for Voice Majors (3:3)-(3:3).** Review of main elements of grammar. Emphasis on pronunciation and diction for singers, with practice in intonation, interpretation, vocabulary building and comprehension. Readings based especially on texts from French vocal and literary works. Supplementary instruction in the language laboratory. Offered in alternate years; last offered 1972-73.

150 **Applied French (International House) (1:1).** Students living on the French Floor of the International House agree to use the language for communication and to participate in the conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four semester hours. Grade: pass/not pass. Pr. admission to French Floor of International House. May not be used to satisfy the foreign language requirement.

201, 202 **Intensive Reading Course in French (3:3), (3:3).** Designed to develop the student's ability to read French. Grammar is emphasized first semester; vocabulary building and reading, the second. Reading material depends on interests of the class.

207, 208 **Survey of French Literature (3:3), (3:3).** Reading in chronological order of selections from French literature. (H).

209, 210 **Intermediate French Composition (3:3), (3:3).** Intensive study of grammar and a wide range of idioms, translation of English sentences and connected discourse into French, dictation.

211, 212 **French Conversation (3:3), (3:3).** Intensive and methodical training in spoken French.

213 **Conversation in France (3).** Extensive formal and informal training in French conversation in a living French setting. Offered as a summer program only in France. Pr. 104 or permission of instructor.

301, 302 **French Literature in Translation (3:3), (3:3).** Major plays, fiction and poetry from the Middle Ages through the seventeenth century first semester. Second semester, major French prose writers of the nineteenth century and the first half of the twentieth century. May not be used for credit toward French major. Terry. (H).

313 **The Contemporary French Novel (3:3).** Significant works of French novelists, from World War I to the present. New trends in the novel in France. Pr. 207, 208 or equivalent. Smith. (H). Offered in alternate years; last offered 1971-1972.

327 Seventeenth-Century French Classical Literature (3:3). Representative works of the classical period. Pr. 207, 208 or equivalent. (H). Offered in alternate years; last offered 1971-72.

330 Eighteenth-Century French Literature (3:3). Selected works of Prévost, Marivaux, Montesquieu, Voltaire, Diderot, Rousseau, Beaumarchais and Bernardin de St.-Pierre. Pr. 207, 208 or equivalent. Rizk. (H). Offered in alternate years; last offered 1972-73.

331 French Romanticism (3:3). Romantic poetry, novels and dramas with emphasis on poetry. Pr. 207, 208 or equivalent. Barineau. (H). Offered in alternate years; last offered in 1972-73.

333 The Nineteenth-Century French Novel (3:3). Intensive study of some of the most important French novels of the nineteenth century. Includes Constant, Stendhal, Balzac, Flaubert and Zola. Pr. 207, 208 or equivalent. Couch. (H). Offered in alternate years; last offered 1971-72.

336 Nineteenth-Century French Theatre (3:3). Selected works of Pixerécourt, Dumas père, Hugo, Musset, Vigny and Scribe representing the earlier part of the century; and Dumas fils, Augier, Pailleron, Becque, Rostand and Maeterlinck the later part. Pr. 207, 208 or equivalent. Bell. (H). Offered in alternate years; last offered 1972-73.

340 Modern French Poetry (3:3). Study of Baudelaire, Lautréamont, Rimbaud and Mallarmé followed by selected poems of Valéry, Claudel, Apollinaire, Aragon, Eluard, Fargue, Supervielle, Reverdy. Pr. 207, 208 or equivalent. Chauvigné. (H). Offered in alternate years; last offered 1972-73.

350 Practical French Phonetics (3:3). Students learn to read and write phonetic symbols for sounds of French and study mechanics of production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 211, 212, or equivalent, or permission of instructor. Barineau.

353, 354 Advanced French Composition (3:3), (3:3). Intensive study of modern French prose. Translations into French of literary and colloquial English. Pr. 207, 208 or equivalent. Barineau.

371 Culture and Civilization in France (3). A study of French culture and civilization as manifested in France today. Historical background and contemporary expression of French culture and society. Special emphasis on Paris and one other region of France. Offered only as a summer program in France. Pr. 104 or permission of instructor. (H).

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

Courses for Advanced Undergraduates and Graduates

545 Old French Literature (3:3). Readings in French literature of the Middle Ages with attention to development of the language. Pr. one 300-level course in French literature or permission of instructor. Atkinson. (H). Offered in alternate years; last offered 1972-73.

547 Middle French Literature (3:3). Major works in the Middle French period (1300-1500) with emphasis on Villon and **Maistre Pathelin.** Pr. one 300-level course in French literature or permission of instructor. Bender. (H). Offered in alternate years; last offered 1972-73.

549 Eighteenth Century French Novel (3:3). Study of most significant French novels of the eighteenth century with a view to tracing the evolution of this literary genre and its tendencies toward nineteenth century realism. Pr. one 300-level course in French literature or permission of instructor.

558 French Literary Criticism (3:3). Major developments in French literary criticism from Boileau through Diderot and Baudelaire to the present, followed by the most significant aspects of contemporary French literary criticism. Pr. one 300-level course in French literature or permission of instructor. Chauvigné. (H). Offered in alternate years; last offered 1971-72.

561 Molière (3:3). Intensive study of Molière's plays, taken chronologically, revealing his developing mastery of the art of comedy and of stage technics. Pr. one 300-level course in French literature or permission of instructor. Couch. (H). Not offered every year.

563 Seventeenth-Century French Baroque and Pre-Classical Literature (3:3). Representative works of the baroque and pre-classical period. Pr. one 300-level course in French literature or permission of instructor. (H). Offered in alternate years; last offered 1971-72.

565 Rousseau (3:3). Major writings of Rousseau, tracing development of his ideas and his literary artistry. Pr. one 300-level course in French literature or permission of instructor. Rizk. (H). Offered in alternate years; last offered 1972-73.

567 Stendhal (3:3). Stendhal's major works of fiction read in conjunction with selections from his journals and critical pieces. Pr. one 300-level course in French literature or permission of instructor. Couch. (H). Not offered every year.

568 Modern French Theatre (3:3). French drama from Symbolists to the present, including works by Claudel, Romains, Giraudoux, Anouilh, Cocteau, Montherlant, Camus, Sartre, Genet, Beckett, Ionesco and others. Pr. one 300-level course in French literature or permission of instructor. Couch. (H). Offered in alternate years; last offered 1971-72.

571, 572 French Civilization (3:3), (3:3). Study of France and the French people. Historical and geographical background, intensive study of national traits, home life, institutions and culture. Stress on present-day France. Pr. one 300-level course in French literature or permission of instructor. Chauvigné. (H).

573 Sixteenth-Century French Literature (3:3). Survey of sixteenth-century literature including works of Marot, Rabelais and poets of the Pléiade. Special emphasis on the **Essais** of Montaigne. Pr. one 300-level course in French literature or permission of instructor. Couch. (H). Offered in alternate years.

Courses for Graduates

601, 602 Seminars in French Literature (3:3), (3:3).

606 Teaching a Living Language (1).

610 History of the French Language (3:3).

625 Studies in French Style (3:3).

630 Applied French Linguistics (3:3).

650 Advanced French Phonetics (3:3).

693 Special Problems in French Language and Literature (3:3).

699 Thesis (3 to 6).

Spanish/courses

Courses for Undergraduates

101-102 Elementary Spanish (3:3)-(3:3). Introduction to Spanish with practice in hearing, speaking, writing and reading. Supplementary instruction in the language laboratory.

103, 104 Intermediate Spanish (3:3), (3:3). Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading. Intensive work in the language laboratory. 103 is prerequisite to 104. (H).

150 Applied Spanish (International House) (1:1). Students living on the Spanish Floor of International House agree to use the language for communication and to participate in conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four semester hours. Grade: pass/not pass. Pr. admission to Spanish Floor of International House. May not be used to satisfy the foreign language requirement.

207, 208 Survey of Spanish Literature (3:3), (3:3). Reading in chronological order of selections from Spanish literature. (H).

209, 210 Intermediate Spanish Composition (3:3), (3:3). Intensive study of grammar and a wide range of idioms, translation of English sentences and connected discourse into Spanish, dictation.

211, 212 Spanish Conversation (3:3), (3:3). Intensive and methodical training in spoken Spanish.

213 Conversation in a Spanish-Speaking Country (3). Intensive formal and informal training in Spanish conversation in a Latin American setting. Offered only in UNC-G/Guilford College Summer Program Abroad. Pr. 104 or permission of instructor.

301, 302 Spanish Literature in Translation (3:3), (3:3). First semester: major works of the medieval period and the Golden Age. Second semester: major works of the nineteenth and twentieth centuries. May not be used for credit toward the Spanish major. Kish. (H).

317, 318 Spanish-American Colonial, Independence and Romantic Literature (3:3), (3:3). Study of key authors and texts of Spanish territories of the Western Hemisphere with attention to thought, form, style and spirit of their works. First semester: colonial literature to Independence; second semester: literature of the Romantic Period. Pr. 207, 208 or equivalent. Mohler. (H). Offered in alternate years; last offered 1972-73.

321 Twentieth-Century Spanish Novel (3:3). Intensive study of novels by Unamuno, Baroja, Valle-Inclán, Azorín and Pérez de Ayala. Brief survey of the post-Civil War novel. Pr. 207, 208 or equivalent. Descouzis. (H). Offered in alternate years; last offered 1971-72.

324 Nineteenth-Century Spanish Theatre (3:3). Survey of the Spanish drama from neoclassicism to the late nineteenth century. Includes Moratín, Duque de Rivas, Zorrilla, Tamayo y Baus, Echegaray, Pérez Galdós. Pr. 207, 208 or equivalent. Descouzis. (H). Not offered every year.

326 Spanish-American Literature from Modernism to the Present (3:3). Analysis of representative works from Modernism to present. Lectures on social, literary and cultural backgrounds. Pr. 207, 208 or equivalent. Lagos. (H). Offered in alternate years; last offered 1972-73.

328 Contemporary Spanish American Short Stories (3). Some of the most significant contemporary Spanish American short stories. Study of how these works reflect Latin American nations, their attitudes, and their people. Pr. one 200-level course in Spanish or permission of the instructor.

329 Spanish-American Fiction (3:3). Development of the novel and short story of Spanish America. Reading of representative works with special attention to contemporary fiction. Pr. 207, 208 or equivalent. Lagos. (H). Not offered every year.

330 Eighteenth-Century Spanish Literature (3:3). Literature of Enlightenment in Spain (fiction, prose, poetry and drama), with

attention to major literary movements. Pr. 207, 208 or equivalent. Kish. (H). Not offered every year.

331 **The Essay in Latin America (3:3).** Historical evolution, thematic diversification, cultural content, and stylistic traits. Pr. 207, 208 or permission of instructor.

333 **Spanish Ballads (3:3).** Thematic and stylistic study of the Spanish ballad with attention to origins and development. Pr. 207, 208 or equivalent. Kish. Offered in alternate years; last offered 1971-72.

334 **Spanish Drama of the Golden Age (3:3).** Evolution of the Spanish drama, with detailed study of plays by Lope de Vega, Ruiz de Alarcón, Tirso de Molina and Calderón. Pr. 207, 208 or equivalent. Whitaker. (H). Offered in alternate years; last offered 1972-73.

350 **Spanish Pronunciation (3:3).** Spanish phonetics and intonation. Students learn to read and write symbols for sounds and inflections of Spanish and study mechanics of production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 211, 212, or equivalent, or permission of instructor. McSpadden.

353, 354 **Advanced Spanish Composition (3:3), (3:3).** Intensive study of modern Spanish prose. Translations into Spanish of literary and colloquial English. Pr. 207, 208 or equivalent.

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

Courses for Advanced Undergraduates and Graduates

510 **Cervantes (3:3).** Intensive study of **Don Quijote.** Lectures, collateral reading and reports. Pr. one 300-level course in Spanish literature or permission of instructor. Descouzis. (H). Offered in alternate years; last offered 1972-73.

515 **Modern Spanish Poetry (3:3).** Spanish poetry from Romanticism to the present. Lectures, collateral reading and reports. Pr. one 300-level course in Spanish literature or permission of instructor. Lagos. (H). Offered in alternate years; last offered 1971-72.

520 **Spanish Lyric Poetry to 1700 (3:3).** The primitive Castilian lyric, popular and courtly lyrics of the Late Middle Ages, and Renaissance and Baroque lyric poetry. Pr. one 300-level course in Spanish literature or permission of instructor. Almeida. (H). Offered in alternate years; last offered 1971-72.

523 **The Literature of Liberal Spain (3:3).** Main authors of the eighteenth, nineteenth and twentieth centuries in whose works criticism of traditional Spanish attitudes is best reflected. Pr. one 300-level course in Spanish literature or permission of instructor. Osuna. (H). Not offered every year.

525 **Spanish Prose Fiction of the Renaissance and Golden Age (3:3).** Representative works of idealistic and realistic fiction (excluding Cervantes) with emphasis on the picaresque novel. Pr. one 300-level course in Spanish literature or permission of instructor. Whitaker. (H). Offered in alternate years; last offered 1971-72.

531 **The Nineteenth-Century Spanish Novel (3:3).** The Spanish novel from the **costumbrista** movement to the naturalistic novel, including works of Mesonero Romanos, Larra, Enrique Gil Carrasco, Fernán Caballero, Alarcón, Valera, Pardo Bazán, Leopoldo Alas, Galdós, Blasco Ibáñez. Pr. one 300-level course in Spanish literature or permission of instructor. Descouzis. (H). Offered in alternate years; last offered 1972-73.

535 **Twentieth-Century Spanish Theatre (3:3).** The Spanish drama from realistic to present-day writers, including works by

Benavente, los Quintero, los Machado, Marquina, García Lorca and other more recent dramatists, such as Aub, López Rubio and Sastre. Pr. one 300-level course in Spanish literature or permission of instructor. Almeida. (H). Offered in alternate years; last offered 1972-73.

538 **Twentieth-Century Spanish-American Theatre (3:3).** Comprehensive view of the twentieth-century Spanish-American theatre with special emphasis on Central American dramatists. Pr. one 300-level course in Spanish literature or permission of instructor. Almeida. (H). Not offered every year.

545, 546 **Old Spanish Literature (3:3), (3:3).** Readings in Spanish literature of the Middle Ages with attention to special features of literature and development of the language. Pr. one 300-level course in Spanish literature or permission of instructor. McSpadden, Stinson. (H).

571 **Spanish Civilization (3:3).** Development of Spanish culture. Historical and geographical background for study of twentieth-century Spain. Special emphasis on customs, national traits, arts, and institutions. Pr. one 300-level course in Spanish literature or permission of instructor. Osuna. (H). Offered in alternate years; last offered 1971-72.

572 **Spanish-American Civilization (3:3).** Development of Spanish-American culture. Pr. one 300-level course in Spanish literature or permission of instructor. Lagos. (H). Offered in alternate years; last offered 1972-73.

Courses for Graduates

601, 602 **Seminars in Spanish Literature (3:3), (3:3).**

606 **Teaching a Living Language (1).**

610 **History of the Spanish Language (3:3).**

615 **The Generation of 1898 (3:3).**

625 **Studies in Spanish Style with Special Emphasis on Literary Methods and Bibliographical Tools (3:3).**

630 **Applied Spanish Linguistics (3:3).**

650 **Advanced Spanish Phonetics: Problems of Pronunciation and Intonation (3:3).**

693 **Special Problems in Spanish Language and Literature (3:3).**

699 **Thesis (3 to 6).**

Italian/courses

201-202 **Elementary Italian (3:3)-(3:3).** Introduction to Italian with practice in hearing, speaking, reading and writing. Supplementary instruction in the language laboratory. Bender.

303, 304 **Intermediate Italian (3:3), (3:3).** Further grounding in principles of grammar, followed by reading in modern authors, in Dante's **Inferno** and selections from Petrarch, Boccaccio and others. Bender. (H).

Russian—See German and Russian.

Russian Studies—See International Studies.

Sculpture—See Art.

Secretarial Administration—See Business and Economics.

Social Studies Teacher Certification (Economics Major)—See Business and Economics.

Social Studies Teacher Certification (Sociology Major)—See Sociology and Anthropology.

