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Corporate Member of: American Association of University Women.
BRIEF CHRONOLOGY OF MADISON COLLEGE

1908 The Normal and Industrial School for Women at Harrisonburg is established by act of the General Assembly on March 14. Julian Ashby Burruss is appointed the first president effective July 1.

1909 Instruction begins September 28, in three buildings, with 209 students and fifteen faculty members.

1911 Diplomas awarded to the twenty members of the first graduating class.

1914 The name of the College is changed to The State Normal School for Women at Harrisonburg.

1916 The College is authorized to grant a professional Bachelor of Science degree.

1919 First degrees awarded to nine students.

1908-19 The campus plan is established. Six buildings constructed: Maury, Harrison, “Hillcrest” (president’s home), and Jackson, Ashby and Spotswood dormitories. Four thousand five hundred students attend the College during this period.

1919 Samuel Page Duke is appointed president on the resignation of Dr. Burruss to become president of the Virginia Polytechnic Institute.

1924 The name of the College is changed to The State Teachers College at Harrisonburg.

1935 The College is authorized to grant the Bachelor of Arts and Bachelor of Science degrees in liberal arts.

1938 The College is named Madison College in honor of the fourth president of the United States.

1946 The College is authorized to grant the Bachelor of Music degree. Men enrolled as regular day students in winter session.

1919-49 The facilities are enlarged by the construction of nine major buildings: Alumnae, Reed, Wilson, Home Management House, Library, and Sheldon, Johnston, Converse and Cleveland dormitories.

1949 G. Tyler Miller is appointed president on the retirement of Dr. Duke.

1952 The campus is enlarged by the purchase of an adjoining tract of 240 acres.

1954 The College is authorized to grant the degrees of Master of Arts and Master of Science in Education.

1949-60 There is further expansion of the campus facilities by construction of seven major buildings: Burruss Science Hall, Anthony-Seeger Campus School, the Infirmary, the Shop’s-Storage Building, and Logan, Gifford and Wayland dormitories.

1960 At the end of this period 10,021 students have graduated from Madison College. Twenty-eight thousand five hundred eight students have attended the College.
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### ACADEMIC

#### SEPTEMBER

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- September 10—Dormitory assignment for new students: incoming freshmen and transfer students.
- September 11-13—Orientation of new students: incoming freshmen and transfer students.
- September 13—Registration of new students.
- September 14—Adjustment of programs of spring registrants.
- September 15—Beginning of classes: 8:00 A.M.
- September 20—First semester convocation.
- September 25—Last day on which changes in class schedules of students may be made.

#### OCTOBER

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- November 9—Mid-Semester grades for freshmen.
- November 11—Classes end first eight weeks.
- November 13—Classes begin second eight weeks.
- November 22—Thanksgiving vacation begins: 11:50 A.M.
- November 27—Thanksgiving vacation ends and class work begins: 8:00 A.M.
- December 15—Christmas vacation begins: 11:50 A.M.

#### DECEMBER

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- January 3—Christmas vacation ends and classes begin: 8:00 A.M.
- January 18—Classes end first semester: 12:00 Noon.
- January 18, 1:30 P.M.—January 26, 12:00 Noon—Examination period.
- January 26—First semester ends: Noon.
- January 29—Second semester begins: 8:00 A.M.
- January 31—Second semester convocation.
CALENDAR

March 14—Founders Day.
March 23—Classes end third eight weeks.
March 24—Classes begin fourth eight weeks.
March 26—Mid-Semester grades for freshmen.

April 19—Easter vacation begins: 11:50 A.M.
April 25—Easter vacation ends: 8:00 A.M.

May 5—May Day and Homecoming.
May 9—Honors Day.
May 17—Classes end second semester: 12:00 Noon.
May 17, 1:30 P.M.—May 25, 12:00 Noon—Examination period.
May 27—Baccalaureate Service: 11:00 A.M.
May 27—Commencement: 2:15 P.M.
June 11—Intersession begins.
June 18—Summer Session begins.

July 2—Six-Week Session begins.
July 10-11—Institute on Public Education.

August 10—Summer Session ends.

September 17—First semester, 1962-63 Session, begins.
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*The actual dates and events may vary, please refer to the official university calendar for accurate information.*
PART ONE

The Administration and the Faculty

The strength of a college is measured by the men and women who give their talents and knowledge to its service, the scholarship and guidance of the teachers, the vision and planning of the administrative officers, the development of sound policies by the governing board, the painstaking work of the employees who manage the dormitories, prepare the food, take care of the campus, work in the offices, and perform all the other duties necessary for comfortable and efficient college life.

This part of the catalog includes ☆

☆ THE STATE BOARD OF EDUCATION
☆ THE OFFICERS OF ADMINISTRATION
☆ THE OTHER ADMINISTRATION PERSONNEL
☆ THE FACULTY OF THE COLLEGE
☆ THE STANDING COMMITTEES OF FACULTY

(7)
State Board of Education

The State Board of Education of the Commonwealth of Virginia is the governing board of Madison College.

LEONARD G. MUSE, President
ROANOKE

COLGATE W. DARDEH, JR.
NORFOLK

MRS. LOUISE FALLIGANT GALLEHER
MANASSAS

MRS. GLADYS V. V. MORTON
CHARLOTTE COURT HOUSE

MOSBY G. PERROW, JR.
LYNCHBURG

LEWIS F. POWELL, JR.
RICHMOND

WILLIAM J. STORY
SOUTH NORFOLK

WOODROW W. WILKERSON
State Superintendent of Public Instruction
and Secretary of the Board
RICHMOND

Committee for Madison College: Mrs. Galleher, Chairman, Mr. Muse, and Mr. Fred O. Wygal, Director, Division of Teacher Education, ex officio.
OFFICERS OF ADMINISTRATION

G. Tyler Miller, B.S., LL.D.  
President

Percy H. Warren, Ed.D.  
Dean

E. L. Tolbert, Ed.D.  
Dean of Students

Howard K. Gibbons, LL.B.  
Business Manager

Richard C. Haydon, M.S.  
Director of Field Services and Placement

Dorothy S. Garber, B.S.  
Dean of Women

Pauline C. Long, B.S.  
Registrar

Phyllis Meek, M.A.  
Assistant Dean of Women

William J. DeLong, M.A.  
Director of Admissions and Student Aid

Kyle Stirling, A.B.  
Public Information Officer

Clarence R. Hamrick, Ph.D.  
Secretary of the Faculty

ADMINISTRATIVE COUNCIL—1960-61

President, Chm., Dean of the College, Dean of Students, Business Manager

LIBRARY SERVICE

Joe W. Kraus, Ph.D.  
Librarian

Ferne R. Hoover, M.A.  
Assistant Librarian

Leta C. Showalter, B.S. in L.S.  
Assistant Librarian

Elizabeth E. Downey, B.S. in L.S.  
Assistant Librarian

Mary Kathryn King, M.S. in L.S.  
Assistant Librarian

HEALTH SERVICE

Walter F. Green, III, M.D.  
College Physician

Lucille Monger, R.N.  
College Nurse

Genobia Ruckman, R.N.  
College Nurse

Vallie B. Crist, R.N.  
College Nurse

FOOD SERVICE

Sue J. Raine, A.M.  
Dietitian

Jean Copper, M.S.  
Assistant Dietitian

Gretchen Rubush  
Dietary Unit Supervisor

Ruth Roadcap  
Manager, Tearoom
# Office Assistants and Secretaries

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<tr>
<td>Frances R. Ware, B.A., M.A. in Ed.</td>
<td>Secretary to the President</td>
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<tr>
<td>Phillis R. Grattan</td>
<td>Assistant Secretary to the President</td>
</tr>
<tr>
<td>Helen S. Sharpes</td>
<td>Secretary to the Dean of the College</td>
</tr>
<tr>
<td>Beverley F. Dunn, B.A.</td>
<td>Assistant Secretary to the Dean</td>
</tr>
<tr>
<td>Reba Phalen</td>
<td>Secretary to the Division of Personnel Services</td>
</tr>
<tr>
<td>Edna C. Ritchie</td>
<td>Secretary to the Division of Personnel Services</td>
</tr>
<tr>
<td>Carolyn Cline</td>
<td>Secretary to the Business Manager</td>
</tr>
<tr>
<td>Jo Ann Fitzsimons</td>
<td>Assistant Secretary to the Business Manager</td>
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<tr>
<td>Junella M. Aylor</td>
<td>Treasurer</td>
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<tr>
<td>Lyman Seese, B.A.</td>
<td>Bookkeeping Machine Operator</td>
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<tr>
<td>Elaine Whitmer</td>
<td>Secretary, Education Department</td>
</tr>
<tr>
<td>Thelma Branch</td>
<td>Secretary to the Director of Admissions and Student Aid</td>
</tr>
<tr>
<td>Dorris H. McElyea</td>
<td>Assistant Secretary to the Director of Admissions and Student Aid</td>
</tr>
<tr>
<td>Helen Keezell</td>
<td>Secretary to the Registrar</td>
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<tr>
<td>Carolyn Fisher</td>
<td>Assistant Secretary to the Registrar</td>
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<tr>
<td>Jean Simmons</td>
<td>Secretary to the Office of Laboratory</td>
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<tr>
<td>Vickie G. Slaubaugh</td>
<td>Secretary to the Office of Laboratory</td>
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<tr>
<td>Joy M. Wittig</td>
<td>Secretary to the Director of Field Services and Placement</td>
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<tr>
<td>Margaret Bird</td>
<td>Secretary, Bureau of Teaching Materials</td>
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<tr>
<td>Adele Coakley</td>
<td>Secretary to the Librarian</td>
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<tr>
<td>Alda S. Trenary</td>
<td>Secretary, Library Science Department</td>
</tr>
<tr>
<td>Janet Long</td>
<td>Secretary, Dietitian’s Office</td>
</tr>
<tr>
<td>Peggy Shifflett</td>
<td>Secretary to the Director of the Division of Social Sciences and to the Department of Home Economics</td>
</tr>
<tr>
<td>Patricia Spitzer</td>
<td>Secretary to the Director of the Division of Humanities and to the Public Information Officer</td>
</tr>
<tr>
<td>Barbara Ayers</td>
<td>Secretary to the Director of the Division of Natural Sciences and to the Department of Physical and Health Education</td>
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<tr>
<td>Bonnie Miller</td>
<td>Secretary, Music Department</td>
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<tr>
<td>Ruth M. Wilkins</td>
<td>Secretary to the Coordinator of the Campus School</td>
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<tr>
<td>Ruby L. Tsao, B.A., M.A.</td>
<td>Library Clerk</td>
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<td>Doris Jean Rimel</td>
<td>Library Clerk</td>
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HOSTESSES OF RESIDENCE HALLS

Katherine Bird  Hostess
Bernice Copp   Hostess
Ruth S. Cox    Hostess
Agnes Derrick  Hostess
Agness Dingleidine  Hostess
Laura Ettinger  Hostess
Anna Louise Kieffer  Hostess
Sally Livick   Hostess
Anne Lincoln   Hostess
Kathryn McNeill Hostess
Edwina Malmborg  Hostess
Mary Helen Payne  Hostess
Carolyn Pendleton Hostess
Sue R. Raine    Hostess
Lenora Reilly   Hostess
Mary L. Stevens Hostess
Dorothy Wilkins Hostess
Esther D. Yancey Hostess

BUILDINGS, GROUNDS, AND LAUNDRY

Frank Roberts  Superintendent of Buildings and Grounds
Bessie M. Lenox  Director of Dormitories
Berdie Moyer  Laundry Foreman

STATIONERY STORE

Danise D. Way  Manager
The Faculty of the College

G. Tyler Miller, President. B.S., Virginia Military Institute; LL.D., Bridgewater College.

Percy H. Warren, Dean and Professor of Biology. B.S., College of William and Mary; M.A., Ed.D., Columbia University.

J. Edgar Anderson, Associate Professor of Music. Diploma in violin, Muskingum College; B.M., M.M., Cincinnati Conservatory.

Sara Elizabeth Anderson, Assistant Professor of Business Education. B.S., M.S., Woman's College of the University of North Carolina.

Henry Jesse Black, Jr., Assistant Professor of Music. B.M., M.M., Cincinnati Conservatory of Music.

Charles W. Blair, Assistant Professor of Education. B.A., Bridgewater College; M.A. in Ed., Madison College.

Etta Bowman, Instructor of Education. B.S., Madison College.

Emily L. Bruce, Instructor of Physical and Health Education. B.S. in Ed., Madison College.

Edith Bryan, Assistant Professor of Home Economics. B.S., M.S. in Ed., Madison College.

Lester S. Bucher, Professor of Music. B.S., State Teachers College, West Chester, Pennsylvania; M.S., University of Pennsylvania; Ed.D., Columbia University.

Gertrud Burau, Assistant Professor of Music. B.S., A.M., Columbia University.

Charles G. Caldwell, Professor of Education. A.B., Roanoke College; M.A., Ph.D., University of Chicago.

Mary Earle Carroll, Associate Professor of Home Economics. A.B., Eastern State Teachers College, Richmond, Kentucky; M.S., University of Kentucky.
Wilbert Chappell, Professor of Chemistry. B.S., Ottawa University; A.M., Ph.D., University of Kansas.

Mona Lyon Coffman, Assistant Professor of Business Education. A.B., Nebraska State Teachers College, Peru; M.A., George Peabody College for Teachers.

Raymond D. Cool, Professor of Chemistry. B.S., Bridgewater College; M.S., Ph.D., University of Virginia.

Ruth E. Cooper, Assistant Professor of Education. B.S., Radford College; M.A., George Peabody College for Teachers.

John C. Copp, Assistant Professor of Psychology. B.S. and M.S. in Ed., University of Virginia.

Jean E. Copper, Assistant Dietitian; Assistant Professor of Home Economics. B.S., Madison College; M.S., The Ohio State University.

Marilyn Crawford, Associate Professor of Physical and Health Education. B.S., Woman's College of the University of North Carolina; M.A., University of North Carolina; Ed.D., University of Texas.


William J. DeLong, Director of Admissions and Student Aid. B.S., Roanoke College; M.A., University of Virginia.

Mildred G. Dickerson, Assistant Professor of Education. B.S., Eastern Kentucky State College; M.S., University of Kentucky.

Z. S. Dickerson, Jr., Professor of Business Education. B.S., Eastern Kentucky State College; M.S., Ed.D., University of Kentucky.
John David Diller, Assistant Professor of Art. B.F.A., University of Texas; M.F.A., Cranbrook Academy of Art.

Raymond C. Dingledine, Professor of Social Science and History. B.A., M.A., Ph.D., University of Virginia.

Elizabeth Ellen Downey, Assistant Librarian. B.S., Madison College; B.S. in L.S., George Peabody College for Teachers.

1 Anne Hardesty Driver, Associate Professor of Home Economics. B.S. in Ed., Madison College; M.A., Columbia University.

James F. Ferry, Professor of Biology. A.B., West Virginia Wesleyan College; M.S., West Virginia University; Ph.D., The Ohio State University.

Elwood Fisher, Assistant Professor of Biology. B.S., Fairmont State College; M.S., Miami University.

Martha Fodaski, Assistant Professor of English. B.A., Wayne State University; M.A., Ph.D., University of Wisconsin.

Robert B. Fodaski, Assistant Professor of English. B.A., University of Connecticut; M.S. in English, University of Wisconsin.

Dorothy S. Garber, Dean of Women. B.S., Madison College.

Lois E. Geil, Instructor of Physical and Health Education. B.S., Madison College.


Glenn Gildersleeve, Professor of Music. A.B., Mus.D., Nebraska Wesleyan University; A.M., Columbia University.

Hazel W. Gildersleeve, Assistant Professor of Music. B.F.A., Nebraska Wesleyan University; Graduate Study with Edwin Hughes and Theo Van Yorx; graduate student, Columbia University, New York University, University of Pennsylvania.


Walter F. Green, III, College Physician. B.S., Virginia Polytechnic Institute; B.S., M.D., Medical College of Virginia.

James K. Grimm, Assistant Professor of Biology. B.S., Concord College; M.S., University of Tennessee.

Frances R. Grove, Assistant Professor of Art. B.S., Madison College; A.M., Columbia University.

Ruth E. Grun, Associate Professor of Social Science and History. A.B., Wellesley College; M.A., Ph.D., Bryn Mawr College.

Clarence R. Hamrick, Associate Professor of Education. B.S., Hampden-Sydney College; M.S., Ph.D., University of Virginia.

Wilbur T. Harnsberger, Assistant Professor of Geology. B.A., M.S., University of Virginia.

Elizabeth Jaquelin Harris, Assistant Professor of Music. Certificate, Peabody Conservatory; pupil of Ernest Hutcherson; student, Juilliard School of Music and University of New Mexico.

Richard C. Haydon, Director of Field Services and Placement. B.S., M.S., University of Virginia.

Grace E. Herr, Assistant Professor of Business Education. B.S., Mary Washington College; M.A., New York University.

Zula H. Herring, Assistant Professor of Library Science. B.A., Blue Mountain College; M.A., Appalachian State College.

Hortense Hester, Instructor of Physical and Health Education. A.B., Judson College; M.A., University of Alabama.

George R. Hicks, Associate Professor of Music. A.B., B.M., Albion College; A.M., Harvard University; virtuoso's diploma in organ under Marcel Dupré, Conservatoire Américain, Fontainebleau, France; “Mozarteum,” Salzburg, Austria.
Ferne R. Hoover, Assistant Professor of Library Science. A.B., Bridgewater College; M.A., George Peabody College for Teachers.

Janet Hopkins, Assistant Professor of Education and Field Supervisor of Student Teaching. B.S., Madison College; M.Ed., University of Virginia.

Mildred D. Hoyt, Professor of Education and Director of the Reading Center. A.B., Central State College, Edmond, Oklahoma; M.A., George Peabody College for Teachers; Ed.D., Stanford University.

Patricia M. Hugh, Instructor of Physical and Health Education. B.S., M.S., West Virginia University.

J. Emmert Ikenberry, Professor of Mathematics. A.B., Bridgewater College; M.A., Ph.D., Cornell University.

Mary A. Jackson, Associate Professor of Social Science and History. B.S., Madison College; M.S., Ph.D., University of Virginia.

Duvall Jones, Instructor of Biology. B.S., Western Maryland College; M.S., University of Maryland.

Milbrey L. Jones, Assistant Professor of Library Science. A.B., Georgia State College for Women; M.L.S., Emory University.

William F. Jones, Assistant Professor of Biology. B.A., Davis and Elkins College; M.S. in Ed., Madison College.

Mary Kathryn King, Assistant Librarian. B.A., Eastern Mennonite College; M.S. in L.S., Drexel Institute of Technology.

Joe W. Kraus, Librarian; Professor of Library Science. B.A., Culver-Stockton College; B.S. in L.S., M.A., Ph.D., University of Illinois.

Ralph V. Lahaie, Associate Professor of Speech. B.S., Central Michigan College of Education; M.A., University of Florida; Ph. D., University of Denver.
Faculty

MARY E. LATIMER, Professor of Speech. B.A., Hiram College; M.A., Ph.D., University of Wisconsin.

JOHN J. LEHRBERGER, JR., Assistant Professor of Mathematics. A.B., M.A., University of Louisville.

THOMAS W. LEIGH, Assistant Professor of English. B.A., Hampden-Sydney College; M.A., University of Michigan.

JAMES OLIVER LINK, Instructor of Speech. A.B., Catawba College; M.A., University of Virginia.

MARY JEANNETTE S. LOCKARD, Assistant Professor of Home Economics. B.S. in H.E., M.S., West Virginia University.

LOUIS GLENN LOCKE, Professor of English. A.B., Bridgewater College; M.A., George Washington University; A.M., Ph.D., Harvard University.

JOHN WARD LONG, JR., Assistant Professor of Physical and Health Education. A.B., Bridgewater College; M.A., Columbia University.

PAULINE C. LONG, Registrar. B.S., Madison College.

CLIFFORD T. MARSHALL, Associate Professor of Music. B.M., Eastman School of Music; M.M., Sherwood School of Music.

FERNANDO Q. MARTINEZ, Professor of Spanish. A.B., Oglethorpe University; M.A., Ph.D., University of Virginia.

PHYLLIS MEEK, Assistant Dean of Women and Assistant Professor of Guidance. A.B., Southeastern State College, Durant, Oklahoma; M.A., Ohio University.

LYDIA PURSER MECKS, Assistant Professor of Education. A.B., East Carolina Teachers College; A.M., Columbia University.

WILLIAM L. MENGEBIER, Professor of Biology. B.S., The Citadel; M.S., Oberlin College; Ph.D., University of Tennessee.

EDWIN DEWITT MILLER, Professor of Biology. A.B., Bridgewater College; M.A., Ph.D., University of Virginia.

RUTH E. MILLER, Assistant Professor of Library Science. B.S., Madison College; B.S. in L.S., George Peabody College for Teachers.
MARY MARTHA MONROE, *Instructor of Physical and Health Education*. B.S., Texas Woman's University.

HARRY KENT MOORE, *Assistant Professor of Physical Science*. B.S., Manchester College; Ed.M., Harvard University.

LEOTUS MORRISON, *Assistant Professor of Physical and Health Education*. B.S. in Ed., Georgia State College for Women; M.A., George Peabody College for Teachers.

MARY O. MURPHY, *Assistant Professor of Education and Field Supervisor of Student Teaching*. B.A., Newberry College; M.Ed., Ed.D., University of Georgia.

BENJAMIN W. PARTLOW, *Associate Professor of Chemistry*. B.S., Washington and Lee University; M.S., George Washington University.


RAYMOND J. POINDEXTER, *Professor of Education*. A.B., Randolph-Macon College; M.A., University of Virginia; Ph.D., The Ohio State University.

GEORGE W. POLITES, *Assistant Professor of Mathematics*. B.S., Western Michigan College; M.S., The Florida State University.

SUE J. RAIN, *Assistant Professor of Home Economics*. B.S., Madison College; A.M., Columbia University.

L. OWENS REA, *Associate Professor of Economics*. A.B., Ph.D., The Johns Hopkins University.

ANGELA S. REEKE, *Assistant Professor of Education*. B.S., Patterson State College; M.Ed., University of Virginia.

FRANCIS B. RHEIN, *Associate Professor of Biblical Literature and Philosophy*. B.S., University of Virginia; B.D., Virginia Theological Seminary.

DOROTHY ROWE, *Assistant Professor of Home Economics*. B.S., Madison College; M.S., The Ohio State University.
RUTH S. Rucker, Assistant Professor of Business Education. B.S., M.A., University of Missouri.

LONDON A. SANDERS, Professor of Business Education. B.S., M.S., University of Tennessee; M.Ed., University of Pittsburgh.

ANTHONY SAS, Associate Professor of Geography. B.A., University of Amsterdam, The Netherlands; M.A., University of Washington; Ph. D., Clark University.

BESSIE R. SAWHILL, Associate Professor of English; A.B., Olivet College; A.M., University of Wisconsin; Ph.D., The Johns Hopkins University.

FRED SCHAB, Professor of Education. B.S., Temple University; M.A., University of Pennsylvania; Ed.D., George Peabody College for Teachers.

MARGARET JEAN SCHMIDT, Assistant Professor of Mathematics. B.S., The Ohio State University; M.S., Florida State University.

EDYTHE SCHNEIDER, Associate Professor of Music. B.M., Chicago Conservatory; pupil of Frank LaForge and Coenraad Bos, New York; student, Juilliard School of Music.

leta C. SHOWALTER, Assistant Librarian. A.B., Bridgewater College; B.S. in L.S., Columbia University.

FRANK M. SIDORFSKY, Assistant Professor of Music. B.M.Ed. Kansas State Teachers College; M.M., Eastman School of Music.

KATHARINE SIEG, Assistant Professor of English. B.A., Lenoir-Rhyne College; M.A., University of Virginia.

MARTHA D. SIEG, Assistant Professor of Home Economics. B.A., Wittenberg College; M.S., University of Tennessee.

CAROLINE SINCLAIR, Professor of Physical and Health Education. B.S., College of William and Mary; Ph.D., New York University.

SUZANNE I. SLAUGHTER, Assistant Professor of Physical and Health Education. B.S., Central Michigan University; M.S., Indiana University.
Faculty

EARLENE A. SMITH, Assistant Professor of Business Education. B.S., Madison College; M.A., George Peabody College for Teachers.

ELMER L. SMITH, Professor of Sociology. B.S., Florida Southern College; M.A., Western Reserve University; D.S.Sc., Syracuse University.

GLENN C. SMITH, Professor of Social Science and History. B.S., State Teachers College, East Stroudsburg, Pennsylvania; M.S., Temple University; Ph.D., University of Virginia.

JOHN G. STEWART, Assistant Professor of Foreign Languages and Education. B.A., College of the Pacific; M.A., University of Virginia.

KYLE STIRLING, Instructor of Journalism; Public Information Officer. A.B., High Point College.

1 MARY P. STROUGH, Assistant Professor of Health Education. B.S., Richmond Professional Institute, College of William and Mary; R.N., Stuart Circle School of Nursing.

HENRY LEE SUBLETT, Jr., Associate Professor of Education. A.B., Duke University; M.Ed., Ed.D., University of Virginia.

HELEN FAGSTAD SWINK, Instructor of English. B.S., West Virginia University; M.A. in Ed., Madison College.

MARJORIE B. TATE, Associate Professor of Physical and Health Education. B.S., University of Minnesota; M.A., Columbia University; Ph.D., State University of Iowa.


E. L. TOLBERT, Professor of Guidance; Dean of Students. B.S., University of Virginia; M.A., The Ohio State University; Ed.D., Columbia University.

Rosalind L. Trent, Assistant Professor of Education. A.B., Woman's College of the University of North Carolina; M.A., Duke University.

1 PATSY F. VAUGHAN, Instructor of Physical and Health Education. B.S. in Ed., Madison College.
Faculty

GLADA B. WALKER, Associate Professor of Art. A.B., Louisiana Polytechnic Institute; A.M., Columbia University.

WILLIAM O. WALSH, Assistant Professor of Business Education. B.S., Southwest Missouri State College; M.S., Kansas State Teachers College.

EVELYN WATKINS, Assistant Professor of Education. A.B., Mississippi State College for Women; A.M., Columbia University.

LOWELL M. WATKINS, Assistant Professor of Music. B.S., State Teachers College, West Chester, Pennsylvania; M.A., Columbia University.

JOHN C. WELLS, Professor of Physics. A.B., Colgate University; A.M., Ed.D., Columbia University.

FERRABA W. WHITESELL, Instructor of Education. B.S., Madison College.

ELSIE H. WIGLEY, Assistant Professor of Education. B.S., Ithaca College; A.M., Columbia University.

RUTH JONES WILKINS, Associate Professor of English. A.B., Ed.M., College of William and Mary; M.A., University of Richmond.

1 John A. Willett, III, Associate Professor of Business Education. B.A., University of Virginia.

2 KENNETH WILLIAMS, Assistant Professor of Mathematics. A.B., M.A., University of Kentucky.

COLUMBIA WINN, Associate Professor of Education. A.B., University of Colorado; M.A., University of Chicago.

MARGARETE WOELFEL, Professor of French and German. B.A., M.A., Ph.D., University of Leipzig, Germany.

JOHN E. WOOD, Assistant Professor of Social Science and History. B.A., University of Virginia; M.A., Tulane University.

1 On part-time basis.
2 On leave of absence, 1960-61.
LABORATORY SCHOOL EXPERIENCES STAFF

Mr. Raymond J. Poindexter

Coordinator of Student Teaching

Harrisonburg—Mr. M. H. Bell, Superintendent
Rockingham County—Mr. Wilbur S. Pence, Superintendent

Field Supervisors

For Elementary Education
Miss Janet Hopkins, Assistant Professor

For Secondary Academic
Mrs. Mary O. Murphy, Assistant Professor

For Business Education
Miss Sara Anderson, Assistant Professor

For Home Economics Education
Miss Martha Sieg, Assistant Professor

For Music
Mr. Glenn Gildersleeve, Professor

For Physical and Health Education
Miss Marjorie Tate, Assistant Professor

ANTHONY-SEEGER CAMPUS SCHOOL

Mr. Henry Lee Sublett, Jr., Coordinator

2 Through contractual agreements with the School Boards of the City of Harrisonburg and the County of Rockingham, arrangements have been made for student teaching which are mutually beneficial to the College and these public school systems. The personnel employed for this work are given faculty status by the College, with full participation in faculty meetings and other faculty activities.

The Superintendents of Schools of the City of Harrisonburg and of Rockingham County are local coordinators of student teaching in their respective school systems.

In addition to the supervisory personnel employed in the local school divisions, the College selects cooperating teachers in several school divisions in the northern part of the State to whom student teachers are assigned for off-campus student teaching.

All laboratory school experiences, including student teaching, are under the direction of the Director of Laboratory School Experiences.
Faculty

Mr. Charles W. Blair, Assistant Professor, Supervisor of Sixth Grade.

Miss Ruth Cooper, Assistant Professor, Supervisor of Second Grade.

Mrs. Mildred Dickerson, Assistant Professor, Supervisor of Nursery School.

Mrs. Lydia Purser Meeks, Assistant Professor, Supervisor of Fifth Grade.

Mrs. Angelia S. Reeke, Assistant Professor, Supervisor of Third Grade.

Miss Evelyn Watkins, Assistant Professor, Supervisor of First Grade.

Mrs. Ferraba W. Whitesell, Instructor, Supervisor of Fourth Grade.

Miss Elsie Wigley, Assistant Professor, Supervisor of Kindergarten.

HARRISONBURG HIGH SCHOOL

Miss Rosalind L. Trent, Assistant Professor, Supervisor of Junior High School.

Miss Grace E. Herr, Assistant Professor, Supervisor of Business Education.

Miss Ruth E. Miller, Assistant Professor, Supervisor of Library Science.

Miss Katherine Sieg, Assistant Professor, Supervisor of High School.

PLEASANT HILL SCHOOL

Miss Etta Bowman, Instructor, Supervisor of First Grade.
Standing Faculty and Student-Faculty Committees, 1960-61

ADMINISTRATIVE COUNCIL

Membership: The President, chm., the Dean of the College, the Business Manager, the Dean of Students.

Function: To work and advise with the President in determining important administrative policies and to assist him in finding solutions for administrative problems.

GRADUATE COUNCIL

Membership: The Dean of the College, chairman and executive officer, the directors of the four divisions, Mr. Bucher, Mr. Mengebier, Mr. Poindexter.

Function: To administer the program of graduate education with responsibility for all legislation and formulation of policies affecting graduate curricula and work leading to graduate degrees; the Council shall have full power to make all necessary rules and regulations to carry out this program and to approve candidates for the degree, subject to conformity with the policies of the State Board of Education.

FACULTY COUNCIL

Membership: The President, chm., the Dean of the College, the directors of the four divisions, Mrs. Coffman, Mr. Curtis, Mr. Dickerson, Miss Sinclair, Mr. Stewart.

Function: To advise with the President and the Dean in regard to the over-all or general policies and problems relating to instruction and instructional personnel; and also to assist in the selection of membership of the standing committees and of special curricular and study committees.
Committees

COMMITTEE ON CURRICULUM AND INSTRUCTION

Membership: The Dean of the College, chm., the Registrar, secy., the Director of Field Services and Placement, the Director of Laboratory School Experiences, the Dean of Students, the directors of the four divisions, the heads of the departments, Mr. Sublett.

Function: For the undergraduate program to review and approve new and revised courses, course outlines, curriculum requirements, and instructional policies for recommendation to the faculty; and also to advise and work closely with the Director of Field Services and Placement in the development of the program of in-service teacher education.

CURRICULUM ADVISERS COMMITTEE

Membership: Mr. Tolbert, Group Chairman.

(I) Miss Winn, chm., Mr. Curtis, Mr. Diller, Mr. Graves, Miss Grove, Mrs. Jackson, Miss Jones, Mr. Lahaie, Mrs. Murphy, Mrs. Swink, Mr. Wells.

(II) Mr. Stewart, chm., Mr. Fisher, Mrs. Fodaski, Miss Grun, Mr. Leigh, Mr. Locke, Mr. Rea, Mr. G. Smith, Mrs. Wilkins.

(III) Mr. Dingledine, chm., Mr. Caldwell, Mr. Copp, Mr. W. Jones, Mr. Kraus, Mr. Link, Mr. Moore, Miss Pittsenbarger, Mr. Polites, Miss Sinclair, Mr. E. Smith, Miss Theodore.

(IV, IX, X) Mrs. Driver, chm., Mrs. Bryan, Mrs. Carroll, Mrs. Lockard, Miss M. Sieg.

(V, XI) Mr. Dickerson, chm., Miss Anderson, Mrs. Coffman, Miss Rucker, Mr. Sanders, Mrs. Smith, Mr. Walsh.

(VI, XII) Mr. Bucher, chm., Mr. Anderson, Miss Burau.

(VII) Miss Woelfel, chm., Mr. Sas, Mr. Wood.

(VIII) Mr. Ikenberry, chm., Mr. Chappell, Mr. Ferry, Mr. Harnsberger, Mr. Lehrberger, Mr. Mengebier.

(Students with Special Problems) Mr. Tolbert.

Function: To assist in registration of students and to serve as advisers to students registered in the various curricula.
GENERAL EDUCATION COMMITTEE

Membership: Mr. Locke, chm., Miss Burau, Mr. Caldwell, Mr. Dingledine, Mr. Kraus, Miss Meek, Mr. Mengebier, Mr. Sas, Mr. Wells, Mr. Wood.

Function: To direct, guide, and recommend adjustments in the program of general education.

PROGRAM COMMITTEE FOR FACULTY MEETINGS

Membership: The President, chm., the Dean of the College, Mr. Bucher, Miss Grun, Miss Latimer, Mr. Mengebier, Miss Winn.

Function: To advise with and assist the President and Dean in planning and arranging programs for faculty meetings.

COMMITTEE ON SCHEDULE

Membership: Secretary to the Faculty, the Registrar.

Function: To prepare the schedule of classes and approve appropriate revisions and classroom assignments.

LIBRARY COMMITTEE

Membership: The Librarian, chm., Mr. Cool, Mr. Curtis, Mrs. Dickerson, Mr. Ferry, Mrs. Fodaski, Miss Grun, Mrs. Herring, Miss Hoover, Miss Hoyt, Mr. Locke, Mrs. Schmidt, Miss Wigley.

Function: To advise and work with the Librarian in the development and use of library services. This committee shall meet at least once each semester.
COMMITTEE ON ATTENDANCE

Membership: The Dean of Women, chm., the Registrar, secy., the Dean of the College, the Dean of Students, Miss Grove, Miss Hoover, Mr. Lehrberger, Mr. Leigh.

Function: Upon request, to advise and assist the Dean of Women, the Registrar, and the Dean of the College in determining policies governing the attendance of students.

COMMITTEE ON INSTITUTE AND VISITING LECTURERS

Membership: Mr. Caldwell, chm., the Dean of Women, Mr. Haydon, Mr. Kraus, Miss Raine, Mr. Sanders, Mr. Schab, Mr. Stirling, Miss Watkins, Mr. Wells, Mrs. Wilkins, the Dean of the College (ex officio) and a representative from the Music Department.

Function: To plan and arrange for visiting lecturers and for the Institute on Public Education.

CATALOG COMMITTEE

Membership: The Dean of the College, chm., the Public Information Officer, secy., the Registrar, Mrs. Smith, Mrs. Swink.

Function: To plan and prepare the catalogs for the Winter Session and for the Summer Session.

COMMITTEE ON PUBLIC EXERCISES AND ENTERTAINMENTS

Membership: Mr. Anderson, chm., the Registrar, the Business Manager, Mr. Black, Mr. Diller, Miss Latimer, Mr. Link, Mr. Marshall, one student from each class, a representative from the men students’ organization.

Function: To plan the public exercises and entertainments for the College, including commencements.
FOREIGN STUDENT COMMITTEE

Membership: Mr. Rea, chm., Mr. Copp, Miss Curtis, Mr. Fisher, Mrs. Fodaski, Miss Harris, Mrs. Hugh, Miss King, Mr. Stewart, Mr. Watkins, Miss Winn, Miss Woelfel.

Function: To assume responsibility for the foreign student program.

COMMITTEE ON ADMISSIONS AND STUDENT AID

Membership: The Dean of the College, chm., The Director of Admissions and Student Aid, secy., the Dean of Students, the Registrar, the President (ex officio), Mr. Locke, Mr. E. Smith.

Function: To approve policies governing the admission of students and to review and act on borderline cases which may be referred by the Director of Admissions and Student Aid; to review and approve the applications of students recommended by the Director of Admissions and Student Aid for the State Student Loan Fund Scholarships, Unfunded Scholarships, and other special scholarships.

STUDENT ORGANIZATIONS AND ACTIVITIES COMMITTEE

Membership: The student holding office of Recorder of Points, chm., four students appointed by the Student Council, the Dean of Women, Miss Hester, Mrs. Murphy, Mr. Sidorfsky.

Function: To determine the point value to be fixed for each office in each student organization and the total number of points permissible for any student to carry, to review the work of student organizations in order to plan for better coordination and less duplication, and to promote a well-balanced program of student activities.

STUDENT-FACULTY RELATIONS COMMITTEE

Membership: Mr. Dingledine, chm., the Dean of Women, the Assistant Dean of Women, the Dean of Students, the Director of
Committees

Laboratory School Experiences, Miss Hoover, Miss Jones, Mrs. Lockard, Mr. Moore, Mr. Partlow, Miss Slaughter, three student representatives from each class, the President of the Student Government Association (ex officio).

Function: To consider the responsibilities and privileges of students and to present their findings and recommendations to the President of the College.

ADVISORY COMMITTEE ON FIELD SERVICES

Membership: Mr. Poindexter, chm., Mr. Haydon, secy., Mr. Bucher, Mr. Caldwell, Miss Cooper, Mr. Curtis, Miss Jones, Mr. W. Jones, Mr. Kraus, Mrs. Meeks, Mr. Polites, Miss Rucker, Miss Sieg, Miss Sinclair, Mr. G. Smith.

Function: To advise and assist the Director of Field Services with matters brought to the Committee by him.

RADIO-TELEVISION COMMITTEE

Membership: Mr. Lahaie, chm., Mr. Bucher, Miss Hoyt, Mr. Kraus, Mr. Marshall, Mr. Mengebier, Mr. Stirling, Miss Theodore, Mr. Wells.

Function: To consider plans and establish policies and procedures for television and radio programs with the local WSVA-TV and WSVA Radio Stations and give consideration to future plans for closed circuit television instruction on the College campus.

STUDENT GOVERNMENT ADVISORY COMMITTEE

Membership: The President of the Student Government Association, chm., the five other officers of the Student Government Association, the Dean of Women, the Assistant Dean of Women, the Dean of Students, Mr. Caldwell, Miss Theodore.

Function: To advise and assist the Student Government Association concerning problems of student government. This Committee, which includes the six officers of the Association, shall constitute the Executive Council of the Student Government Association.
ADVISORY COMMITTEE TO INTER-FAITH COUNCIL
Membership: Mrs. Wilkins, chm., Mr. ChapPELL, Mr. Hicks.
Function: To advise with and assist the Students’ Inter-Faith Council in planning and conducting its program of activities.

ADVISORY COMMITTEE ON STUDENT PUBLICATIONS
Membership: The Public Information Officer, chm., The Business Manager, Mrs. Coffman, Mr. Diller, Mrs. Fodaski, Mr. G. Smith, Mrs. Swink, Miss Walker.
Function: To advise and work with the editors and staffs of the various student publications.

JUDICIARY COMMITTEE
Membership: The President, chm., (without vote), the Administrative Council, the Dean of Women, the Assistant Dean of Women, the Secretary of the Faculty, a faculty adviser for Student Government (Mr. Caldwell), a faculty adviser for the Honor Council (Mr. Dingledine).
Function: To review reports for suspensions of students and appeals from actions of the Student Government Council and the Honor Council and submit recommendations to the President.

HEALTH COUNCIL
Membership: Miss Crawford, chm., Mrs. Dingledine, Mr. Gordon, Mr. Harnsberger, Mr. W. Jones, Mr. Long, Mr. E. D. Miller, Miss Raine, Miss Sinclair, Mrs. Strough, Mr. Tolbert, the College Physician.
Function: To plan and recommend programs and policies concerned with the health problems of students, faculty, and other employed personnel.

COMMITTEE ON ASSEMBLY PROGRAMS
Membership: Miss Latimer, chm., Miss Anderson, Mr. Bucher, Miss Schneider, Miss Theodore, vice-presidents of the
Committees

four classes, the President of the College (ex officio).

Function: To plan and make arrangements for the assembly programs.

ALUMNI RELATIONS COMMITTEE

Membership: Mrs. Garber, chrn., Mr. Blair, Miss Copper, Mr. DeLong, Miss Downey, Mrs. Geil, Mr. Graves, Miss Harris, Mr. Haydon, Miss Hopkins, Mrs. Jackson, Miss Pitsenbarger, Miss M. Sieg, Mrs. Swink, Miss Tate, Mrs. Whitesell, Mrs. Wilkins, the Secretary of the Alumni Association.

Function: To promote closer relations with the alumni and to render assistance in increasing the number of active alumni chapters.

ADVISORY COMMITTEE ON PUBLIC RELATIONS

Membership: The Public Information Officer, chm., Mr. Anderson, Mr. Bucher, Mrs. Coffman, Mr. Curtis, Mr. Diller, Miss Harris, Mr. Haydon, Mr. D. Jones, Mr. Kraus, Mrs. Reeke, Mrs. Sawhill, Miss Showalter, Mr. Walsh.

Function: To advise and work with the Director on policies of public relations for the total program of the College.

PERSONNEL ADVISORY COMMITTEE

Membership: Mr. Tolbert, chm., Mrs. Carroll, Mr. W. Jones, Mr. Schab, Mr. Stewart.

Function: To serve in an advisory capacity on matters relating to personnel work and the relationship of personnel work to other Divisions of the College.

STUDENTS' ADVISORY COMMITTEE TO THE PRESIDENT

Membership: The President and the Secretary of Student Government, the President of the Honor Council, the President
Committees

and the Secretary of each class, the President and the Vice-President of the Men Students’ Organization, the Editor of “The Breeze.” The President of the College shall call and preside over meetings and the Dean of the College shall serve as Secretary.

Function: To meet periodically with the President for the purpose of considering matters that affect the welfare of students and to enable the President, by discussions with student leaders, to acquire more intimate knowledge about student life on the campus.

ARTS FESTIVAL COMMITTEE

Membership: Mr. Locke, chm., Mr. Bucher, Miss Theodore, Mrs. Wilkins, Mr. Leigh, Miss Burau, Mr. Diller.

Function: To plan and arrange an appropriate program for the annual Arts Festival.
PART TWO

The Meaning of Madison College

To describe some of the qualities and attitudes which are gathered together in the meaning of Madison College, the following pages will present ☆

☆ THE ORGANIZATION OF MADISON COLLEGE

☆ THE CREED OF MADISON COLLEGE

☆ CHOOSING AND PREPARING FOR A CAREER

☆ STUDENT COUNSELING

☆ FRESHMAN ORIENTATION WEEK

☆ THE COURSE OFFERINGS OF THE COLLEGE

☆ AIDS TO STUDENT DEVELOPMENT

☆ THE COLLEGE YEAR

☆ THE PLACEMENT OF GRADUATES

☆ THE ALUMNI ASSOCIATION
The Organization of Madison College

Madison College is a State-aided, multi-purpose, senior college operated under the supervision, management, and government of the State Board of Education. It is dedicated to the preparation of youth for the responsibilities of life and leadership in the State and Nation. To this end, its administration and faculty recognize the necessity of giving its students not only general and cultural, but also professional and technical preparation suitable to the needs and plans of all members of the student body.

The major function of the College is preparation of teachers for the public schools. The College has a large number of qualified teachers, supervisors, and school administrators among its graduates, throughout Virginia, and in smaller numbers in many other states and foreign countries.

Madison College also provides courses in the liberal arts, the fine arts, the natural and social sciences, and in the specialized fields of education: business administration, secretarial work, school librarianship, home economics, institution management (dietetics) and other fields of home economics. Pre-professional courses are available in the fields of nursing, law, medicine, medical technology, and personnel work.

In 1954 the College was authorized by the State Board of Education to grant the degrees of Master of Arts and Master of Science in Education. On October 31, 1960, the State Board of Education authorized the College to offer the Master of Science degree.

The general responsibility for the administration of the College has been assigned to the President who is appointed by the State Board of Education. A special committee of the Board serves with the President in an advisory and coordinating capacity to assist him with administrative problems and in formulating major policies. The committee also reviews all of the formal reports and most of the special reports of the President to the Board, and submits its recommendations concerning proposals contained therein.
To assist the President in the administration of the College, the Board has established the offices of Dean of the College, Dean of Students, Business Manager, and Director of Field Services and Placement as major administrative positions. Appointments to these positions, other administrative offices, and to the faculty and staff of the College are made by the Board upon the recommendation of the President.

Within the framework of legal enactments and regulations and policies established by the State Board of Education, the instructional program of the College is determined by the faculty, with the President of the College, as faculty chairman, and a secretary elected from its own body.

The faculty of the College is grouped in four divisions: Teacher Education, Humanities, Natural Sciences, and Social Sciences. The various departments of the College are included in the divisions which represent their contribution. The directors of the divisions, the department heads, and the individual faculty members are directly responsible to the Dean of the College in all matters pertaining to instruction.

The divisional organization is as follows:

1. The Division of Teacher Education, which includes the Department of Education and Psychology, the supervisors responsible for laboratory experiences for teachers, and a representative from each department that offers a major or minor or an area of concentration for students in the teaching curricula.

2. The Division of the Humanities, which includes the Departments of Art, English Language, Literature, and Speech, Foreign Languages, Music, and General Philosophy.

3. The Division of the Natural Sciences, which includes the Departments of Biology, Chemistry, Geology, Mathematics, Physics, and Physical and Health Education.

4. The Division of the Social Sciences, which includes the Departments of Business and Business Education, History and Social Science, Library Science, and Home Economics.
The Creed of Madison College

☆ We believe that the best equipment for meeting the many and varied responsibilities of adult life is a strong character and a willingness to sacrifice oneself for worthy and useful purposes.

Consequently, in all our college work we try to develop the personalities of our students, while at the same time we try to help the individual fit into his group, for the welfare of both the individual and the group.

☆ We believe that the modern educated person should seek truth and right above all else.

We try to show our students how to gather all the relevant facts, weigh them carefully, select the important and true and just, and act on the basis of the findings.

☆ We believe that the College should welcome only those students who are willing to give their best intelligence and energy and time to the job of being educated.

We welcome cooperative and unselfish students whose interest in attainment goes beyond the mere accumulation of grades and credits.

☆ We believe that life and learning are most successful in a friendly and democratic atmosphere.

In the classrooms, in campus activities, in student government, in dormitory life, in the organization of the College itself, we strive to treat one another as friends and equals in a working democracy.

☆ We believe that the College should develop loyalty in its students to the College, to friends, to the profession for which they are preparing, to the State, the Nation, and mankind.

We are proud of our College, of its students, of the State which supports it and which it serves, and of our teaching profession; and we strive to create a similar pride and loyalty in the hearts of our students.

☆ We believe that students learn by example as well as by precept.
Because we know that knowledge comes from life as well as from books, we try to practice good citizenship, scholarship, and professional competence.

☆ We believe that, inasmuch as the preparation of teachers is Madison’s main purpose, we should help our students develop the character and competence which the State wants its best teachers to have.

We constantly point out the purposes and goals of public education in Virginia and we measure our efforts by the practical standard of service to the people of Virginia.

☆ We believe in the immeasurable worth and importance of the child.

In all our academic and social activities we try to remember that children are the most valuable human resources, and we make every effort to prepare our graduates who are planning to teach to enrich the lives of children.

☆ We believe that professional standards should be observed by all our graduates.

We stress the inviolability of contracts, the importance of a firm stand against wrong practices, the elimination of petty jealousies and prejudices, and the need for thoughtful speech and behavior in daily life.

☆ We believe that sound scholarship and an understanding of mankind are as essential to success in teaching as professional skills and professional methods.

We help our students acquire a thorough foundation in general education as well as practical skills in professional education.

☆ We believe that our students should be educated for a complete, happy, and useful life; that they should learn to understand the past, evaluate the present, and prepare for the future; that they should be wise as well as learned; that they should contribute to the enrichment of the lives of others; and that they should be able to support themselves and those dependent on them.

To this end the energies and talents of Madison College are devoted.
Choosing and Preparing for a Career

Young men and women of America want to find careers which will give them opportunities for leadership. The best preparation for leadership is to be found in our colleges and universities. Therefore, young people must answer the question:

Have I the health, the physical characteristics, the aptitudes, the abilities, and the strength of purpose necessary for success in a career which requires a college education?

The answer to this question will be found in a thorough self-analysis of the individual’s personal qualities, including those listed in the question. His next step, then, is to match his own characteristics with those essential for success in a career. It is important that he make certain he has the ability to do college work; otherwise he may waste time and money.

Many high school graduates have decided upon their careers before they go to college. Others find it hard to make a decision and need one or two exploratory years in college. The next logical step is to select a college which can give the right kind of education for the chosen career, or which will help the undecided student examine his potentialities during his early college years. There are a number of other factors which ought to be taken into consideration: admission requirements, academic rating in comparison with other colleges, adequacy of buildings and equipment, location with respect to a healthful climate, dormitory living conditions, opportunities for student self-government, health and medical services, counseling services, and placement services.

The young man or woman who uses judgment in the selection of his college can look forward to rich and satisfying experiences. College will provide opportunities for acquiring and understanding of life, establishing desirable goals in life, and developing skill in the art of successful living. Through books the student will become acquainted with the contributions which have been made to our civilization by the great thinkers, the artists, the scientists, and the common man. He will learn to appreciate the human effort to reduce suffering, poverty, and insecurity. He will learn
to seek new truths and to develop the techniques of verifying, organizing, and using them. These accomplishments, coupled with an understanding of the structure and operation of American government, will help make him a useful citizen in a democracy. Moreover, the personal associations he will have with faculty members and with other students from varied environments will strengthen and increase his own resources.

Student Counseling

For freshmen, college life is a new experience requiring many adjustments to a new and unfamiliar environment. Because individuals differ in their ability to adjust to new situations, some students need more help than others. When help is needed, Madison College provides it.

Actually, student counseling begins before the student reaches the campus. College field representatives visit many Virginia high schools to give firsthand information to interested students about the curricula, courses, student activities, dormitory living, tuition and other costs, scholarship and loan assistance, and other information needed for the intelligent choice of a college.

After a student's application for admission has been approved by the Committee on Admissions and Student Aid, the administrative officers, the faculty, and certain upper-class students assume responsibilities for helping the new student plan his college experience. Each incoming student receives a copy of the College Catalog, the Student Handbook, and a pictorial booklet.

To assist the new student with his program of studies and problems of registration, an experienced member of the faculty will serve as his adviser for a period of two years. If the new student supplies information about himself prior to enrollment, the adviser can make preparation for an individual conference during registration week. During the first semester, the adviser will keep in close touch with the student's progress in college and hold frequent conferences to discuss further plans. After the first semester, the conferences will be on a voluntary basis if the student has demonstrated his ability for self-direction. This
arrangement will continue during the second college year or until the student has definitely selected his major field of concentration. The head of the department in which the student is majoring will then assume the responsibility for counseling.

If a student has not decided upon a vocation when he enters college, the Dean of Students and his staff will help him explore the possibilities in terms of his own interests, aptitudes, and abilities. The Dean of Students assembles information about individuals, supplements this information by data from tests and helps the student clarify his thinking about his problems. As a result the student is usually able to decide upon a curriculum which will give him the education he needs. Interviews are held from time to time until it is evident that the student has become self-directive.

The counseling service is also available to students on a voluntary basis. Often a student may be in doubt about the plan he has made for his career. The Dean of Students is glad to review the student's plans and to furnish information about vocations and employment trends. Aptitude, interest, achievement, and personality tests may be given free of charge when needed.

The President, the Dean of the College, the Dean of Students, the Dean of Women, the Assistant Dean of Women, and the Registrar keep in close touch with the progress and welfare of each student. Student problems are given careful consideration in individual conferences with these officers.

Faculty members have regular office hours for student conferences and additional conferences may be arranged by appointment.

Senior student counselors assist freshman women to adjust to college environment. Since the counselors have had three years of college experience, they are well acquainted with student problems and can help freshmen with their personal problems.
Orientation of Freshman

Freshman Orientation Week

All freshman students and transfer students are required to report to the auditorium in Wilson Hall at 8:00 o'clock on the Monday morning before registration for instructions regarding the orientation activities. By registering freshmen and transfer students before upper-class students, the faculty can give divided attention to the problems of new students.

Some of the activities planned for Orientation Week follow:

1. General achievement testing to supply advisers with information about students, so that they can give greater assistance in individual conferences with students

2. Tests for students who wish to be exempt from General Education courses

3. Business placement testing for students who have taken shorthand and typing in high school and who plan to register in business curricula

4. Physical education testing to ascertain status of posture, motor ability, and physical fitness. Individual conferences are held with the physician at this time

5. Individual counseling by advisers

6. Interviews with the Dean of Students for students who have not definitely decided upon their curricula

7. Informal instruction concerning Student Government and the Honor System

8. Indoctrination into the traditions of Madison College

9. Reception at “Hillcrest,” the President’s home

10. Entertainment by student activities groups.

The Course Offerings of the College

EDUCATION FOR TEACHING

Elementary Teaching: a course of study leading to the B.S. in Education degree and the Collegiate Professional Certificate. This program covers the entire field of elementary education and will prepare the student to teach in grades 1-7.
Secondary Teaching: courses of study leading to the B.S. and A.B. in Education degrees and the Collegiate Professional Certificate. Students following either of these courses take work in a major and a minor field of concentration, in addition to their general and professional education.

Business Education Teaching: a course of study leading to the B.S. in Education degree and the Collegiate Professional Certificate which prepares students to teach any business subject offered in high schools.

Home Economics Teaching: a course of study leading to the B.S. in Education degree and the Collegiate Professional Certificate, which prepares students to teach home economics in the public schools.

Music Teaching: a course of study leading to the Bachelor of Music Education degree and the Collegiate Professional Certificate which prepares students to teach music at all levels of the public school.

Physical Education: a program leading to the B.S. in Education degree and the Collegiate Professional Certificate, which prepares students to teach physical education in the public schools.

Library Science: preparation for full-time librarianship in both elementary and secondary schools or for service as a teacher-librarian is offered by the department of library science.

LIBERAL ARTS EDUCATION

Madison offers two courses of study in the liberal arts: one leading to the A.B. degree, and one leading to the B.S. degree. Students working for either of these degrees do intensive concentration in one major and one minor field.

INSTITUTION MANAGEMENT

The College offers a course of study leading to the B.S. degree in Institution Management (Dietetics).
GENERAL HOME ECONOMICS

This course of study leads to the B.S. degree in general home economics and is an all-round, practical course for women which also prepares for the commercial field.

BUSINESS EDUCATION

The general business course leads to the B.S. degree and is of great practical value to men and women preparing for any commercial or industrial field.

MUSIC

This course of study in music leads to the Bachelor of Music degree and offers thorough preparation in musical performance.

PRE-PROFESSIONAL EDUCATION

Madison College also takes great pride in the preparatory education which it gives to students who plan to go into professional work. The College will plan courses to meet the individual needs of students who are interested in pre-professional training for medicine, law, nursing, and medical technology. Pre-professional education is also available for students who wish to prepare themselves to become personnel managers, social workers, psychiatric aides, and to work in health-related fields. The student’s particular talents as well as the specific requirements of the professional school which he plans to attend are carefully considered in arranging his pre-professional program at Madison.

GRADUATE PROGRAM

Madison College has been authorized by the State Board of Education to grant the degrees of Master of Arts in Education, Master of Science in Education, and the Master of Science. For a more detailed statement see pages 84-90.

ELECTIVES

Because Madison considers general education to be as important as professional and specialized education, the College encourages
its students to choose as electives a substantial number of courses which have general educational value. Practically all of the courses listed on pages 131-226 are available as electives.

Aids to Student Development

Of genuine importance to a college—and hence to its students—are the many special opportunities which are concentrated on the campus. Madison believes that what the student learns in the classrooms is only a part of what he can learn while he is in college. Over the years the College has developed a number of supplementary services which play an important role in personal and professional development.

*The Library* contains approximately 95,400 volumes and receives 443 current periodicals. About 4,500 books are added annually. The book collection has been carefully selected to provide the books necessary to supplement the college studies of all students and to permit students to read widely in subjects not covered by formal classes. A staff of five librarians is available to help students learn to make effective use of library resources and to develop enjoyable reading habits.

The Bureau of Teaching Materials, an agency of the State Department of Education, is located at Madison College to provide films and film strips to the public schools of the northern region of Virginia as well as for Madison College classrooms.