Social Welfare—See Sociology and Anthropology.

Sociology and Anthropology—Department of

(337 Graham Bldg./College of Arts and Sciences)

Alvin H. Scaff (1972), Excellence Fund Professor and Head of Department/B.A., Texas/B.D., Chicago Theological Seminary/M.A., Ph.D., Texas.

Elaine Burgess (1960), Professor/B.A., M.A., Washington State/Ph.D., U.N.C. at Chapel Hill. Leave of absence, 1972-73.

Joseph S. Himes (1969), Excellence Fund Professor/B.A., M.A., Oberlin College/Ph.D., Ohio State.

Harriet Jane Kupferer (1961), Professor/B.S., UNC-G/M.A., Ed.D., New York/Ph.D., U.N.C. at Chapel Hill.

Mereb Ethna Mossman (1937), Professor/B.A., Morningside/M.A., Chicago/L.H.D., Queens College/Lit.D., Morningside.

E. William Noland (1967), University Distinguished Professor/B.A., M.A., West Virginia/Ph.D., Cornell.

J. Richard Wilmeth (1972), Visiting Professor/B.A., M.A., Iowa/Ph.D., Cornell. First semester 1972-73.

William Elliott Knox (1963), Associate Professor/B.A., Colgate/Ph.D., Cornell.

Donald Floyd Allen (1962), Assistant Professor/B.A., North Texas State/M.A., Ph.D., Texas.

Patrick W. Conover (1971), Assistant Professor/B.S., Florida State/B.D., Chicago Theological Seminary/M.S., Ph.D., Florida State.

Thomas K. Fitzgerald (1970), Assistant Professor/B.A., Ph.D., U.N.C. at Chapel Hill/M.A., Stanford.

John A. Humphrey (1972), Assistant Professor/B.A., St. Anselm's College/M.A., Ph.D., New Hampshire.

Ronald Ray McIrvin (1968), Assistant Professor and Director of Latin American Studies/B.A., Colorado/Ph.D., Kansas.

David F. Mitchell (1971), Assistant Professor/B.S., M.A., Ph.D., Kansas.

Joseph B. Mountjoy (1969), Assistant Professor/B.A., Illinois/Ph.D., Southern Illinois.

David J. Pratto (1969), Assistant Professor/B.A., Ph.D., Colorado.

Elisha M. Rallings (1966), Assistant Professor/B.S., M.S., Clemson/Ph.D., Florida State.

William L. Coleman (1971), Instructor/B.A., Western Kentucky.

Virginia Jones Stephens (1962), Instructor/B.A., Meredith College/M.S.S.W., Texas.

Meredith Jean Black (1972), Visiting Lecturer/A.B., M.A., Ph.D., Michigan. Part-time.

Mary Susanne Martin (1972), Teaching Assistant/B.A., Texas Lutheran College. Part-time.

Sociology

The undergraduate program in sociology is planned primarily as a part of a liberal arts education. The objective is to provide the student with an analytic and systematic approach to social interaction and society. The major provides a foundation for advanced study and for a variety of occupations.

Graduate study leading to the Master of Arts degree with a major in sociology is also available. Courses in this program are offered both during the regular academic year and during the summer session. For details, see the **Graduate School Catalog.**

SOCIOLOGY MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The Sociology Major provides students with an understanding of the fundamental processes of social interaction that underlie all social organization and change. Beyond book and library study, students are required to develop skill in laboratory and field research.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).

5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses, other than major, from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Humanities and Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Major Requirements

Normally 36 semester hours in the major above the 100 level.

1. Sociology 313, 314, 318.
2. Two courses in sociology at the 400 level.
3. Two courses in sociology at the 500 level.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

SOCIOLOGY MAJOR (Bachelor of Arts)

Social Studies Certification Concentration

Required: 120 semester hours plus physical education activities courses.

The Social Studies Certification Concentration prepares teachers of social studies for secondary schools; but by satisfying the requirements for the major in sociology, a student has all the options of this major, including continuation in graduate study in sociology or in education.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses, other than sociology, from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Humanities and Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

24-36 semester hours in sociology above the 100 level.

1. Sociology 313, 314, 318.
2. Two courses in sociology at the 400 level.
3. Two courses in sociology at the 500 level.

Related Area Requirements

1. History 211, 212.
2. Nine semester hours in history at the 300 level or above.
3. Three semester hours in one of the following: economics, geography, political science, anthropology.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One course in speech or clearance.

2. Health 101 or 301.
3. Psychology 221.
4. Education 381, 450, 453, 465.

Electives

Electives sufficient to complete total semester hours required for degree.

SOCIOLOGY MAJOR (Bachelor of Arts)

Social Welfare Concentration

Required: 120 semester hours plus physical education activities courses.

The Social Welfare Concentration prepares students to enter positions in social work or to enter graduate schools of social work. A statement of successful completion of the social welfare concentration appears on the transcript of all students who fulfill the listed requirements and who are recommended by the social welfare faculty.

The concentration meets the standards established by the Council on Social Work Education in which UNC-G holds membership.

Students entering other human service professions or wishing to strengthen their work in the liberal arts may elect parts of the concentration. However, **Methods of Social Work Intervention** (Sociology 482) and **Field Instruction I** (Sociology 483a) and **Field Instruction II** (Sociology 483b) may be taken only by those planning to complete the social welfare concentration.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses, other than sociology, from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Humanities and Natural Sciences & Mathematics areas. At least one course must be taken in each of the two areas.

Major Requirements

24-36 semester hours in sociology above the 100 level.

1. Sociology 313, 314, 318, 381, 382 (new course to be first offered spring 1974), 482, 483a and 483b.
2. Two courses in sociology at the 500 level.

Related Area Requirements

Minimum of:

1. One-two courses in economics.
2. One-two courses in political science.
3. Two courses in psychology.

Students will be advised by social welfare faculty.

Electives

Electives sufficient to complete total semester hours required for degree.

Anthropology

Anthropology is a broad discipline having two major divisions within it:

Physical anthropology— the study of man as a biological animal.

Cultural anthropology—the study of man as a cultural animal.

The undergraduate major provides an introduction to both, although the emphasis is on cultural anthropology. Other societies are

studied both as a way of understanding our own society and as a laboratory by which the dynamics of culture and its constituent parts can be comprehended.

Careers in anthropology depend in great measure upon training beyond the B.A. degree. Most anthropologists are employed in universities and colleges where they combine research and teaching. There is, however, a growing demand for anthropologists in government agencies and industry. In this setting the knowledge which they have is applied toward the solution of human problems.

ANTHROPOLOGY MAJOR (Bachelor of Arts)

Required: 120 semester hours plus physical education activities courses.

The Anthropology Major is planned primarily as a part of a liberal arts education. It is designed to encourage an analytic and systematic approach to cultural and social behavior. Further, it provides a foundation for advanced study.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education activities or exemption.
3. Two courses in foreign language unless proficiency through intermediate level demonstrated.
4. Three courses from Humanities Area (H).
5. Two courses from Natural Sciences & Mathematics Area (NSM).
6. Two courses, other than major, from Social & Behavioral Sciences Area (SBS).
7. Four additional courses from Humanities and Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in the major above the 100 level.

No specific courses are required. Select courses according to interest and in consultation with major adviser.

Related Area Requirements

Select courses according to interest and in consultation with major adviser.

Electives

Electives sufficient to complete total semester hours required for degree.

Sociology/courses

Courses for Undergraduates

101 American Society (3:3). Contemporary American society and social problems from sociological perspective. Attention given to value systems and institutions and to social processes which are of major current significance. Not open to seniors. (SBS).

211 Introduction to Sociology (3:3). Scientific study of social behavior including factors involved in functioning and development of human society as culture, personality, social organization, institutions, stratification, social process and social change. Open to freshmen. (SBS).

222 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. Not open to freshmen. Conover. (SBS).

232 Introduction to Social Psychology: Self in Society (3:3). The interplay of societal forces and self. Attention is given to such

topics as: norms and roles, socialization; culture and personality; collective behavior; mass movements; public opinion, propaganda, and the mass media; group processes; and social psychological aspects of social structure. May not be taken for credit if student has had Psychology 447 or Sociology 571. (SBS).

313 **The Development of Sociological Theory (3:3).** Emergence of sociological theory from social philosophy and role of sociological theory in development of social science. Pr. 211 or consent of instructor. Allen. (SBS).

314 **Introduction to Sociological Statistics (3:2:1).** Statistical concepts and procedures as applied to sociological inquiry. Topics include elementary descriptive statistics, probability and statistical inference, elementary sampling procedures, simple correlation, statistical significance and reliability. Pr. 211 or consent of instructor. Mitchell, Pratto.

318 **Introduction to Social Research (3:3).** Problems and procedures in research design and data processing in social research. Topics covered include function of theory in research, concept formation, study design, data collection and analysis. Analysis and interpretation of selected research in sociology, social psychology and anthropology critically examined. Pr. 211 or Anthropology 212, and Sociology 314 or consent of instructor. Mitchell, Pratto. (SBS).

324 **Criminology (3:3).** Nature of crime, criminal statistics and theories of criminal causation. Attention given to nature of criminal law; selected current issues in penology. Pr. 211 or consent of instructor. Humphrey. (SBS).

327 **Race and Ethnic Relations (3:3).** Interaction between peoples of differing racial, ethnic and cultural backgrounds, with brief comparison of relationships to those in other parts of world. Pr. 211 or Anthropology 212 or consent of instructor. Burgess. (SBS).

331 **Public Opinion and Mass Communication (3:3).** Social, psychological and political determinants of public opinion. Examination of how opinions are formed, changed and influenced and how social action is related to public opinion. Particular attention given to propaganda, pressure groups and mass communication media in affecting public opinion. Pr. 211 or consent of instructor. Knox. (SBS).

339 **Population Problems (3:3).** Sociological study of basic population processes of fertility, migration and mortality, including examination of problems associated with changing population size, composition and distribution. Pr. 211 or consent of instructor. Mitchell. (SBS).

343 **Urban Society (3:3).** Analysis of emergence of urban society including formation and growth of urban centers and problems associated with ecological, social and cultural differentiation characteristic of urban settlements. Mitchell. (SBS).

355 **Marriage and the Family (3:3).** Analysis of marriage and family in North America with particular attention to change and interrelationships with other institutions. Pr. 211 or consent of instructor. Rallings. (SBS).

366 **Sociolology of Religion (3:3).** Sociological study in field of religion with emphasis on modern society and relation of religion to other institutions and functions of religious roles. Pr. 211 or consent of instructor. Allen. Same as Religious Studies 366. (SBS).

381 **Social Welfare as a Social Institution (3:3).** A basic survey of the social welfare institution including: examination of the concept of social welfare; a survey of the development of this concept historically; an analysis of theoretical frameworks which may be used to organize the study

of social welfare services; a brief review and application of pertinent psychological, sociological, political and economic concepts; and an overview of interventive methods used in social welfare contexts.

415 Sociological Perspectives on Adolescence (3:3). Concept of adolescence as a social phenomenon and relationship of adolescence with other populations, e.g., parents, teachers, peers, vis-a-vis social behavior, social attitudes and aspirations for intergenerational continuity. Pratto. (SBS).

427 Social Change (3:3). Examination of nature, process and consequences of social change with consideration of its control in all types of societies. Pr. 211 or consent of instructor. Himes. (SBS).

428 Collective Behavior (3:3). Systematic study of such forms of relatively unstructured social behavior as crowds, fashion and fad, public opinion, propaganda, mass phenomena and social movements. Pr. 211 or consent of instructor. Himes. (SBS).

436 Social Stratification (3:3). Introduction to class, caste and power relationships. Attention given to social behavior of status groupings in various societies. Pr. 211. Burgess. (SBS).

461 Sociology of Health (3:3). Examination of process by which people come to be defined and treated as ill or mentally ill by society. Relationship of physiological, psychological and social causes treated from point of view of several sociological theories and bodies of research. Consideration given to organization of health care and to professions involved in adjudication and treatment. Pr. 211, 222, or consent of instructor. Conover. (SBS).

482 Methods of Social Work Intervention (3:3). An introduction to the knowledge, values, processes and skills upon which social work practice is based, and the range of interventive measures available to the social worker. Pr. 381.

483a Field Instruction I (2:8). Learning experiences in social agencies which will give the students opportunity to use social work knowledge, values, processes and skills in practice. Students practice at both micro and macro systems level. Pr. 381.

483b Field Instruction II (4:16). An opportunity for the student in the Social Welfare Concentration to continue his supervised learning experiences in applying interventive techniques and skills in selected social service settings. A weekly seminar is included. Pr. 483a.

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

497, 498 Special Problems in Sociology (2 to 3), (2 to 3). Opportunity for students to have directed instruction on problems of special interest. Pr. consent of faculty member with whom students wish to work. (SBS).

Courses for Advanced Undergraduates and Graduates

501, 502 Selected Topics in Sociology (3:3), (3:3). Opportunity for advanced students to study in depth topic or issue of special interest. Pr. major in sociology or consent of instructor. (SBS).

506 Developing Interactional Skills (3:3). Examination of elements and organization of face-to-face social relationships. Students will be guided in the construction of performances which make use of their analysis of social relationships. Emphasis on the use of drama improvisation techniques but some attention also given to the use of confrontation techniques and sensitivity training exercises. Pr. one course in sociology or consent of instructor. Conover. (SBS).

514 Contemporary Sociological Theory (3:3). Major theoretical positions in current sociology. Pr. 6 hours of sociology at 300 level or above, including 313, or consent of instructor. Conover. (SBS).

518 **Advanced Sociological Statistics (3:2:2).** Statistical concepts and procedures as applied to sociological inquiry proceeding from elementary techniques to more advanced techniques such as multiple and partial correlation, analysis of variance and covariance, sampling procedures and advanced tests of significance. Computer application to data processing and statistical analysis included. Pr. 319 or consent of instructor. Pratto. (SBS).

519 **Practicum in Evaluative Research (3:1:6).** Practicum in Evaluative Research examines efforts, effects, and processes of social organizations and social action programs. Students prepare, organize, and carry out evaluative research of their own interest under the guidance of the instructor. Evaluative research reports will be examined by students and the instructor from the perspective of professional research, of the clientele goals, and of the subjects of the research. Pr. permission of instructor and one course in statistics and research methods.

521 **Juvenile Delinquency (3:3).** Social dimensions of juvenile delinquency, comparisons of agencies of control and correction and programs of treatment and prevention. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Humphrey. (SBS).

526 **Minorities in a Changing World (3:3).** Comparative study of racial, religious, ethnic and cultural minorities in selected contemporary societies, including United States. Emphasis on theoretical and empirical connections leading to more unified theory of majority-minority group relations. Pr. 327 or consent of instructor. Burgess. (SBS).

543 **Urban Sociology (3:3).** Survey of urban growth, mobility, ethnic composition, spatial and social patterns; emphasis on pluralistic interests, conflict and change. Comparisons between American and non-American urbanization for purposes of assessing implications for planning and development. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Scaff. (SBS).

551 **Social Relations in Formal Organizations (3:3).** Formal organization of work. Various types of organizations—industrial company, business firm, hospital, government agency, educational institution, labor union—as bureaucracies and as other forms of organization. Internal adjustments of personnel. Informal organization. External constraints on organizations—community, government, union, changing value systems. Representative topics covered are division of labor, authority structure, communication, motivation, reward systems, occupational types, professionalization, impact of automation. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Noland. (SBS).

552 **Sociology of Science and Technology (3:3).** Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Not offered every year. (SBS).

553 **Sociology of Occupations and Professions (3:3).** Nature and significance of work; cultural perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Noland. (SBS).

555 **Sociology of the Family (3:3).** Critical examination of various ways of studying family, with consideration given to

methodology, statistical treatment of data and substantive findings. Pr. 318, 355, or consent of instructor. Rallings. (SBS).

561 **Sociology of Leisure (3:3).** Sociological inquiry into nature and use of leisure in American life, analyzed in relationship to other selected institutions of American society. Pr. 211 or equivalent. Noland. (SBS).

562 **Sociology of Education (3:3).** Education as social system, its functions and its structural bases. Attention given to internal processes and structure of educational institutions and to their interdependent relationships with environing society. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Noland. (SBS).