*The Assembly* is a Wednesday meeting which students are required to attend. For these assemblies people of outstanding talent in music, drama, and literature, as well as prominent speakers who talk to students and faculty members on current affairs and other important subjects, are frequently brought to the campus.

*The Lyceum Series* includes outstanding musical and theatrical artists.
Student and Faculty Exhibitions and Recitals periodically present the work of Madison artists in music and the arts.

The Speech and Hearing Clinic, directed by a specialist in speech correction, serves college students who need help with their own functional speech defects; students preparing to teach speech; and children and adults of Harrisonburg and vicinity who need help with functional speech problems.

The Reading Center works closely with children and teachers in the Anthony-Seeger Campus School and in the public schools located within the area, in analyzing reading difficulties and helping pupils to improve their reading abilities. The Center also works in an advisory capacity with a limited number of college students referred by the Office of the Dean of Students.

The Child Guidance Center serves children and adolescents enrolled in the Campus School and in the public schools in Harrisonburg and its environs. Because of limited personnel the major function of the Center at the present time is diagnostic rather than therapeutic.

The Medical Service is essential for the physical and mental welfare of our students. The College Physician and the nurses are particularly interested in the obvious relationship between good health and effective learning.

A Body Mechanics Clinic directed by the Department of Physical Education is available to students who are in need of help in the correction of functional remediable defects of posture and carriage.

The Co-curricular Organizations, discussed more fully on pages 60-62, include a number of student clubs attached to some of the departments of instruction which offer concrete opportunities for interesting work in the different fields of knowledge.

The College Year

The College is open for work throughout the entire year except between sessions, about two weeks in June, and approximately four weeks in the late Summer.
THE REGULAR SESSION

The regular session of the College consists of two semesters: the Fall semester, which begins in the middle of September; and the Spring semester, which begins usually at the end of January. Although most students enter college at the beginning of the Fall semester, beginning students are welcome at the opening of either semester, or the Summer Session. Students who wish to accelerate their programs are encouraged to attend both regular and Summer Sessions.

THE SUMMER SESSION

The Madison College Summer Session for undergraduates is eight weeks long. It begins about the middle of June and ends about the middle of August. College work done during the Summer Session is equal in value to that done at any other time. However, students are usually limited to about half of the load they might take during a Winter Session semester. A catalog of the Summer Session, published early each spring, may be obtained from the Dean of the College.

In addition to the Eight-Week Session, in which undergraduate courses are taught, Madison has an Intersession of three weeks which is followed by a Six-Week Session. Only graduate courses are taught in the Intersession and Six-Week Session.

The Placement of Graduates

The College brings its graduates to the attention of prospective employers through the Office of Placement. Naturally those students who make the best scholarship and citizenship records, who have the appropriate education, and who offer the best experience are in the greatest demand.

Each semester, graduating students in the four-year curricula enroll with the placement bureau, fill out appropriate blanks, and receive information and instructions relative to securing positions. Complete records, including the recommendations of several faculty members who are acquainted with the student's work, a report from the supervisor (for students in the teaching curricula),
Placement of Graduates

photographs, and other information regarding the ability, personality, and scholarship of the graduate are kept on file.

The aim of the placement bureau is not only to place new graduates effectively but also to furnish satisfactory placement service to alumni who are qualified for better positions and who desire to change positions or type of work. Placement records are supplemented by additional data from time to time. Copies of these records are available to superintendents and other employers upon request. Each graduate is expected to take the responsibility for filling in the proper blanks for the files and to share the responsibility for securing a suitable position.

Students who desire teaching positions in states other than Virginia must take the responsibility for meeting the requirements for certification in the state in which they are interested.

Division superintendents and principals who desire teachers, and other employers who want workers in the fields in which Madison College offers instruction, are invited to state their needs to the Director of Field Services and Placement. The College will arrange interviews between prospective employers and employees.

IN-SERVICE TEACHER EDUCATION

After helping to place graduates in public school positions, the College assumes a further obligation to follow up these students as they begin their teaching careers. The Director of Field Services and Placement, through personal visits and letters and in other appropriate ways, gives assistance to the beginning teacher on the job. Other important aspects of the plan include the development of better working relationships and understanding between the College and the public schools and bringing factual information from the field which may aid in planning the education of teachers. The Director also provides opportunities for members of the faculty and for junior and senior students to visit and observe in public schools.
The Alumni Association

The purpose of the Alumni Association is to keep the College in touch with its graduates, both men and women; to acquaint them with its work, its plans, and its needs; to further their interests in all possible ways; and to promote warm fellowship among them by providing frequent reunions.

There are thirteen local chapters, eleven in Virginia, one in Baltimore, and one in Charleston, West Virginia. These chapters are active in keeping contacts with the College, in continuing friendships, and in interesting new students in coming to Madison. In order to put the work of the Association on a sound financial basis, the Madison College Alumni Association recently established a loyalty fund to which they are asking all alumni to contribute.

The Association keeps a directory of graduates of Madison College, publishes two alumni news bulletins each year, and holds a special reunion every year in the Spring, when all former students are invited to visit the College.

The faculty committee on alumni relations and the Alumni Secretary, whose office is in Alumnae Hall, keep graduates informed about the College and welcome communications and suggestions from former students.
PART THREE

The Campus

A College is not only a spirit, an ideal, a collection of books and equipment and students and teachers; it is also a tangible thing in a fixed place. The following pages will briefly present information about ☆

☆ THE LOCATION OF THE COLLEGE

☆ THE CAMPUS AND THE BUILDINGS
The Location of the College

Madison College is on the southern edge of Harrisonburg, an attractive Virginia city of twelve thousand people. Harrisonburg is in the scenically and historically famous Shenandoah Valley of Virginia, midway between Lexington and Winchester. The surrounding mountains, visible from most of the college buildings, are the Blue Ridge Mountains on the east, beyond the Massanutten range, and the Alleghenies, on the west. This location of the College at an elevation of 1300 feet assures a healthful and invigorating climate.

Harrisonburg is at the intersection of two national highways: U. S. Highway 33, the Spotswood, or Blue and Gray Trail, which runs across the country from east to west; and U. S. Highway 11, the Lee Highway, which runs from north to south.

The Chesapeake and Ohio, and the Norfolk and Western Railways provide passenger train connections to Harrisonburg at Staunton and Elkton, respectively. The Greyhound Bus Lines connect Harrisonburg with each of these neighboring cities; and at vacation periods, the company supplies special buses for students to all parts of the State. At a time when the entire student body is coming to college or returning home, as at the beginning of the Winter Session or at the vacation periods listed in the catalog, the College will, on written request to the President's Office, furnish transportation to and from the Norfolk and Western station at Elkton and the Chesapeake and Ohio station at Staunton.

The Campus and the Buildings

The Madison College Campus, facing on Main Street, extends over sixty-two acres of rolling land. An adjacent 220 acre tract, which will increase the recreational opportunities of the College and provide space for future building needs, has recently been added.

The College plant is built on a plan adopted when Madison was founded. The buildings, grouped on two sides and across the top of a broad central mall, are built of native blue limestone with red tile roofs. The buildings are so designed that all rooms are outside rooms with generous windows to provide good light and
ventilation. Telephone connections within the campus and with Harrisonburg exchanges are available in all buildings.

RESIDENCE AND DINING HALLS

All of the residence halls are two or three story buildings and all the student rooms contain single beds and the usual bedroom furnishings. In most of the dormitories two adjoining rooms are connected by a bath to form a suite. The College provides sheets, pillowcases, and towels. If a student brings extra blankets and linens, she must have them laundered at her own expense. Individual personality and charm can be added to the rooms by rugs, curtains, bedspreads, radios, and other personal items.

Maid service is provided in each dormitory, although students are required to care for their own rooms and make their own beds.

A hostess lives in each dormitory and keeps the residence running smoothly.

Residence Halls are: Jackson, Spotswood, Ashby, Sheldon, Cleveland, Johnston, Converse, Logan, Gifford, Wayland, and Shenandoah. The suite plan is used in these dormitories with the exception of Sheldon and Johnston. Additional living quarters for students include Carter, Sprinkel, Messick, Zirkle, Lincoln, and Nicholas Houses. The rooms are furnished with closets, single beds, mattresses, pillows, linen, tables, chairs, and bureaus. Each building has pressing room facilities and kitchenettes.

Jackson Hall accommodates approximately fifty students. It has a pressing room equipped with electric irons and ironing boards, and a kitchenette. There is a reception room on the second floor. The students’ rooms are painted in pastel shades of yellow, blue, and green.

Ashby and Spotswood Halls each include forty rooms for students as well as large reception rooms and suites for the hostesses. On each floor are kitchenettes equipped with the usual kitchen appliances. On the ground floor of each of these buildings are recently decorated and newly equipped recreation rooms. There is a small gymnasium in Ashby.
Sheldon and Johnston Halls each provide accommodations for about eighty students. They have recently been remodeled, redecorated and refurnished throughout.

Cleveland and Converse Halls with forty-eight and fifty-seven rooms respectively and Logan Hall with fifty-three rooms are modern dormitories. Gifford Hall and Wayland Hall, the newest dormitories on the campus, are up-to-date in every respect. Logan Hall, Gifford Hall and Wayland Hall have recreation rooms, kitchenettes, and pressing and laundry rooms. The College reserves the right to assign students to the aforementioned dormitories in order to assure maximum occupancy until the debt incurred in their construction is liquidated.

Carter, Sprinkel, and Messick Houses, buildings which were formerly private residences, are on the campus and provide additional living quarters for students.

Shenandoah Hall, Zirkle House, Lincoln House, and Nicholas House, on Main Street directly across from the campus, also offer additional accommodations.

Three Dining Rooms, Bluestone, Junior, and Senior, are located in Harrison Hall.

THE ACADEMIC BUILDINGS

Wilson Hall, the building at the top of the mall is the central administration building as well as one of the principal classroom buildings. Here are located the offices of the President, the Dean of the College, the Registrar, the Director of Admissions and Student Aid, the Director of Field Services and Placement, the Business Manager, the Public Information Officer, and the Superintendent of Buildings and Grounds. On the second, third and fourth floors are classrooms, laboratories, and faculty offices of the departments of art, business education, education, and English. Wilson Hall includes the college auditorium, with a fully equipped stage and a seating capacity of 1400, and the Men's Lounge.

Burruss Science Hall houses the departments of biology, chemistry, physics, mathematics, and geology. In addition to classrooms
and offices for these departments, the building includes modern, well-equipped laboratories.

_Maury Hall_ contains offices, classrooms, and laboratories for the department of home economics.

_Walter Reed Hall_ accommodates the departments of foreign languages, education, social science, and physical and health education.

A wing of this building includes a gymnasium with a seating capacity of 1000 and a swimming pool. The pool is 25' by 50', lined with tile, and equipped with machinery for filtering, heating, and chlorinating the water. Showering and dressing facilities are available.

The office of the Director of Laboratory School Experiences is also in Reed Hall.

_Anthony-Seeger Campus School_ is named for two retired faculty members of the College, Miss Katherine Minor Anthony and Miss Mary Louise Seeger.

Among the features of the building are a well-equipped auditorium, a dining room, a library, a health center, a game room and a lounge for parents and visitors.

Classrooms are provided for a kindergarten, and grades one through six. The nursery school will be housed temporarily in other space on the campus until permanent facilities for it can be provided in an addition to the School.

The purposes of the Anthony-Seeger Campus School are:

1. To serve as a model school in the community, thus providing opportunities for those interested to observe optimum learning situations in which tested procedures are used;

2. To afford initial laboratory experiences (observation, demonstration) for undergraduate students preparing to teach;

3. To serve as a center for the development of research units, curriculum guides, and audio-visual aids; and
4. To provide limited student teaching opportunities for college students.

_Madison Memorial Library_ is conveniently located near classrooms. The office, classroom, and laboratory for the department of library science are in the library and an office and a typing and a business machines rooms of the department of business education are located on the ground floor.

_Harrison Hall_, in addition to housing the dining rooms, is the headquarters of the music department. On the ground floor of Harrison are the college tearoom, the post office, the bookstore, and lounges.

_Johnston Hall_ ground floor houses classrooms of the department of physical and health education.

**SPECIAL SERVICE BUILDINGS**

_Alumnae Hall_ was built largely through the generous contributions of the alumnae and friends of the College. In Alumnae on the first floor are the offices of the Dean of Women, the Assistant Dean of Women, and the Dean of Students. The large parlor on the first floor of this building is a general reception room used for a student dating center and for formal and informal gatherings of students, faculty members, alumnae, and town-and-gown groups. On the second floor are the office of the Alumni Secretary, two meeting rooms, and offices for student organizations.

_The Home Management House_ provides two practice units for home economics students who live together and practice household skills under the supervision of a home economics instructor. The students serve, in turn, as hostess, housekeeper, cook, and in the many other positions demanded in efficient home management.

_Hillcrest_ is the home of the President of the College. It is here that freshmen first meet the President and all the other administrative officers and faculty members at the Freshman Reception during the first week of school.
The New Infirmary was opened in the Fall of 1959. This is a modern building in every particular. It provides twenty-six beds and includes a doctor’s private office, two examining rooms, laboratory, therapy treatment room, diet kitchen, medicine room, and a principal nurse’s station.

Rockingham Memorial Hospital, adjoining the campus, is a private 232 bed hospital which serves Harrisonburg and the county. Students who need hospital and medical care beyond the capacity of the College infirmary are admitted to this modern, well-equipped hospital. The rates for students are reasonable.

The Health Laboratory of the hospital regularly examines the water, milk, and other supplies used by the College and thus protects the health of Madison students.
PART FOUR
The Life of the Students

The opportunities which Madison College offers for learning and growing through life on the campus are described in this part of the catalog, which will include ☆

☆ STUDENT GOVERNMENT
☆ CAMPUS LIFE
☆ CO-CURRICULAR ACTIVITIES
☆ RELIGIOUS LIFE
☆ PHYSICAL LIFE
☆ COLLEGE REGULATIONS
Student Government

In determining policies which affect student life, both the administration and faculty follow democratic procedures. Student opinion is not only welcomed but is frequently sought before reaching final conclusions about matters which involve the welfare of students. The student body through its Student Council, Honor Council, and Men's Student Organization, assumes a large responsibility for student government, including the enforcement of general and social regulations, the honor code and appropriate standards of conduct, and the recommendation of constructive policies for enhancement of happy and wholesome student life on the campus.

The Women's Student Government Association, made up of all the women students, elects the officers of the Association who, together with representatives elected by each of the classes, constitute the Student Council. The Student Council handles problems of student government and promotes the cooperation needed for happy student life.

The Men's Student Government Organization, composed of all the men students at Madison, exists to promote the welfare of the men students and the College as a whole. The organization includes a Student Court which considers cases of infringement of college tradition, breaches of social etiquette, and other matters contrary to the best interests of Madison College and the men students.

The Honor Council, elected by the students, works with the Student Government Association and the Faculty Judiciary Committee of the College to promote honorable behavior in conduct, speech, and writing. The Honor System was created by students who believe that every person who enrolls at Madison College will be proud to belong to an organization which will not tolerate lying, cheating, or stealing. Consequently, after a careful explanation of the Honor Code, each student is asked to sign a pledge promising to uphold this code.

Certain standing committees also have important functions and responsibilities in assisting the Student Government Council to
administer the program of student government on the campus. These include the Inter-Dormitory Council, the Junior Marshals and Ushers, the Standards Committee (for promoting high standards of conduct and appearance), and the Social, Fire, Recreation, and Fact-Finding Committees.

STUDENT-FACULTY STANDING COMMITTEES

Members of the student body and faculty and staff serve together on several college committees so that such groups may be represented in recommending over-all policies to the administration and in approving programs and procedures which vitally affect the students of the College. Some of the most important of these, whose duties are explained in the Handbook, are the Student-Faculty Relations Committee, the Campus Fee Committee, the Assembly Programs Committee, the Entertainment Committee, and the Student Organization and Activities Committee.

STUDENTS’ ADVISORY COMMITTEE TO THE PRESIDENT

The Students’ Advisory Committee to the President, appointed by him, includes the president and secretary of the Women’s Student Government Association, president and vice-president of the Men’s Student Organization, chairman of the Honor Council, editor of The Breeze, and the president and the secretary of each class. This committee meets periodically with the President to consider matters which affect the welfare of students at Madison. Through this committee, the President is able to acquire intimate knowledge about student life on the campus and to have the views and suggestions of student leaders about problems and issues of vital concern to students.

Campus Life

The life of the students, other than the academic part of it, is like any good life anywhere in that much of it is devoted to eating and sleeping. Madison takes pride in its three student dining rooms which are served by modern kitchens and bakeries.
Breakfast, lunch, and dinner are served promptly to about eleven hundred students. Like nourishing food, satisfactory rest is an important part of good living. The dormitories, which were described in Part Three, are clean, attractive, and well-equipped.

Madison offers excellent opportunities for active and stimulating social life for small and large groups of students. Through the Social Committee, Standards Committee, Recreation Council, dance clubs, and other campus organizations, a strong and varied social program provides opportunities for all students. The Dean of Women, the Assistant Dean of Women, and their assistants exercise general guidance of the social activities of the students.

Recreation rooms in the dormitories are equipped with comfortable furniture, ping-pong tables, game facilities, radio-phonographs and television. These rooms are open to students at all times and are used as dating centers several nights each week. The reception rooms in all of the dormitories are available for various types of entertainment, meetings, and other events.

The Tearoom, on the ground floor of Harrison Hall, is a natural gathering place where students and faculty members meet for mid-morning coffee or an afternoon coke. Breakfast and lunches are served daily, except Saturdays and Sundays.

The College Camp on the Shenandoah River at the base of the Blue Ridge is a spacious, converted farm house where groups of students can spend refreshing week-ends in the company of faculty members of their own choosing. Here they do their own cooking and housekeeping and enjoy outdoor recreation.

Excursions to interesting and colorful spots are arranged by Madison College upon requests from students. The many famous Virginia caverns, the mountains, the historic battlefields, and other points of interest offer entertaining as well as educational experiences. The college bus may be scheduled also to take students to outstanding attractions or entertainments in Washington, D. C., and Richmond.

Entertainments of many kinds are a definite part of Madison social life. There are movies almost every Saturday night in Wilson Auditorium; there are formal and informal dances; there
are the college plays; there are plays and concerts given by leading American actors and musicians; there are teas and coffee hours; there are frequent student recitals; and many of the Wednesday assemblies are essentially entertaining. The city of Harrisonburg offers many entertainment facilities.

Madison College has seven sororities (Alpha Gamma Delta, Alpha Sigma Alpha, Alpha Sigma Tau, Phi Mu, Sigma Kappa, Sigma Sigma Sigma, and Zeta Tau Alpha) which operate under the general control of the college faculty and local Panhellenic Council. These are all members of the National Panhellenic Council.

There are two dance clubs on campus, Cotillion and German, through which large numbers of girls provide beautiful formal dances for all interested students.

The men students at Madison have established a local fraternity, Sigma Delta Rho, which promotes scholarship, fellowship, and leadership.

The Sesame Club for women day students promotes the general welfare of these students.

Co-Curricular Activities

Much of the social life, as well as the intellectual life of the students, is built around the co-curricular activities—those organizations and clubs which are often related to classroom activities but which are student-centered and student-operated with assistance from faculty members.

Almost every academic department sponsors a club for the out-of-class interests of its students: Alpha Rho Delta (classics), Art Club, Association for Childhood Education, Business Club, Curie Science Club, El Club Espanol, Ex Libris Club (library science), Frances Sale Club (home economics), Future Business Leaders of America, International Relations Club, Le Cercle Francais, Mathematics Club, Modern Dance Club, Mercury Club (physical education), Porpoise Club (swimming), Tennis Club.

The Athletic Association is an organization to which all Madison College women students belong. Through its officers and
committees the A.A. sponsors intramural sports, athletic contests with other colleges, dance and sports clubs, and the annual all-college May Day. The A.A. provides ample opportunity for every student to take part in favorite sports.

Musical Organizations are numerous. There is the Concert Choir, an outstanding group of about sixty students under the leadership of the Department of Music staff, which makes many public appearances on the campus, in Harrisonburg, and in other parts of Virginia. The Orchestra and the Band are well-equipped and competently directed organizations which perform on campus and elsewhere. A recently organized chapter of Sigma Alpha Iota, a national professional music sorority, provides many opportunities to members for varied contacts in the field of music. The Diapason Club is an organization for students of organ. The newest group, the Choral Ensemble, is a small group of students who specialize in madrigal singing.

Student Publications, at Madison, consist of The Breeze, The Schoolma'am, Chrysalis, and the Handbook. The Breeze is a weekly newspaper managed and produced by the students. The Schoolma'am is the College annual, produced every year, and typical of the traditional college year-book. Chrysalis is the campus literary magazine, managed and produced by members of the Criterion Club. The Handbook is an annual publication devoted to information about student life, student organizations, and the many other things about which old as well as new students want to know.

Dramatics at Madison College is under the leadership of the Stratford Dramatic Club, a student group which produces plays each year in Wilson Auditorium.

Gamma Kappa Chapter of Kappa Pi, international honorary art fraternity, has as its purpose the promotion of art interest among college students, stimulation of higher scholarship and the recognition of ability in the field of art.

Literary Activities at Madison College are under the leadership of the Criterion Club, a student group organized for the purpose of inspiring an appreciation of literature in all its aspects. The
Religious Life

The aim of the club is to provide students with the opportunity to develop literary talents and interests.

*Kappa Delta Pi*, a national honor society, encourages high professional, intellectual, and personal standards among students who are preparing to teach. It endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth. Distinction in scholarship is required for membership.

*Sigma Phi Lambda* is a local organization honoring scholarship. Its major purpose is to stimulate students early in their college life to do the best work possible. Membership is limited to women upperclassmen and second semester freshmen with a 3.00 average.

*Pi Omega Pi* is a national honorary fraternity for men and women preparing to teach business education. The chapter endeavors to promote high ideals of scholarship and leadership in business education. Election to membership is based upon scholarship and professional promise.

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Religious Life

Although Madison College, being a State institution, is undenominational, it encourages religious interest among its students.

Harrisonburg is a church-going community. In the city are churches of many faiths: Adventist, Baptist, Church of the Brethren, Church of Christ, Church of the Nazarene, Episcopal, United Church of Christ (Evangelical and Reformed), Evangelical United Brethren, Hebrew, Lutheran, Mennonite, Methodist, Presbyterian, Peoples, and Roman Catholic. These churches and the young people's organizations connected with them are doing active work, and all students are cordially welcomed in them.

There are a number of active church-related organizations on the campus:

Baptist Student Union
Canterbury Club (Episcopal)
United Church of Christ Club (Evangelical and Reformed)
Evangelical United Brethren Youth Fellowship
Junior Sisterhood (Hebrew)
Lutheran Student Association
Nazarene Young People
Newman Club (Catholic)
Schwarzenau Club (Church of the Brethren)
Wesley Foundation (Methodist)
Westminster Fellowship (Presbyterian)

All students are urged to attend the services of the denomination of their own choice. Several of the larger churches have assistants who devote a great deal of their time to college students.

*The Young Women's Christian Association* furnishes student leadership in campus religious life. It conducts weekly devotional and discussion meetings, sponsors recreational activities, participates in State-wide college Y.W.C.A. Conferences, sponsors a Religious Emphasis Week, and offers an opportunity for special training in the national Y.W.C.A. Training School or regional conferences.

Faculty advisers, selected by the Y.W.C.A. Cabinet, assist the officers and members, give attention to the religious interests of all students, and encourage all agencies which promote the spiritual development of the students.

*The Young Men's Christian Association* has somewhat the same objectives as the Y.W.C.A. It assists the Y.W.C.A. in advancing the cause of Christianity and supports desirable campus projects.

### Physical Life

**STUDENT HEALTH SERVICE**

New students and students returning after a semester of absence from the College are required to supply a medical history and a report of a medical examination on forms provided by Madison College. After two years of attendance at Madison the student
is expected to be in satisfactory physical condition for college work and any advised limitations or treatments should be clearly indicated by the family physician.

Report of a medical examination recorded on forms provided by the College is also required for all students entering their third year at Madison.

The College Infirmary is staffed by the College Physician and three registered nurses. Out-patient service, bed care for minor illnesses, and emergency care for all injuries and illnesses are provided.

Guidance and supervision of students' campus health problems in cooperation with the Health Council and the administrative officers of the College are also important features of the health services. The student health service places emphasis upon general medical advice to students and upon the prevention and treatment of incipient and early illness. The chief emphasis of the infirmary is upon the care of students with minor illnesses which do not require hospitalization.

HEALTH AND PHYSICAL EDUCATION PROGRAM

Madison College provides a balanced health and physical education program. The College not only provides an interesting and active program in its various courses but also encourages student participation in intramural and extramural activities.

Physical education facilities found on the campus include two gymnasiums, two hockey fields, tennis courts, swimming pool, softball diamonds, and an archery range.

Students are required to take courses in health and physical education. Modifications of the physical education program must be authorized by the College Physician through the Head of the Department; therefore, such requests with any supporting recommendations from private or family physicians must be submitted to the College Physician for consideration and approval.
College Regulations

The State of Virginia requires that every student who avails himself of the privileges of an education at Madison College exhibit at all times the qualities of good citizenship as defined and upheld by the best public opinion in our Commonwealth.

The following general statements cover the most important regulations which must be observed:

1. Students are required to attend classes and all other regular exercises of the College from the first day of the session to the closing day unless excused.

2. Permission for absence from classes, other than approved class cuts, is given only because of some emergency, such as illness, or for professional purposes. (See Student Handbook)

3. A student will be placed on absence probation if he or she overcuts classes after having received a penalty for failure to attend classes regularly. If a student takes a class cut during the time of absence probation, he or she may be subject to suspension by the President upon recommendation of the Faculty Attendance Committee. A student who has been removed from absence probation will have the usual number of allowed class cuts; if, however, the said student overcuts again during the same semester in which he or she has been on absence probation or during the next semester thereafter, he or she may be subject to suspension by the President upon recommendation of the Faculty Attendance Committee.

4. Women students are required to live in a college residence hall unless they reside at home or with a near relative, or unless accommodations on the campus are not available.

5. Women students who room in town must live in homes approved by the President of the College on the recommendation of the Dean of Women.

6. Resident students who remain in private homes in Harrisonburg during short vacations will be expected to conduct themselves in keeping with college standards.
7. No resident student of the College may leave her dormitory for the night without the approval of the Dean of Women or the Assistant Dean of Women. For all students except “mature” students permission to leave Harrisonburg must be granted in writing by parents or guardians. (See the Handbook for definition and privileges of “mature” students.)

8. Students who miss the last session of a class prior to a holiday, or the first session of a class following a holiday, must appear in person before the Attendance Committee and furnish reason for absences, except as indicated below:

(a) For students whose absence is due to attendance at funerals in the immediate family

(b) For illness—if students who miss sessions of classes prior to a holiday are excused by the College Physician; or for personal illness or illness in the immediate family—if resident students who miss class sessions following a holiday present doctors’ statements

(c) For students who use double class cuts for the last meeting of a class before a holiday or for the first meeting of a class after a holiday.

9. Students while under campus regulations are not permitted to use or have in their possession intoxicating liquors of any kind. Conduct while absent from the campus which reflects discredit on the College subjects the person to disciplinary action.

10. The authority to suspend or dismiss students is vested in the Administration of the College. The Student Government Council investigates and imposes penalties for violations of regulations as set forth in the Handbook; the Honor Council investigates and imposes penalties for violations of the Honor Code including in its jurisdiction all cases involving cheating, lying, or stealing, which are breaches of honor and are not tolerated by the College. Recommendations for suspension or dismissal by the Student Government Council or the Honor Council are reviewed by the Faculty Judiciary Committee which submits its recommendations
to the President, who may suspend or dismiss students for such violations or for other serious misconduct.

11. The College is not authorized to extend credit to students; nor does the College assume any responsibility for bills incurred in Harrisonburg. Prompt payment of all bills is encouraged.

12. Students may not use in their bedrooms any electrical appliances except radios and hair dryers.

13. Students in registering must use their proper legal names, and students who are married while in college must immediately register under their married names.

A change of legal name or home address is to be made known promptly to the Registrar, the Dean of Women, the Business Manager, and the Post Office.

Any minor student who marries without the full knowledge and consent of his or her parents may be required to withdraw from the College by the President. Such consent must be submitted in writing by the parents to the Dean of Women or the Dean of Students prior to the marriage. If required to withdraw, the student may not re-enter until lapse of two full semesters or the equivalent.

A student twenty-one years of age or older must give written notice to the Dean of Women or the Dean of Students of his or her intentions to marry. Failure to do so may result in the student being required to withdraw from the College by the President. If required to withdraw, the student may not re-enter until lapse of two full semesters or the equivalent.

14. No solicitation, such as taking orders or selling merchandise to students and employees, or fund raising for any purpose, is permitted in the buildings or on the grounds of Madison College without permission of the President of the College.

15. A resident student who disturbs the sleep or study of other students will forfeit the right to a room in a college residence hall.

16. Good citizenship as well as satisfactory scholastic achievement is required of all students at all times, and students who conduct themselves in such manner as to injure the good name of Madison College may be required by the President to withdraw from the College.
PART FIVE
Academic Information

There are many general academic rules and regulations which the College observes in order to keep Madison in the basic pattern of colleges all over America. This part of the catalog presents:

☆ ADMISSION OF STUDENTS
☆ SELECTION OF COURSES
☆ STUDENT LOAD
☆ CLASSIFICATION
☆ THE GRADING SYSTEM
☆ QUALITY RATING SYSTEM
☆ UNSATISFACTORY SCHOLARSHIP
☆ CLASS ATTENDANCE
☆ GRADUATION REQUIREMENTS
☆ TEACHERS’ CERTIFICATES
☆ DEGREES AND DIPLOMAS
☆ GRADUATE PROGRAM
Admission of Students

APPLICATION

For those who wish to apply for admission to Madison College, a preliminary application blank will be found in the back of this catalog. It should be carefully filled out and mailed to the Office of Admissions.

Beginning with the 1961-62 session, a $15.00 registration fee must accompany the preliminary application blank for all students, (both day and boarding), which will be refundable only to those whose applications for entrance are denied. This fee is not an additional expense but will be credited to the student's account upon his registration and enrollment in Madison College.

Upon the receipt of the preliminary application blank and fee the Director of Admissions will then mail the applicant a regular application blank (Pre-Registration and Guidance) which should be completed and returned to the Office of Admissions.

ADMISSION POLICIES

All applicants for admission must be approved in accordance with policies established by the Committee on Admissions and Student Aid of Madison College.

The general admission requirements for Madison College are: 1. Be a graduate of a high school or private secondary school accredited by the Department of Education of the State in which the school is located; 2. Rank in the upper one-half of the high school graduating class; 3. Have average or above average percentile scores on standard tests administered in high school; 4. Submit to the Director of Admissions an acceptable score on the Scholastic Aptitude Test of the College Entrance Examination Board (morning session); 5. Be in good health; 6. Be recom-
Admission of Students

mended for admission by the high school principal or his au-
thorized representatives. Preference will be given to students
who present 4 units in English; 2 units in history and government;
2 units in science; and 2 units in mathematics.

Each applicant is considered after a careful study of the tran-
script. In addition to scholarship, due consideration is also given
to character, personality, intellectual promise, and earnestness of
purpose.

Advanced students who wish to transfer from other recognized
colleges and universities who have completed a term, a semester,
a year or more of work with a good scholastic record in some
other accredited collegiate institution and received honorable
dismissal will also be considered for admission. Transcripts are
required from all colleges for work completed by the student.
(See “Advanced Standing,” pages 71-72).

A medical history and a report of a medical examination must
be supplied on forms provided by the College. To meet the ad-
mission requirements, an applicant must be in good health, free
from any communicable disease, and physically capable of per-
forming the usual duties required by the College program. Any
student who withholds pertinent health information may be
asked to withdraw from the College.

COLLEGE BOARD EXAMINATIONS

All freshman applicants for admission to Madison College for
the 1961-62 session and thereafter will be required to take the
College Entrance Examination Board (morning session), Schol-
astic Aptitude Test, and submit the results to the Director of
Admissions.

The S.A.T. is given in December, January, March, May,
and August. Students are encouraged to take the test for prac-
tice during their junior year; however, it is preferable for the
seniors to take the test in December or January. Information
concerning this testing program may be obtained from high school
principals and guidance directors, or from the booklet entitled,
Admission of Students

Bulletin of Information, Scholastic Aptitude Test, which may be obtained free by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey. The booklet, A Description of the College Board Scholastic Aptitude Test, may also be procured by request from the above address.

MEN STUDENTS

The State Board of Education has authorized Madison College to admit men as day students. After completing the sophomore year, in order to continue at Madison men students must take courses before graduation which will meet the professional education requirements for State certification as teachers in Virginia. This is a requirement of the State Board of Education. They may obtain desirable rooms in private homes nearby the Campus and the college dining halls are open to them. There are approximately 175 men students enrolled at Madison. For further information, prospective men students should write to the Director of Admissions.

EARLY ACCEPTANCE PLAN

Madison College will give early decisions on acceptance of qualified students who have applied for admission during the second semester of the junior year in high school and early during the senior year and who have successfully completed the Scholastic Aptitude Test of the College Entrance Examination Board. Other later applicants will be processed as rapidly as possible until capacity is reached.

ADVANCED STANDING

Students transferring from other institutions of collegiate rank must satisfy the entrance requirements of this College. If a student is accepted for entrance, he will receive credit for all courses which are a fair equivalent of courses in the curriculum which he chooses. In evaluating work, credit will be allowed only for those courses on which a student has made a grade of “C” or better. Students must have at least a “C” average on the work taken at Madison College to be eligible for graduation.

A student who wants to transfer credits from another college should ask the registrar or dean of that college to send a full
statement of credit to the Director of Admissions and Student Aid several weeks in advance of the opening of the session.

Students who are ineligible to return to the last institution of higher learning which they attended are ineligible for admission to Madison College.

Former students of Madison College whose courses have been interrupted will conform to the requirements of the latest catalog.

Not more than twenty-five per cent of the work toward any degree may be done through extension. Such work must be relevant to the degree for which the student is enrolled. Students should secure approval from the Registrar in the choice of such courses.

ADVANCED PLACEMENT EXAMINATIONS

Madison College has made arrangements with the College Entrance Examination Board to participate in the Advanced Standing Program offered by that organization.

Students who have been admitted to Madison College may apply to the College Entrance Examination Board for permission to take one or more of the tests. Madison College should also be informed of the student’s intentions. The Board will report the results of the examinations to the College. After consideration of the report, the department concerned will make the decision regarding advanced standing and credit. Each department may, at its discretion, require other evidence of ability such as personal interview and/or an additional written examination, administered and graded by the department.

Advanced Standing College Board Examinations are available in eleven subjects: English Composition and Literature, French, German, Latin, Spanish, American History, European History, Mathematics, Biology, Chemistry and Physics.

In addition to the examinations offered by the College Board, Madison College gives an advanced standing examination in Music.

The address of the College Advanced Placement Examination Board is Box 592, Princeton, New Jersey.
Selection of Courses

As previously indicated, the work of guidance is a coordination of various services of the College under the general supervision of the Dean of Students. Each of the curricula (the courses of study) has several faculty advisers.

Prospective students should study carefully the various curricula available at Madison—pages 97-98—and decide by the end of their freshman year which curriculum they want to follow. When it is desirable, a student may be allowed to transfer from one curriculum to another with the approval of the Dean of Students and the Dean of the College. Changes may mean some loss of time and credit. The student must assume the final responsibility for meeting the requirements of the curriculum which he elects.

Each student should select his individual courses carefully, considering the requirements of his chosen or probable curriculum, his previous education, and his interests and aptitudes. To avoid unwise choices, the student should seek the help of his curriculum adviser before the time of registration.

After the student has completed his class schedule and has registered, no classes may be dropped, no additions made, and no transfers to other sections made—without the approval of his curriculum chairman and the Dean of the College. In the first semester, such changes as are necessary must be made within the first two weeks. After this deadline has passed, a class may not be dropped except at mid-semester. At that time permission may be granted by the Dean of the College on the recommendation of the instructor and the curriculum adviser. At the beginning of the second semester a period is set aside for necessary adjustments.

Students may take as electives only those courses which are planned for students not more than one year removed from them in classification:

- Courses numbered 1-24 are intended for freshmen
- Courses numbered 25-49 are intended for sophomores
- Courses numbered 50-74 are intended for juniors
- Courses numbered 75-100 are intended for seniors
Exceptions are made in Business 41-42 and 43-44 for freshmen in Curriculum V, and XI who may be allowed to take these courses for credit if they have had adequate preparation.

In the description of courses some courses have been described as year courses. In these the completion of a year's work is required before credit is given towards a degree. Exceptions include students who present a satisfactory record for fractions of such courses and are thus allowed to enter the course in the second semester.

The College reserves the right not to organize any class, if there are fewer than five applicants.

The College assumes no responsibility for giving any credit for a course not listed on the student's program card in the Registrar's Office, and approved by his curriculum adviser.

ACADEMIC STATUS

The Dean of the College serves as executive officer in all matters of academic status. All proposed exceptional programs of study and exceptions to degree requirements must be presented to the Dean for his consideration and action. Exceptional programs of classes and exceptions to degree requirements are not permitted without the approval of the Dean. The Dean of the College also makes the decisions concerning all questions about the evaluation of credits which involve policy.

Student Load

In all curricula the normal load in the winter session is 16 semester hours of credit. The number of actual class hours will vary according to the number of laboratory courses in the program. Any student, including incoming freshmen, may add to the normal load one of the one-credit courses in applied music without securing special permission, thus making a load of 17 credits.
Students of sophomore, junior, and senior standing (see “Classification” below) if they have a cumulative rating of “B” or better, may carry a load of 18 or 19 credits without special permission. Seniors who are meeting the minimum quality rating of “C” (2.00) and who need an additional three-credit course for one or more semesters in order to meet graduation requirements may also take a load of 18 or 19 credits.

Classification

The classification of a student depends on the number of semester hours of credit he has received and on his quality rating.

Freshmen are students with fewer than 28 semester hours of credit.

Sophomores are students with 28-59 semester hours of credit and a quality rating of 1.75.

Juniors are students with 60-92 semester hours of credit and a quality rating of 1.90.

Seniors are students with more than 92 semester hours of credit and a quality rating of 2.00.

The Grading System

The College keeps a complete record of each student’s work and sends a statement to the parent or guardian as soon as possible after each semester’s work is completed. Work missed by late entrance or absence must be made up.

On grade reports, grades are reported in letters—A, B, C, D, E, F, I, and W.

“A” indicates superior achievement.

“B” indicates independence of work and high grade accuracy of knowledge.

“C” indicates average achievement.

“D” indicates passable achievement in work and is allowed for graduation provided it is balanced by better than average work in other courses.
“E” indicates unsatisfactory work, incurring a condition which may be removed by examination or, in a year course, by making a “C” or better in the following semester. When an “E” is made up by any other procedure than the repetition of the course, the highest grade obtainable is “D” and for this “D” no quality points are given.

“F” indicates failure which may not be removed except by repetition of the course.

“I” indicates that work is incomplete and is given only when a student is unable to complete the course work because of sickness or some other equally satisfactory reason. If this work is completed during the next semester in residence, the grade will be determined in the usual way; otherwise the grade becomes automatically an “F.”

“W” indicates that the student has withdrawn from the course, with the permission of the Dean of the College, and that at the time of withdrawal his grade was “D” or above. If a student drops a course in which his work is below “D” at the time of withdrawal, the grade in that course will be recorded as an “F.”

Quality Rating System

Quality points are assigned per semester hour of credit as follows: A grade of “A” is assigned 4 quality points; “B”, 3 quality points; “C”, 2 quality points; and “D”, 1 quality point. Thus a grade of “B” in a course bearing 3 semester hours of credit would be assigned 9 quality points; and a grade of “C” in that course, 6 quality points. No quality points will be allowed for an “E” which is removed by an examination or otherwise—except by repetition of the course. With the approval of the curriculum adviser and the head of the department, courses may be repeated to increase the number of quality points.

The scholarship index is computed by dividing the number of quality points by the number of semester hours of credit. Thus if a student takes 16 semester hours of work and earns 40 quality points his scholarship index is 2.50. Grades earned at other institutions are not included in this computation.
Students must make a minimum average grade of "C" (scholarship index of 2.00) in courses taken at Madison College, in order to graduate.

To enroll in Ed. 60, 69 and 70, or other junior courses prerequisite to student teaching, a student must have a scholarship index of 1.90. A scholarship index of 2.00 is required for students who enroll in Ed. 90, Directed Teaching.

**Unsatisfactory Scholarship**

If a student's scholarship index remains persistently below the standard of 2.00 he will need to repeat courses in which he has made low grades and to spend more than the normal amount of time in his curriculum. This may be done by attending Summer School.

Students who fail or are conditioned on fifty per cent of their work for any semester are placed on academic probation for the following semester. Students failing to maintain the required scholarship indices will be automatically dropped:

1. *After the first year of residence*, with a scholarship index of less than 1.35.
2. *After two years of residence*, with a scholarship index of less than 1.75.
3. *After three years of residence*, with a scholarship index of less than 2.00.

Transfer students who come to Madison in the sophomore year must have a scholarship index of 1.75 and those who come in the junior year must have a scholarship index of 2.00 in order to be eligible to return the following year.

Mid-semester reports on courses in which a student is doing failing work are sent to each student and to his adviser; and, in the case of freshmen and sophomores, to his parents also. Mid-semester grades are sent to freshmen and to their parents.
Class Attendance

Students are required to attend all regular exercises of the College from the first day of the session to the last, unless excused for satisfactory reasons. This includes all scheduled classes and examinations and Wednesday assemblies. The Committee on Attendance has jurisdiction over the granting of excuses for absences from classes. A student who is absent from a class more than one-fifth of the time during a semester will not be allowed to make up the work missed unless he receives permission from the Dean of the College.

Students will secure excuses for absences due to personal illness from the College Physician; excuses for professional absences from the Dean of the College; excuses for absences due to other reasons will be obtained by women students from the Dean of Women, and by men students from the Dean of Students.

The Student Handbook presents a full statement regarding the system of class cuts and absences for various reasons.

DEAN'S LIST

Students who in the previous semester earned a scholarship index of 3.25 are on the Dean's List and are eligible for unlimited cuts.

Honors Program

A degree with honors may be taken in several departments by successfully pursuing a program of independent reading and study for six semester hours credit during the senior year. Applications to work for honors will be limited to juniors who have achieved at least a 3.25 average and, in addition, have given evidence of sufficient initiative, originality, and intellectual maturity to warrant expectation of distinction in an Honors Program. Applications may be made at the completion of the first semester of the junior year to the Honors Committee, composed of the Dean of the College and the Directors of the four Divisions. Acceptance for Honors work shall be solely determined by this
Committee, which must also approve an individual Honors program for each Honors student and designate a faculty member to direct the study. An Honors thesis shall be expected as the culmination of the program.

SCREENING PROGRAM FOR STUDENTS IN TEACHER-PREPARING CURRICULA

A plan for the purpose of counseling and screening students in teacher education curricula has been established at Madison College. The essential elements of the plan are as follows:

a. The Counselling and Screening Committee consists of six members: the Director of the Division of Teacher Education, the Director of Laboratory School Experiences, the Dean of Students, the Curriculum Chairman of the student concerned, and the Heads of the Departments in which the student is majoring and minoring. Any member of the faculty who knows or works with the student may be called in for consultations by the Committee or the student concerned. The Committee will report all screening activities to the Dean of the College who has final authority to act on each case.

b. The basic criteria used in advising students in the teacher-preparing curricula are the following: (a) possession of a broad background of general education; (b) adequate preparation in the major and minor fields (at least an average of 2.0\(^1\) in the subject field); (c) adequate preparation in the professional field (at least a 2.0 average in the professional field); (d) good health and freedom from physical handicaps detrimental to teaching effectiveness; (e) good mental and emotional health; (f) freedom from speech and hearing handicaps; (g) effective command of the English language, both oral and written.

c. All students in the teacher-preparing curricula will submit a simple application form requesting permission to continue in the teaching curricula by October 1 of their third semester.

\(^1\) The quality point system used at Madison is: A = 4; B = 3; C = 2; D = 1.
in residence. This form should include the following information: (a) the student’s name; (b) the student’s curriculum; (c) a paragraph on the following topic: “Why I Want to Be a Teacher”; and (d) other pertinent information.

d. At the end of the student’s third semester of residence the Committee will screen all applicants who have a quality point rating of 1.75 and above, using as many of the criteria as possible listed in b above, and initiate guidance with those individuals who seem unsuitable for the teaching profession. The Committee will point out to such individuals before they register in the spring for their junior year those deficiencies which should be removed in order to continue in the teaching curricula. Close follow-up of such students will be made in order to help the student overcome his handicaps.

e. Students who transfer to Madison with 60 semester hours of work should submit their application described in item c at the beginning of their second semester of residence at Madison College.

f. The Counselling and Screening Committee will review the records of all students in the teaching curricula at least twice a year beginning with the sophomore year. The function of the Committee is advisory in nature, certainly up to the point of student teaching. If a student persists in a teaching curriculum against the advice of the Committee and the Dean of the College, he must assume full responsibility for his decision. However, if the Committee finds that the student has personality characteristics unsuitable for a member of the teaching profession, then the President upon recommendation of the Committee, may require his or her transfer to a non-teaching curriculum or withdrawal from the College.

g. Near the mid-point of the student teaching experience the committee will carefully review the records of students referred to it by the Student Teaching Office. At this point the Committee may consult with the student’s super-
The Committee will advise the student teacher as follows: (a) to continue student teaching as planned, or (b) to be reassigned with a possibility that more than the original time may be required, or (c) to withdraw from student teaching for the period and seek admission to student teaching at a later period, or (d) to withdraw from student teaching and seek another vocation.

The student teacher will be an active participant in the evaluation made at this point in his student teaching but the final decision for retention will be made by the Counselling and Screening Committee, subject to review by the Dean of the College.

h. In order to be recommended for certification the grade on student teaching must be a "C."

i. The Director of the Division of Teacher Education and the Director of Laboratory School Experiences will sign a statement for purposes of recommendation as follows:

"This is to certify that the applicant has good moral character, personality suitable for teaching, and has demonstrated competence in the required laboratory experiences in student teaching."
Graduation Requirements

To receive a degree from Madison College, a student must—

1. Have a minimum of 128 credit hours;
2. Have a scholarship index of 2.00 or better in those courses taken at Madison College;
3. Make an average of "C" or better in those courses constituting his major field of interest. Grades on all courses taken by a student in his major field will be used in computing this average;
4. Meet the requirements of the curriculum in which he is registered (see pages 97-128);
5. Complete successfully an examination in English which is given in the first semester of the junior year;
6. Have spent a minimum of one year, or two semesters, in residence at Madison College, and have earned a minimum of thirty-two semester hours of credit during one year in residence;
7. Be a student at Madison College during the semester in which the requirements for the degrees are completed.

A student expecting to graduate at the end of any semester must file a written application with the Registrar at the beginning of that semester.

Responsibility for meeting the requirements for graduation rests with the student.

Teachers' Certificates

Students who receive a grade below "C" on student teaching will not be eligible for a teaching certificate. Students expecting to graduate in the teaching curricula should consult with the Registrar during the last semester in residence regarding the procedure in applying for a Virginia teaching certificate. They should consult the State Board of Education Bulletin, "Certification Regulations for Teachers." A teacher's certificate may be
extended or renewed by the State Department of Education, subject to the requirements of the State Board of Education. Students who contemplate the renewal, extension, or reinstatement of certificates should write for instructions to the Director, Division of Teacher Education in the State Department of Education at Richmond or to the Registrar of Madison College.
Degrees

Bachelor of Arts in Education: granted upon completion of Curriculum II, as outlined on pages 107-108. The holder of this degree is entitled to the Collegiate Professional Certificate.

Bachelor of Science in Education: granted upon the completion of Curricula I, III, IV, or V, as outlined on pages 99-106. The holder of this degree is entitled to the Collegiate Professional Certificate.

Bachelor of Music Education: granted upon the completion of Curriculum VI, as outlined on pages 109-110. The holder of this degree is entitled to the Collegiate Professional Certificate.

Bachelor of Arts: granted upon the completion of Curriculum VII, as outlined on pages 124-125. Students who want to specialize in languages and who do not want to teach may take this degree with profit.

Bachelor of Science: granted upon the completion of Curriculum VIII, as outlined on pages 111-115. Students who want to specialize in science and who do not want to teach may take this degree with profit. Curriculum VIII will give pre-professional preparation to students who later study nursing, medical technology, medicine, or dentistry. This degree is also granted upon the completion of Curricula IX, X, and XI, as outlined on pages 116-123.

Bachelor of Music: granted upon the completion of Curriculum XII, as outlined on pages 126-127. Students who want to specialize in music for performance may take this degree with profit.

The Graduate Program

AUTHORIZATION

Madison College was authorized by the State Board of Education at its meeting in March, 1954, to offer the degrees of Master of Arts in Education and Master of Science in Education. On
October 31, 1960, the State Board of Education authorized the College to offer the Master of Science degree.

ADMINISTRATION

The Graduate Council of the College has the responsibility of formulating all policies and legislation affecting graduate curricula and work leading to graduate degrees. The Council has full power to make all necessary rules and regulations and to approve candidates for degrees, subject to conformity with policies of the State Board of Education.

The Dean of the College is chairman and the executive officer of the Graduate Council.

ADMISSION TO GRADUATE STUDY

The applicant must possess a bachelor's degree from a college regarded as standard by Madison College and by a recognized regional or national accrediting agency. Application forms for admission may be obtained from the Dean of the College, who serves as chairman of the Graduate Council. These forms should be completed and returned to the Dean before the opening of the term in which the applicant desires to enroll. Each applicant must also submit a transcript of his undergraduate record and of any graduate work completed. The applicant's record must be approved by the Graduate Council before he is admitted to graduate study. If the undergraduate record shows a deficiency in the proposed major or minor fields of study, the applicant must make up the deficiency by taking such additional courses as may be required by the Graduate Council. Such courses, if required, do not count for graduate credit. Admission to graduate study does not imply admission to candidacy for a degree.

A student must have the Collegiate Professional Certificate in order to be admitted to graduate study for the Master of Science degree.

STUDENT ADVISORY COMMITTEES

The Graduate Council in cooperation with the student and departments concerned shall name a special Advisory Committee
of three faculty members for each student working toward a degree. For the Master of Arts in Education and the Master of Science in Education degrees, one member of this Committee will be selected from the faculty of the student's major department, one from the department in which the student is minoring, and the third from some other department of the College. The faculty member from the major department shall serve as chairman of the Advisory Committee. The Dean of the College is an ex officio member of all Advisory Committees. He, or someone designated by him, will serve as chairman for all oral examinations.

For the Master of Science degree, the head of the department in which the student is majoring shall serve as chairman of the Advisory Committee. A second member of the major department and a third member of the faculty from some other department will complete the committee. The major professor under whom the thesis is being completed must be a member of the committee.

ADMISSION TO CANDIDACY FOR A DEGREE

In order to insure that the graduate degree represents a high quality of work, candidates for the degree will be selected carefully. The applicant shall not be admitted to candidacy for a degree until he has demonstrated sufficient aptitude for graduate work in courses taken at Madison and has passed a qualifying oral examination administered by the Student's Advisory Committee. The applicant may also be required to submit a transcript of his score on the Graduate Record Examination and other evidence to be used in evaluating his qualifications for graduate study. The Graduate Council makes the decision concerning whether or not the applicant will be admitted to candidacy for the degree.

REQUIREMENTS FOR THE MASTER OF ARTS IN EDUCATION AND THE MASTER OF SCIENCE IN EDUCATION DEGREES

Academic Requirements. The candidate must complete (a) twenty-four semester hours of graduate work and submit a thesis, or (b) thirty semester hours of graduate work without a thesis,
for the degree of Master of Arts in Education or the degree of Master of Science in Education, depending upon the concentration. The degree of Master of Arts in Education will be used for those graduate students whose majors or minors are in the Humanities' fields and the social science fields, and the degree of Master of Science in Education will be used for those graduate students who are carrying majors or minors in mathematics, science, and certain special subject fields. A student who is majoring in education may apply for either the Master of Arts in Education or the Master of Science in Education degree. It is understood that independent research will be required in all programs. The candidate must earn a grade of “B” or better in each course. At least forty per cent of the courses included in the student’s program shall be those designated as exclusively for graduate students. No graduate credit will be granted for work done in any course to which undergraduates are admitted unless the student is enrolled in that course as a graduate student.

At least eighteen semester hours of the student’s work (or twelve semester hours and a thesis) shall be in the major field of concentration (one field or related fields) with at least nine semester hours in a minor field. Students whose special interests are in elementary education, however, may be permitted six semester hours in each of two related fields with the approval of the Graduate Council. Either the major or the minor must be in the field of education. At least six semester hours of the minor must be obtained by taking courses at Madison College. If the applicant does not hold the Collegiate Professional Certificate, or its equivalent, he must obtain such a certificate before the degree is conferred unless excused by the Graduate Council.

Residence Requirements. A student must be in residence for at least one academic year or its equivalent in Summer sessions before receiving the degree. A Summer session of graduate study at another Virginia institution may be accepted toward the residence requirement at Madison.\(^1\) Evening courses held on the campus will be counted in meeting residence requirements at Madison.

\(^1\) Subject to approval of Southern Association of Colleges and Secondary Schools.
Examination Requirements. A qualifying examination shall be passed satisfactorily by the candidate. If the student does not write a thesis the final comprehensive examination will be written. If the student does write a thesis the final comprehensive will be oral.

A candidate who fails on the comprehensive examination may be permitted a re-examination at the discretion of the student's major department and the Graduate Council. A re-examination cannot be given sooner than the semester following the unsuccessful examination.

Thesis Requirements. A thesis in the major field of interest and completed to the satisfaction of the Student's Advisory Committee and the Graduate Council may be submitted in partial fulfillment of the requirements for the Master's degree. Students who elect to write a thesis are required to complete 24 semester hours in course work.

Students who elect additional course work in lieu of a thesis must earn a total of thirty semester hours in graduate courses.

The Student's Advisory Committee must recommend the thesis subject and outline to the Graduate Council for approval at least three months prior to the time the degree is expected to be awarded.

The thesis shall consist of a written interpretation of a body of facts and opinions gained through critical reading and independent research. There must be an adequate analysis of the assembled data. The thesis must be prepared according to the general requirements established by the Graduate Council and must be completed one month before the time of graduation to assure the Advisory Committee of its acceptability. Three unbound copies of the thesis must be filed with the Chairman of the Graduate Council not later than two weeks before the date of graduation.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

Academic Requirements. The candidate must complete twenty-
four hours of graduate work and submit a thesis. A minimum of eighteen hours must be completed in the major field. No graduate credit will be given for a grade below “B”. At least forty per cent of the courses included in the student's program shall be those designated as exclusively for graduate students. No graduate credit will be granted for work done in any course to which undergraduates are admitted unless the student is enrolled in that course as a graduate student.

CREDITS BY TRANSFER

Six hours of graduate work from an accredited college or university may be applied to the requirements for the degree upon approval of the head of the major department.

SCHOLARSHIP REQUIREMENTS

The grades given in graduate courses are A, B+, B, C, and F. Graduate students must receive a mark of “B” or better in a course if it is to count in meeting requirements for a Master’s degree.

A student is automatically placed on probation as soon as he receives a grade below “C” in any course or a grade of “C” in as many as two courses. The courses need not be taken simultaneously. Probation is a warning that achievement is not satisfactory. A student on probation will not be permitted to continue his graduate work if he earns a grade of “C” or below in any subsequent course.

Petition for special consideration may be filed with the Chairman of the Graduate Council if the student feels that circumstances outside his control prevented him from doing work of higher quality. All such petitions will be acted upon by the Graduate Council.

TIME LIMIT

A graduate student is expected to complete all requirements for the degree within six years from the time he begins his graduate
study. The Graduate Council may, however, permit an extension of time because of extenuating circumstances.

MAJOR AND MINOR FIELDS

As the graduate program of the College develops students will have the opportunity to minor in most of the following fields and to major in many of them: art, biology, business education, chemistry, education and psychology, English, geography, history, home economics, mathematics, music, physical and health education, physics, social science and sociology.

OFFERING

The course offering for the Summer of 1961 is included in the 1961 Summer Session catalog.