571 **Social Psychology (3:3).** Individual and collective behavior in relation to various social and cultural influences. Selected crucial problem areas of social psychological theory intensively examined in social and cultural perspective. Pr. 211; Psychology 221 or 223; or consent of instructor. Knox. (SBS).

572 **The Small Group (3:3).** Structure and functioning of various kinds of small groups. Emphasis on objectives of groups; on processes of leadership, decision-making, interaction and change; and on consequences of group participation for individual. Reviews major field and laboratory studies and elaborates their theoretical significance. Pr. 211; Psychology 221 or 223; or consent of instructor. Rallings. (SBS).

574 **Socialization (3:3).** Examination of fundamental theories of socialization and resocialization. Emphasis on studies of adolescent and adult socialization to roles, particularly in context of organizations. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Knox. (SBS). Not offered every year.

584 **Social Services for Children (2:2).** Major needs of children in society in relation to kinds of social services established to meet these needs. Mossman.

597, 598 **Special Problems in Sociology (3), (3).** Opportunity for advanced students to undertake independent study or research of special interest. Pr. consent of faculty member with whom student wishes to work. (SBS).

Courses for Graduates

601 **Seminar in Sociological Analysis (3:3).**

605 **Seminar in Management Organization Theory (3:3).**

615 **The Logic of Sociological Inquiry (3:3).**

616 **Advanced Research Methods (3:1:3).** Formerly 516.

627 **Social Conflict (3:3).**

628 **Social Movements (3:3).**

636 **Seminar in Stratification Theory and Research (3:3).**

643 **Seminar in Urban Sociology (3).**

697, 698 **Special Problems in Sociology (3), (3).**

699 **Thesis (3 to 6).**

Anthropology/courses

Courses for Undergraduates

212 **Introduction to Anthropology (3:3).** Survey of general anthropology. Includes an inquiry into origins of man, prehistory and comparative study of culture. Open to freshmen. (SBS).

213 **Cultural Anthropology (3:3).** Comparative study of culture and its social institutions. Theoretical aspects of cultural anthropology. Pr. 212 or consent of instructor. (SBS).

253 Introduction to Physical Anthropology (3:3). Human evolution and fossil evidence bearing on it; review of race and race differences as reflected by population genetics and anthropology. Pr. 212 or consent of instructor. Mountjoy.

331 Native Peoples of North America (3:3). Ways of life, both aboriginal and contemporary, of indigenous people of North America. Pr. 212 or 213 or consent of instructor. Kupferer. (SBS).

332 Peoples of Asia (3:3). Ways of life in selected areas of Asia. Pr. 212 or 213 or consent of instructor. (SBS). Not offered every year.

333 Contemporary Latin American Societies and Cultures (3:3). Tribal and peasant groups with special emphasis on their place in contemporary Latin America. Pr. 212 or 213 or consent of instructor. McIrvin.

335 Introduction to the Cultures of Africa (3:3). Anthropology of cultures of Africa emphasizing family organization, political organization, religion, arts and music, folklore; language, urbanism, modernization and literature of African novelists. Pr. 212 or consent of instructor. Coleman. (SBS).

360 Modern Archaeology (3:3). Aims and strategies of modern archaeology, stressing how and why archaeology is done, and its contributions to general anthropology. Pr. 212 or consent of instructor. Mountjoy. (SBS).

371 Latin American Music (3:3). History, origins and characteristics of popular and art music of Latin America. Same as Music 371. (H), (SBS).

385 Language and Culture (3:3). Relevance of linguistics to anthropology both at present and in historical perspective. Description of basic techniques used in recording and analyzing ethnographic linguistic data, and study of relation of language to culture. Not open to freshmen. Pr. 212 or consent of instructor. Coleman. (SBS).

387 An Introduction to Linguistics (3:3). Nature and structure of language with emphasis on developing a critical awareness of differences between speaking knowledge of language and ability to talk about language scientifically. Also covers linguistic differences found in certain dialects of English, e.g., Black English and Southern English and other selected differences. Coleman. (SBS).

411 Introduction to Anthropological Thought (3:3). Developments in history of anthropology and study of culture leading to emergence of anthropology as scientific field. Pr. 212 or 213 or consent of instructor. Fitzgerald. (SBS).

429 Dynamics of Culture Growth and Change (3:3). Development of culture and analysis of acculturation stemming from contacts of peoples of different cultural heritages. Pr. 212 or 213 or consent of instructor. (SBS).

448 Anthropology in the Contemporary World (3:3). Designed to provide understanding of role played by anthropology in contemporary world. Basic anthropological concepts relevant to an understanding of this role reviewed in conjunction with brief history of anthropological involvement in dealing with problems of society. Major focus on problem-solving role of anthropology in societies ranging from tribal groups to modern industrial societies. Special emphasis given to relationship between national and international perspectives on problems in contemporary world and to role of anthropology in this setting. McIrvin.

458 Old World Archaeology (3:3). Development of culture from its paleolithic beginnings through rise of civilizations in Europe, Asia and Africa. Pr. 212 or 213 or consent of instructor. Mountjoy. (SBS).

478 Field Methods in Archaeology (3:3). Methods, techniques and theories of archaeological field investigation. Includes site survey, mapping, systematic sampling and controlled excavation. Pr. consent of instructor. Mountjoy.

479 Data Analysis in Archaeology (3:3). Instruction on proper treatment of material recovered through archaeological investigation. Includes classification, statistical manipulation of data, seriation and analysis of spatial and temporal dimensions. Attention to special analytical techniques (e.g., C14 dating, chemical analysis, faunal analysis), with stress on ecological interpretation. Pr. consent of instructor. Mountjoy.

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

497, 498 Special Problems in Anthropology (1 to 3), (1 to 3). Opportunity for students to have directed instruction on problems of special interest. Pr. consent of faculty member with whom student wishes to work. (SBS).

Courses for Advanced Undergraduates and Graduates

501, 502 Selected Topics in Anthropology (3:3), (3:3). Opportunity for advanced students to study in depth topic or issue of special interest. Pr. major in anthropology or consent of instructor.

524 Applied Anthropology (3:3). Application of anthropological method and theory in situations of directed socio-cultural change. Pr. 212 or 213 or consent of instructor. McIrvin. (SBS).

533 Archaeology of Mexico (3:3). Major prehispanic cultural developments in Mexico with emphasis on internal culture change (from early man to rise of great civilizations such as Aztecs and Mayan) and relationships with adjacent areas. Pr. consent of instructor. Mountjoy. (SBS).

547 The Anthropology of Belief and Value Systems (3:3). Belief and value systems in context of their social reality. Pr. 212 or 213 or consent of instructor. Kupferer. (SBS).

563 Anthropology and Education (3:3). Contemporary educational events (systems of cultural transmission) viewed in cross-cultural perspective. Includes case studies of educational systems and practices. Pr. 212 or 213 or consent of instructor. Fitzgerald. (SBS).

576 Culture and Personality (3:3). Cross-cultural analysis of effect and influence of culture and group membership on development of personality. Pr. 212 or 213 or consent of instructor. Kupferer. (SBS).

580 Archaeology: The Theory and Method (3:3). Major present-day theoretical and methodological issues in archaeology; stressing New World archaeology. Pr. 360 or consent of instructor. Mountjoy. (SBS).

583 Culture and Society (3:3). Concepts of culture and society and their employment in understanding human behavior in a cross-cultural context. Not open for credit to anthropology majors. May not be taken for credit by students who have received credit for 213. (SBS).

597, 598 Special Problems in Anthropology (3), (3). Opportunity for advanced students to undertake independent study or research of special interest. Pr. consent of faculty member with whom student wishes to work. (SBS).

Spanish—See Romance Languages.

Speech Pathology and Audiology—See Drama and Speech.

Statistics—See Mathematics.

Studio Art—See Art.

Study Abroad

Administrative Coordinator: Dean of Academic Advising/ 103 Administration Bldg.

UNC-G students interested in study and travel abroad for academic credit may select from several opportunities. Additional information on any of the programs listed below may be secured from the administrative coordinator.

Junior Year Abroad

A UNC-G student, who has completed his sophomore year in good standing and who has sufficient language training, may spend his junior year abroad under the auspices of an approved group or at an acceptably accredited institution. The group or institution 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 30 semester hours of credit for one year of work. At times, examinations upon return may be required.

UNC-G/Guilford College Summer Study and Travel Abroad

UNC-G and Guilford College jointly sponsor a six-week summer study program at each of several overseas locations with an opportunity for three additional weeks of travel. During the summer of 1973, programs were available in London, Paris, Athens and Cali (Colombia, South America).

Six hours of credit with quality points may be earned upon successful completion of any one of the programs.

Additional Study Abroad Programs

Additional opportunities for study and travel abroad are available. Students should consult the administrative coordinator of study abroad programs for current and additional information.

Teacher Certification, General—See Teacher Education Chapter.

Teacher Education, Elementary—See Interdepartmental Majors.

Urban Land Development—See Geography.

Urban/Regional Planning—See Geography.

Appendix A

Statistical Summaries

Enrollment Summary For The Fall Semester 1972

	1972
Seniors	1168
Juniors	1351
Sophomores	1364
Freshmen	1454
Graduates	1953
Specials and Unclassified	121
Total	7411
Extension	482
Total Collegiate Enrollment Fall 1972	7893

Summer School 1972

Summer Session—First Six Weeks	2357
Second Six Weeks	1743
Total	4100
Extension—Summer 1972	1521
Total	5621

Summary of Earned Degrees Granted at UNC-G on June 4, 1972

Source: Commencement Program for the 80th Annual Commencement

Doctor of Philosophy	7
Doctor of Education	9
Master of Arts	40
Master of Arts in Teaching	1
Master of Education	156
Master of Science	11
Master of Science in Home Economics	6
Master of Fine Arts	38
Master of Music	20
Master of Science in Physical Education	16
Master of Science in Business Administration	14
Master of Science in Business Education	7
TOTAL GRADUATE DEGREES	325
Bachelor of Arts	567
Anthropology	6
Art	11
Biology	43
Chemistry	4
Drama and Speech	6
Early Childhood Education	57
Economics and Business Administration	6
Elementary Education	69
English	116
French	7
German	3
History	48
Laboratory Technician	*
Latin	5
Mathematics	24
Music	1
Philosophy	1
Physics	2
Political Science	16
Psychology	38
Recreation	4
Sociology	67
Spanish	10
Speech Pathology	23
Bachelor of Science	82
Chemistry	4
Economics and Business Administration	50
Mathematics	27
Physics	1
Bachelor of Science in Home Economics	133
Bachelor of Science in Medical Technology	2**
Bachelor of Science in Physical Education	28
Bachelor of Science in Secretarial Administration	34
Bachelor of Fine Arts	32
Bachelor of Music	38
Bachelor of Science in Nursing	34
TOTAL BACHELOR DEGREES	950
TOTAL EARNED DEGREES	1275

*Reported as biology and chemistry majors.
**2 candidates to complete practicum in October 1972.

Appendix B

Statement of University Policies, Procedures, and Disciplinary Actions in Cases of Disruption of Educational Process

(Adopted by the Board of Trustees on October 26, 1970.)

Chapter V of Code Provisions Governing the University of North Carolina, Bylaws of the Board of Trustees, and Duties of the University Officers.

Section 5-1. Policies Relating to Disruptive Conduct

The University of North Carolina has long honored the right of free discussion and expression, peaceful picketing and demonstrations, the right to petition and peaceably to assemble. That these rights are a part of the fabric of this institution is not questioned. They must remain secure. It is equally clear, however, that in a community of learning willful disruption of the educational process, destruction of property, and interference with the rights of other members of the community cannot be tolerated. Accordingly, it shall be the policy of the University to deal with any such disruption, destruction or interference promptly and effectively, but also fairly and impartially without regard to race, religion, sex or political beliefs.

Section 5-2. Definition of Disruptive Conduct

(a) Any faculty member (the term "faculty member," wherever used in this Chapter V, shall include regular faculty members, full-time instructors, lecturers, and all other persons exempt from the North Carolina State Personnel System [Chapter 126 of the General Statutes as amended] who receive compensation for teaching, or other instructional functions, or research at the University), any graduate student engaged in the instructional program, or any student who, with the intent to obstruct or disrupt any normal operation or function of the University or any of its component institutions, engages, or incites others to engage, in individual or collective conduct which destroys or significantly damages any University property, or which impairs or threatens impairment of the physical well-being of any member of the University community, or which, because of its violent, forceful, threatening or intimidating nature or because it restrains freedom of lawful movement, otherwise prevents any member of the University community from conducting his normal activities within the University, shall be subject to prompt and appropriate disciplinary action, which may include suspension, expulsion, discharge or dismissal from the University.

The following, while not intended to be exclusive, illustrate the offenses encompassed herein, when done for the purpose of obstructing or disrupting any normal operation or function of the University or any of its component institutions: (1) occupation of any University building or part thereof with intent to deprive others of its normal use; (2) blocking the entrance or exit of any University building or corridor or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room; (3) setting fire to or by any other means destroying or substantially damaging any University building or property, or the property of others on University premises; (4) any possession or display of, or attempt or threat to use, for any unlawful purpose, any weapon, dangerous instrument, explosive, or inflammable material in any University building or on any University campus; (5) prevention of, or attempt to prevent by physical act, the attending, convening, continuation or orderly conduct of any University class or activity or of any lawful meeting or assembly in any University building or on any University campus; and (6) blocking normal pedestrian or vehicular traffic on or into any University campus.

(b) Any person engaged in the instructional program who fails or refuses to carry out validly assigned duties, with the intent to obstruct or disrupt any normal operation or function of the University or any of its component institutions, shall be subject to prompt and appropriate disciplinary action under this Chapter V if (but only if) his status is such that he is not subject to the provisions of Section 4-3 of Chapter IV.

Section 5-3. Responsibilities of Chancellors

(a) When any Chancellor has cause to believe that any of the provisions of this Chapter V have been violated, he shall forthwith investigate or cause to be investigated the occurrence, and upon identification of the parties involved shall promptly determine whether any charge is to be made with respect thereto.

(b) If he decides that a charge is to be made, he shall, within thirty (30) days after he has information as to the identity of the alleged perpetrator of the offense but in no event more than twelve (12) months after the occurrence of the alleged offense, (i) refer the case to the appropriate existing University judicial body, or (ii) refer the matter to a Hearing Committee drawn from a previous selected Hearings Panel which, under this option, is required to implement action for violation of Section 5-2 (a) or (b) of this Chapter. If the case is referred to an existing University judicial body under (i) above, the procedural rules of that body shall be followed, and subsections (c) through (f) below shall not be applicable. If the matter is referred to a Hearing Committee under (ii) above, the procedural rules prescribed in subsections (c) through (f) below shall be followed.

(c) The accused shall be given written notice by personal service or registered mail, return receipt requested, stating:

(1) The specific violations of this Chapter V with which the accused is charged.

(2) The designated time and place of the hearing on the charge by the Hearing Committee, which time shall be not earlier than seven (7) nor later than ten (10) days following receipt of the notice.

(3) That the accused shall be entitled to the presumption of innocence until found guilty, the right to retain counsel, the right to present the testimony of witnesses and other evidence, the right to cross-examine all witnesses against him, the right to examine all documents and demonstrative evidence adverse to him, and the right to a transcript of the proceedings of the hearing.

(d) The Hearing Committee shall determine the guilt or innocence of the accused. If the person charged is found guilty, the Hearing Committee shall recommend to the Chancellor such discipline as said body determines to be appropriate. After considering such recommendation the Chancellor shall prescribe such discipline as he deems proper. In any event, whether the person is found guilty or not guilty, a written report shall be made by the Chancellor to the President within ten (10) days.

(e) Any person found guilty shall have ten (10) days after notice of such finding in which to appeal to the President of the University. Such an appeal if taken shall be upon the grounds set forth in Section 5-5.

(f) Any accused person who, without good cause, shall fail to appear at the time and place fixed for the hearing of his case by the Hearing Committee shall be suspended indefinitely or discharged from University employment.