THE COOPERATIVE PROGRAM OF GRADUATE EDUCATION

Madison College continues to be a participating institution in the cooperative program of Graduate Education which was started by the University of Virginia. Information concerning the transfer of graduate credit from one Virginia institution to another may be obtained by writing the Dean of the College.
PART SIX

The Program of Studies

The next few pages present the courses of study, or curricula, which are available to Madison students. Here the student will find information on ☆

☆ GENERAL EDUCATION

☆ CURRICULA OFFERED

☆ THE CURRICULA

☆ MAJORS AND MINORS

☆ STUDENT TEACHING
The Program of General Education

In general education, as conceived at Madison College, the student explores major areas of human knowledge and experience. He seeks the basis for richer personal living, for intelligent decisions, and for effective action in the contemporary world. From this study he receives impetus and direction toward citizenship in a democracy.

The program of general education is designed to develop in students those skills, knowledges, and attitudes which will equip them for effective personal and group living and responsible citizenship. Students concentrate on man's physical and biological environment, man's media of communication, the social sciences, physical health, and past and present cultures as expressed in music, art, and literature.

In order that students at Madison College may experience the benefits to be derived from general education, all four-year students will complete 44 semester hours, unless reduced by exemption examinations.

1. The Humanities, 18 semester hours.
2. The Natural Sciences, 14 semester hours.
3. The Social Sciences, 12 semester hours.

COURSES FROM THE REQUIRED AREAS OF GENERAL EDUCATION

Students who believe that they have competent knowledge in any one of these courses may apply to the department of instruction in which the course is given for an exemption test. Upon successful completion of this test a student may choose another course of equal credit as a substitute.

The Humanities (18)

Art 30. Art in General Culture, p. 132.
English 1-2. Reading and Composition, p. 136.
English 33-34. Introduction to Literature, p. 136.
The Natural Sciences (14)

Biology 10. General Biology, pp. 163-164.

and


or any one of the following:

Geology 1-2. Geology, p. 171.
Physics 1-2. General Physics, p. 189.

also

Physical Education. An intermediate sport and an elective.

The Social Sciences (12)

All students are required to take Social Science 33-34, United States History. (6 hours).

The six remaining hours may be completed by taking any three of the four Social Science "Ideas and Issues" Courses. (6 hours).

S.S. 25. Political Ideas and Issues
S.S. 26. Communism vs. Capitalism
S.S. 27. Social Ideas and Issues
S.S. 28. World Population

or

the student may select from two of the following groups of courses:

Group One. Economics. (3 hours).
S.S. 29. Principles of Economics, or

Group Two. Geography. (3 hours).
S.S. 20. Geographic Principles, or
S.S. 68. Conservation of Natural Resources.
Group Three. Government. (3 hours).
S.S. 57. United States Government, or
S.S. 58. State and Local Government.

Group Four. History. (3 hours).
S.S. 55. History of Civilization, or

Group Five. Sociology. (3 hours).
S.S. 39. Principles of Sociology, or

Majors and Minors in Curricula II, III, VII, and VIII

In the four-year Curricula II, III, VII, and VIII, a major-minor plan has been adopted to give assurance of a fair degree of concentration of the student’s work. The student will choose one major and one minor. Students will do well to consider the desirability of having these fields of concentration bear some relation to one another.

Curriculum advisers are assigned to all of these curricula to assist in the selection of suitable combinations of courses and electives, and will work with the student in cooperation with the heads of the departments of major and minor choices. The department head of the major subject will advise in the selection of a suitable minor and related subjects.

MAJORS
Curriculum II
B.A. in Education

Art
Biology
Chemistry
English
French
Latin
Library Science
Mathematics
Physics
Psychology
Science
Social Science
and History
Spanish
Major and Minors

Curriculum III
B.S. in Education

Art
Biology
Chemistry
English
French
Health
Latin
Library Science
Mathematics
Physical Education
Physics
Psychology
Science
Social Science
and History
Spanish

Curriculum VII
B.A. in Liberal Arts

Art
Biology
Chemistry
English
French
Latin
Mathematics
Music
Physics
Psychology
Science
Social Science
and History
Spanish

Curriculum VIII
B.S. in Liberal Arts

Art
Biology
Chemistry
English
French
Health
Latin
Mathematics
Music
Physics
Psychology
Science
Social Science
and History
Spanish
MINORS

Curriculum II

Art
Biology
Chemistry
English
French
Geography
Latin
Library Science
Mathematics

Physical Education
Physics
Psychology
General Science
Social Science
and History
Spanish
Speech

Curriculum III

Art
Biology
Chemistry
English
French
Geography
Latin
Library Science
Mathematics

Physical Education
Physics
Psychology
General Science
Social Science
and History
Spanish
Speech

Curriculum VII

Art
Biology
Chemistry
English
French
Geography
Latin
Mathematics
Music

Physical Education
Physics
Psychology
General Science
Social Science
and History
Spanish
Speech
### Curricula Offered

#### Curriculum VIII

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Art</td>
<td>Physical Education</td>
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<tr>
<td>Biology</td>
<td>Physics</td>
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<tr>
<td>Chemistry</td>
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<td>English</td>
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<td>French</td>
<td>Social Science</td>
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<td>Geography</td>
<td>and History</td>
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<td>Latin</td>
<td>Spanish</td>
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<tr>
<td>Mathematics</td>
<td>Speech</td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
</tbody>
</table>

### Curricula Offered

Madison prepares teachers for kindergarten, primary, grammar grade, junior high school, general high school subject fields, home economics, art, music, physical education, school librarianship, and business education. Our graduates are now successfully teaching at all levels of the public school system and are holding positions as principals, teachers, librarians, and supervisors.

The College also recognizes a duty to prepare women for occupations adapted to women: dietitians, nutrition workers, commercial and home demonstration agents, secretaries, stenographers, nurses (pre-nursing), and homemakers.

In addition, Madison offers the B.A. and B.S. degrees which enable students who are not interested in teaching to get academic training equivalent to that offered in liberal arts colleges. Also students may receive pre-professional education for librarianship, medicine, law, psychology, welfare work, medical technology, and other professions.
Madison College offers the following courses of study:

**TEACHER EDUCATION PROGRAMS**

Curriculum I  B.S. in Ed. Elementary Education  (Pages 99-100)
Curriculum II  B.A. in Ed. Secondary Education  (Pages 107-108)
Curriculum III  B.S. in Ed. Secondary Education  (Pages 101-102)
Curriculum IV  B.S. in Ed. Home Economics Education  (Pages 103-104)
Curriculum V  B.S. in Ed. Teachers of Business Education  (Pages 105-106)
Curriculum VI  B.M. Ed. Music Education  (Pages 109-110)

**LIBERAL ARTS PROGRAMS**

Curriculum VII  B.A.  Liberal Arts  (Pages 124-125)
Curriculum VIII  B.S.  Liberal Arts  (Pages 111-112)

**MEDICAL TECHNOLOGY**

Curriculum VIIIA  B.S.  Medical Technology  (Pages 113-115)

**INSTITUTION MANAGEMENT AND GENERAL HOME ECONOMICS**

Curriculum IX  B.S.  Institution Management  (Pages 116-117)
Curriculum X  B.S.  General Home Economics  (Pages 118-119)

**BUSINESS**

Curriculum XI  B.S.  Business  (Pages 120-123)

**MUSIC**

Curriculum XII  B.M.  Music  (Pages 126-127)
Bachelor of Science in Education

CURRICULUM I

ELEMENTARY EDUCATION

This curriculum is based upon the conviction that a good elementary teacher must not only understand child growth and the nature of learning but must also be given adequate experience in guiding the learning experiences of children. Because such a teacher also needs a broad background of general or liberal education for his personal satisfaction, this curriculum also provides a wide range of constants and electives.

A selected concentration of 24 semester hours should include 12 hours or 4 semesters of work beyond the curriculum constants in that area or department. However, in those areas in which there is no required work a concentration may be made up of 18 semester hours. Any student who decides to convert a concentration into a major or minor may do so by proper choices of courses.

Constants in required hours of credit: Art, 6; Education, 18; English and Speech, 12; Library Science, 3; Mathematics, 6; Music, 6; Physical and Health Education, 8; Psychology, 6; Science, 12; Social Science and History, 12; additional credits elected in Social Science and History, 3, and in English, 3, to meet the Virginia certification requirements.

Total Constants, 95  Electives, including concentration, 33  Total, 128

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Credits per Semester:</th>
<th>1st</th>
<th>2nd</th>
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<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
<td>3</td>
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</tr>
<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
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</tr>
<tr>
<td>Music 30. Music in General Culture</td>
<td>0</td>
<td>3</td>
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<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Science: Biological (See page 93)</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Physical (See page 93)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
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### SOPHOMORE YEAR

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<tr>
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<tbody>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>L. S. 49. Library Resources for Children</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 33-34. Human Growth and Development</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 20. Principles of Geography</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
<td>2</td>
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</tr>
<tr>
<td>Electives</td>
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### JUNIOR YEAR

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<th>Course</th>
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<tr>
<td>Art 59. Art Activities in the Elementary School</td>
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<td>0</td>
</tr>
<tr>
<td>Ed. 59. Teaching of Reading and Language</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 60. Foundations of Curriculum Development</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Ed. 69. Methods and Materials in Teaching in the Elementary Grades</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Music Ed. 67. Music for Children</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>P. E. 50. Physical Education in the Elementary School</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Sci. 50. Science in the Elementary School</td>
<td>4</td>
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<tr>
<td>English elective</td>
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### SENIOR YEAR

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<tr>
<td>Ed. 80. History and Philosophy of Educational Thought</td>
<td>3</td>
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<tr>
<td>Ed. 90. Directed Teaching</td>
<td>0</td>
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<tr>
<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
<td>16</td>
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</tr>
</tbody>
</table>
CURRICULUM III

SECONDARY EDUCATION

This curriculum is for the preparation of high school teachers. Emphasis may be placed upon science, mathematics, English and social science, or upon physical education, library science, art, or foreign languages. There are courses in psychology and education that lead to certification for teaching. The choices of a major subject and a minor subject will be made from the list on pages 94-97.

Completion of the requirements for this curriculum leads to the Bachelor of Science in Education degree and the Collegiate Professional Certificate, enabling the holder to teach the subjects emphasized.

*Constants* in required semester hours of credit: Art, 3; Education, 15; English and Speech, 12; Mathematics, 6; Music, 3; Physical and Health Education, 6; Psychology, 6; Science, 12; Social Science and History, 12.

<table>
<thead>
<tr>
<th>Total Constants, 75</th>
<th>Electives, 53</th>
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**FRESHMAN YEAR**

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<th>Credits per Semester:</th>
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<tr>
<td>Art 30. Art in General Culture</td>
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<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
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</tr>
<tr>
<td>Math. 17-18. Introduction to College Mathematics</td>
<td>3</td>
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</tr>
<tr>
<td>Music 30. Music in General Culture</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
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<td>1</td>
</tr>
<tr>
<td>Science: Biological (See page 93)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Physical (See page 93)</td>
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<tr>
<td>Electives</td>
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<td>—</td>
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<tr>
<td><strong>Total</strong></td>
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### Sophomore Year

**Credits per Semester:**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
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<td>2</td>
</tr>
<tr>
<td>P. E.</td>
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<td>1</td>
</tr>
<tr>
<td>Psy. 33-34. Human Growth and Development</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Second Science to total twelve semester hours of science</td>
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</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
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<td></td>
</tr>
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### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Ed. 60. Foundations of Curriculum Development</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Ed. 70. Methods and Materials in Teaching in the Secondary School</td>
<td>0</td>
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<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>0</td>
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<tr>
<td>Second Social Science to total twelve semester hours of Social Science (See pages 93-94)</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td></td>
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<td></td>
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### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st</th>
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<tbody>
<tr>
<td>Ed. 80. History and Philosophy of Educational Thought</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 90. Directed Teaching</td>
<td>6</td>
<td>0</td>
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<td>Electives</td>
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<td></td>
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</table>
CURRICULUM IV

HOME ECONOMICS EDUCATION

Graduates of this curriculum are certified to teach vocational home economics in high school. The requirements of the Vocational Division of the United States Office of Education and the standards set up by the State Department of Education are fully met. Although this is a specialized curriculum, it is liberal in its content and scope.

Teaching is the largest field of employment for specialists in home economics. However, students wishing to major in both teaching (Curriculum IV) and institution management (Curriculum IX) may arrange to do so by electing work in the two fields and spending one summer session in residence.

In the senior year the half semester block plan is used. One block consists of H. E. Ed. 90, Directed Teaching. The second block consists of H. E. 99, Home Management Residence.

Constants in required semester hours of credit: Art, 6; Education, 6; English and Speech, 12; Home Economics, 40; Home Economics Education, 14; Mathematics, 6; Music, 3; Physical and Health Education, 6; Psychology, 6; Science, 11; Social Science and History, 12.

Total Constants, 122 Electives, 6 Total, 128

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Credits per Semester: 1st</th>
<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>H. E. 10. The Contemporary Family</td>
<td>3</td>
</tr>
<tr>
<td>H. E. 19. Elementary Nutrition</td>
<td>0</td>
</tr>
<tr>
<td>or Math. 17-18. Introduction to College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
</tr>
<tr>
<td>Science: Biological (See page 93)</td>
<td>4</td>
</tr>
<tr>
<td>Physical (See page 93)</td>
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<td>Electives</td>
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### Sophomore Year

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<tbody>
<tr>
<td>Art. 30</td>
<td>Art in General Culture</td>
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<tr>
<td>Art 39</td>
<td>Interior Design</td>
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<tr>
<td>Eng. 33-34</td>
<td>Introduction to Literature</td>
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<td>Hth. 40</td>
<td>Personal and Community Health</td>
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<td>H. E. 20</td>
<td>Foods</td>
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<tr>
<td>H. E. 39-40</td>
<td>Textiles; Clothing Construction</td>
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<td>Speech 29</td>
<td>Voice and Diction</td>
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### Junior Year

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<td>Health of the Family</td>
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<td>H. E. 59</td>
<td>Clothing for the Family</td>
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<td>Advanced Nutrition</td>
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<td>H. E. Ed. 68</td>
<td>Home Economics Education</td>
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<td>Music 30</td>
<td>Music in General Culture</td>
<td>3</td>
<td>0</td>
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<tr>
<td>S. S. 29</td>
<td>Principles of Economics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>S. S. 33-34</td>
<td>United States History</td>
<td>3</td>
<td>3</td>
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<tr>
<td>S. S. 39</td>
<td>Principles of Sociology</td>
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### Senior Year

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<tbody>
<tr>
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<td>History and Philosophy of Educational Thought</td>
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<td>H. E. 69</td>
<td>Consumer Economics</td>
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<td>H. E. 30</td>
<td>Social and Family Relationships</td>
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<td>H. E. 89</td>
<td>Child Development</td>
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<td>H. E. 99</td>
<td>Home Management Residence</td>
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<td>Vocational Home Economics</td>
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</table>
Curriculum V

Business Teacher Education

Curriculum V is designed to prepare teachers of business education for the secondary schools. In addition, it provides training in the non-teaching areas of secretarial science, general clerical and office occupations.

Upon completion of Curriculum V the student receives a B. S. degree in Education and the College Professional Certificate. The graduate is qualified to meet the four areas of state certification: Stenography, Bookkeeping, Office Organization and Practice, and Basic Business.

Constants in required semester hours of credit: Art, 3; Business 49; Business Education, 6; Education, 12; English and Speech, 12; Mathematics, 3; Music, 3; Physical and Health Education, 6; Psychology, 6; Science 8; Social Science and History, 12.

Total Constants, 120  Electives, 8  Total, 128

Freshman Year

<table>
<thead>
<tr>
<th>Credits per Semester:</th>
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<th>2nd</th>
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<tbody>
<tr>
<td>Art. 30. Art in General Culture</td>
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<tr>
<td>Bus. 10. Introduction to Business</td>
<td>2</td>
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<td>Bus. 20. Business Mathematics</td>
<td>0</td>
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<tr>
<td>Bus. 21-22. Elementary Shorthand</td>
<td>3</td>
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<tr>
<td>Bus. 29. Office Efficiency</td>
<td>2</td>
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<tr>
<td>Eng. 1-2. Reading and Composition</td>
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<td>P. E.</td>
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<td>1</td>
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<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Electives</td>
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</tbody>
</table>

16 16

1 Students who have not completed the equivalent of Bus. 25-26, Elementary Typewriting, must take it as a prerequisite to Bus. 41-42.
## Sophomore Year

**Credits per Semester:**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Bus. 41-42. Advanced Typewriting</td>
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<tr>
<td>Bus. 43-44. Advanced Shorthand</td>
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<td>Bus. 45-46. Elementary Accounting</td>
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<tr>
<td>Psy. 33-34. Human Growth and Development</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Science: Biological (See page 93)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Physical (See page 93)</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
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<td><strong>Total</strong></td>
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## Junior Year

<table>
<thead>
<tr>
<th>Course</th>
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<th>2nd</th>
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<tbody>
<tr>
<td>Bus. 60. Office Machines</td>
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<tr>
<td>Bus. 65-66. Intermediate Accounting</td>
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<td>Bus. Ed. 70. Methods and Materials in Teaching Basic Business</td>
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</tr>
<tr>
<td>Ed. 60. Foundations of Curriculum Development</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>0</td>
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</tr>
<tr>
<td>Math. 57. Mathematics of Finance</td>
<td>3</td>
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<td>S. S. 75-76. Economics</td>
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<td>Speech 29. Voice and Diction</td>
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<td>Electives</td>
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<td><strong>Total</strong></td>
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## Senior Year

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<thead>
<tr>
<th>Course</th>
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<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>Bus. 59. Business Correspondence</td>
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<tr>
<td>Bus. 87, 88, 96. Marketing; Salesmanship; Money and Banking (2 of the 3 courses)</td>
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<tr>
<td>Bus. 95. Business Law</td>
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<tr>
<td>Bus. Ed. 80. Methods and Materials in Teaching Skill Subjects</td>
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<tr>
<td>Ed. 80. History and Philosophy of Educational Thought</td>
<td>3</td>
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<tr>
<td>Ed. 90. Directed Teaching</td>
<td>6</td>
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<tr>
<td>Mus. 30. Music in General Culture</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>
Curriculum II

Bachelor of Arts in Education

CURRICULUM II

SECONDARY EDUCATION

This is a four-year curriculum for the preparation of high school teachers. Emphasis may be placed upon English, social sciences, and foreign languages, or upon art, library science, mathematics, and science. There are courses in the professional subjects of education, which lead to certification for teaching. The choice of a major subject and a minor subject will be made from a list on pages 94-97.

Upon completion of the work listed below, the student will receive the degree of Bachelor of Arts in Education and the Collegiate Professional Certificate, enabling the holder to teach the subjects emphasized.

Constants in required semester hours of credit: Art, 3; Education, 15; English and Speech, 12; Foreign Language (two years of one language), 12; Mathematics, 6; Music, 3; Physical and Health Education, 6; Psychology, 6; Science, 8; Social Science and History, 12.

Total Constants, 83  Electives, 45  Total, 128

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Credits per Semester: 1st</th>
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<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
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<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>or Math. 17-18. Introduction to College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Music 30. Music in General Culture</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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</tr>
<tr>
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<td>16</td>
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### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
<td>2</td>
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<tr>
<td>Foreign Language</td>
<td>3</td>
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<td>P. E.</td>
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</tr>
<tr>
<td>Psy. 33-34. Human Growth and Development</td>
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<tr>
<td>Science: Biological</td>
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<tr>
<td>Science: Physical</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Ed. 60. Foundations of Curriculum Development</td>
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</tr>
<tr>
<td>Ed. 70. Methods and Materials in Teaching in the Secondary School</td>
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<td>Hth. 40. Personal and Community Health</td>
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<td>Second Social Science to total twelve semester hours of Social Science (See pages 93-94)</td>
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<td>Electives</td>
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### Senior Year

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>Ed. 80. History and Philosophy of Educational Thought</td>
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<td>Electives</td>
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</tbody>
</table>

Credits per Semester: 1st 2nd
Bachelor of Music Education

CURRICULUM VI

Music Education

This curriculum is for students who wish to prepare to teach vocal or instrumental music in the public schools. Upon completion of the requirements set forth below, students will receive the degree of Bachelor of Music Education and will qualify for the Collegiate Professional Certificate for the teaching of music from the Virginia State Board of Education or for a similar certificate in most other states. Students may also gain music skills required for church music, for private music teaching, or for work in a phase of the music industry.

Curriculum VI stresses three aspects of this preparation: comprehensive training in the skills, knowledges, and literature of music; general academic background; and understanding of the principles, procedures, and materials for effective teaching. The stress on musical skills includes, through private and class instruction, a major emphasis on some one area of musical performance—voice, piano, organ, or other instrument, and a minor in another area. It includes also an elementary knowledge of piano, voice, and one instrument of the brass and woodwind groups.

Constants in required semester hours of credit: Art, 3; Education, 12; English and Speech, 12; Mathematics, 6; Music, 60; Music Education, 6; Physical and Health Education, 6; Psychology, 6; Science, 8; Social Science and History, 12.

Total Constants, 103 Music Electives, 28 Total, 131

Freshman Year

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<tr>
<th>Credits per Semester:</th>
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<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
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<tr>
<td>Eng. 1-2. Reading and Composition</td>
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<tr>
<td>Music 11-12. Theory I</td>
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<tr>
<td>Music 30. Music in General Culture</td>
<td>3</td>
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<tr>
<td>Music 55p. Instrumental Music (Percussion)</td>
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<tr>
<td>Music 55s-56s. Instrumental Music (Strings)</td>
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<td>P. E.</td>
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<td>Ensemble Elective</td>
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15 17
### Sophomore Year

**Credits per Semester:**

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<tbody>
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<tr>
<td>or</td>
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</tr>
<tr>
<td>Math. 17-18. Introduction to College Mathematics</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Music 33-34. Theory II</td>
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<tr>
<td>Music 55b. Instrumental Music (Brass)</td>
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<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 33-34. Human Growth and Development</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ensemble Elective</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Applied Music Electives</td>
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### Junior Year

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<tbody>
<tr>
<td>Ed. 60. Foundations of Curriculum Development</td>
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<tr>
<td>Music 55w. Instrumental Music (Woodwind)</td>
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<tr>
<td>Music 77-78. Conducting</td>
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<tr>
<td>Music Ed. 67. Music for Children</td>
<td>3</td>
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<tr>
<td>Music Ed. 68. Music for Youth</td>
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<td>3</td>
</tr>
<tr>
<td>Science: Biological (See page 93)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Physical (See page 93)</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Speech 29. Voice and Diction</td>
<td>2</td>
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<tr>
<td>Ensemble Elective</td>
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<tr>
<td>Applied Music Electives</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
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</tbody>
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### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Ed. 80. History and Philosophy of Educational Thought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed. 90. Directed Teaching</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Music 51-52. Music History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Second Social Science to total twelve semester hours of Social Science (See pages 93-94)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ensemble Elective</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Applied Music Electives</td>
<td>3</td>
<td>3</td>
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<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>
Bachelor of Science
CURRICULUM VIII

LIBERAL ARTS

In this curriculum, work in science is emphasized, although students may specialize in a number of other fields. Students will choose a major and a minor from the list of subjects on pages 94-97.

Graduates of this curriculum are prepared to undertake graduate work along the lines of their college preparation, provided electives and the major-minor combination are chosen wisely, and the student has a good rating. Those students planning to go to graduate school are advised to include a language among their electives.

Subject to the approval of the Curriculum Adviser and the Dean of the College, not more than 12 semester hours of credit may be earned in the professional or semi-vocational fields; library science, education, physical education, business education, and home economics. Vocational courses taken in the freshman year as part of the program for freshmen will also be accepted in the 12 hours noted above.

PRE-MEDICAL AND PRE-DENTAL PROGRAMS

The pre-medical or pre-dental student should enroll in Curriculum VIII and plan a program in consultation with his curriculum adviser.

Although colleges of medicine and of dentistry differ in their specific entrance requirements, all of them emphasize the importance of exceptional ability, marked aptitude in science, and outstanding achievement in pre-medical college education. A student who plans to apply for admission to a particular college of medicine or of dentistry should familiarize himself with the requirements of that college and consult his curriculum adviser concerning the program of courses that he should undertake at Madison.

Most medical schools require at least three years of college preparation, and prefer that their candidates have the full four
years with the bachelor’s degree. It is also to the advantage of pre-dental students to obtain a college degree. Medical and dental schools specify a minimum amount of biology, chemistry, mathematics, and physics, but they want the pre-medical student to obtain a broad cultural background in such fields as literature, social science, psychology, philosophy, and the fine arts.

**Constants** in required semester hours of credit: Art, 3; English and Speech, 12; Mathematics, 6; Music, 3; Physical and Health Education, 6; Psychology, 6; Science, 22; Social Science and History, 12.

Total Constants, 70    Electives, 58    Total, 128

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>Credits per Semester:</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio. 10-20. General Biology</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Math. 17-18. Introduction to College Mathematics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Science (See page 93)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
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**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
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</tr>
<tr>
<td>Music 30. Music in General Culture</td>
<td>3</td>
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</tr>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 31-32. General Psychology</td>
<td>3</td>
<td>3</td>
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<td>Electives</td>
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**JUNIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th>1st</th>
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<tbody>
<tr>
<td>Science elective</td>
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<td>3</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

Second Social Science to total twelve semester hours of Social Science (See pages 93-94) | 3   | 3   |
| Electives | | |
| **Total** | **16** | **16** |
CURRICULUM VIII-A

MEDICAL TECHNOLOGY

This is a four-year program leading to the Bachelor of Science degree in Medical Technology. It is offered cooperatively with the School of Medicine of the University of Virginia and other hospitals on the approved list of the Council of Medical Education and Hospitals of the American Medical Association and the Board of Schools of Medical Technology of the American Society of Clinical Pathologists.

The degree is conferred by Madison College upon the successful completion of the following three-year program at the College and one academic year at an approved school of medical technology. Upon completion of the full twelve months course in medical technology, the student is given a diploma by the hospital and becomes eligible for the national examination for certification by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

Constants in required semester hours of credit: Art, 3; English and Speech, 12; Mathematics, 6; Music, 3; Physical and Health Education, 6; Psychology, 6; Science, 39; Social Science and History, 12.

Total Constants, 87  Electives, 9  Total, 96

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Credits per Semester: 1st</th>
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</thead>
<tbody>
<tr>
<td>Bio. 10-20. General Biology</td>
<td>4</td>
</tr>
<tr>
<td>Chem. 1-2. General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Math. 17-18. Introduction to College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
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<td>Electives</td>
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</table>
**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits per Semester:</th>
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<th>2nd</th>
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<tbody>
<tr>
<td>Bio. 27. Human Physiology</td>
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<tr>
<td>Bio. 28. Bacteriology</td>
<td></td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Chem. 37. Organic Chemistry</td>
<td></td>
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</tr>
<tr>
<td>Chem. 38. Biochemistry</td>
<td></td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
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<td>2</td>
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<tr>
<td>P. E.</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 31-32. General Psychology</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
<td></td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td>17</td>
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**Junior Year**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
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<tr>
<td>Chem. 56. Quantitative Analysis</td>
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<tr>
<td>Hth. 40. Personal and Community Health</td>
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<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Music 30. Music in General Culture</td>
<td></td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Second Social Science to total twelve semester hours of Social Science (See pages 93-94)</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

**Senior Year**

The fourth year of this program consists of twelve months at the School of Medicine of the University of Virginia or some other School of Medical Technology approved by the American Medical Association and American Society of Clinical Pathologists.

To enter a School of Medical Technology, a separate application must be made by the student. A list of approved schools of medical technology is on file in the office of the Director of the Division of Natural Sciences.
Pre-nursing students should enroll in Curriculum VIII. The University of Virginia School of Nursing offers a program in nursing leading to the Bachelor of Science in Nursing degree. Students may complete two nine-month winter sessions at Madison College, and the remainder of the period of study at the University of Virginia. Following the first session at Madison, students will attend a summer session at the University, which will be designed to give an insight into actual bedside nursing.

**Freshman Year**

<table>
<thead>
<tr>
<th>Credits per Semester:</th>
<th>1st</th>
<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>Bio. 10-20. General Biology</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Chem. 1-2. General Chemistry</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>P. E.</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
<td>2</td>
<td>0</td>
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<tr>
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<td><strong>17</strong></td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Credits per Semester:</th>
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<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>Bio. 27. Human Physiology</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Bio. 28. Bacteriology</td>
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<td>0</td>
</tr>
<tr>
<td>Bio. 29. Anatomy</td>
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</tr>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
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<tr>
<td>H. E. 19. Elementary Nutrition</td>
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<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 31-32. General Psychology</td>
<td>3</td>
<td>3</td>
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<tr>
<td>S. S. 39. Principles of Sociology</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>S. S. 48. Social Problems</td>
<td>0</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>15</strong></td>
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</table>
This curriculum meets the academic requirements set up by the American Dietetic Association. While this course is a professional course for food administrators, it is broad in its content and scope. The demand for this type of training far exceeds the trained personnel available.