(g) A Chancellor, unless so ordered or otherwise prevented by court, shall not be precluded from carrying out his duties under this Chapter V by reason of any pending action in any State or Federal court. Should a delay occur in prosecuting the charge against the accused because the accused or witnesses that may be necessary to a determination of the charge are involved in State or Federal court actions, the time limitations set forth above in this Section 5-3 shall not apply.

(h) Conviction in any State or Federal court shall not preclude the University or any of its officers from exercising disciplinary action in any offense referred to in this Chapter V.

(i) Nothing contained in this Chapter V shall preclude the President or any Chancellor from taking any other steps, including injunctive relief or other legal action, which he may deem advisable to protect the best interests of the University.

Section 5-4. Aggravated Acts or Threatened Repetition of Acts

(a) The Chancellor of each of the component institutions of the University shall appoint an Emergency Consultative Panel which shall be composed of not less than three (3) nor more than five (5) faculty members and not less than three (3) nor more than five (5) students who shall be available to advise with the Chancellor in any emergency. No member of such Panel shall serve for more than one (1) year unless he be reappointed by the Chancellor. The Chancellor may make appointments, either temporary or for a full year, to fill any vacancies which may exist on the Panel.

(b) If, in the judgment of the Chancellor, there is clear and convincing evidence that a person has committed any of the acts prohibited under this Chapter V which, because of the aggravated character or probable repetition of such act or acts, necessitates immediate action to protect the University from substantial interference with any of its orderly operations or functions, or to prevent threats to or acts which endanger life or property, the Chancellor, with the concurrence as hereinafter provided of the Emergency Consultative Panel established pursuant to (a) above, may forthwith suspend such person from the University and bar him from the University campus; provided, however, that in the event of such suspension the person suspended shall be given written notice of the reason for his suspension, either personally or by registered mail addressed to his last known addresses, and shall be afforded a prompt hearing, which, if requested, shall be commenced within ten (10) days of the suspension. Except for purposes of attending personally any hearings conducted under this Chapter V, the bar against the appearance of the accused on the University campus shall remain in effect until final judgment has been rendered in his case and all appellant proceedings have been concluded, unless such restriction is earlier lifted by written notice from the Chancellor.

(c) A quorum of the Emergency Consultative Panel provided for in (a) above shall consist of not less than four (4) of its members, and the required concurrence shall have been obtained if a majority of such quorum shall indicate their concurrence. The Chancellor shall meet personally with members of such Panel at the time he seeks concurrence, if it is feasible to do so. However, if the circumstances are such that the Chancellor deems it not to be feasible to personally assemble such members, then he may communicate with them or the required number of them individually by telephone or by such other means as he may choose to employ, in which event he

may proceed as provided in (b) above after the required majority of such members have communicated their concurrence to him.

(d) In the Chancellor's absence or inability to act, the President may exercise the powers of the Chancellor specified in this Section 5-4 in the same manner and to the same extent as could the Chancellor but for such absence or inability to act.

Section 5-5. Right of Appeal

Any person found guilty of violating the provisions of this Chapter V by the Hearing Committee referred to in Section 5-3 shall have the right to appeal the finding and the discipline imposed upon him to the President of the University. Any such appeal shall be in writing, shall be based solely upon the record, and shall be limited to one or more of the following grounds:

(1) That the finding is not supported by substantial evidence;

(2) That a fair hearing was not accorded the accused; or

(3) That the discipline imposed was excessive or inappropriate.

It shall be the responsibility of the President to make prompt disposition of all such appeals, and his decision shall be rendered within thirty (30) days after receipt of the complete record on appeal.

Section 5-6. No Amnesty

No administrative official, faculty member, or student of the University shall have authority to grant amnesty or to make any promise as to prosecution or non-prosecution in any court, State or Federal, or before any student, faculty, administrative, or Trustee committee to any person charged with or suspected of violating Section 5-2 (a) or (b) of these Bylaws.

Section 5-7. Publication

The provisions of this Chapter V shall be given wide dissemination in such manner as the President or Chancellors may deem advisable, and shall be printed in the official catalogues which may be issued by each component institution of the University.

Appendix C

Policies Regarding Residence Status for Tuition Payment*

General. The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his domicile in North Carolina for at least the twelve months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this state. Student status in an institution of higher education in this state shall not constitute eligibility for residence to qualify said student for in-state tuition.

Minors. A minor is any person who has not reached the age of eighteen years. The legal residence of a person under eighteen years of age at the time of his first enrollment in an institution of higher education in this state is that of his 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 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 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.

Adults. An adult is any person who has reached the age of eighteen years. Persons, eighteen or more years of age at the time of first enrollment in an institution of higher education, are responsible for establishing their own domicile. Persons reaching the age of eighteen, whose parents are and have been domiciled in North Carolina for at least the preceding twelve months, retain North Carolina residence for tuition payment purposes until domicile in North Carolina is abandoned. If North Carolina residence is abandoned by an adult, maintenance of North Carolina domicile for twelve months as a non-student is required to regain in-state status for tuition payment purposes.

Married Students. The legal residence of a wife follows that of her huband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a nonresident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least twelve months as a non-student.

Military Personnel. No person shall lose his in-state resident status by serving in the Armed Forces outside of the State of North Carolina. A member of the Armed Forces may obtain in-state residence status for himself, his spouse, or his children after maintaining his domicile

in North Carolina for at least the twelve months next preceding his or their enrollment or re-enrollment in an institution of higher education in this state.

Aliens. Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.

Property and Taxes. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.

Change of Status. The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina except:

1. In the case of a nonresident student at the time of first enrollment who has subsequently maintained domicile as a non-student for at least twelve consecutive months and
2. In the case of a resident who abandons his legal residence in North Carolina.

In either case, the appropriate tuition rate will become effective at the beginning of the first subsequent term enrolled.

Responsibility of Students. Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the Vice Chancellor for Business Affairs. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Vice Chancellor for Business Affairs of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Appeals of Rulings of Vice Chancellor for Business Affairs. Any student or prospective student may appeal the ruling of the Vice Chancellor for Business Affairs in writing to the Chancellor of the institution. The Chancellor may use any officer or committee which he deems appropriate in review of the appeal. Appeal of the Chancellor's ruling may be made to the President of the University; such appeals to be filed with the Chancellor and forwarded by him to the President.

*At the time this catalog was going to press, the Board of Governors of the University of North Carolina had under consideration the changes it would adopt in this policy statement in order to make it conform with an amendment to G.S. 116-143.1, passed by the General Assembly on May 23, 1973. This amendment makes it possible for a student, moving from out-of-state and establishing a bona fide domicile in North Carolina, to establish his status as a resident of this State and thus to qualify for payment of in-state tuition. Any student in doubt about his residence status should consult UNC-G's Vice Chancellor for Business Affairs.

Appendix D

UNC-G Scholarships and Loans

The following scholarship list and loan fund list are arranged in alphabetical order by the key word in each title. The lists include institutional programs available to UNC-G students.

Scholarships and Awards

The Rev. and Mrs. G. D. Albanese Scholarship. This scholarship was established in 1971 in honor of The Reverend and Mrs. G. D. Albanese, parents of Dean Naomi G. Albanese of the School of Home Economics. Awards are made annually to students in the School of Home Economics.

Alpha Phi Omega Service Award. The University's Kappa Chapter of Alpha Phi Omega Service Fraternity established a scholarship fund in 1972. Income from the fund will be awarded each year by the University Scholarship Committee to an incoming male freshman student who has displayed significant service to his high school or community, who shows potential leadership and scholarship ability, and who has financial need.

Alumni Scholarships. The Alumni Association of the University through its Alumni Annual Giving Program has established a scholarship program for incoming freshmen. Recipients, who are designated as Alumni Scholars, are selected by the Alumni Scholars Committee on the basis of academic standing, intellectual promise, character, leadership ability, financial need, and demonstrated ambition. The amount of the scholarship stipends will range from the amount of in-state tuition to a maximum grant of $1,000. The amount of the individual stipend will be determined by the financial need of the selected applicant. Although these scholarships are awarded for one year only, they may be renewed if the Scholar's performance is satisfactory. A special application form is required, and inquiries should be addressed to the Alumni Office, University of North Carolina at Greensboro.

American Business Women's Association Scholarship Fund. The Greensboro Chapters of the American Business Women's Association—Greensboro Charter Chapter, Lou-Celia Chapter, Cardinal Chapter and Old North State Chapter—established the ABWA Scholarship Fund on March 14, 1963. The earnings from this fund will be used to provide scholarships for deserving women desiring to better themselves through education. The amount of the scholarship awards and the selection of the recipients will be determined by the University Scholarship Committee working with the educational chairmen of the chapters involved.

The Kristin Anderson Scholarship. The parents of Miss Kristin Anderson, a member of the class of 1965, established a scholarship in memory of their daughter who was killed in an airplane crash in 1969. The scholarship is awarded to a student who is majoring in interior design in the School of Home Economics.

Henry L. Anderson Memorial Scholarship. The Henry L. Anderson Memorial Scholarship fund was established in 1972 by friends of Dr. Anderson, who was a member of the faculty in the Department of Chemistry. The income from the endowment will be awarded each year by the head of the Chemistry Department to an upperclass student majoring in chemistry. Selection will be on the basis of academic record and promise of achievement in the field of chemistry.

Angels of the Theatre of the University of North Carolina at Greensboro. Eight awards of $500 each are made annually by the Department of Drama and Speech to outstanding upperclass drama-speech majors who serve as undergraduate assistants to the directors of the Theatre in the areas of business management, scenery, lighting, costuming. The Angels of the Theatre of The University of North Carolina at Greensboro are a group of faculty members and citizens who are interested in furthering the cultural life of the University and community by supporting the program of the Theatre.

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 periodically used for an award to senior students of Romance Languages with distinguished academic records.

Helen Barton Scholarship. Dr. Helen Barton, a member of the faculty in the Department of Mathematics, provided in her will funds for the establishment of a scholarship to be awarded annually (or every two years) to a mathematics major who has shown real interest and ability in mathematics.

The Borden Home Economics Scholarship Award. The Borden Company Foundation, Incorporated, New York City, established at UNC-G an annual scholarship award in the amount of $750. 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 Aubrey Lee Brooks of Greensboro to promote the education of deserving youth by providing scholarships at The University of North Carolina at Chapel Hill, The North Carolina State University at Raleigh, and The University of North Carolina at 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 $900 for each year.

Henry K. Burtner American Legion Post 53 Scholarship. A scholarship program for students in the School of Nursing was established in 1970 by the Henry K. Burtner American Legion Post 53 in Greensboro. Nursing students from North Carolina are eligible for consideration for these awards, and preference is given to students from within 50 miles of Greensboro.

The Hennie Bynum Fund. The late Judge John Gray Bynum bequeathed to the University a fund which is used to aid young women from the Presbyterian Church of Morganton, North Carolina.

The Bess Scott Causey Scholarship. Mrs. Nancy Scott Causey Dawson, Class of 1940, established on October 15, 1965, The Bess Scott Causey Scholarship as a memorial to her mother. It will be awarded each year to an outstanding student majoring in creative writing who is entering her senior year.

Class of 1965 Scholarship. The income from a fund established by the Class of 1965 will be given each year to a rising junior who has financial need.

The Class of 1966 Scholarship. This fund was established by the Class of 1966 in memory of Dr. Helen Bedon, Dr. John Bridgers, Jr., and Randall Jarrell. The income from this fund is to be given to students on the basis of financial need.

Oliver Perry and Betty Carol Clutts Scholarship. The Oliver P. Clutts family established a fund in 1972 as a memorial to Professor Clutts, a member of the faculty in the School of Education, and to Dr. Betty Carol Clutts, a member of the faculty in the Department of History. Income from the fund will be used to support scholarships which shall be awarded annually to a student majoring in education and a student majoring in history. Selection is on the basis of talent and academic promise, with financial need as a secondary consideration.

The Mary Channing Coleman Memorial Fund. This fund was established by the faculty and the graduates of the School of Health, Physical Education and Recreation in memory of Miss Mary Channing Coleman, who was head of the physical education department from 1920 until her death in 1947. The fund offers a scholarship for outstanding students in physical education, health and dance.

The scholarship is awarded to a senior candidate for a degree 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 UNC-G within the preceding five years.

Barbara and Herman Cone Jr. Scholarships. Mr. and Mrs. Herman Cone Jr., established The Barbara and Herman Cone Jr. Scholarships in January 1967. An award will be made each year to a freshman student majoring in music. The value of this scholarship is $300, renewable each year so long as the student maintains satisfactory scholastic and musical progress. Deadline for application is February 1. Applicants must have been previously approved for the music major. For information write to the Dean of the School of Music.

Moses Cone Hospital Scholarship-Loan Fund. This fund, which was established in 1960 by the Moses H. Cone Memorial Hospital, provides scholarship-loans of up to $400 annually to deserving students in nursing. Awards are based on financial need, character, and academic standing. The full amount of each scholarship-loan, including interest, will be cancelled for each year of employment immediately following graduation as a full-time nurse at Moses Cone Hospital.

Alyse Smith Cooper Scholarship. The Alyse Smith Cooper Scholarship was established by Mrs. Alyse Smith Cooper in 1962 as an aid to talented students in music. The scholarship is awarded to an undergraduate music student, selected on the basis of performance ability, as well as financial need. Deadline for application is February 1. Applicants must have been previously approved for the music major. Further information may be obtained from the Dean of the School of Music.

The Danforth Summer Fellowship. The Danforth Foundation of St. Louis, Missouri, has established an annual fellowship at UNC-G for home economics majors. The fellowship covers the expenses of the respective award except for transportation. The award is granted to an outstanding freshman in home economics for two weeks of study and recreation in August at Camp Miniwanca of the American Youth Foundation on Lake Michigan. The recipient of the fellowship is selected by the home economics faculty.

Maggie E. Davis Scholarship. In 1972, Mrs. Iva Davis Holland established a scholarship fund in honor of her mother. Scholarships are awarded to students who have a genuine desire to obtain an education and who are willing to exert to the full extent of his or her individual capacity to obtain that education. Residents of North Carolina are given priority. **The Maggie E. Davis Fund,** also provided by Mrs. Iva Davis Holland, makes assistance available to students who need relatively small amounts for books, educational material or expenses in order to stay in school.

Delta Kappa Gamma Grant-In-Aid Fund. The Greensboro Chapters of the Delta Kappa Gamma Society—Alpha, Beta, Beta Delta and Beta Gamma—established the Delta Kappa Gamma Society Grant-in-Aid Fund on May 8, 1968, at UNC-G. Grants from this fund of $50 each will be made annually to worthy female members of the Senior Class in teacher education. The primary purpose of the grants is to help with expenses incurred in student teaching or at commencement.

Escheats Fund. A number of scholarships are given each year to students who are residents of North Carolina, through the Escheats Fund of The University of North Carolina.

The Faculty Scholarship Fund originated with the fiftieth anniversary gift of the faculty to the University. Under the leadership of the late Professor Helen Ingraham, the fund became a continuing faculty project. Contributions are made annually by the faculty to increase the fund. The income provides an annual award to a junior or senior on the basis of scholarship, leadership and need.

Faculty Wives Memorial Scholarship Fund. This fund was established in 1971 by the Faculty Wives Club of UNC-G. An annual scholarship is awarded to an incoming freshman student, on the basis of financial need and academic potential.

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 in the Department of Art.

Fieldcrest Foundation Scholarship in Home Economics. The Fieldcrest Foundation established in 1969 a scholarship to be awarded to a rising senior in the School of Home Economics who is majoring in a textile-related curriculum. The award, to be made by the School of Home Economics, is valued at $1,000.

The Vera Armfield Foscue Memorial Scholarship. Established by Mr. and Mrs. Henry A. Foscue of High Point, this scholarship is awarded annually to an undergraduate in the interior design program of the School of Home Economics.

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.

Gate City Kiwanis Club Scholarship. The Gate City Kiwanis Club provides an annual award to a qualified and deserving student selected by the Faculty Scholarship Committee.

Margaret Bynum Glen Scholarship. This fund was endowed by Lily Glen Richmond, in honor of her mother Margaret Bynum Glen. Preference for the scholarship is given to students who are lineal descendants or relatives, but other students are eligible to receive the award.

Guilford County Medical Auxiliary Scholarship. This fund was established in 1965 by the Greensboro Branch of the Guilford County Medical Auxiliary. Scholarship assistance covering tuition and fees is awarded to deserving students in the nursing major. Preference is given first to students from Guilford County and second to students from North Carolina.

The Elizabeth Hathaway Scholarship in Home Economics. This fund was established in 1968 by members of the faculty of the School of Home Economics in honor of Miss Elizabeth Hathaway. An award is made each year to a student majoring in home economics.

The Kathleen Hawkins Student Aid Fund. Administered by the Director of Student Aid, this fund is used for students who have special emergency needs. Formerly known as the "Alumni Student Aid Fund," the Alumni Annual Giving Council changed the name to the Kathleen Hawkins Student Aid Fund in recognition of the contribution during her long tenure as Student Aid Officer and of her retirement from that position in 1967.

Eugenia Hunter-Curry School Scholarship. Funds have been provided by friends of Dr. Hunter and by the Parent-Teacher Organization of Curry School to establish an endowment in honor of Dr. Hunter, a long-time member of the faculty of the School of Education. A scholarship is awarded annually to a deserving student in need of financial assistance.

The Leonard B. Hurley Memorial Scholarship. This memorial fund was established by friends of Dr. Leonard B. Hurley, who for thirty-nine years was a member of the University faculty and for sixteen of those years was head of the Department of English. The income from the fund will be awarded annually to a senior majoring in English.

Home Economics Staff Scholarships. The awards, supported by contributions from members of the staff of the School of Home Economics, are given annually to undergraduates on the basis of scholarship and need.

The Randall Jarrell Writing Scholarship. This scholarship was established by alumni and friends in memory of Randall Jarrell, poet, critic, and for nineteen years a member of the UNC-G faculty in the Department of English. The award will be made annually to a student on the basis of creative imagination, writing ability and interest in writing.

The Dr. Elisabeth Jastrow Scholarship. Friends of Dr. Elisabeth Jastrow, Professor Emeritus of art history, have established this scholarship in her honor for a worthy junior (not necessarily an art major, but one who is enrolled in a course in art history or who has been enrolled in a course in art history).

The Jefferson Standard Scholarships. These scholarships were established by Jefferson Standard Life Insurance Company in 1961. A grant of $4,000 annually supports a maximum of four Jefferson Standard Scholars, chosen on the basis of character, scholarship, leadership and financial need. An award of $1,000 will be made each year to an incoming freshman woman. The scholarship is renewable subject to satisfactory performance by the scholar.

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.

James M. Johnston Awards. The James M. Johnston Trust, administered by the Student Aid Office at the University of North Carolina at Chapel Hill, provides scholarship assistance to a limited number of freshman students who plan to enroll at UNC-G and to major in fields of study not offered on the Chapel Hill campus. Selection is on the bases of superior academic achievement and potential, evidence of leadership and high moral character, motivation toward purposeful life-goals, high promise of future contribution to the community, state, and nation, and financial need. Scholarship stipends are determined by the financial need of the selected recipients. A separate application form is required, and the completed application should be submitted to the Student Aid Office, University of North Carolina at Chapel Hill, by February 1.

Mary Fields Jones Memorial Scholarship. This scholarship, established by the alumni of Cumberland County, is given annually to a student from Cumberland County.

The Albert S. Keister Scholarship in Economics. This scholarship was established by Mrs. Albert S. Keister and her daughters: Adelaide Keister Dotten '33, Mary Elizabeth Keister '34, Katherine Keister Tracy '36, Phyllis Keister Schaefer '39, Jane Keister Bolton '43, Alice Keister Condon '48, in honor of Dr. Keister who served thirty-three years as a member of the UNC-G faculty and for thirty-two of these years as head of the Department of Economics. The scholarship will be awarded annually to a rising junior or senior who is majoring in economics.

The Mrs. John A. Kellenberger Scholarship in Home Economics. Mrs. Rachel Snipes Venette of Jacksonville, N.C., a 1932 graduate, bequeathed to UNC-G funds to establish a scholarship in honor of Mrs. John A. Kellenberger of Greensboro. The income from this bequest is to be awarded annually to needy students who are from Johnston or Onslow counties and who are home economics majors.

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 UNC-G 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.

The Ethel Stewart Kiser Scholarship. This fund was established in 1968 by the friends and family of Ethel Stewart Kiser. An award is made every four years to a deserving needy student who is interested in pursuing a four-year course in the School of Nursing. Preference is given to young women from Harnett County. The fund provides a grant of $200 per year for four years.

Mose Kiser Scholarship. Earnings from this fund, contributed by friends and family of Mose Kiser Sr., are awarded annually to a student in the School of Home Economics who is majoring in foods and nutrition.

The Anna M. Kreimeier Scholarship. This scholarship was established by Lillian Peaslee Brennan, '51, and Elizabeth Peaslee Apple, '61, in honor of their aunt, Miss Kreimeier, who was a member of the faculty for 40 years. She began her service as a supervisor of student teachers in English. Later she was Director of the Student Teaching Program for students preparing to teach in secondary schools. The income from this fund is awarded to a student in need of financial assistance, preferably to a junior or senior who plans to teach. The selection of the recipient is made by the Scholarship Committee from recommendations made by the School of Education.

The Vera Largent Scholarship in History. Established by a bequest of the late Miss Vera Ione Largent, Professor Emeritus of History, this grant is to be awarded to a rising senior history major to be selected by a committee composed of the head of the Department of History and two other senior members of the department. Friends and former students of Miss Largent, including the Class of 1944, have also contributed to this fund.

The Spencer Love Scholarships in Fine Arts. The Martha and Spencer Love Foundation established the Spencer Love Scholarships in Fine Arts which will be awarded to four incoming freshmen each year. The scholarships, for students in art, drama, and music, are valued at $500 and will be renewable, provided the scholastic record and conduct of the scholar are satisfactory to the Spencer Love Scholarship Committee. Requests for information concerning these scholarships should be addressed to the Spencer Love Scholarship Committee, UNC-G. Deadline for applications is February 10. Applicants in music must have been previously approved for the music major.

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 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 University until her death in 1926, left a fund 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 $600. 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." A special application form, which may be obtained from the Student Aid Office, is required.

The Meta Miller Scholarship. An annual award of $200 is given to a rising junior or senior majoring in French on the basis of superior work in French studies and of need. This award is derived from the proceeds of the French Play presented each year on the campus under the auspices of the French government and the Department of Romance Languages. It is named in honor of Dr. Meta Miller, former chairman of the Department of Romance Languages, who was largely responsible for the success of the original **Tréteau de Paris** at this University.

The Grace Van Dyke More Memorial Scholarship. Miss Grace Van Dyke More, a member of the faculty of the School of Music for 22 years, bequeathed to the University an endowment which has been supplemented by gifts from Edna Williams Curl, '33, Nita Williams Dunn, '28, and Carlotta B. Jacoby, '26. The income is awarded annually to a student in music education. Deadline for application is February 1. Applicants must have been previously approved for the music major.

The Hattie DeBerry Meisenheimer Scholarship Fund. The income from a trust created under the will of the late C. A. Meisenheimer is used for scholarships honoring the memory of Mrs. Meisenheimer, an alumna of UNC-G.

Music Scholarships. A number of scholarships are available to majors in the School of Music who are outstand-

ing performing musicians. Awards are made upon the recommendation of the Dean of the School of Music. Deadline for application is February 1. Applicants must have been previously approved for the music major.

The Mollie Ann Peterson Scholarship. Miss Mollie Ann Peterson, a former faculty member, by her will established a scholarship fund at UNC-G to be used to provide assistance to Negro women students who are preparing to teach. The award is based upon financial need and academic promise.

Palmyra Pharr Scholarship Fund. Dr. Fred W. Morrison, a former member of the University faculty, established this fund in 1942 in honor of his mother, Palmyra Pharr Morrison, and has made subsequent additions to the fund. Preference is given to residents of Rowan and Cabarrus counties.

Charles W. Phillips Scholarship Fund. This fund was established by the Class of 1962 in honor of Charles W. Phillips who retired on July 1, 1962, after serving the University for twenty-seven years. At the time of retirement he was Director of Public Relations and Extension. The income from the fund is awarded to a deserving student in need of financial assistance.

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 University. The income from the fund is given annually to a needy student.

Quota Club of Greensboro—Quota International, Inc., Scholarship. A $400 scholarship, based on merit and need, is presented to a senior female student majoring in speech pathology and audiology. The monies should be used for tuition and fees payment. In accepting this scholarship, the student is urged to secure a position in her profession in North Carolina for a period of one year following graduation.

Alice McArver Ratchford Scholarships. Mrs. Audrey R. Wagner of Charlotte, N.C., established the Alice McArver Ratchford Scholarship fund in 1972 in honor of her mother. Annual awards are made by the University Scholarship Committee to undergraduate female students at the University. Recipients are selected on the basis of financial need and promise of development into worthy members of the student body and into good citizens.

Myrtle Spaugh Reeves Scholarship Fund. Mrs. Elizabeth Reeves Lyon, Class of 1938, has established the Myrtle Spaugh 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.

Katharine Smith Reynolds Scholarships. This scholarship program was established by the Z. Smith Reynolds Foundation in 1962 as a memorial to Mrs. Katharine Smith Reynolds. All women who are legal residents of North Carolina and who meet the requirements for admission to the undergraduate program of UNC-G are eligible to apply for the Reynolds Scholarships. Scholars are selected on the basis of superior academic achievement and potential, evidence of moral force of character, qualities of leadership and interest in others, and motivation towards useful purposes in life. Scholarship awards range in value from $500 up to the amount required to meet an individual student's financial need at UNC-G. A special application is required, and the form may be obtained by request to the Student Aid Office of the University.

The David B. and Mary Umstead Roberts Scholarship. Established in 1968 by bequest from Miss L. Pauline Roberts (1925), the net income from this fund is used to assist worthy girls from Mangum Township in Durham County. The amount of the award is based upon the financial need of the applicant. If no applicant from Mangum Township qualifies for the award, the fund may be used to assist other students from Durham County.

The Schiffman Scholarship. This award, established by the Arnold A. Schiffman Sr., family, provides $500 each year to a deserving student selected by the Dean of the School of Home Economics.

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.

The Judge H. Hoyle Sink Scholarship. Established in 1968 by Mrs. Wilson Brown Prophet Jr., (1944) in honor of her father, this fund provides assistance to students from rural areas whose high school records indicate potential for academic achievement. The amount of the award is based upon the student's demonstrated financial need.

Speech and Hearing Association Scholarship. This fund was established in 1972 by the University Speech and Hearing Association. The income from the fund is to be used to support annual scholarship to a rising junior or senior majoring in speech pathology and audiology. The basis for selection will be academic merit, character, leadership, and financial need.

Mary Eliza Spicer Scholarship. This award of $500 is given annually to a rising junior majoring in one of the Romance languages. The recipient is selected at the end of the sophomore year on the basis of demonstrated ability in French or Spanish and of need; the award is then presented early in the junior year. This fund was established by Pierce T. Angell and daughter, Susan Spicer Angell, in memory of Mary Eliza Spicer Angell, Class of 1929.

The Susan Stout Scholarship. Established by her family, her classmates and friends, the scholarship is a memorial to Susan Stout, Class of 1958. The award is made annually to the rising senior major in physical education with the highest academic average for six semesters.

The Sigmund Sternberger Scholarships. These scholarships were established on January 15, 1970, by the Sigmund Sternberger Foundation Trustees in honor of Sigmund Sternberger. Sternberger was engaged in textile manufacturing in Greensboro and was a prominent civic leader. The scholarships will be awarded to residents of North Carolina with preference given to residents of Greensboro and/or Guilford County.

The Madeleine B. Street Scholarship in Home Economics. This fund was established in 1965 by members of the faculty of the School of Home Economics in honor of Mrs. Madeleine B. Street. An award is made each year to a student majoring in home economics.

Cornelia Strong Memorial. Miss Cornelia Strong, a professor of mathematics at the University 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.

David Spurgeon, Wincy Julette Black, and Fannie Sumner Scholarship. Miss Laura Sumner established this fund as a memorial to her parents, David S. and Wincy Julette Black Sumner, and her sister, Fannie Sumner. The income from the fund is to be awarded to a student from Randolph County and preferably to a female student entering the University to pursue studies in the liberal arts. The scholarship is awarded on the basis of merit and financial need.

W. Raymond Taylor Scholarship in Drama. An award of $350 is made each year. The fund was established in honor of W. Raymond Taylor, who was for over thirty years director of drama at the University.

University 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, financial need, and complete compliance with all requirements of the University pertaining to admission and normal academic progress.

Henry Weil Fellowship. The late Mrs. Henry Weil of Goldsboro, N.C., established the Henry Weil Fellowship Fund in memory of her husband. The fellowship is awarded each year to a member of the graduating class for use in graduate school. A special committee appointed by the Chancellor selects the recipient of the fellowship.

The Mina Weil Memorial Scholarship Fund. In memory of her mother, Mrs. Mina Weil, Miss Gertrude Weil established 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 in honor of her mother. The income from this fund is granted for scholarships.

Mina Weil Scholarship for Foreign Students. Established in 1968 by Miss Gertrude Weil, this fund is used to support an annual grant for a foreign student. The recipient is selected by the Committee on Scholarships and Student Aid.

Mina Weil Special Scholarship Fund. The grandchildren of Mrs. Mina Weil established this scholarship as a memorial to her. It is awarded each year to a deserving student in need of financial assistance.

The Wesley Long Hospital Scholarship-Loan Fund for Nursing Students. Awards are available from this fund to students interested in the Bachelor of Science in Nursing at UNC-G. These scholarship loans have a potential value of $1,400 over a four-year period. If the borrower successfully completes the degree program in nursing, the hospital will allow credits on the loan for each full year of employment as a nurse at Wesley Long Hospital.

The Wesley Long Hospital Scholarship. Awards are offered each year to two students in the School of Nursing. The awards are based upon academic merit and financial need and amount to $250 each.

The Jewel Sydney Williams Scholarship. This fund was established in 1970 in memory of Miss Jewel Sydney Williams, who at the time of her death was a member of the faculty of the Department of History and Political Science. Awards are made by the University Scholarship Committee to incoming freshmen.

The Winfield Scholarship Fund. Miss Martha Elizabeth Winfield, for many years a professor of English in the University, left an endowment, from which the income is awarded each year as a scholarship to a needy junior or senior of promise in the Department of English.

The Betty Woodroof Scholarship. The Women's Auxiliary of the Moses H. Cone Memorial Hospital established this scholarship in 1970 as a memorial to one of its members. The fund provides a $2,000 scholarship for four years of study to a student in the School of Nursing. Selection is made by the Faculty Scholarship Committee and the Dean of the School of Nursing on the basis of financial need, academic standing, and character.

Annie McIver Young Scholarship. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University a fund, the income from which is given annually to an earnest, needy senior.