Graduates are eligible for entrance as dietetic interns in hospitals and administrative courses approved by the American Dietetic Association. There need be no additional expense for this year of internship. Some of these courses carry a satisfactory stipend. This year of successful apprentice training gives the graduate active membership in the A.D.A. and enables her to accept a full time position as a graduate dietitian.

College graduates without this year of internship are in demand for positions in school lunch rooms, small hospitals, transportation companies, and welfare agencies.

In the senior year the half semester block plan is used. One block consists of H. E. 80, Supervised Institution Management; the second block consists of H. E. 99, Home Management Residence.

**Constants** in required semester hours of credit: Art, 3; Education, 3; English and Speech, 12; Home Economics, 50; Mathematics, 6; Music, 3; Physical and Health Education, 6; Psychology, 6; Science, 26; Social Science and History, 12.

Total Constants, 127 Electives, 1 Total, 128

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>Credits per Semester:</th>
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<tbody>
<tr>
<td>Bio. 10. General Biological Science</td>
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<td>Chem. 1-2. General Chemistry</td>
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<tr>
<td>Eng. 1-2. Reading and Composition</td>
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<td>3</td>
</tr>
<tr>
<td>H. E. 10. The Contemporary Family</td>
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<tr>
<td>H. E. 19-20. Elementary Nutrition; Foods</td>
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<td>3</td>
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<tr>
<td>P. E.</td>
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<tr>
<td>Electives, Restrictive</td>
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Curriculum IX

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits 1st</th>
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</thead>
<tbody>
<tr>
<td>Bio. 27-28. Human Physiology and Bacteriology</td>
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<td>Chem. 35. Organic Chemistry</td>
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<td>Chem. 38. Biochemistry</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>or Math. 17-18. Introduction to College Mathematics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 31-32. General Psychology, or</td>
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<td>3</td>
</tr>
<tr>
<td>See course description of Psy. 33-34, page 224</td>
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Total Credits: 16

### JUNIOR YEAR

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<tbody>
<tr>
<td>H. E. 40. Clothing Construction</td>
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<td>H. E. 46. Housing and Equipment</td>
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<td>H. E. 50. Health of the Family</td>
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<td>H. E. 60. Advanced Nutrition</td>
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<td>3</td>
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<tr>
<td>H. E. 76. Advanced Foods</td>
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</tr>
<tr>
<td>or H. E. 96. Experimental Cookery</td>
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<tr>
<td>H. E. 89. Child Development</td>
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<td>Music 30. Music in General Culture</td>
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</tr>
<tr>
<td>S. S. 29. Principles of Economics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 39. Principles of Sociology</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
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Total Credits: 18

### SENIOR YEAR

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
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<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
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</tr>
<tr>
<td>H. E. 69. Consumer Economics</td>
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<tr>
<td>H. E. 30. Social and Family Relationships</td>
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<td>3</td>
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<tr>
<td>H. E. 77. Institution Equipment</td>
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<td>H. E. 80. Directed Institution Management</td>
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<td>H. E. 87. Institution Organization</td>
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<tr>
<td>H. E. 98. Diet Therapy</td>
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</tr>
<tr>
<td>H. E. 99. Home Management Residence</td>
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<tr>
<td>Electives</td>
<td>—</td>
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</tr>
</tbody>
</table>

Total Credits: 17
CURRICULUM X

GENERAL HOME ECONOMICS

This curriculum is planned to give greater possibility for electives than is advisable in professional home economics Curricula IV and IX. Special emphasis is placed upon preparation for the responsibilities of homemaking and family living. Courses designed to acquaint the student with family relationship, child development, and health of the family are offered. The curriculum also offers opportunities for preparation for income earning in such fields as home economics in business, journalism, radio, television, demonstration work, social welfare, merchandising, and government.

This curriculum does not meet the requirements for professional qualifications in teaching or dietetics. However, it is possible for a student to transfer into either Curriculum IV or IX without loss of credits.

Constants in required semester hours of credit: Art, 6; English and Speech, 12; Home Economics, 37; Mathematics, 6; Music, 3; Physical and Health Education, 6; Psychology, 6; Science, 11; Social Science and History, 12; Restricted Electives, 6.

Total Constants, 99 Restricted Electives, 6 Total, 128
Free Electives, 23

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Credits per Semester:</th>
<th>1st</th>
<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>H. E. 10. The Contemporary Family</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>H. E. 19. Elementary Nutrition</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>or Math. 17-18. Introduction to College Mathematics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Science: Biological (See page 93)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Physical (See page 93)</td>
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</tr>
<tr>
<td>Electives</td>
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</table>

16 16
### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
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<th>2nd Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
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<td>0</td>
</tr>
<tr>
<td>Art 39. Interior Design</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>H. E. 20. Foods</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>H. E. 39-40. Textiles; Clothing Construction</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phys. 40. Household Physics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Psy. 31-32. General Psychology, or</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>See course description of Psy. 33-34, page 224</td>
<td></td>
<td></td>
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<tr>
<td>Electives</td>
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<td>Total</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
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<th>2nd Credits</th>
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</thead>
<tbody>
<tr>
<td>H. E. 46. Housing and Equipment</td>
<td>3</td>
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</tr>
<tr>
<td>H. E. 50. Health of the Family</td>
<td>3</td>
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<tr>
<td>H. E. 60. Advanced Nutrition</td>
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<tr>
<td>H. E. 30. Social and Family Relationships</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>H. E. 89. Child Development</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Music 30. Music in General Culture</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>—</td>
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<tr>
<td>Total</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>H. E. 69. Consumer Economics</td>
<td>3</td>
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</tr>
<tr>
<td>H. E. 99. Home Management Residence</td>
<td>4</td>
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</tr>
<tr>
<td>Home Economics and/or Art</td>
<td>0</td>
<td>6</td>
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<tr>
<td>S. S. 29. Principles of Economics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>S. S. 39. Principles of Sociology</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Electives</td>
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</tr>
<tr>
<td>Total</td>
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</table>
CURRICULUM XI

BUSINESS

Curriculum XI is a professional, non-teaching curriculum designed for those preparing for careers as secretaries, office occupations, or accountants. Two majors are offered. Plan I provides for a four-year secretarial degree. Plan II provides for a four-year business administration-accounting degree.

The secretarial major provides specialized training to prepare the student for jobs as secretaries, office supervisors, and general clerical workers.

The business administration-accounting major provides specialized training to prepare students for positions as office managers, personnel workers, bookkeepers and accountants.

Constants in required semester hours of credit in Plan I: Art, 3; Business, 51; English and Speech, 12; Mathematics, 3; Music, 3; Physical and Health Education, 6; Psychology, 6; Science, 8; Social Science and History, 12.

Total Constants, 104 Electives, 24 Total, 128

PLAN I—SECRETARIAL MAJOR

FRESHMAN YEAR

Credits per Semester: 1st 2nd

<table>
<thead>
<tr>
<th>Course</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus. 10. Introduction to Business</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Bus. 20. Business Mathematics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Bus. 21-22. Elementary Shorthand</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bus. 29. Office Efficiency</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
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</tbody>
</table>

Electives\(^1\) 16 16

\(^1\) Students who have not completed the equivalent of Bus. 25-26, Elementary Typewriting, must take it as a prerequisite to Bus. 41-42.
# Curriculum XI

## Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Bus. 41-42. Advanced Typewriting</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Bus. 43-44. Advanced Shorthand</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Bus. 45-46. Elementary Accounting</td>
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<td>3</td>
</tr>
<tr>
<td>P. E.</td>
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<td>1</td>
</tr>
<tr>
<td>Science: Biological (See page 93)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical (See page 93)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
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<td>2</td>
</tr>
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<td>Electives</td>
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## Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st</th>
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<tbody>
<tr>
<td>Bus. 65-66. Intermediate Accounting</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bus. 59. Business Correspondence</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Math. 57. Mathematics of Finance</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Music 30. Music in General Culture</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Psy. 31-32. General Psychology</td>
<td>3</td>
<td>3</td>
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<tr>
<td>(See course description of Psy. 31-32, pages 223-224)</td>
<td></td>
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<tr>
<td>Electives</td>
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<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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## Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus. 57 or 58. Advanced Office Application</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Bus. 60. Office Machines</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Bus. 78. Dictation and Transcription</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Bus. 87. Marketing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Bus. 95. Business Law</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 75-76. Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>
PLAN II—BUSINESS ADMINISTRATION WITH ACCOUNTING BACKGROUND

Constants in required semester hours in Plan II. Art, 3; Business, 47; English and Speech, 12; Mathematics, 3; Music, 3; Physical and Health Education, 6; Psychology, 6; Science, 8; Social Science and History, 12.

Total Constants, 100  Electives, 28  Total, 128

FRESHMAN YEAR

Credits per Semester: 1st  2nd

Art. 30. Art in General Culture .................................. 3  0
Bus. 10. Introduction to Business .................................. 0  2
Bus. 20. Business Mathematics .................................. 3  0
Bus. 45-46. Elementary Accounting .......................... 3  3
Eng. 1-2. Reading and Composition .......................... 3  3
P. E. ........................................................................... 1  1
Electives ........................................................................ 16  16

SOPHOMORE YEAR

Bus. 59. Business Correspondence .......................... 0  3
Bus. 65-66. Intermediate Accounting .......................... 3  3
Psy. 31-32. General Psychology .......................... 3  3
(See course description of Psy. 31-32, pages 223-224)
Science: Biological (See page 93) .......................... 4  0
Physical (See page 93) .................................. 0  4
S. S. 33-34. United States History .......................... 3  3
Speech 29. Voice and Diction .......................... 2  0
Electives ........................................................................ 16  16

1 Men students must also complete 18 semester hours of professional education courses, including Psy. 33-34; Ed. 60-70; Ed. 90.
**Curriculum XI**

### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Bus. 60. Office Machines</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Bus. 76. Income Tax Accounting</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Bus. 87. Marketing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Music 30. Music in General Culture</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Math. 57. Mathematics of Finance</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 75-76. Economics</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td></td>
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<tr>
<td><strong>Total Credits:</strong></td>
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### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st</th>
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</thead>
<tbody>
<tr>
<td>Bus. 88. Money and Banking</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Bus. 89-96. Personnel Administration or Salesmanship</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Bus. 95. Business Law</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Bus. 97-98. Advanced Accounting</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Electives</td>
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<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
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</table>
Bachelor of Arts

CURRICULUM VII

LIBERAL ARTS

This curriculum enables students not primarily interested in teaching to secure academic training equivalent to that offered in a liberal arts college. It provides students with a broad, cultural education and at the same time enables them to secure pre-professional preparation for such fields as library science, psychiatry, personnel work, social welfare, medicine, law, and other professions. A major and a minor may be chosen from the subjects listed on pages 94-97.

Subject to the approval of the Curriculum Adviser and the Dean of the College, not more than 12 semester hours of credit may be earned in the professional or semi-vocational fields: library science, education, physical education, business education, and home economics. Vocational courses taken in the freshman year as part of the program for freshmen will also be accepted in the 12 hours noted above, in case a student transfers from one curriculum to another.

Constants in required semester hours of credit: Art, 3; English and Speech, 12; Foreign Language, 18; Mathematics, 6; Music, 3; Physical and Health Education, 6; Philosophy, 6; Psychology, 6; Science, 12; Social Science and History, 12.

Total Constants, 84    Electives, 44    Total, 128

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Credits per Semester</th>
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</thead>
<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (French, German, Latin, Spanish)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math. 17-18. Introduction to College Mathematics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music 30. Music in General Culture</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>16</td>
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### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>1st</th>
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</thead>
<tbody>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 31-32. General Psychology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Science: Biological (See page 93)</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Electives</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
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### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Second Science</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>S. S. 33-34. United States History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Phil. 67-68. General Philosophy</td>
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<tr>
<td>Second Social Science to total twelve semester hours of Social Science (See pages 93-94)</td>
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<tr>
<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
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Curriculum XII

Bachelor of Music

Music

This curriculum is for students whose chief interests lie within the fields of musical performance, theory, and composition. Emphasis is put on broad and complete preparation in music for a professional career and for graduate professional music study, and on academic background through the general education courses. Students admitted to this curriculum will be required to pass periodic performance tests to demonstrate satisfactory progress.

**Constants** in required semester hours of credit: Art, 3; English and Speech, 12; Music, 81; Physical and Health Education, 6; Psychology, 6; Science, 8; Social Science and History, 12.

Total Constants, 90  Applied Music Electives, 38  Total, 128

### Freshman Year

<table>
<thead>
<tr>
<th>Credits per Semester:</th>
<th>1st</th>
<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>Art 30. Art in General Culture</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 1-2. Reading and Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music 11-12. Theory I</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Music 30. Music in General Culture</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>P. E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Ensemble Elective</td>
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</tr>
<tr>
<td>Applied Music Electives</td>
<td>4</td>
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### Sophomore Year

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<tr>
<th></th>
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<tbody>
<tr>
<td>Music 33-34. Theory II</td>
<td>4</td>
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<tr>
<td>P. E.</td>
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<td>1</td>
</tr>
<tr>
<td>Psy. 31-32. General Psychology</td>
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<td>3</td>
</tr>
<tr>
<td>Science: Biological (See page 93)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Physical (See page 93)</td>
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<tr>
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### Junior Year

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Eng. 33-34. Introduction to Literature</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hth. 40. Personal and Community Health</td>
<td></td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Music 65-66. Counterpoint</td>
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<td>2</td>
<td>2</td>
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<tr>
<td>Music 75-76. Form and Analysis</td>
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</tr>
<tr>
<td>Music 77-78. Conducting</td>
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<td>1</td>
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<tr>
<td>S. S. 33-34. United States History</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Speech 29. Voice and Diction</td>
<td></td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Ensemble Elective</td>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Applied Music Electives</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Senior Year

<table>
<thead>
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<th>Course</th>
<th>Credits</th>
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<th>2nd</th>
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<tbody>
<tr>
<td>Music 85-86. Orchestration (for instrumental majors)</td>
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<td>2</td>
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<tr>
<td>Music 90. Contemporary Music</td>
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<td>2</td>
<td>0</td>
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<tr>
<td>Music 51-52. Music History</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music 95-96. Composition</td>
<td></td>
<td>2</td>
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<td>Second Social Science to total twelve semester hours of Social Science (See pages 93-94)</td>
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<td>Ensemble Elective</td>
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<td>Applied Music Electives</td>
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<td><strong>Total</strong></td>
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<td>16</td>
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Voice majors may substitute French or German for Senior courses in Orchestration and Composition.
STUDENT TEACHING (CURRICULA I-VI)

Provision for student teaching is an important function of the College. Students preparing to teach should have the opportunity of gaining valuable practical experiences in solving problems which will confront them when they enter the teaching profession. Therefore, student teaching is required of all students who are enrolled in a curriculum leading toward teaching.

In the student teaching program, the student teachers first observe the work of skilled teachers, and then they are gradually given charge of the classroom and are held responsible for instruction and guidance of the pupils. Throughout their entire period of teaching, the students are closely supervised by skilled teachers who observe their work and instruct them in the methods used. The Directors of Laboratory School Experiences coordinate the programs, assign all student teachers to their places, and help plan and supervise their work. Students are given the opportunity to teach in their major area or special field.

Student teachers who live on the campus are assigned to the public schools of Harrisonburg, Anthony-Seeger Campus School, or Rockingham County. Many student teachers live off campus and teach in public schools within a distance of 125 miles.
Wilson Hall
Administration Building
East Campus—Madison Memorial Library,
Reed and Wilson Halls
Burruss Science Hall

Chemistry in Action
Hillcrest—
Home of the President
Swimming Pool—Walter Reed Hall
Physics Department
Project in Radiation

Wood Sculpturing—Art Department
West Campus—
Converse Residence Hall

A Typical Residence Room
Botany Project

White Rats for Research
Tea in the Afternoon

Student Government
May Queen and Court

Formal Dance
Concert Choir
Mathematics Department

Language Laboratory
Modern Dance Group
Stratford Players

A Scene from Sororities' Rush Week
PART SEVEN

The Divisions, the Departments and Courses of Instruction

IMPORTANT NOTE TO STUDENTS

Courses whose numbers end in 1-2 and 3-4 are year courses, both semesters of which must be completed before credit is given.

Courses whose numbers end in 5-6 and 7-8 may be elected in part or in whole, except that frequently the second semester's work may not be taken unless the student has received credit for the first semester's work.

Courses whose numbers end in 0 or 9 may be given in either or both semesters in the academic year.

College Divisions and their Departments are the functioning units in the instructional part of the school. The Departments offer many courses in the following fields ☆

☆ GENERAL EDUCATION

☆ TEACHER EDUCATION

☆ LIBERAL ARTS

☆ SPECIALIZED EDUCATION
Divisions of Instruction

The faculty of the College, for purposes of closer association in such matters as administration, instruction, curriculum and research, is organized by Division and Departments as follows:

THE DIVISION OF THE HUMANITIES

Louis Glenn Locke, Director

This division includes the departments of Art, English Language, Literature, and Speech, Foreign Languages, Music, and General Philosophy.

THE DIVISION OF THE NATURAL SCIENCES

J. Emmert Ikenberry, Director

This division includes the departments of Biology, Chemistry, Geology, Mathematics, Physics, and Physical and Health Education.

THE DIVISION OF THE SOCIAL SCIENCES

Elmer L. Smith, Director

This division includes the departments of Business Education, History and Social Science, Library Science, and Home Economics.

THE DIVISION OF TEACHER EDUCATION

Charles G. Caldwell, Director

This division includes the department of Education and Psychology, the supervisors responsible for laboratory experiences for teachers, and a representative from each department that offers a major or minor or an area of concentration for students in the teaching curricula.
Division of the Humanities
Mr. Locke, Director

ART
Miss Theodore, Head of the Department
Mr. Diller, Miss Grove, and Miss Walker

The Department of Art is organized for these purposes: to prepare students to be teachers or supervisors of art on either the elementary or secondary level; to provide a balanced background for talented students who wish to build a foundation for a career and/or advanced study in art; and to combine art with academic studies as a broad basis for general education on the college level.

The minimum requirement for a major in art is thirty semester hours in addition to Art 30, subject to the approval of the head of the department. A minor includes a minimum of eighteen semester hours, subject to the approval of the head of the department. Prerequisites must be observed unless the student can show evidence of equivalent disciplines.

For certification by the Virginia State Board of Education, these requirements must be fulfilled:

Art.......................................................... 24 semester hours

I. Fundamental Principles of Design...... 9 semester hours
   Creative practice in the arts with emphasis on design as it functions in drawing, painting, posters and illustration, interiors, advertising, architecture, city planning, and textiles.

II. Modeling, Ceramics, Carving, Mobiles and Constructions, Handicrafts ................. 9 semester hours

III. History and Appreciation of Art........ 6 semester hours

Art 15. Art Structure: Design and Nature of Materials. 1st semester; 1 single and 2 double periods a week; 3 credits.

Basic problems in two- and three-dimensional design in a
variety of materials; study of the organic quality of materials in relation to design potentials; analysis of the visual elements of art; study of lettering.

**Art 16. Art Structure: Drawing and Modeling.** 2nd semester; 1 single and 2 double periods a week; 3 credits.

An introductory course composed of problems in landscape, figure and still-life. Experience in several media and in two- and three-dimensional techniques.

**Art 25. Advanced Design and Composition.** 2nd semester; 1 single and 2 double periods a week; 3 credits.

Study of and practice in the principles and applications of modern design in specific art fields, with analysis of historic design. Studio problems in advanced color theory; study of the compositions of the great masters. *Prerequisite: Art 15, Art 16.*

**Art 26. Introductory Crafts.** 1st semester; 1 single and 2 double periods a week; 3 credits.

A creative approach to crafts with emphasis on design for the development of appreciation of better native crafts through the understanding of many materials and techniques.

**Art 29. Oil Paintings for Beginners.** Offered each semester; 2 triple periods a week; 3 credits.

For students who have had some experience in drawing. Registration by permission of the instructor. *Prerequisite: Art 30.*

**Art 30. Art in General Culture.** Offered each semester; 2 single and 1 double period a week; 3 credits.

An exploratory course which aims to develop a non-technical, general cultural understanding of the space arts, such as architecture, painting, sculpture, and industrial design. Emphasis is on the contemporary.

**Art 36. Introduction to Principles of Advertising and Display.** 2nd semester; alternate years. 1 single and 2 double periods a week; 3 credits.
Art

A study of the fundamentals of advertising psychology with practice in two-dimensional layout and three-dimensional display; basic lettering. Prerequisite: Art 30. (Offered 1961-62.)

Art 37 or Speech 69. Dramatic Production. 1st semester; 3 periods a week; 3 credits.

A study of the technical knowledge of the theater necessary for the design, execution and production of plays. Prerequisite: Art 30.

Art 39. Interior Design. Offered each semester; 1 single and 2 double periods a week; 3 credits.

A creative approach to planning, furnishing and decorating living quarters with emphasis on the controlling factors of function, inherent qualities of materials and character. Survey of periods, with emphasis on the contemporary. Prerequisite: Art 30.

Art 45. Advertising Art. 1st semester, alternate years; 1 single and 2 double periods a week; 3 credits.

A thorough study of and practice in lettering forms and application of design principles to layouts. Prerequisites: Art 15, Art 30. (Not offered 1961-62.)

Art 55. Graphic Arts. 2nd semester, alternate years; 1 single and 2 double periods a week; 3 credits.

Practice in silk-screen printing, linoleum block and wood block printing and a study of techniques used in etching and lithography. Study of masterpieces of graphic art. Prerequisites: Art 15, Art 16, Art 25. (Not offered 1961-62.)

Art 56. Watercolor. 2nd semester; 1 single and 2 double periods a week; 3 credits.

Study of and practice in transparent and opaque watercolor for application of knowledge of pictorial design to specific media. Prerequisites: Art 16, Art 25.
Art 57. Sculpture. 1st semester, alternate years. 3 double periods a week; 3 credits.

Practice in clay modeling, carving in a variety of media, and experimental work with metal, wood, et cetera. Prerequisites: Art 16, Art 25, Art 30. (Offered 1961-62.)

Art 58. Advanced Crafts. 2nd semester; 1 single and 2 double periods a week; 3 credits.

A continuation of Art 26 with further investigation and a more complete mastery of specific crafts chosen after analysis of interests and abilities of individual students. Prerequisites: Art 15, Art 26, Art 30.

Art 59. Art Activities in the Elementary School. Offered each semester; 1 single and 2 double periods a week; 3 credits.

A study of the aims and philosophy of art education in the elementary school with emphasis on child growth and development through experiencing art. Prerequisite: Art 30.

Art 65. Art History: Pre-Renaissance. 1st semester; 3 periods a week; 3 credits.

A study of sculpture, architecture, painting, and other space arts from prehistoric times to the Renaissance. Through this study of the historical, social and economic conditions of the periods producing art, and through analysis, criticism, and interpretation of the masterpieces, the student acquires knowledge of the fundamental motives and structural principles, and also develops a sensitivity to the inherent qualities that make a work of art timeless.

Art 66. Art History: Renaissance. 2nd semester; 3 periods a week; 3 credits.

A study of the space arts in Occidental cultures during the flowering and decline of their respective Renaissance periods.

Art 67. Ceramics. 1st semester; 1 single and 2 double periods a week; 3 credits.

A course in pottery and ceramic sculpture. Laboratory experiences in forming, firing and glazing. Prerequisites: Art 16, Art 25, Art 30.
Art 68. *Teaching of Art in the Secondary School*. 2nd semester; 1 single and 2 double periods a week; 3 credits.

Problems in the teaching and administration of art programs on the secondary level. Investigation of art programs on the secondary level. Investigation will include: planning and equipping the art room; testing and buying materials; analysis of the high school art curriculum; planning interaction with other departments; budgeting; and study of evaluation procedures. *Prerequisite: Art 30.*

Art 85. *Painting*. Offered each semester; 2 triple periods a week; 3 credits.

Creative problems with esthetic considerations of picture structure; practice in variety of techniques and media. *Prerequisites: Art 15, Art 16, Art 25, Art 56.*

Art 86. *Painting*. Offered each semester; 2 triple periods a week; 3 credits.

Advanced creative problems in media selected by the student. *Prerequisite: Art 85.*

Art 88. *Esthetics*. 2nd semester; 3 single periods a week; 3 credits.

A reflection upon those elements present in works of art, the distinguishing features of those elements, and the activities present in their creation and/or enjoyment.

Art 95. *Modern Art*. 1st semester; 3 periods a week; 3 credits.

A study of the space arts since the middle of the nineteenth century with emphasis on the evolution of American arts; a survey of contemporary art forms and philosophy.


Creative work in any medium selected by the student, approved by the chairman of the department, and pursued under the direction of a staff member selected by the student.
English Language, Literature, and Speech

Mr. Locke, Head of the Department

Mr. Curtis, Mrs. Fodaski, Mr. Fodaski, Mr. Lahaie, Miss Latimer, Mr. Leigh, Mr. Link, Mr. Rhein, Mrs. Sawhill, Mr. Stirling, Mrs. Swink and Mrs. Wilkins.

Major: Thirty semester hours beyond the General Education requirements (Eng. 1-2, Speech 29, Eng. 33-34), distributed as follows:

A. Required courses (18 semester hours):
   1. Eng. 35-36
   2. Eng. 47-48
   3. Eng. 69
   4. Eng. 90

B. Elective courses (12 semester hours)

Minor: Twelve semester hours in General Education: (Eng. 1-2, Speech 29, Eng. 33-34); Eng. 35 or Eng. 36 or Eng. 40; three additional hours to bring the total number of semester hours to 18. (Attention is called to the fact that this minor is insufficient for a Certification to teach English in Virginia. Endorsement in English requires a minimum of 24 hours. English minors who wish to teach are therefore advised to take 24 hours of English.)

Eng. 1-2. Reading and Composition. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

Reviews the principles of grammar and usage in oral and written English, directs reading and analysis of selected examples of prose, and requires frequent compositions with attention to logical relation and arrangement of ideas, and to readability and interest. Procedures are introduced for the effective use of the library and for the preparation of a research paper.

Eng. 33-34. Introduction to Literature. 1st and 2nd semesters; 3 periods a week; 2 credits a semester. (Year course.)

An introduction to our literary heritage through a limited number of carefully selected examples of poetry, drama, and fiction.
Eng. 35-36. *Survey of English Literature.* 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

A general survey with readings, discussions, and reports, presented chronologically from Beowulf to modern times. Eng. 36 will begin at the middle of the eighteenth century.

Eng. 47-48. *Survey of American Literature.* 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

American literature chiefly of the nineteenth century. Readings, discussions, and reports, with attention to literary and historical background.

Eng. 46. *Mythology.* 2nd semester; 2 periods a week; 2 credits.

An examination of classical mythology and traditional myths in relation to English and American literature.

Eng. 50. *Chaucer.* 1st semester; 3 periods a week; 3 credits.

A study of *The Canterbury Tales,* with an introduction to *Troilus* and to Chaucer's minor poems. Some attention will also be given the literary work of Chaucer's contemporaries. *(Offered alternate years.)*

Eng. 56. *Modern Drama.* 2nd semester; 3 periods a week; 3 credits.

The development of the type from Ibsen to the present, with emphasis on British, Continental, and American playwrights. *(Offered alternate years.)*

Eng. 57-58. *World Literature.* 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

This course cultivates an appreciation for the major literary masterpieces of the Western world from the time of Homer to the present. Foreign works are studied in English translations.
Eng. 59. *Literature of the Augustan Age*. 2nd semester; 3 periods a week; 3 credits.

A study of English literature from 1660 to 1740 with special emphasis upon Dryden, Swift, and Pope. Attention to critical theories, intellectual and cultural movements, and literary forms.

Eng. 60. *Creative Writing*. 1st semester; 3 periods a week; 3 credits.

Considers various phases of effective creative expression: diction, organization, readability, interest and mechanics. Students will experiment in various types and concentrate on their choice. Manuscripts will be prepared with a view to publication, and current markets for creative writing will be examined.


Eng. 65. *News Writing*. 1st semester; 3 periods a week; 3 credits.

Outlines the functions of modern newspaper procedure with practice in gathering news and in writing various types of newspaper articles.

Suggested as a basic course for advisors of high school publications, and for members of the College newspaper staff.

Eng. 66. *News Editing*. 2nd semester; 3 periods a week; 3 credits.

The fundamentals of composing room, proof reading, circulation, business office, and photographic laboratory; headlining, make-up, re-writing, and other editorial functions.

Eng. 67. *The English Novel*. 1st semester; 3 periods a week; 3 credits.

Great novels of the eighteenth and nineteenth centuries, with emphasis on Fielding, Austen, Scott, Dickens, Thackeray, and Eliot. *(Offered alternate years.)*
Eng. 68. The American Novel. 2nd semester; 3 periods a week; 3 credits.

American fiction through the nineteenth century, with consideration of literary techniques and the changing conditions of the times, will be stressed. (Offered alternate years.)

Eng. 69. Shakespeare. 1st semester; 3 periods a week; 3 credits.

The best of Shakespeare's comedies and tragedies, with emphasis on dramatic technique and the Elizabethan stage.

Eng. 79. The Short Story. One semester; 3 periods a week; 3 credits.

A critical reading of a number of short stories selected to illustrate various phases of the genre as developed principally, though not exclusively, by English and American writers.

Eng. 87. Contemporary Fiction. 1st semester; 3 periods a week; 3 credits.

A study chiefly of British and American fiction since 1900. (Offered alternate years.)

Eng. 88. Contemporary Poetry. 2nd semester; 3 periods a week; 3 credits.

A study chiefly of British and American poetry since 1900. (Offered alternate years.)

Eng. 89. History and Development of the English Language. 2nd semester; 3 periods a week; 3 credits.

An introduction to the historical development of English from Anglo-Saxon to the twentieth century, with consideration of the principal non-English influences.

Eng. 90. Advanced English Grammar. Offered each semester; 3 periods a week; 3 credits.

Advanced studies in current English grammar required of students preparing to teach English and suggested for others who need additional work in grammar.
Eng. 96. Milton. 2nd semester; 3 periods a week; 3 credits.

Considered as the chief spokesman of his age. The major prose and poetical works are studied in the light of the times, with special emphasis on Paradise Lost. (Offered alternate years.)

Eng. 99. Special Studies in English. Offered each semester; 1 to 3 credits a semester.

Designed to give capable and interested students in English an opportunity to do independent study, under faculty supervision. The student may elect work in (1) a literary type, period, or author; (2) creative writing; or (3) speech.

The attention of students, especially those majoring in English, is called to the possibility of enrollment in graduate courses for undergraduate credit. With the approval of the instructor, qualified juniors and seniors may enter English 101, English 120, English 130, English 140, English 150, English 170, English 180, and English 190. Please see the Graduate Program Bulletin for description of these courses.

REQUIREMENT OF PROFICIENCY IN ENGLISH

In order to insure the continuous use of good English an examination shall be required of all students in the first semester of their junior year. The successful completion of this examination will be a prerequisite to graduation.

Students who are found deficient in English, either by the English Department or by any member of the faculty, may at any time be placed (by way of the English Department) in a non-credit remedial course. A description of this course follows:

Eng. Z. Composition Clinic. Offered each semester; two 75-minute periods a week; no credit.

A remedial course in English composition for students with deficiencies in English fundamentals, spelling, and writing. Much practice in English composition under close supervision will be given. Students may be discharged from English Z at any time by demonstrating proficiency in English composition.
BIBLICAL LITERATURE

Bib. Lit. 55. Old Testament. 1st semester; 3 periods a week; 3 credits.

A study of the history of the Hebrew peoples and the leaders of Israel central to the Bible as a background to the theology of the Old Testament in conjunction with a critical analysis of Old Testament literature.

Bib. Lit. 56. New Testament. 2nd semester; 3 periods a week; 3 credits.


SPEECH

Minor: Two semester hours in General Education: (Speech 29); Speech 49; Speech 50; Speech 59; Speech 60; Speech 69; and Speech 70, a total of 20 hours.

Students majoring in English and desiring a minor in Speech will not be allowed dual credit for Speech courses within the English major. Such students will, with departmental guidance, enroll in other English courses in place of Speech requirements for the major in English.

Speech 29. Voice and Diction. Offered each semester; 2 periods a week; 2 credits.

This course is planned primarily to develop effective qualities of voice. Much attention is devoted to articulation and diction and poise and confidence in speaking, public and private.

Speech 49. Oral Interpretation. 2nd semester; 3 periods a week; 3 credits.

Analysis of various forms of literature from the intellectual and the emotional viewpoints; the study of imagery, denotation,
connotation, and motivation; the expression of these meanings orally. *Prerequisite: Speech 29, or equivalent.*

**Speech 50. Principles of Speech Communication.** 1st semester; 3 periods a week; 3 credits.

Orientation in the areas of speech. Analysis of content and delivery factors in the communication situations.

**Speech 59. Public Speaking.** 2nd semester; 3 periods a week; 3 credits.

Study and practice of spoken communication; kinds of public address; the psychology of persuasive speaking. *Prerequisite: Speech 29, Speech 50, or equivalent.*

**Speech 60. The Bases of Speech.** Offered each semester; 3 periods a week; 3 credits.

A survey of material from selected fields which have contributed to a fuller understanding of the basic processes in speech and language.

**Speech 67-68. Dramatic Production and Dramatic Direction.** 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

A study of the staging and directing of plays. (This course was offered formerly as Eng. 67.)

**Speech 70. Speech Correction.** Offered each semester; 3 periods a week; 3 credits.

An introduction to the field of speech correction. Consideration is given to the problems of diagnosis and corrective therapy in clinical and classroom situations. Observation and participation in activities at the Speech and Hearing Clinic. *Prerequisite: Speech 29, Speech 50, or equivalent.*

**Speech 89. Speech Correction Practice.** Offered each semester; 3 periods a week; 3 credits.

Designed to give students practice in correcting speech problems; for students in the teaching curricula or students interested
in professional work in speech correction; study under supervision in the schools and in the Speech and Hearing Clinic. *Credit is given as Speech 89 or Ed. 90A. Prerequisite: Speech 70, or approval of instructor.*

**Speech 99. Special Studies in Speech.** Offered each semester; 1 to 3 credits a semester.

Designed to give capable and interested students in speech an opportunity to do independent study, under faculty supervision. The student may elect work in (1) drama, (2) general speech, or (3) speech correction.

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**Foreign Languages**

*Miss Woelfel, Head of the Department*

*Mr. Martinez and Mr. Stewart*

The Foreign Language Department offers *majors* and *minors* in French, Latin and Spanish.

A *major* will consist of four sequences above the elementary level totaling 24 credits. A student earning a major in one foreign language should also earn not less than 12 credits in another foreign language.

A *minor* will consist of three of the following sequences totaling 18 credits. A student earning a minor in a foreign language should earn not less than 6 credits in another foreign language.

Two years of German are also offered.

A language laboratory with two-channel magnetic tape recorders installed in eight individual booths is available to all students in the department.

The placement of students offering two or more years of high school foreign language (French, German, Latin or Spanish) is left to the decision of the head of the department.
FRENCH
Fr. 1-2. Elementary French. 1st and 2nd semesters; 3 periods a week plus one hour laboratory practice; 3 credits a semester. (Year course.)

A rapid college course of one continuous year for beginners in French, equivalent to two years of high-school work. It consists of grammar, with composition and other written drills; simple conversation; dictation; with regular conjugations and the most important irregular verbs; reading suited for the first year of study. Extensive practice in pronunciation will be done in the language laboratory in 2 half-hour sessions a week.

Fr. 31-32. Intermediate French. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

A thorough grammar review, composition, dictation, and conversation. Skills in reading and writing are developed through easy readings of French Literature. Prerequisite: Fr. 1-2, or its equivalent.

Fr. 55. Conversation in French and Advanced Composition. 1st semester; 3 periods a week; 3 credits.

Intensive training in the use and comprehension of modern everyday French with emphasis upon conversation and composition to give the student confidence in expressing himself in simple idiomatic French. Prerequisite: Fr. 31-32, or two years of college French.

Fr. 56. Introduction to French Civilization. 2nd semester; 3 periods a week; 3 credits.

A study of French life and culture and the outstanding contributions of France to world civilization. Instruction is largely in French. Prerequisite: Fr. 31-32, or two years of college French.

Fr. 75. Advanced French Diction and Conversation. 1st semester; 3 periods a week; 3 credits a semester.

Intensive drill on French sounds, study of intonation in conversation and in the reading of poetry and prose. Continued emphasis upon conversation. Prerequisite: Fr. 55.
Fr. 85. *The Romantic Movement*. 1st semester; 3 periods a week; 3 credits.

Follows the main current of French literature during the first half of the 19th Century with special stress upon the short stories of Victor Hugo, Alphonse de Lamartine, Alfred de Vigny, George Sand and others. Instruction is in French. *Prerequisite: Fr. 55-56, or three years of college French.*

Fr. 86. *The Realistic Movement*. 2nd semester; 3 periods a week; 3 credits.

Follows the main current of French literature during the second half of the 19th Century with special stress upon the works of Honoré de Balzac, Gustave Flaubert, Alphonse Daudet, Emile Zola, Anatole France and others. Instruction is in French. *Prerequisite: Fr. 55-56, or three years of college French.*

For. Lang. 89. *Foreign Language Seminar*. 1st semester; 3 periods a week; 3 credits.

Prospective foreign language teachers will become acquainted with the materials (records, tapes, books, etc.) available in the field. Techniques in the use of a foreign language laboratory and methods of teaching French, Spanish, and Latin will be discussed. (*Not offered 1961-62.*)

Fr. 95. *French Classical Theatre*. 1st semester; 3 periods a week; 3 credits.

Molière, as representative of the French Classical Comedy, and Corneille and Racine, as representatives of the French Classical Drama, will be studied. Instruction is in French. *Prerequisite: Fr. 55-56, or three years of college French.* (*Not offered 1961-62.*)

Fr. 96. *French Literature of the Twentieth Century*. 2nd semester; 3 periods a week; 3 credits.

Such modern French writers as Jules Romain, George Duhamel, André Maurois, J. Paul Sartre, Albert Camus and others will be studied. Instruction is in French. *Prerequisite: Fr. 55-56, or three years of college French.* (*Not offered 1961-62.*)
GERMAN

Ger. 1-2. Elementary German. 1st and 2nd semesters; 3 periods a week plus one hour laboratory practice; 3 credits a semester. (Year course.)

A course designed to enable students to speak and understand German, to read at sight easy German prose and to be familiar with the elements of language structure and composition. Extensive practices in pronunciation will be done in the language laboratory in 2 half-hour sessions a week.

Ger. 31-32. Intermediate German. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

Skills in reading and writing German are developed through easy readings of German literature and through exercises in composition. Review of German grammar. Prerequisite: Ger. 1-2, or its equivalent.

LATIN

Lat. 1-2. Elementary Latin. 1st and 2nd semesters; 3 periods a week plus one hour laboratory practice; 3 credits a semester. (Year course.)

This course covers the elementary work regularly included in the first two years of high-school Latin, stressing the fundamentals of Latin grammar and the reading of easy Latin prose including graded selections from Caesar. Word study in relation to English. Introduction to Roman life and culture. This course is designed also to have positive value for students in other departments who feel the need of a foundation in Latin.

Lat. 31-32. Intermediate Latin. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

A thorough review of Latin grammar and composition. Easy readings from Roman historians, the Bible, and medieval writers. Selection from Vergil's Aeneid. Influence of the Greek language on the Latin. Prerequisite: Lat. 1-2, or its equivalent.
LAT. 51-52. Prose and Poetry of the Republic. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

Prose selections from Cato, Varro, Caesar, Sallust, Nepos, Livy, and the philosophical works of Cicero; poetry selections from Ennius, Plautus, Terence, Lucretius, Catullus, Vergil: Georgics and Eclogues; collateral reading in Roman history; illustrated lectures on Roman topography and monuments.

LAT. 81-82. Prose and Poetry of the Empire. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

Prose selection from Seneca, Petronius, Quintilian, Tacitus, Pliny, Suetonius; poetry selections from Horace, Propertius, Ovid, Martial, Juvenal; collateral reading in Roman history; advanced prose composition; the public and private life of the Romans. (Not offered 1961-62.)

For. Lang. 89. Foreign Language Seminar. 1st semester; 3 periods a week; 3 credits.

Prospective foreign language teachers will become acquainted with the materials (records, tapes, books, etc.) available in the field. Techniques in the use of a foreign language laboratory and methods of teaching French, Spanish, and Latin will be discussed. (Not offered 1961-62.)

SPANISH

Sp. 1-2. Elementary Spanish. 1st and 2nd semesters; 3 periods a week plus one hour laboratory practice; 3 credits a semester. (Year course.)

This course includes a study of the essentials of Spanish grammar giving particular attention to common irregular verbs. Frequent conversation, short compositions and dictation based on graded Spanish readers. Extensive practice in pronunciation will be done in the language laboratory in 2 half-hour sessions a week.
Sp. 31-32. *Intermediate Spanish.* 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

Review of grammar and the Spanish idiom; dictation, frequent compositions and conversation based on subjects treated in advanced Spanish readers. Open to those having completed two or three years of high school Spanish or one year of college Spanish.

Sp. 55. *Conversation in Spanish and Advanced Composition.* 1st semester; 3 periods a week; 3 credits.

This course is designed to give students confidence and fluency in the use of the language. Original compositions and parallel reading will be discussed entirely in Spanish. Extemporaneous dialogues and skits will be used as the basis for conversation. *Prerequisite:* Sp. 31-32, or *two years of college Spanish.*

Sp. 56. *Hispanic Civilization.* 2nd semester; 3 periods a week; 3 credits.

The aim in this course is to give the student factual information leading to a better understanding of the contributions made by Spain and Hispanic America to Western Civilization. Lecture course conducted largely in Spanish. *Prerequisite:* Sp. 31-32, or *two years of college Spanish.*

Sp. 85. *Realism in the Spanish Novel of the 19th Century.* 1st semester; 3 periods a week; 3 credits.

A careful study of the works by such authors as Juan Valera, Pérez Galdos, José Maria de Pereda and Ricardo Leon. *Prerequisites:* Sp. 55-56. This course is conducted largely in Spanish. *(Not offered 1961-62.)*

Sp. 86. *Contemporary Novel.* 2nd semester; 3 periods a week; 3 credits.

This is a study of the works of the authors of the so called generation of '98 such as Pérez de Ayala, Azorin, Pio Baroja and Valle Inclan. Course conducted largely in Spanish. *Prerequisite:* Sp. 55-56. *(Not offered 1961-62.)*
Spanish and Music

FOR. LANG. 89. Foreign Language Seminar. 1st semester; 3 periods a week; 3 credits.

Prospective foreign language teachers will become acquainted with the materials (records, tapes, books, etc.) available in the field. Techniques in the use of a foreign language laboratory and methods of teaching French, Spanish, and Latin will be discussed. (Not offered 1961-62.)

Sp. 95. The Novel of the Golden Age. 1st semester; 3 periods a week; 3 credits.

This is a study of the evolution of the novel in this early period with special emphasis on Don Quijote and the picaresque novel. Course conducted largely in Spanish. Prerequisite: Sp. 55-56.

Sp. 96. Drama of the Golden Age. 2nd semester; 3 periods a week; 3 credits.

Representative authors and plays of this period will be studied in this course. Reports and discussions in class will be largely in Spanish. Prerequisite: Sp. 55-56.

Music

Mr. Bucher, Head of the Department

Mr. Anderson, Mr. Black, Miss Burau, Mr. Gildersleeve, Mrs. Gildersleeve, Miss Harris, Mr. Hicks, Mr. Marshall, Miss Schneider, Mr. Sidorfsky, and Mr. Watkins.

The Department of Music is organized for three purposes: (1) to prepare students to teach vocal and instrumental music in the public schools; (2) to provide a thorough training for musically gifted students whose goal is professional music and who wish to build a solid foundation for advanced study; (3) to combine music with academic studies as a broad basis for a college education.

In Curriculum VI (see pages 109-110) a student may offer 66 credits in Music and Music Education courses toward the Bachelor of Music Education degree. In Curriculum XII (see pages 126-127) 81 credits in music may be offered toward the Bachelor of
**Music degree.** A Major of 24 hours is allowed in Curricula VII and VIII. In addition there are several nonspecialized music courses which students from any department may elect. Also, students from any curriculum may take private music lessons and receive college credit for such study.

The Bachelor of Music Education degree qualifies the student to teach in the public schools, but the Bachelor of Music degree does not. The B. M. degree requires no courses in professional education or in student teaching.

**Music Education Majors:** Candidates for the Bachelor of Music Education degree may choose either the choral or instrumental major. Those electing the choral major will choose as a principal subject voice, piano, or organ and must complete as a minimum the sophomore year requirements as indicated for the B. M. students. Those electing the instrumental major must choose as a principal subject either violin, cello, viola, string bass, or an approved band instrument, and complete as a minimum the sophomore year requirements as indicated for the Bachelor of Music degree. All majors must meet minimum piano requirements to qualify for student teaching. Also, all must have some training in both the vocal and the instrumental areas.

**Bachelor of Music Majors:** Each candidate for the Bachelor of Music degree with an instrumental or vocal major will choose one of the following areas of concentration: piano, organ, voice, violin, viola or one of the other orchestral instruments and will take the course outlined under Curriculum XII. For those electing this degree an audition will be given during registration week to help the faculty in evaluating the qualifications of the entering student. Each candidate for the Bachelor of Music degree in any of these areas must pass a jury examination before the Faculty of the Music Department each semester. The candidate is required to present in public a joint recital during the junior year and a complete recital in the senior year.

**Prerequisites:** It is assumed that the entering student will have had the necessary training and experience in the field of applied music which he elects for major study. The entrance requirements as outlined by the National Association of Schools of Music will be used as a guide in the qualifying auditions for the Bachelor of Music.
Recitals: As a part of the applied music requirements students are expected to attend faculty and student recitals.

Special Requirement: No student in the department of music may appear as a representative of the college in a public or radio performance except with the recommendation of his teacher and approval by the Chairman of the Department of Music.

Music 11-12. Theory I. 1st and 2nd semesters; 5 periods a week; 4 credits a semester. (Year course.)

An integrated course for the development of basic musicianship. Music reading in unison and parts, scale construction, rhythm and interval work, melody writing, dictation, keyboard harmony, and a study of triads, inversions, primary and secondary chords, embellishments, modulation to closely related keys, and musical form. Analytical listening, using simpler master compositions.

Music 30. Music in General Culture. Offered each semester; 4 periods a week; 3 credits.

This course aims to increase the variety and depth of the student's interest in music and related cultural activities. It seeks to stress the relation of music as in art to our daily lives and music's place in society, to promote an understanding of the spirit of the art which will lead to the emotional and aesthetic development of the individual, and to enable him to enjoy intelligent listening.

Music 33-34. Theory II. 1st and 2nd semesters; 5 periods a week; 4 credits a semester. (Year course.)

A continuation of Theory I, with the addition of chromatic alterations, and non-harmonic tones. Harmonic and form analysis of master compositions. The linear as well as the harmonic aspect of music is stressed. Most of the second semester is devoted to the study of elementary contrapuntal techniques. Creative work in smaller forms is encouraged.

Music 45pi-46pi. The Teaching of Piano. 1st and 2nd semesters; 2 periods a week; 1 credit a semester.

Procedures and materials for the teaching of piano individually,
especially to children, the first semester; the teaching of piano in classes, the second semester.

Music 45v-46v. *The Teaching of Voice*. 1st and 2nd semesters; 2 periods a week; 1 credit a semester.

Materials and techniques for the teaching of voice. The first semester will deal with private voice teaching, the second semester with the teaching of class voice.

Music 50. *Music Appreciation*. 2nd semester; 3 periods a week; 3 credits.

An enriching, cultural course, planned for the general student. Various types of forms of music, in advance of those studied in Music 30, will be used for listening and analysis. *Prerequisite: Music 30, or its equivalent.*

Music 51-52. *Music History*. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

The development of music from its beginning with emphasis on Polyphonic, Classical and Romantic Schools. Some attention is given to twentieth-century music. This course is basic for music majors and is open to students in all curricula. *Prerequisites: Music 30, Music 11 and 12.*

Music 55b-56b. *Instrumental Music (Brass)*. 1st and 2nd semesters; 2 periods a week; 1 credit a semester.

Class instruction in playing the brass instruments. Methods and materials for class teaching.

Music 55p. *Instrumental Music (Percussion)*. 2nd semester; 2 periods a week; 1 credit a semester.

Class instruction in playing the percussion instruments, band marching, parading, and the training of drum majors. Methods and materials for class teaching.

Music 55s-56s. *Instrumental Music (Strings)*. 1st and 2nd semesters; 2 periods a week; 1 credit a semester.

Class instruction in playing the string instruments. Study of the
violin as the basic instrument followed by the viola, cello and bass. Methods and materials for string class teaching.

Music 55w-56w. Instrumental Music (Woodwind). 1st and 2nd semesters; 2 periods a week; 1 credit a semester.

Class instruction in playing woodwind instruments. Methods and materials for class teaching.

Music 65-66. Counterpoint. 1st and 2nd semesters; 2 periods a week; 2 credits a semester.

Tonal counterpoint. Two, three and four voice forms, florid counterpoint. Elementary imitative techniques. Form analysis. Music 65 is prerequisite to Music 66.

Music 75-76. Form and Analysis. 1st and 2nd semesters; 2 periods a week; 2 credits a semester.

A review of the small structural elements—the section, phrase, periods, irregular phrases, binary, and ternary form. The study of larger song forms, the sonata form, rondo and fugue. Harmonic analysis of classic, romantic, and modern compositions. Music 75 is prerequisite to Music 76.

Music 77-78. Conducting. 1st and 2nd semesters; 2 periods a week; 1 credit a semester.

To acquaint and prepare prospective music teachers with techniques and practices in conducting bands, orchestras, choral groups and in leading assembly and community groups in singing. (Vocal, 1st semester; instrumental, 2nd semester.)

Music 85-86. Orchestration. 1st and 2nd semesters; 2 periods a week; 2 credits a semester.

Arranging for ensembles, band and orchestra. Music 85 is prerequisite to Music 86.

Music 90. Contemporary Music. 1st semester; 2 periods a week; 2 credits.

A survey, through directed listening, of the trends found in twentieth-century music, stressing appreciative rather than technical aspects.
Music 95-96. *Composition.* 1st and 2nd semesters; 2 periods a week; 2 credits a semester.

Original composition, arranging and orchestrating. Students may advance as rapidly as their time and talent permit.

**Music Education Courses**

Music Ed. 67. *Music for Children.* Offered each semester; 4 periods a week; 3 credits.

A study of the musical responses and needs of elementary children and of appropriate experiences that can be provided them through the cooperative efforts of the special music teacher and the classroom teacher. Materials for elementary music. Provision will be made for the individual differences existing between teachers, pupils, and types of schools. Particular attention will be given to the use of records for the teacher who does not sing or play the piano.

Music Ed. 68. *Music for Youth.* 2nd semester; 3 periods a week; 3 credits.

The place of music in the cultural education of adolescents; relationships of school and community music; the teaching of choral music, of instrumental music, and of general and specialized music offerings. The use of standardized music tests; the place of public music performances. Administration of music; housing and equipment for music offerings.

**INDIVIDUAL INSTRUCTION**

Students may begin the private study of music or continue at their level of achievement. All who desire private lessons should confer with the head of the music department before registering. For information concerning fees see pages 229-230.

The courses in applied music follow. Substitute in place of “applied music” the area in which you plan to take lessons: piano, voice, organ, etc.
Music

Applied Music 5-6 (first year); 35-36 (second year); 65-66 (third year); 85-86 (fourth year). One half-hour lesson a week. Three hours minimum practice per week. One credit each semester.

Applied Music 15-16 (first year); 45-46 (second year); 75-76 (third year); 95-96 (fourth year). Two half-hour lessons a week. Six hours minimum practice per week. Two credits each semester.

Applied Music 17-18 (first year); 47-48 (second year); 77-78 (third year); 97-98 (fourth year). Two half-hour lessons a week. Nine hours minimum practice per week. Three credits each semester. Open to B.M. students only.

Applied Music 19-20 (first year); 49-50 (second year); 79-80 (third year); 99-100 (fourth year). Two half-hour lessons a week. Twelve hours minimum practice per week. Four credits each semester. Open to B.M. students only.

PIANO

Course One: Heller studies; Czerny, op. 299; Bach, two-part inventions, Little preludes and fugues; Mozart and Haydn sonatas; other studies and compositions from standard composers of this same level of difficulty that meet the individual needs and interests of the students. Sight reading and accompanying. Scales.

Course Two: Cramer studies; Czerny, op. 740; Bach, three-part inventions, suites; Beethoven, sonatas; compositions by Mozart, Schubert, Schumann, Chopin, Debussy. Scales, arpeggios, sight reading and accompanying.

Course Three: Clementi, Gradus ad Parnassum; Bach, Well-Tempered Clavier, suites, partitas; Beethoven, more advanced sonatas; compositions by Chopin, Schumann, Grieg, Debussy, Ravel, Griffes.

Course Four: Chopin Etudes; Bach, preludes and fugues from Well-Tempered Clavier, transcriptions; a classic or modern
concerto; a group by Brahms or larger works by Chopin, Liszt or Schumann; Beethoven, sonatas of the difficulty of op. 53 or 57; compositions by modern composers.

**ORGAN**


*Course Two*: Carl, Master Studies for Organ. Nilsen, Pedal Techniques. More advanced works of Bach, easier sonatas of Mendelssohn, Guilmant, Rogers, and others. Compositions suitable for church or recital.

*Course Three*: Advanced registration and adaptation of works of foreign composers to American organs. Other works of this difficulty: Bach, chorale-preludes, Toccata and Fugue in D Minor. Franck, Prelude, Fugue, and Variation; Piece Heroique. Mendelssohn, Sonata in F Minor. Widor, Symphony V. Also compositions by Karg-Elert, Noble, and Howells.

*Course Four*: Greater organ works of Bach, Widor, Guilmant, Franck, Saint-Saens, Vierne, and Karg-Elert. Other works of this difficulty; Sowerby, Suite or Symphony in G Major; Rebuke, The Ninety-Fourth Psalm; Dupre, Cortege and Litany. Concertos for organ and orchestra, shorter compositions by contemporary American and European composers suitable for recitals.

**TRUMPET**

*Course One*: Fundamentals of good tone production, breath control and tonguing. Review of major and minor scales and

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1 To enter the B.M. Curriculum in Organ, the student should have a piano background equivalent to that outlined in Course One under piano.

2 To enter the four year degree course in trumpet, the student should have acquired the elementary technique of this instrument and possess an elementary knowledge of the pianoforte.

A syllabus setting forth the Course of Study when majoring on any other instrument toward the B.M. degree may be secured by writing the Head of the Music Department. The only orchestral instruments on which the B.M. degree is offered at present are: violin, viola, and trumpet.
arpeggios. Technical ability to play material of difficulty of that found in Young, Method for Trumpet Book II. Solo numbers of quality of Balay, Petite Piece Concertante or Fitzgerald, Modern Suite.

Course Two: Etudes of difficulty of those found in Arban Method, Gatti Part II, or Petit, 15 Technical Etudes, as written and also transposed for C and A trumpets. Good performance of solos such as Balay, Piece de Concours or Ropartz, Andante and Allegro. Ability to read compositions of moderate difficulty at sight.

Course Three: Advanced transposition in all keys. Technical ability to play material of difficulty of that in Saint Jacome Part II. Competent solo performance of works such as Haydn and Giannini Concertos.

Course Four: Further technical studies such as Pietzsch or C. F. Schmidt and Bernhoff. Adequate musicianship and solo ability to perform compositions such as Fitzgerald Concerto in A Flat, the Vidal Concertina, and the Sonatas of Hindemith and Sowerby. Ability to hold first chair in performance of standard orchestra and band works.

VIOLIN

Course One: Scales and arpeggios in two and three octaves. Double stop scales—thirds, sixths, octaves. Etudes by Mazas, Book I and II; Dont, op. 37; Kreutzer, Schradieck, David, Sevcik, Fischel. Concertos of Viotti, Vivaldi, Rode, DeBeriot. Sonatas of Handel and Mozart. Sontatinas of Schubert and Dvorak, and other works of similar difficulty, particularly contemporary pieces. Chamber music study required.

Course Two: Scales and arpeggios, major and minor, in three octaves. Continuation of double stop scale study and Kreutzer, Etudes in Fiorillo and Rode. Concertos of Spohr, Mozart (Adelaide), Bach. Sonatas of Leclair, Nardini, Bach (easier),

1 A knowledge of the viola and the ability to play this instrument in easier chamber music combinations is required of all violin majors. Students may major in viola toward the B.M. degree. A syllabus setting forth the course of study in viola may be secured by writing the Head of the Music Department.
Music

Beethoven, Mozart, Grieg. Recital pieces of classic, romantic, and contemporary composers. Recital appearances, chamber music.