Loan Funds

(Name of Fund and Donor)

Maude L. Adams
Alamance County Chapter of the Alumni Association
Alumni Loan and Scholarship
Sarah Atkinson; Class of 1939
Austin; gift of Miss Emily S. Austin, Class of 1901
Annette Beck; Class of 1956
Boyd; gift of Mrs. James Boyd
Belinda Brandon Memorial Loan Fund
Bryant; bequest of Victor S. Bryant
Gladys Bullock Memorial; Mrs. S. F. Bullock
Daphne Carraway Memorial; Miss Irma Carraway, Class of 1897
Class of 1915
Class of 1920 Memorial Fund
Class of 1925
Class of 1929
Class of 1935
Class of 1940
Class of 1971 Emergency Loan Fund
Judge E. B. Cline; Mrs. E. B. Cline
Laura H. Coit; faculty and student
Ida Houghton Cowan; Miss Ida H. Cowan, Class of 1902
Federation of Women's Clubs
Mollie K. Fetzer; T. J. Fetzer
Frank P. Graham; Emergency
Martha Irvin Groome Memorial; Miss Ina Lee Groome; Class of 1934
Claude Heath; Mrs. W. O. Nisbet
Home Economics Club
Lucille Horn Memorial; Alumni of Davie County
Ivey; gift of J. B. Ivey
North Carolina Association of Jewish Women
Terry Kellar
Nancy Lee Kiser Memorial; Class of 1958
Flora Patterson Lane; Mrs. Jean Lane Fonville
Bertha Marvin Lee Memorial; Miss Cornelia Strong
Elizabeth Crow Mahler; Miss Sue May Kirkland
Katharine Mavity Martin; Faculty Wives Club
Masonic Theatre Educational Fund of New Bern; Scottish Rite Masons of Eastern North Carolina
McIver; Alumni of the College
McLean; gift of Miss Jessie McLean
Virginia Barker Moffitt Memorial; Mr. and Mrs. J. Rankin Parks, Miss Serena Parks
Lily Conally Morehead; Mrs. Lily Mebane
Musgrove Memorial; Mrs. Jeanette Musgrove Bounds, Class of 1914
May Oettinger Memorial; Business and Professional Women's Club of Kinston, North Carolina
Dorothy R. Phillips
Rebecca Christine Phoenix Memorial; Mr. John J. Phoenix and family
Winfield H. Rogers; Quill Club of 1947
Royal Arch and Knights Templar
Patty Spruill Memorial; Katherine D. Spruill, Commercial Class of 1931
Lizzie Stewart; bequest of Florence Stewart, Class of 1905
Joseph B. Strohl Fund
Students
Mary McLean Taylor Memorial; Carrie McLean Taylor, Class of 1926
Carrie MacRae Tillett Memorial; Mrs. C. W. Tillett
Town Students
Gertrude Weil
Mrs. Hazel Ervin Wheeler Memorial Loan Fund; The Halifax County Home Demonstration Clubs
Nancy Wilson
Ruth Gooding Worley; Mrs. Ruth Worley Simmons, Class of 1935
Doris Wright Memorial; citizens of Wilkes County
Pearl Wyche; bequest of Pearl Wyche, Class of 1903

Appendix E

Faculty Committees (1972-1973)

Elective

Academic Policies (13 faculty members). A deliberative body to advise the Chancellor concerning the formulation of academic policies and procedures and to give counsel on general University matters. A subcommittee of teaching members reviews recommendations for promotion.

Curriculum (9 faculty members, plus 2 ex officio). Basic functions are to approve introduction of new courses for undergraduates; to evaluate courses and programs for new undergraduate majors and degrees; and to make recommendations to Faculty Council.

Due Process (5 faculty members). Receives evidence, conducts hearings and renders judgment on appeals from administrative decisions involving tenure of faculty members.

Appointive

Academic Appeals (5 faculty members, plus 3 ex officio). Advises Dean of Academic Advising concerning undergraduate academic regulations and degree requirements resulting from faculty action; considers special requests for waivers of academic regulations.

Academic Progress of Students (5 faculty members, plus 4 ex officio; 2 student members). Develops recommendations for Faculty Council action on the academic requirements for continuation of undergraduate students in college.

Admission Policies (6 faculty members, plus 3 ex officio; 2 student members). Established by Trustee action to advise Director of Admissions on specific cases which require such assistance; also recommends policies to govern admissions.

Buildings and Grounds (7 faculty members, plus 4 ex officio; 3 student members). Advises administration on current and long-range planning and development of physical facilities of the campus.

Calendar and Scheduling (6 faculty members, plus 3 ex officio; 4 student members). Makes recommendations to Faculty Council for University Calendar, examination schedules, and class scheduling policy.

Campus Security (5 faculty members, plus 1 ex officio; 5 student members). Receives information concerning security conditions on campus and makes recommendations to the administration regarding security problems and needs.

Campus Stores (5 faculty members, plus 1 ex officio; 3 student members). Established by Trustee action to advise administration on management of Bookstore, University Restaurant and Soda Shop, Robot Room and all vending machine operations on campus.

Catalog and Recruitment Publications (5 faculty members, plus 4 ex officio). Advises the Registrar and other members of the administration concerning University publications.

Commencement (6 faculty members, plus 6 ex officio; 4 student members). Plans and recommends commencement activities to the Chancellor and sees that adopted plans are executed.

Committee on Committees (7 faculty members). Makes recommendations to the Chancellor concerning appointment of faculty members to standing committees.

Computer Science (11 faculty members, plus 3 ex officio). Advises the Chancellor regarding the use of computers in instruction and research. Has responsibility for informing members of faculty of developments affecting the computer.

Elections (5 faculty members). Determines the eligibility of candidates for elective faculty offices or committee positions, prepares petition forms and ballots, and oversees the mechanics of the election.

Harriet Elliott Lectures (7 faculty members; 12 student members). Plans and administers the Harriet Elliott lectures.

Equal Employment Opportunity and Intergroup Relations (10 faculty members). Advises administration regarding the implementation of affirmative action policy for equal employment opportunity.

Faculty Government (6 faculty members). Conducts continuous review of Instrument of Government and proposes amendments to it to the Faculty Council.

Faculty Scholarship (6 faculty members). Solicits funds from the members of the faculty for a scholarship and annually recommends a candidate to the Chancellor.

Faculty-Student Forum (7 faculty members; 7 student members). Plans programs to bring students, faculty members, and administrators together for discussion of various topics of university interest.

Faculty Welfare (7 faculty members, plus 1 ex officio). Concerns itself with all matters which may pertain to the welfare of members of the faculty.

Fulbright Student Applicants (6 faculty members, plus 2 ex officio). Evaluates student applications for U.S. Government (Fulbright) grants and other foreign study grants administered by the Institute of International Education.

Gardner Award (6 faculty members). Receives nominations of persons for O. Max Gardner Award and forwards recommendation through the Chancellor to Committee of Board of Governors for final decision.

Graduate Administrative Board (12 faculty members, plus 1 ex officio). This Board, under the chairmanship of the Vice Chancellor for Graduate Studies, is the policy making body of the Graduate School.

Health Information (8 faculty members; 3 student members). Work involves all health-related aspects of university life and the dissemination of health information to students.

Honorary Degrees (6 faculty members). Receives and screens recommendations for persons to receive honorary degrees and recommends these persons to Faculty Council for approval.

Honors Council (14 faculty members). Administers the Honors Program in cooperation with deans and directors of honors projects and seminars.

International Studies (11 faculty members; 4 student members). Advises student participants in the International Studies Program and in general plans the work of this program.

Jefferson Standard Scholarships (4 faculty members, plus 2 ex officio). Selects the recipients of the Jefferson Standard scholarships.

Latin American Studies (13 faculty members; 2 student members). Makes recommendations for providing on-campus and off-campus academic and non-academic experiences in Latin American studies.

Library (12 faculty members, plus 3 ex officio). Develops and recommends policies and procedures which will give the Library its most effective role in the university. Committee is a liaison agency in interpreting library policies to the faculty and faculty opinion to the Director of the Library. The University Archives are under this committee.

J. Spencer Love Scholarships (3 faculty members, plus 2 ex officio). Selects the recipients of the Love scholarships.

Men's Intercollegiate Athletics (5 faculty members, plus 2 ex officio). Recommends policies for the governance of men's intercollegiate athletics.

Performing Artist Series (4 faculty members). Schedules series of programs in the performing arts that are of interest to the university community and which are related to the academic program.

Piney Lake Recreation Center (6 faculty members, plus 2 ex officio; 2 student members). Studies existing policies for use of Piney Lake and makes recommendations for changes when deemed necessary.

Premedical Advisory (5 faculty members, plus 1 ex officio). Advises students who are contemplating medical career and counsels the administration regarding university programs which relate to premedical work.

Refund (4 faculty members, plus 3 ex officio; 1 student member). Considers requests for refunds in extenuating circumstances.

Research Council (10 faculty members, plus 2 ex officio). Receives and acts upon requests for faculty research grants from funds allocated to it.

Reynolds Scholarship (4 faculty members, plus 2 ex officio). Receives and screens applications and awards scholarships.

Scholarships and Student Aid (8 faculty members, plus 4 ex officio; 2 student members). Awards scholarships, loans, and self-help jobs to students.

Specially Designed Programs of Study (Plan II) (5 faculty members). Provides mechanism for faculty evaluation and approval of special programs of study designed by individual students to meet extraordinary goals.

Special Examinations (6 faculty members, plus 1 ex officio). Reviews all applications for special examinations for credit hours toward graduation.

Summer Session Council (12 faculty members; 4 student members). Advisory to Director of Summer Session in developing general plans and policies for operation of summer session.

Teacher Education Council (17 faculty members, plus 3 ex officio; 2 student members). Serves as policy-making body for teacher education and coordinates all matters pertaining to teacher education.

Television Programming (6 faculty members, plus 4 ex officio). Evaluates television operations and makes recommendations concerning programming and financial operations.

Traffic (8 faculty members, plus 1 ex officio; 5 student members). Develops parking and traffic regulations for campus and makes recommendations to administration concerning enforcement of them.

Weil Fellowship (4 faculty members, plus 1 ex officio). Reviews qualifications of candidates for this fellowship and makes recommendations concerning selection to the Chancellor.

Personnel Directory

Officers/The University of North Carolina

(Sixteen Constituent Institutions)

President
William Clyde Friday, B.S., LL.B., LL.D.

Vice President—Academic Affairs
Raymond Howard Dawson, B.A., M.A., Ph.D.

Vice President—Student Services and Special Programs
Harold Delaney, B.S., M.S., Ph.D.

Vice President—Research and Public Service
Herman Brooks James, B.S., M.S., Ph.D., Deceased.

Vice President—Finance
L. Felix Joyner, A.B.

Vice President—Planning
Cameron P. West, A.B., M.A., Ed.D.

Director of Educational Television
George Eldridge Bair, B.A., M.A., Ph.D.

Assistant to the President
James L. Jenkins Jr., A.B.

Secretary of the University
John P. Kennedy Jr., S.B., B.A., M.A., J.D.

Assistant to the President
Arnold Kimsey King, A.B., A.M., Ph.D.

Assistant to the President
Richard H. Robinson Jr., A.B., LL.B.

Assistant Vice President—Finance and Treasurer
Alexander Hurlbutt Shepard Jr., M.A.

Associate Vice President—Academic Affairs
J. Lem Stokes II, A.B., M.Div., Ph.D.

Board of Governors/The University of North Carolina

William A. Dees Jr., Chairman	Wayne County
W. Earl Britt, Vice-Chairman	Robeson County
Howard C. Barnhill, Secretary	Mecklenburg County
Arch T. Allen	Wake County
Andrew A. Best	Pitt County
Clark S. Brown	Forsyth County
Victor S. Bryant	Durham County
Hugh Cannon	Wake County
Julius Chambers	Mecklenburg County
Lenox G. Cooper	New Hanover County
Hugh Daniel Jr.	Haywood County
Jacob H. Froelich Jr.	Guilford County
George Watts Hill	Orange County
Watts Hill Jr. (Nonvoting Member)	Durham County
Mrs. Howard Holderness	Guilford County
J. P. Huskins (Nonvoting Member)	Iredell County
Wallace Hyde	Buncombe County
William A. Johnson	Harnett County
John R. Jordan Jr.	Wake County
Robert B. Jordan III	Montgomery County
Charles H. Larkins Sr.	Lenoir County
Mrs. Albert H. Lathrop	Buncombe County
Reginald McCoy	Scotland County
J. Aaron Prevost	Haywood County
Mrs. L. Richardson Preyer	Guilford County
Louis T. Randolph	Beaufort County
William B. Rankin	Lincoln County
Maceo A. Sloan	Durham County
W. W. Taylor Jr.	Wake County
E. B. Turner	Robeson County
Thomas J. White Jr.	Lenoir County
E. J. Whitmire	Macon County
Mrs. George D. Wilson	Cumberland County
George M. Wood	Camden County

Officers/The University of North Carolina at Greensboro

Administration

Chancellor
James Sharbrough Ferguson, B.A., M.A., Ph.D.

Vice Chancellor for Administration
Charles David Hounshell, B.A., Ph.D.

Director of Institutional Studies
John L. Saunders, B.S., M.Ed.

Academic Affairs

Vice Chancellor for Academic Affairs
Stanley Llewellyn Jones, B.S., M.A.. Ph.D.
Henry Herbert Wells III, Assistant Vice Chancellor for Academic Affairs, B.A., M.S., Ph.D.

College of Arts and Sciences
Robert L. Miller, Dean, Ph.B., B.S., M.S., Ph.D.

School of Business and Economics
David Howard Shelton, Dean, B.A., M.A., Ph.D.

School of Education
Robert M. O'Kane, Dean, B.A., M.Ed., Ed.D.

School of Health, Physical Education and Recreation
Ethel Martus Lawther, Dean, B.A., M.S.

School of Home Economics
Naomi Albanese, Dean, B.A., M.A., Ph.D.

School of Music
Lawrence Hart, Dean, B.M., M.M., D.Mus.A.

School of Nursing
Eloise R. Lewis, Dean, B.S.N., M.S.Ed., Ed.D.

Academic Advising
Bert Arthur Goldman, Dean, B.A., M.Ed., Ed.D.

Admissions
Richard P. Loester, Director, B.A., M.A.

Computer Center
Roscoe Jackson Allen, Director, B.S., M.S., Ed.D.

Extension Division
Joseph Eugene Bryson, Director, B.A., M.A., Ed.D.
***Joseph E. Johnson,** Director, B.A., M.B.A., D.B.A.

Library
James Howard Thompson, Director, B.A., M.A., M.S., Ph.D.

Registration and Records
Howard Hoyt Price, Registrar, B.S., M.A.

Summer Session
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*Appointment effective August 1, 1973.
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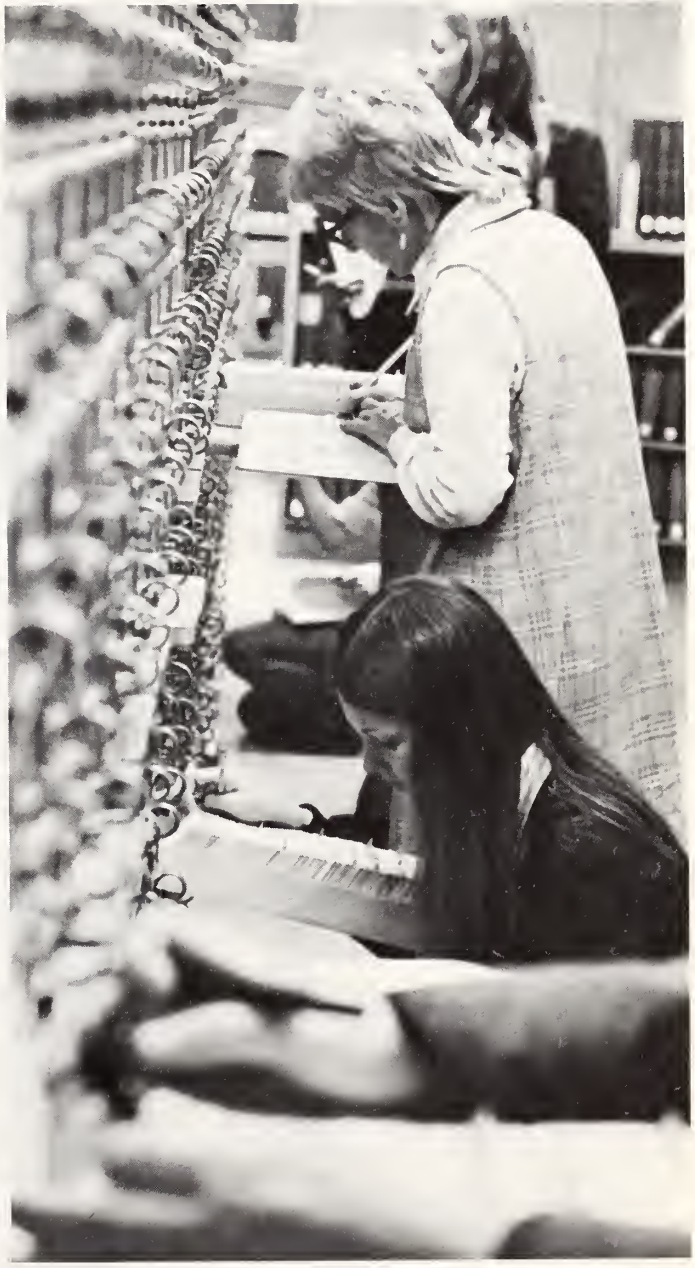

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Professional Library Faculty

James H. Thompson (1970), Director/B.A., Southwestern/M.A., Ph.D., U.N.C. at Chapel Hill/M.S., Illinois.

Candace Arthur (1972), Assistant Catalog Librarian/B.S., Western Illinois/M.A., M.S., Illinois.

Louise Walker Blaney (1969), Assistant Reference Librarian/B.A., Smith/M.S., Simmons.

Mildred Lee Carr (1958), Head Circulation Librarian/B.A., William and Mary/B.S., Columbia.

Nancy J. Clark (1970), Assistant Reference Librarian/B.A., UNC-G/M.S. in L.S., U.N.C. at Chapel Hill.

Robert Grey Cole (1972), Documents Librarian/B.A., University of the South/M.S. in L.S., M.A., U.N.C. at Chapel Hill.

Louise Thompson Deshaies (1972), Assistant Catalog Librarian/B.A., Meredith/M.S. in L.S., U.N.C. at Chapel Hill.

Grace Betts Farrior (1957), Head Acquisitions Librarian/B.A., Meredith/M.S. in L.S., U.N.C. at Chapel Hill.

Thomas Raymond Fleming (1972), Assistant Reference Librarian/B.B.A., Georgia State/M.S., Florida State.

Stanley E. Hicks (1970), Assistant Director/B.A., Phillips/M.S., Illinois.

Elizabeth Jerome Holder (1963), Head Reference Librarian/B.A., Salem/M.S. in L.S., U.N.C. at Chapel Hill.

Marjorie Jane Hood (1929), Head Circulation Librarian, Assistant Archivist, Emeritus (1970)/B.A., UNC-G/B.S., Emory. Part-time.

James R. Jarrell (1970), Assistant Acquisitions Librarian/B.S., Winston-Salem State/M.S. in L.S., Atlanta.

Marjorie Whittington Memory (1949), Head Serials Librarian/B.A., UNC-G/M.S. in L.S., U.N.C. at Chapel Hill.

Emilie Ward Mills (1972), Special Collections Librarian/B.A., M.F.A., UNC-G/M.S., Illinois.

John Thomas Minor (1971), Assistant Reference Librarian/B.A., Moravian College/M. Div., Christian Theological Seminary/M.S. in L.S., U.N.C. at Chapel Hill.

Vivian C. Moose (1947), Head Catalog Librarian, Assistant Archivist, Emeritus (1972)/B.A., Lenoir-Rhyne/B.S. in L.S., U.N.C. at Chapel Hill. Part-time.

Elizabeth Wharton Newland (1967) Head Catalog Librarian/B.A., UNC-G/B.A. in L.S., U.N.C. at Chapel Hill.

Ruth Robertson Prince (1963), Assistant Catalog Librarian/B.A., Meredith/B.S. in L.S., U.N.C. at Chapel Hill.

Martha Williams Ransley (1972), Assistant Catalog Librarian/Assoc. B.A., Mars Hill/B.A., Carson Newman/M.R.E., Southwestern Seminary/M.S. in L.S., U.N.C. at Chapel Hill.

Cheryl Stevenson Warren (1971), Assistant Circulation Librarian/B.A., Georgia Southern/M.S. in L.S., U.N.C. at Chapel Hill.

Roberta S. Williams (1969), Assistant Serials Librarian/B.A., Longwood/M.A., U.N.C. at Chapel Hill/M.A., Denver.

Emeriti Faculty

Alice Katherine Abbott (1927), Associate Professor, Department of Romance Languages, Emeritus (1965)/B.A., Smith/M.A., Illinois/Diploma, Centro de Estudios Históricos, Madrid.

Olivia Abernethy (1963), Associate Physician, Student Health Services, Emeritus (1972)/B.A., U.N.C. at Chapel Hill/M.D., Medical College of Virginia.

Charles Marshall Adams (1945), Professor, Librarian, Archivist, Emeritus (1969)/B.A., Amherst/B.S., M.A., Columbia.

Louise Brevard Alexander (1935), Professor, Department of History and Political Science, Emeritus (1956)/B.A., Presbyterian.

Elizabeth Edna Arundel (1937), Professor, Department of Geography, Emeritus (1960)/B.A., Ohio/M.A., Columbia/Ph.D., Yale.

Claire Henley Atkisson (1917), Assistant Professor, School of Music, Emeritus (1962)/B.M., UNC-G/Columbia. Deceased Nov. 19, 1972.

Elva Eudora Barrow (1916), Professor, Department of Chemistry, Emeritus (1954), Deceased March 25, 1973/B.A., Randolph-Macon Women's College/M.S., Chicago.

Helen Catherine Burns (1937), Associate Professor, Emeritus (1964)/B.A., Iowa/M.A., Columbia.

May Dulaney Bush (1934), Professor, Department of English, Emeritus (1968)/B.A., Hollins/M.A., Columbia/Ph.D., Johns Hopkins.

Esther Inez Coldwell (1922), Associate Professor, Department of Biology, Emeritus (1961)/B.A., Southwestern.

Ruth Mary Collings (1925), Physician and Professor, Department of Health, Emeritus (1963)/B.A., Pomona/M.D., Pennsylvania.

Helen Frances Cutting (1931), Assistant Professor, Department of Romance Languages, Emeritus, (1962)/B.A., Adelphi/M.A., Columbia/M.A., Chicago/Certificate, Centro de Estudios Históricos, Madrid/M.S.L.S., Catholic University of America.

Dorothy Davis (1930), Associate Professor, School of Health, Physical Education and Recreation, Emeritus (1971)/B.A., Western/M.A., Wisconsin/S.S., New York.

Charlotte Webster Dawley (1944), Associate Professor, Department of Biology, Emeritus (1968)/B.A., Carleton/M.S., Washington/Ph.D., Minnesota.

Marie B. Denneen (1926), Associate Professor, School of Education, Emeritus (1956)/B.A., M.A., Minnesota.

William Conrad DeVeny (1946), Associate Professor, School of Music, Emeritus (1970)/ B.A., North Central/B.M., Oberlin Conservatory.

Bernice Evelyn Draper (1922), Professor, Department of History and Political Science, Emeritus (1959)/B.A., Lawrence/M.A., Wisconsin.

James Arthur Dunn (1923), Professor, Department of English, Emeritus (1953)/B.A., M.A., Missouri.

William N. Felt (1947), Associate Professor, Department of Romance Languages, Emeritus (1972)/B.A., Clark/ M.A., D.M.L., Middlebury.

Annie Beam Funderburk (1921), Associate Professor, Department of Romance Languages, Emeritus (1961)/ B.A., UNC-G/M.A., U.N.C. at Chapel Hill.

Magnhilde Gullander (1918), Professor, Department of History and Political Science, Emeritus (1956)/B.A., Wisconsin/M.A., Pennsylvania.

Ruth Gunter (1931), Assistant Professor, School of Education, Emeritus (1959)/B.A., UNC-G/M.A., Columbia.

Alonzo C. Hall (1916), Professor, Department of English, Emeritus (1956)/B.A., Elon/M.A., Columbia.

Noma Hardin (1944), Associate Professor, Department of Art, Emeritus (1970)/B.A., Baylor/B.S., M.A., Texas.

Hilda T. Harpster (1944), Associate Professor, Department of Biology, Emeritus (1971)/B.A., Sweet Briar/M.A., Ph.D., Michigan.

Martha Elizabeth Hathaway (1936), Associate Professor, School of Home Economics, Emeritus (1968)/B.S., UNC-G/M.A., Columbia.

Elma Josephine Hege (1934), Associate Professor, Department of History, Emeritus (1971)/B.A., UNC-G/M.A., Virginia.

Julia Heil Heinlein (1952), Associate Professor, Department of Psychology, Emeritus (1962)/B.S., M.A., Ph.D., Johns Hopkins.

James Albert Highsmith (1916), Professor, Department of Psychology, Emeritus (1953)/B.A., M.A., U.N.C. at Chapel Hill/Ph.D., Peabody.

Birdie Helen Holloway (1935), Professor, School of Music, Emeritus (1965)/B.S.M., M.S.M., Oberlin Conservatory.

Evelyn Louise Howell (1937), Associate Professor, School of Home Economics, Emeritus (1956)/B.S., M.A., UNC-G.

Eugenia McIver Hunter (1935), Professor, School of Education, Emeritus (1970)/B.A., Goucher/M.A., Columbia/Ph.D., Ohio State.

Minnie Middleton Hussey (1930), Assistant Circulation Librarian, Emeritus (1957)/B.A., Meredith College/ B.A., UNC-G.

Elisabeth Anna Marie Jastrow (1941), Associate Professor, Department of Art, Emeritus (1961)/Ph.D., Heidelburg, Germany.

George Minor Joyce (1935), Professor, Emeritus (1969)/ B.S., Indiana State Teachers/M.S., Pittsburgh.

Albert S. Keister (1924), Professor, Department of Economics and Business Administration, Emeritus (1956)/B.A., Otterbein/M.A., Columbia/Ph.D., Chicago.

Anna Mary Kreimeier (1927), Assistant Professor, School of Education, Emeritus (1965)/Ph.B., Chicago/M.A., Columbia.

Augustine LaRochelle (1922), Professor, Department of Romance Languages, Emeritus (1958)/B.A., Vermont/ M.A., Columbia/Diploma, Centro de Estudios Históricos, Madrid.

Virgil E. Lindsey (1940), Associate Professor, Department of Economics and Business Administration, Emeritus (1968)/B.A., Missouri Wesleyan/M.A., Iowa.

Lila Belle Love (1926), Associate Professor, Department of Biology, Emeritus (1953)/B.A., Mississippi State College for Women/M.S., Nebraska.

Miriam McFadyen (1926), Professor, School of Education, Emeritus (1945)/B.S., M.A., Columbia.

Franklin Holbrook McNutt (1941), Professor, School of Education, Emeritus (1958)/B.A., M.A., Wittenberg/ Ph.D., Ohio State/LL.D., Dayton/L.H.D., Wittenberg.

Guita Marble (1940), Associate Professor, Department of Chemistry, Emeritus (1970)/B.A., M.A., Ph.D., Kansas.

Meta Helena Miller (1922), Professor, Department of Romance Languages, Emeritus (1966)/B.A., Goucher/ M.A., Ph.D., Johns Hopkins/Certificat d'etudes pratiques de prononciation francaise Institut de phonetique, Universite de Paris.

Gertrude Vermillion Mitchell (1957), Associate Professor, Department of Chemistry, Emeritus (1968)/B.A., Furman/B.S., Peabody/M.A., Columbia/Ph.D., Duke.

Mildred Pendleton Newton (1926), Director of Admissions, Emeritus (1959)/B.A., Goucher.

Victoria Carlson Nielson (1930), Professor, School of Health, Physical Education and Recreation, Emeritus (1948)/B.S., M.S., M.A., Ph.D., Columbia.

Kathleen Sharer Painter (1929), Instructor, Department of English, Emeritus (1963)/B.A., Tennessee.

Margaret Ellen Penn (1946), Professor, School of Home Economics, Emeritus (1967)/B.S., Kansas State/ M.A., Columbia.

Charles Wiley Phillips (1935), Professor, Emeritus (1962)/ B.A., U.N.C. at Chapel Hill/M.A., Columbia/LL.D., UNC-G.

Viva M. Playfoot (1925), Professor, School of Home Economics, Emeritus (1954)/B.S., M.A., Columbia.

Anna Reger (1931), Assistant Professor, School of Education, Emeritus (1959)/B.S., West Virginia Wesleyan/ B.S. in L.S., Columbia.

Bess Naylor Rosa (1934), Associate Professor, School of Home Economics, Emeritus (1958)/B.S., M.A., Missouri.

Florence Louise Schaeffer (1922), Professor, Department of Chemistry, Emeritus (1964)/B.A., Barnard/M.A., Mount Holyoke.

Alice Schriver (1949), Professor, School of Health, Physical Education and Recreation, Emeritus (1966)/ B.S., M.A., New York/Ed.D., Columbia.

Mary Robert Seawell (1945), Bibliographer and Reference Librarian, Emeritus (1970)/B.A., Meredith College/ B.A. in L.S., U.N.C. at Chapel Hill.

Esther Segner (1955), Associate Professor, School of Home Economics, Emeritus (1958)/B.S., Wisconsin/ M.S., Minnesota.

Anne Christian Shamburger (1925), Assistant Professor, School of Health, Physical Education and Recreation, Emeritus (1968)/Guilford College; Johns Hopkins.

Ruth Agnes Shaver (1937), Associate Professor, Department of Romance Languages, Emeritus (1966)/B.A., Ohio Wesleyan/M.A., Columbia.

Lyda Gordon Shivers (1933), Professor, Department of Sociology and Anthropology, Emeritus (1972)/ B.A., LL.B., M.A., Ph.D. Deceased November 17, 1972.

Jeannette Dorothy Sievers (1957), Assistant Professor, School of Business and Economics, Emeritus (1971)/ B.A., State College of Washington/M.S., Simmons.

John Luther Steinmetz (1961), Instructor, Department of Mathematics, Emeritus (1968)/B.S., U.S. Coast Guard Academy/M.A., Duke.

Madeleine Blakey Street (1930), Professor, School of Home Economics, Emeritus (1965)/B.S., William and Mary/ M.A., Columbia.

Jane Summerell (1926), Professor, Department of English, Emeritus (1958)/B.A., UNC-G/M.A., Columbia.

Katherine Henrietta Taylor (1929), Professor and Dean of Student Services, Emeritus (1972)/B.A., UNC-G/ M.A., Radcliffe.

William Raymond Taylor (1921), Professor, Department of English, Emeritus (1960)/B.A., U.N.C. at Chapel Hill/ M.A., Harvard.

Helen Alverda Thrush (1939), Professor, Department of Art, Emeritus (1969)/B.F.A., Pennsylvania/M.A., Columbia.

Nettie Sue Tillett (1924), Professor, Department of English, Emeritus (1958)/B.A., Duke/M.A., Columbia. Deceased November 27, 1972.

Virginia Trumper (1922), Head Serials Librarian, Emeritus (1963)/Denison; Louisville Public Library Training Class.

Emily Holmes Watkins (1926), Professor, Department of Mathematics, Emeritus (1958)/B.A., Randolph-Macon Woman's College/M.A., Columbia.

Rowena Wellman (1943), Associate Professor, Department of Business Education, Emeritus (1958)/B.A., Iowa/ M.A., Ph.D., Columbia.

Maude Ferrell Williams (1927), Associate Professor, Department of Biology, Emeritus (1962)/B.A., M.S., Ph.D., Illinois.

Sue Vernon Williams (1926), Head Reference Librarian, Emeritus (1963)/B.A., M.A., Randolph-Macon Woman's College/Certificate, Carnegie Library School, Atlanta.

Esther Boyd White (1957), Assistant Professor, School of Health, Physical Education and Recreation, Emeritus (1973)/B.A., Arkansas A. and M./M.S., Louisiana State/M.P.H., U.N.C. at Chapel Hill/Ed.D., Louisiana State.

Clinical Faculty

The following people at the Moses H. Cone Memorial Hospital in Greensboro, N.C., hold clinical faculty appointments at UNC-G. The position they occupy at the Moses H. Cone Memorial Hospital is in parenthesis.

William W. McLendon (1967), Clinical Professor, Department of Biology/B.A., M.D., U.N.C. at Chapel Hill. (Chief of Pathology and Director, School of Medical Technology)

Herbert Z. Lund (1954), Clinical Professor, Department of Biology/B.A., Utah/M.D., Pennsylvania. (Pathologist, School of Medical Technology)

J. Marue Summerlin (1972), Clinical Instructor, Department of Biology/B.A., M.Ed. (Chief Medical Technologist, School of Medical Technology)

Caroline P. Taylor (1972), Clinical Instructor, Department of Biology/A.B., M.Ed., M.T. (ASCP). (Education Coordinator, School of Medical Technology)

Tommy A. Weisner (1972), Clinical Instructor, Department of Chemistry/B.Ch.E., N.C. State University/M.T. (ASCP), Greensboro College. (Assistant Chief Technologist and Clinical Chemist)

Robert M. Gay (1972), Clinical Instructor, Department of Biology/A.B., M.D. (Pathologist Assistant)

Charles M. Hassell (1972), Clinical Lecturer, Department of Biology/B.S., M.D. (Pathologist)

Betty B. Hill (1972), Clinical Teaching Assistant, Department of Biology/A.B., M.T. (ASCP) (Teaching Technologist—Serology, Mycology, Parasitology)

Ramona L. Rothrock (1972), Clinical Teaching Assistant, Department of Biology/(Teaching Technologist—Bacteriology)

Phyllis Shinn (1972), Clinical Teaching Assistant, Department of Biology/B.S., M.A. (ASCP). (Teaching Technologist—Hematology)

Dewey W. Taylor (1972), Clinical Teaching Assistant, Department of Chemistry/B.A. (Teaching Technologist)

Barbara J. Watts (1972), Clinical Teaching Assistant, Department of Biology/(Teaching Technologist—Bacteriology)

Susan L. White (1972), Clinical Teaching Assistant, Department of Biology/B.S., M.T. (ASCP). (Teaching Technologist—Blood Bank)

UNC-G Administrative Staff

Administration

Director of Television

Emil W. Young/William Alspaugh, Television Producer-Director.

Academic Affairs

Academic Advising

Bert A. Goldman (1965), Dean, B.A., M.Ed., Ed.D./Assistants to Dean; **Dorothy Darnell** (1963), B.S.S.A., M.Ed.; **Margery D. Irby** (1962), B.A., M.A., Part-time; **Mary Louise McDonald** (1965), B.A., M.A./Part-time Academic Advisers: **Mary A. Dickey** (1957), B.S., M.S.; **Patsy C. Emma** (1971), B.A., M.A.T.; **Marguerite Felton** (1956), B.S., M.A.; **George P. Grill** (1963), B.S.M.A., Ed.D.; **Patricia E. Pardue** (1969), B.A., M.A.; **Donald W. Russell** (1955), B.A., M.Ed., Ed.D.; **William L. Russell Jr.,** (1967), B.A., M.Ed.

Office for Adult Students

Dorothy Jean Eason (1968), Director, A.B., M.A. Part-time.

Admissions Office

Richard P. Loester (1967), Director, B.A., M.A./**Alan G. Atwell** (1969), Associate Director, B.A., M.Ed./**Charles A. Edington** (1971), Assistant Director, B.S./Assistants to Director: **Ruth W. Alexander** (1970), B.S.Ed., M.A.Ed.; **Marjorie G. Anderson** (1970), B.S., B.S.N., M.S.H.E.; **Bobbie C. Minton** (1962), B.A./**Susan Whittington** (1972), Counselor, B.A.

Coordinator of Allied Health

Claudia Svara (1972), B.A., M.P.H.

Computer Center

Roscoe J. Allen (1956), Director, B.S., M.S., Ed.D./**Charles D. Barbour** (1963), Data Processing Manager/**Joretta K. Klepfer** (1969), Assistant, B.A., Part-time./**Robert J. Reavis** (1967), Programmer, B.A.

Electronics Maintenance Center

Duane King (1967), Electronics Technician/**Jack W. Simpson** (1971)/**Fred Goodman** (1972).

Extension Division

Joseph E. Bryson (1964), Director, B.A., M.A., Ed.D./**Griselle C. Gholson** (1968), Planning Specialist, B.A.

Institute for Child and Family Development

Evalyn F. Segal (1969), Director, A.B., B.A., Ph.D., On leave August 1, 1972-July 31, 1973/**Robert J. Jones** (1971), Assistant Director, B.A., M.A., Ph.D. Acting Director academic year 1972-73/**Mary E. Keister** (1965), Coordinator of Early Childhood Education Programs and Research Associate, B.S., M.A., Ph.D./**Experimental Kindergarten: Elizabeth H. Busick** (1971), Director, B.S., M.S./**Anne M. Albuero** (1972), Head Teacher, B.S./**N.C. Center for Infant and Toddler Care: Aurelia C. Mazyck** (1967), Director, B.S., M.A./**Lane N. Harris** (1970), Associate in Applied Science/ **Ann E. Herrin** (1972), B.S., M.S.

Library Staff (Non-Professional)

Library Assistants: **Pauline B. Bennett** (1971), Catalog Department, A.F.A./**Ruth Chapel Blue** (1960), Acquisitions Department, B.A./**Jacqueline Joan Branch** (1972), Reference Department, B.S./**Cora Elizabeth Breedlove** (1969), Catalog Department, A.A./**Barbara Ann Butler** (1972), Serials Department/**Margaret Lynn Cartner** (1972), Catalog Department, B.A./**Robert Gregory Davidson** (1971), Circulation Department, B.A., M.F.A./**Ronald Wayne Duehr** (1971), Documents Department/**David Lloyd Furr** (1972), Serials Department, B.A./**Ella Ross Hale** (1966), Documents Department, B.A./**Harriet Battle Holder** (1965), Acquisitions Department/**Modgie Enzlow Jeffers** (1972), Reserve Department, B.A./**Mary Kathryn Jett** (1972), Reserve Department, B.A./**Phillip Terry Jones** (1972), Circulation Department/**Joanna Ennis Kean** (1971), Circulation Department, A.B./**Lucile Horne Kurfirst** (1968), Circulation Department, B.A., M.A./**Virginia Ray Legare** (1971), Acquisitions Department, B.A./**Clora Renee McCall** (1972), Circulation Department, B.A./**Mary Walker Mallison** (1953), Acquisitions Department/**Eleanor Echols Mills** (1966), Catalog Department, B.A./**Kara Sue Murray** (1970), Acquisitions Department, B.S./**Mary Warlick Prokop** (1972), Catalog Department, B.F.A./**Francia White Rubio** (1972), Serials Department, B.A./**Joanne Barker Ryan** (1972), Catalog Department/**Tucker Meyer Schecter** (1971), Reference Department, B.A./**Joan C. Sharpe** (1970), Serials Department, B.A./**Sara H. Smith** (1968), Catalog Department, B.A. in L.S./**Virginia Millsaps Smith** (1964), Catalog Department/**Virginia C. Swanson** (1969), Acquisitions Department/**Elizabeth Ferguson Wesselhoft** (1972), Circulation Department, B.A./**Ethel Stout Winchester** (1965), Catalog Department, B.M. Typist: **Shirley C. Howell** (1971), Acquisitions Department/Administrative Secretary: **Catheryne Peatross Pollack** (1971).

Registrar's Office

H. Hoyt Price (1960), Registrar, B.S., M.A./**Elizabeth P. Collins** (1961), Assistant Registrar, B.S., M.Ed.

Student Affairs

Dean of Students

James H. Allen (1971), Dean of Students, B.A., B.D./ **Elaine Teresa Fuller** (1971), Assistant to Dean of Students, B.A., M.A.

Aycock Auditorium
Phillip Myers-Reid (1967), Manager, Part-time.

Counseling and Testing Center

John A. Edwards (1966), Director, B.A., M.A., Ph.D. Part-time./**Lawrence E. Sykes** (1966), Vocational Counselor, B.A., M.Ed./**Richard Willis** (1969), Counselor, B.A., M.A., Ph.D. Part-time.

Elliott Hall

Elizabeth Carriker (1964), Assistant Director of Elliott Hall, B.S.H.E., M.S.H.E./**Terrell Weaver** (1964), Assistant Director of Elliott Hall, B.S.S.A.

Placement Office
Josephine Parker Schaeffer, Director, B.A.

Residence Hall Counselors

Carolyn Atwater (1966), Shaw Hall, B.A./**Nancy Bailey** (1972), Cone Hall, B.A., M.S./**Edna Bloom** (1969), Cotten Hall/**Elizabeth Calhoun** (1967), Strong Hall/**Ruth Cornell** (1967), Weil Hall, B.S./**Sherilyn DeLong** (1972), Ragsdale Hall, B.A./**Lillian Fleagle** (1968), Hawkins Hall/**Emma Lee Groome** (1970), Winfield Hall, B.S.H.E./**Josephine Gross** (1963), Mendenhall/**Richard Hoplamazian** (1972) Hinshaw Hall, B.A./**Linda Hutton** (1972), Moore Hall, B.A./ **Jeanne Johnston** (1972), Moore Hall, B.S., M.S./**Charlie Lewchalermwong** (1971), Phillips Hall, B.S./**Brenda Madden** (1971), Guilford Hall, B.A., M.A./**Albert Madden** (1971), Guilford Hall, A.B./**Mildred Martin** (1967), North Spencer Hall/**Katherine Marsh** (1971), Bailey Hall/**Odessa McGwier** (1963), Kiser Hall/**Peggie Norris** (1970), Gray Hall/**Ronald Schoeffler** (1972), Phillips Hall, B.S./**Johnny Self** (1968), Reynolds Hall/**Jerry Sandahl** (1972), Hinshaw Hall, B.S., M.Ed./**Lona Stanley** (1971), Jamison Hall/**Stella Taylor** (1970), Coit Hall/**Jo Rainey Tisdale** (1971), Mary Foust Hall, B.A./**Nellie Elizabeth Watlington** (1965), Grogan Hall, B.S./**Eva Wiggins** (1970), North Spencer Hall/ **Beverly Wolfe** (1972), Ragsdale Hall, B.A.

Security Services

James W. Blevins (1972), Director, B.S./**Roy F. Alexander** (1960), Chief of Police.

Student Aid

Eleanor S. Morris (1969), Director, B.A./**Patsy M. Braxton** (1971), Assistant Director, B.A., M.S.

Student Health Center

William K. McRae, Director, B.S., M.D./**Peter J. Anastasia,** Assistant Director, B.S., M.D./**William E. Dionne,** Associate Physician, M.D., Part-time./**Owen W. Doyle,** Consulting Radiologist, M.D. Part-time./**Kenneth H. Epple,** Consultant in Psychiatry, M.D., Part-time./**Margaret Morgan Westland,** Associate Physician, B.A., M.D./**Robert Wilfong Whitener,** Consultant in Psychiatry, B.A., M.D., Part-time./**Jo Ann C. Saunders** (1971), Head Nurse, Gove Health Center, R.N.

Business Affairs

Business Office

Henry Lee Ferguson Jr. (1962), Vice Chancellor for Business Affairs, B.S., C.P.A./**Mazie B. Bullard** (1958), Personnel Officer, C.C./**Robert L. Lowe** (1971), Accountant, A.B./**Eunice A. Moore** (1960), Head, Duplicating Service/ **Charles Roberts** (1969), Accountant/**Carol S. Sanders** (1970), Administrative Officer, B.S.S.A./**Ruth Shafer** (1942), Cashier, B.A./**Ronald E. Wilson** (1970), Payroll Supervisor.

Residence Halls

Dorothy Bolling (1971), Director, B.S.H.E.
Assistants: **Edith Inez McCain** (1966), **Clara M. Meyers** (1961), **Mary Osborne** (1969).

Physical Plant

Louis L. Allison (1951), Buildings Superintendent/**H. Mark Altvater** (1972), Consulting Engineer, B.M.E./**Charles O. Bell** (1959), Superintendent of Landscaping and Grounds, B.S./**Gerald R. Rumsey** (1954), Plant Engineer.

Developmental Affairs

Development

George W. Hamer (1962), Director, B.A./**David B. McDonald** (1970), Assistant Director, B.A.

Alumni Affairs

Barbara Parrish (1955), Director, B.A., M.A./**Brenda Meadows** (1968), Assistant Director, B.A./**Gertrude Atkins** (1964), Editor, Alumni News and Editor, Newsletter, B.A., M.F.A.

Chinqua-Penn

Walter Liebscher (1965), House Manager/**Bobbie R. Boyles** (1965), Security Officer/**Charles W. Talley** (1965), Superintendent of Grounds.

News Bureau

Wilson M. Davis (1967), Director, B.A./**Owen Bishop** (1969), Assistant Director, B.A.

Administrative Assistants/Administrative Secretaries

Elizabeth Booker (1944), Office of the Dean of Academic Advising, B.S.S.A./**Evon Welch Dean** (1942), Office of Director of Development, C.C./**Sybil M. McKinney** (1968), Office of the College of Arts and Sciences/**Paula A. Osborne** (1960), Office of the Vice Chancellor for Academic Affairs, C.C./**Elizabeth S. Sellars** (1958), School of Education/**Louise Green Warden** (1956), Business Office/ Janet S. Wolfe (1961), Office of Vice Chancellor for Graduate Studies, B.A./**Helen P. Yoder** (1954), Office of the Chancellor.

Special Programs

Committee for Continuing Education in the Humanities

Leon James Noel (1972), Executive Director, A.B., M.A., Ed.D.

Head Start—Leadership Development Program

Rachel T. Fesmire (1967), Director, B.S., M.S.H.E./**Grace C. Gist** (1968), B.A./**Elizabeth W. Pickard** (1967), B.S.H.E., M.Ed./**Jean B. Price** (1973), B.A./**Phyllis W. Rollinson** (1969), B.S., M.S./**Patricia Stapleton** (1968), B.R.E./ **Claudia A. Warren** (1970), B.S. in Ed.

Head Start—State Training Office

Jeanne H. Barbour (1972), State Training Officer, B.A., M.A./**Robert Benton** (1971), Associate State Training Officer, B.A./**Mary Workman** (1971), B.A., M.S.S.W.

Special Services Project

Ernest Griffin (1970), Director, B.S./**James Harrington** (1970), B.S./**Ned C. Ingram Jr.,** (1972), B.S. Part-time./ **Carolyn Kropp** (1971), B.A., M.A./**Bernice L. Stadiem** (1963), B.A., M.A.

Upward Bound

Arthur N. Alderman (1969), Co-Director, B.A./**Alfonso E. Gore** (1967), Co-Director, B.A., M.A., Ed.D.

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7. Bailey
8. Cotten
9. Jamieson
10. Coit
11. Winfield
12. Weil
13. Moore
14. Strong
15. Hawkins
17. Ragsdale
18. Mendenhall
19. Reynolds
20. Grogan
21. Cone
23. South Spencer
24. North Spencer
25. Guilford
26. Mary Foust
28. Phillips

CLASSROOM BUILDINGS

2. Coleman Gymnasium
3. Rosenthal Gymnasium
29. Petty Science Building
31. Stone (Home Economics)
33. Brown (Music)
34. Aycock Auditorium
35. Taylor Building (Drama-Speech)
37. Forney (Business & Economics)
38. McIver (General Classroom)
45. Curry (Education and Business & Economics)
53. School of Nursing
55. McNutt Center (Education)
56. Graham Building (General Classroom)
57. Life Sciences Building (Biology)
58. Carter Child Care Center

OTHER BUILDINGS

1. Staff Residence
16. Gove Student Health Center
22. Dining Halls
27. Nursery School
30. Home Management House
32. Carmichael Building (WUNC-TV)
36. Weatherspoon Art Gallery
39. Jackson Library
40. Elliott Hall (Student Union)
41. Chancellor's Residence
42. Alumni House
43. Faculty Center
44. Foust Building (Administration)
46. Curry Homemaking Cottage
47. Staff Residences
48. Maintenance Shops
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Miss Marjorie Hood
Library

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Correspondence Directory

Admissions

Office of Admissions
University of North Carolina at Greensboro
109 Administration Building
Greensboro, North Carolina 27412
(919) 379-5244

Financial Aid

Student Aid Office
University of North Carolina at Greensboro
Basement, Administration Building
Greensboro, North Carolina 27412
(919) 379-5449

Registrar

Office of Registrar
University of North Carolina at Greensboro
105 Administration Building
Greensboro, North Carolina 27412
(919) 379-5946

Summer School

Summer Session
University of North Carolina at Greensboro
208 Administration Building
Greensboro, North Carolina 27412
(919) 379-5565

Cashier

University Cashier
University of North Carolina at Greensboro
111 Administration Building
Greensboro, North Carolina 27412
(919) 379-5831