VOICE


Course Two: Continued technical development. More difficult studies, such as Marchesi and Vaccai. Ornamentation, runs and trills. Interpretation, expression, and tone color. The physiology of singing. Some familiarity with books about singing. The simpler songs by classic and modern composers.


Course Four: A complete role in oratorio. At least four arias from operas. The great songs from the classic and modern repertoires sung with interpretative force. A full program for recital with all songs memorized. Public appearance in an unassisted
recital. A comprehensive repertoire to be submitted to the music faculty with marked songs sung in public, songs memorized but not publicly sung, and songs thoroughly studied.

MUSIC ENSEMBLES

All music majors are required to participate in some music ensemble throughout their four years of study. Students not majoring in music may also register for the following courses. However, before registering for an ensemble students should consult with the director of that organization.

Band 9 (First Year); 39 (Second Year); 59 (Third Year); 79 (Fourth Year). 2 periods a week; 1 credit a year. (Year course.)

The purpose of the organization is to acquaint students with a wide variety of band music, including much that is suitable for use with high-school groups, and through the playing of this to develop ensemble techniques, music reading power, and general musicianship. For the benefit of the music majors who will become teachers, the techniques of the marching band will also be studied along with organization procedures used by the band leaders in the public schools.

Chamber Music 9 (First Year); 39 (Second Year); 59 (Third Year); 79 (Fourth Year). 2 periods a week; 1 credit a year. (Year course.)

Chamber music study is required of all string majors and is to be considered an integral part of their applied music course. Trios and quartets of Haydn, Mozart, Beethoven, Mendelssohn, Schubert, Tchaikowsky, Dvorak. Quintets of Mozart, Schumann, Brahms, Franck and others. Contemporary works. Other chamber music combinations may be formed as need arises.

Choral Ensemble 9 (First Year); 39 (Second Year); 59 (Third Year); 79 (Fourth Year). 2 periods a week; 1 credit a year. (Year course.)

This is a group limited to about fifteen mixed voices. Students are admitted by individual audition. The repertoire emphasizes madrigals; 17th and 18th century ensemble literature, secular and sacred; and the intimate type of cantata and operetta.
Chorus 9 (First Year); 39 (Second Year); 59 (Third Year); 79 (Fourth Year). 2 periods a week; 1 credit a year. (Year course.)

The purpose of the organization is to acquaint students with a variety of choral music, including much that is suitable for use with school groups, and through the singing of this to develop choral techniques and general musicianship.

Concert Choir 9 (First Year); 39 (Second Year); 59 (Third Year); 79 (Fourth Year). 3 periods a week; 1 credit a year. (Year course.)

The choir is an activity to which students are admitted by individual tests. A “C” average is required as a minimum for membership. Music majors who are admitted will not be required, but will be encouraged, to participate in other choral activities. (This course may be taken without credit.)

Orchestra 9 (First Year); 39 (Second Year); 59 (Third Year); 79 (Fourth Year). 3 periods a week; 1 credit a year. (Year course.)

The purpose of the organization is to acquaint students with much orchestra music, and through the playing of this, to develop ensemble techniques, music reading, and general musicianship. In addition to the opportunities for public appearances that are provided on the campus, trips are made throughout the State. The orchestra is open to all students who have sufficient ability to play the music being studied.

Philosophy

Mr. Rhein

Phil. 67-68. General Philosophy. 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

This course deals with the persistent problems of philosophy, their historical background, their present status, and their significance for contemporary life in its various aspects—ethical, esthetic, political, religious, scientific, and so forth. The emphases are upon thoughtful reading and the application of philosophy to personal living and contemporary society. Formerly offered as Phil. 91-92.
Division of the Natural Sciences

Mr. Ikenberry, Director

The Division of the Natural Sciences is composed of the Departments of Biology, Chemistry, Geology, Mathematics, Physics, and Physical and Health Education. The Division, in addition to departmental majors, also offers a Divisional major in Science for those students who wish to obtain a broad background in science. It is particularly designed for high school science teachers. The minor requirement of the various curricula is waived for students majoring in science according to this plan.

The requirements for a major in Science are as follows:

1. At least 4 semester hours in each of the departments; Biology, Chemistry, Geology, and Physics.

2. A maximum of 18 semester hours in any one of the departments; Biology, Chemistry, or Physics may be counted towards the 48 required hours of this major.


4. Sci. 95-96 (Required only in Curricula II and III).

5. Other courses in Biology, Chemistry, Geology, Physics to total 48 hours.

A minor in General Science includes one year or 6 credits in each of three of the following: biology, chemistry, geology, or physics. Two semester hours of Science 95-96 are also required in Curricula II and III.

INTERDEPARTMENTAL SCIENCE COURSES

In addition to the course offerings of the various departments, the Division of the Natural Sciences offers the following courses which are interdepartmental in content and staff:
P.S. 10. General Physical Science. Offered each semester; 1 double and 3 single periods a week; 4 credits.

A course designed to help students understand and appreciate their physical environment. Such topics as astronomy, photography, synthetics, foods, housing, mineral and rock collections, and soil conservation will be selected from the fields of chemistry, geology and physics. Emphasis will be placed on the methods and techniques employed in the physical sciences in the service of man.

Sci. 50. Science in the Elementary School. Offered each semester; 3 single and 1 double period a week; 4 credits.

A science course which deals with the methods, materials, and literature of biological and physical science in the elementary school. The laboratory work consists of activities selected jointly by the students and the instructors on the basis of value for elementary school teaching.

Sci. 95-96. Seminar for Science Teachers. 1st and 2nd semesters; 2 lecture periods a week; 2 credits a semester.

Centers about problems encountered in teaching general science, biology, chemistry, physics, and geology. Students will work on selected problems in these fields using reports, discussions, demonstrations, audio-visual aids, and other instructional materials. The use of a variety of laboratory techniques and the improvising of laboratory equipment will be stressed.

Opportunities will be provided for working with teachers and pupils in the public schools. One semester is required for students in Curriculum II or Curriculum III who major or minor in general science, biology, chemistry, or physics.
Biology

Mr. Mengebier, Head of the Department

Mr. Ferry, Mr. Fisher, Mr. Graves, Mr. D. Jones, Mr. W. Jones, and Mr. Miller.

A major or minor in biology should be selected from those courses that will meet the needs of the student. Biology 10 or Biology 10-20 is a prerequisite to all advanced courses.

A major in biology will consist of 30 semester hours subject to the approval of the department head. A minor will consist of 18 semester hours.

Biology 10-20 is required for a major and a minor in biology. Biology 75-76 is required for a major and may count towards the 18 semester hours required for a minor. It is recommended that all biology majors take work in chemistry, mathematics, physics, geology, and foreign languages.

A major for students in Curriculum II and Curriculum III should be selected from: Biology 10-20, Biology 27-28, Biology 29, Biology 30, Biology 37-38, Biology 68-69, and Biology 87-88. One semester of Science 95-96 is required for students in Curricula II or III who major or minor in general science, biology, chemistry, or physics.

A major in biology for students in Curriculum VII or Curriculum VIII should be selected from: Biology 10-20, Biology 27-28, Biology 30, Biology 61-62, and Biology 68-69. Biology 87-88 should be taken if the student's program permits.

Biology 70 should be elected by students enrolled in Curricula VIII-A.

Bio. 10. General Biology. Offered each semester; 2 lecture and 2 laboratory periods a week; 4 credits.

A beginning course which stresses the fundamental principles of life with emphasis on contemporary living. Consideration is
given to the composition, structure, and organization of living bodies—cells, tissues, organs, systems, and organisms. The major systems of the human being are studied with emphasis given to reproduction and heredity. Required of all students.

Bio. 20. *General Biology*. Offered each semester; 2 lecture and 2 laboratory periods a week; 4 credits.

A survey of the plant and animal kingdoms. The structure, function and taxonomy of representative forms will be emphasized. Required of all Biology majors and minors. *Prerequisite: Bio. 10.*

Bio. 27. *Human Physiology*. Offered each semester; 1 laboratory and 2 lecture periods a week; 3 credits.

Emphasis is placed upon the functions of the muscular, circulatory, respiratory, digestive, excretory, and endocrine systems of the human body. Recommended for students in teaching, and for students preparing for medical technology or nursing. *Prerequisite: Bio. 10.*

Bio. 28. *Bacteriology*. Offered each semester; 2 laboratory and 2 lecture periods a week; 4 credits.

Designed to give the student a general understanding and appreciation of bacteria and related fungi. This is a basic course for pre-nursing, home economics, and pre-medical technology students. Elective to others. *Prerequisite: Bio. 10.*

Bio. 28N. *Bacteriology*. 2nd semester; 1 laboratory and 2 lecture periods a week; 3 credits.

A basic course for student nurses emphasizing the relationship of bacteria and related fungi to problems of disease. *Open only to student nurses of Rockingham Memorial Hospital.*

Bio. 29. *Human Anatomy*. 1st semester; 2 lecture and 2 laboratory periods a week; 4 credits.

An introduction to the study of human anatomy with particular
emphasis on the skeletal, muscular, circulatory, endocrine, and nerve systems. The laboratory animal is the cat, with emphasis on careful and accurate dissection. All laboratory quizzes are practical examinations. Required of students preparing for nursing and for physical education majors. *Prerequisite: Bio. 10.*

Bio. 30. *General Botany.* 2nd semester; 2 lecture and 2 laboratory periods a week; 4 credits.

An introduction to the world of plants with reference to their usefulness to man and animals and to the history of the earth. The structure, physiology, and reproductive cycles of representative domestic and wild plants are studied. Attention is given to practical methods of growing plants in fields, in garden, and in the home, to methods of propagation, plant breeding, landscaping, pruning, pest control, etc., and to identification of wild flowers, ferns, and trees—according to the interests and aptitudes of students. *Prerequisite: Bio. 10-20.*

Bio. 37. *Invertebrate Zoology.* 1st semester; 2 lecture and 1 laboratory period a week; 3 credits.

A systematic study of the various invertebrate phyla including the study of morphology, classification, life histories, and phylogenetic relationships. Intended to give the student an appreciation of the structural body plan of the animal kingdom as it unfolds and progresses from the simple to the more complex. *Prerequisite: Bio. 10-20.*

Bio. 38. *Vertebrate Zoology.* 2nd semester; 2 lecture and 1 laboratory period a week; 3 credits.

A general cultural course designed to give the student a better appreciation of the organism as a biological concept and of its fundamental plan of organization. Emphasis is placed upon the gradual unfolding of the evolutionary blueprint of the animal kingdom. *Prerequisite: Bio. 10-20.*
Bio. 61-62. *Vertebrate Anatomy.* 1st and 2nd semesters; 1 lecture and 2 laboratory periods a week; 3 credits a semester. (Year course.)

A comparative study of the organ systems of Amphioxus, Balanoglossus, dogfish, and the cat. Emphasis is upon careful and accurate dissection. All laboratory quizzes are practical examinations. Recommended for students preparing for medicine and for biology majors. *Prerequisite: Bio. 10-20.*

Bio. 66. *Paleontology.* 2nd semester; 1 laboratory and 2 lecture periods a week; 3 credits.

An introduction to the life of past geological ages by a study of the fossilized remains of ancient plants and animals. Consideration is given to the morphology, classification, evolution, and phylogenetic relationships of the Protista, Plant and Animal Kingdoms from a study of fossils. This course may be applied towards a major in Biology. *Prerequisite: Bio. 10-20 and Geol. 1-2 (Geol. 2 may be taken concurrently). (Offered 1962-63 and alternate years thereafter.)*

Bio. 68. *Field Botany.* 1st semester; 1 laboratory and 2 lecture periods a week; 3 credits.

This course will acquaint students with the local flora found on the Madison College campus and in surrounding areas. Factors affecting the range and growth of plants will be discussed. *Prerequisite: Bio. 10-20 and Bio. 30.*

Bio. 69. *Field Zoology.* 2nd semester; 1 laboratory and 2 lecture periods a week; 3 credits.

A study of the classification, habits, and habitats of local fauna. *Prerequisite: Bio. 10-20 and Bio. 37.*

Bio. 70. *Biological Techniques.* 2nd semester; 1 lecture and 2 laboratory periods a week; 3 credits.

A course planned to meet the requirements for those preparing for medical technology. Primarily a laboratory course, concerned
with the proper use and care of the microscope, the camera lucida, and the microtome. The emphasis is upon the preparation of slides of normal tissues, and of whole mounts and sections of materials for zoology, and botany. Prerequisite: Bio. 10-20.

Bio. 75. History of Biology. 1st semester; 2 lecture periods a week; 2 credits.

A survey of the impact of biological thought, progress, and philosophy on the historical development of our civilization. Required for students majoring in biology. Prerequisite: Bio. 10-20.

Bio. 76. Theories of Biology. 2nd semester; 2 lecture periods a week; 2 credits.

An examination of the place of theoretical thought in Biology. The concept of phylogenetic relationships as expressed through organic evolution will be stressed. Prerequisite: Bio. 10-20.

Bio. 80. Introduction to Plant Physiology. 2nd semester; 1 lecture and 2 laboratory periods a week; 3 credits.

Practical aspects of fundamental life processes of plants involving physiological, structural, and environmental relationships. Prerequisite: Bio. 30 and Chem. 1-2.

Bio. 87. Genetics. 1st semester; 1 laboratory and 2 lecture periods a week; 3 credits.


Bio. 88. Vertebrate Embryology. 2nd semester; 1 laboratory and 2 lecture periods a week; 3 credits.

An introduction to the comparative developmental anatomy of the vertebrates, including the human. Recommended for students
who are majoring or minoring in biology, students preparing to teach, and for students preparing for medicine, medical technology, or nursing. *Prerequisite: Bio. 10-20.*

Bio. 90. *General Entomology.* 2 lecture and 1 laboratory period a week; 3 credits.

A laboratory and field study of the common insects, their morphology, life histories, and their relationship to plants, animals, and man. Collection, identification, and preservation of local insects by standard methods.

Bio. 97-98. *Problems in Biology.* One or two credits a semester.

An undergraduate research course in one of the fields of biology. Open with permission of the head of the department, to seniors who have adequate preparation.

**Chemistry**

**Mr. Chappell, Head of the Department**

**Mr. Cool and Mr. Partlow**

A *major* in chemistry will include 30 semester hours subject to the approval of the head of the department. A *minor* in chemistry will include 18 semester hours subject to the approval of the head of the department.

Two years of college mathematics, one or two years of college physics, and some work in college biology are recommended for students who intend to major in chemistry.

Chem. 1-2. *General Chemistry.* 1st and 2nd semesters; 1 double and 3 single periods a week; 4 credits a semester. (Year course.)

Fundamental principles of chemistry are studied, with emphasis on the application of these principles to daily living. A detailed
study of some of the non-metallic elements is made during the first semester. The second semester includes a brief introduction to the chemistry of carbon and some of its compounds; also a study of the metals, many of their compounds, and their industrial manufacture and uses.

**Chem. 9. Chemistry in the Modern World.** Offered each semester; 1 double and 3 single periods a week; 4 credits.

An introductory chemistry course which covers some of the fundamental principles and popular topics of modern chemistry which are of interest and use to the individual.

**Chem. 10N. Chemistry for Students of Nursing.** 1st semester; 1 double and 3 single periods a week; 4 credits.

General principles of chemistry and a brief study of inorganic substances. Study of the nature of solutions, colloidal suspensions, aqueous solutions of acids, bases, and salts, oxidizing agents, etc. General properties of carbon compounds and physiological and pathological chemistry. The emphasis is on those phases of chemistry which are of interest and value to students of nursing. *Open only to student nurses of Rockingham Memorial Hospital.*

**Chem. 35. Organic Chemistry.** 1st semester; 2 double and 2 single periods a week; 4 credits.

Includes work on aliphatic, aromatic, heterocyclic, and other important kinds of organic compounds. Type reactions, probable structure, and theories of organic reactions are stressed. Typical carbon compounds are prepared in the laboratory and their properties are studied. *Prerequisite: Chem. 1-2.*

**Chem. 36. Organic Chemistry.** 2nd semester; 2 double and 2 single periods a week; 4 credits.

A continuation of Chem. 35, with more emphasis on laboratory preparations. Special topics such as halogenation, nitration, hydrolysis, isomerism, polymerization, molecular rearrangements are studied in considerable detail. *Prerequisite: Chem. 35.*
Chem. 37. Organic Chemistry. 1st semester; 1 double and 2 single periods a week; 3 credits.

Includes work on aliphatic, aromatic and heterocyclic compounds. Type reactions, proof of structure and applications are stressed. Typical carbon compounds are prepared in the laboratory and their properties are studied. Prerequisite: Chem. 1-2.

Chem. 38. Biochemistry. 2nd semester; 1 double and 2 single periods a week; 3 credits.

A study of the applications of chemistry to living processes. The course includes a study of various foodstuffs, their digestion and metabolism, body secretions and excretions, animal calorimetry and nutrition. Prerequisite: Chem. 35 or Chem. 37.

Chem. 55. Qualitative Analysis. 1st semester; 2 single and 2 double periods a week; 4 credits.

A course in inorganic qualitative analysis. A study is made of the more important cations and anions. Prerequisite: Chem. 1-2.

Chem. 56. Quantitative Analysis. 2nd semester; 2 single and 2 double periods a week; 4 credits.

A course in inorganic quantitative analysis. The standard methods of gravimetric and volumetric procedure are emphasized. Prerequisite: Chem. 55.

Chem. 57. Analytical Chemistry. 1st semester; 1 single and 2 double periods a week; 3 credits.

An introduction to microtechnique and instrumental methods. Prerequisite: Chem. 56.

Chem. 85-86. Physical Chemistry. 1st and 2nd semesters; 1 double and 3 single periods a week; 4 credits a semester.

Deals with philosophies, theories, and mechanics of chemistry. Thermodynamics, homogeneous and heterogeneous equilibria, chemical kinetics, electrochemistry, colloids, catalysis, atomic and molecular structure are some of the several topics studied. Prere-
Chemistry and Geology

*requisite: Chem. 1-2. Recommended antecedent: Chem. 35-36 or Chem. 55-56.*

Chem. 97-98. *Problems in Chemistry.* 1st and 2nd semesters; 1 to 3 credits a semester.

An undergraduate research course in one of the fields of chemistry. Gives the capable student an opportunity to do independent work in chemistry, under faculty supervision. Open, with permission of the department, to advanced students in the College who have adequate preparation.

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Geology

**MR. HARNSBERGER, Head of the Department**

Geol. 1-2. *Geology.* 1st and 2nd semesters; 1 double and 3 single periods a week; 4 credits a semester. *(Year course.)*

A course designed to give the student knowledge of the earth's physical environment and of the changes which have occurred in the earth's existing life. The first semester is devoted to Physical Geology, including the formation of rocks and minerals, land forms, earth-changing processes, and water resources. The second semester considers Historical Geology, emphasizing fossils in typical areas of North America as well as in local areas.

Geol. 9. *Geology in the Modern World.* Offered each semester; 1 double and 3 single periods a week; 4 credits.

An introductory course which considers such topics as ground surface changes, streams and underground water, rocks and minerals, fossils and the formation of scenic features. Each of these topics will be linked to man's present-day plans and interests.

Geol. 49. *Economic Geology.* 2nd semester; 1 double and 2 single periods a week; 3 credits.

A course designed to familiarize the student with important natural resources of the earth's crust. Classification, origin, distribution and mining of our mineral resources are discussed.
Special emphasis is accorded the uses of important non-metallic and metallic mineral resources. Modern methods of exploration in discovering ore bodies are described. *Prerequisite: Geol. 1-2, or Geol. 9.*

**Geol. 66. Paleontology.** 2nd semester; 1 double and 2 single periods a week; 3 credits.

The content of this course deals with the life of past geological ages through the study of fossil plants and animals. Consideration is given to the morphology, classification, evolution, and phylogenetic relationships of the Protista, Plant and Animal Kingdoms from a study of fossils. This course may be applied towards a major in Biology. *Prerequisites: Bio. 10-20 and Geol. 1-2. (Geol. 2 may be taken concurrently.) (Offered 1962-63 and alternate years thereafter.)*

**Mathematics**

**Mr. Ikenberry, Head of the Department**

**Miss Curtis, Mr. Lehrberger, Mr. Polites, Mrs. Schmidt and Mr. Williams**

The minimum requirements for a major and minor in Mathematics are as follows:

**Major.** Math. 17-18; Math. 35-36; fourteen additional semester hours in mathematics courses numbered above 50.

**Minor.** Math. 17-18; Math. 35-36; three additional semester hours in mathematics courses numbered above 50.

**Math. 7-8. Fundamentals of Mathematics.** 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

Designed for prospective teachers of the elementary schools and students not majoring in mathematics or science. The first semester develops certain basic concepts of elementary mathematics including sets and relations, logic, geometry, and the structure of the number system. The second semester is devoted to topics in algebra, mensuration, and introductory statistics.
Math. 17-18. *Introduction to College Mathematics*. 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

A modern integrated treatment of the usual topics from college algebra and trigonometry with particular emphasis on the study of functions and relations. Some fundamental concepts of analytic geometry are discussed. *Prerequisite: One entrance unit in algebra and one entrance unit in plane geometry.*

Math. 35-36. *Analytic Geometry and Calculus*. 1st and 2nd semesters; 5 periods a week; 5 credits a semester.

A course integrating the subject matter of the usual first courses in analytic geometry and differential and integral calculus. It includes equations and loci, the straight line, circle, conic sections, polar coordinates, derivatives, maxima and minima, rates, velocity, curvature, integration, areas, lengths of curves, surfaces, and volumes. A continuous course. *Prerequisite: Math. 17-18 or its equivalent.*

Math. 40. *An Introduction to Logic and Sets*. 2nd semester; 3 periods a week; 3 credits.

An elementary course in mathematical logic and set theory with applications to permutations, combinations and probability.

Math. 57. *Mathematics of Finance*. Offered each semester; 3 periods a week; 3 credits.

A brief treatment of present methods underlying the theory of investment. It treats of such subjects as compound interest, annuities, amortization, sinking funds, valuation of bonds, and life insurance.

Math. 58. *Elementary Statistics*. 1st semester; 3 periods a week; 3 credits.

An introduction to the basic concepts of descriptive and inductive statistics. The course includes topics such as: measurement of central tendencies and dispersion, probability, empirical and theoretical frequency distributions, sampling, estimation of
parameters and tests of hypotheses concerning parameters, non-parametric tests, regression and correlation.

Math. 65-66. *Introduction to Modern Algebra.* 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

An introduction to the fundamental concepts of modern abstract algebra. The first semester is devoted to a discussion of rings, integral domains, fields, and properties of the complex numbers. The second semester provides a discussion of the theory of groups, vector spaces, matrices, and determinants.

Math. 75. *Higher Geometry.* 1st semester; 3 periods a week; 3 credits.

A course in the fundamental concepts of geometry; elementary theory in the foundations of geometry; selected topics from advanced Euclidean geometry; axioms for projective geometry; introduction of projective coordinates; non-Euclidean geometries.

Math. 76. *Theory of Equations.* 2nd semester; 3 periods a week; 3 credits.

A study of rational integral functions, solution of the cubic and quartic, Newton's and Horner's methods of solving equations, symmetric functions, Sturm's functions, determinants, and elimination. *(Offered 1961-62 and alternate years thereafter.)*

Math. 77. *Vector Analysis.* 2nd semester; 3 periods a week; 3 credits.

Vector Algebra, differentiation and integration of vector functions, applications in Physics. *Prerequisite: Math. 35-36.*

Math. 78. *History and Fundamental Concepts of Mathematics.* 2nd semester; 3 periods a week; 3 credits.

Selected topics from higher mathematics to make available to the student valuable enrichment material, and to make more profound the understanding of the basic concepts of mathematics. Also includes a brief survey of the development of the number system and the growth of mathematics from the earliest times to the present. *(Offered 1961-62 and alternate years thereafter.)*
Mathematics and Physical and Health Education

Math. 85. *Intermediate Calculus*. 1st semester; 3 periods a week; 3 credits.

A study of more advanced topics in the theory and applications of calculus, including infinite series, partial differentiation, hyperbolic functions and multiple integrals. *Prerequisite: Math. 35-36.*

Math. 87. *Teaching of Secondary Mathematics*. 1st semester; 2 hours a week; 2 credits.

A seminar for prospective high school mathematics teachers which will include discussion of methods of teaching general mathematics, algebra, and geometry, and the development of a unit of work in one of these areas.

Math. 89. *Differential Equations*. 2nd semester; 3 periods a week; 3 credits.

Solution of the standard types of ordinary differential equations; applications; integration in series and numerical approximations. *Prerequisite: Math. 85.*

Math. 99. *Independent Study*. Offered each semester; 1 to 3 credits a semester.

This course is designed to give students of superior ability and initiative an opportunity to do independent study in mathematics under faculty supervision. *Prerequisite: Consent of the head of the department.*

Physical and Health Education

Miss Sinclair, Head of the Department

Mrs. Bruce, Miss Crawford, Mrs. Geil, Miss Hester, Mrs. Hugh, Mr. Long, Miss Monroe, Miss Morrison, Miss Slaughter, Mrs. Strough, Miss Tate, and Mrs. Vaughan.

The Department of Physical and Health Education is organized for three purposes: (1) to contribute to the general education
program of the College, (2) to prepare students for a professional career in teaching and to give work at the undergraduate level in public health, and (3) to contribute to the recreation and welfare programs of campus life.

General Education Program: All students must earn four semester credits in physical education. P. E. 9 and 11 are required of women, P. E. 7 and 8 are required of men, and all students must take one course numbered in the 30’s.* All entering students are expected to possess a satisfactory degree of physical fitness, motor ability and body mechanics. These areas are evaluated by the Physical Education Tests given during the Orientation Week. Students making low scores must take P. E. 1 before enrolling in P. E. 5 or any of the P. E. 30-sequence courses.

Major in Physical Education and Health: Thirty semester hours in physical education and health beyond the six hours required of all students. Students completing the major program under Curriculum III will meet the certification requirements for teaching in the secondary schools of Virginia. Adjustments may be made to meet certification requirements in other states and for endorsement at the elementary level. The major program includes the following courses: P. E. 65; P. E. 68; P. E. 85; P. E. 87; Hth. 37; Hth. 60; and Hth. 79. The following courses are also required but may be exempted through proficiency examinations: P. E. 27-28; P. E. 51-52; P. E. 55; P. E. 56; P. E. 60; and P.E. 81-82.

Major in Health: Twenty-seven hours in biology and chemistry, and other related courses. An interdepartmental major program in Curriculum VIII which requires the following courses: Hth. 37; Hth. 60; Hth. 79; Hth. 80; and Hth. 89; Bio. 27; Bio. 28 and 28A; Math. 58; Psy. 56 or 79; Psy. 88; S. S. 40; S. S. 87. To qualify for positions in health education, 6 or more hours must be chosen in the area of education with the approval of the major advisor. Students who wish to teach should enroll in Curriculum III and must take Ed. 60; Ed. 70; Ed. 80; and Ed. 90.

*Any required course may be exempted by passing a proficiency test in the activity. Proficiency tests are scheduled periodically. Upon fulfillment of the required courses and in order to complete four semesters of physical education, a student may select any course numbered below P. E. 48; courses of a higher number which carry one semester hour credit may be selected with the approval of the instructor.
Minor in Physical and Health Education: Eighteen hours which may be chosen in Curricula II, III, VII, and VIII. Consult Head of the Department.

Concentration in Physical Education and Health: Twenty-four hours which may be chosen in Curriculum I. Consult Head of Department or Curriculum Chairman.

Endorsement in Driver Education: Hth. 37 and Hth. 59.

Emphasis in Dance is possible through elective courses and may be achieved within a major, minor, or concentration. Consult Head of the Department.

Electives: Available to all students and are especially recommended for students in Curriculum I.
MAJOR IN PHYSICAL AND HEALTH EDUCATION
(Curriculum III)
(A minor is not required in this program.)
A Major is also available in Curriculum II.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Credits</th>
<th>2nd Credits</th>
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<tbody>
<tr>
<td>Art 30</td>
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<tr>
<td>Bio. 10-20</td>
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<td>4</td>
</tr>
<tr>
<td>Eng. 1-2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math. 17-18 or Math. 7-8</td>
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<td>3</td>
</tr>
<tr>
<td>Music 30</td>
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<td>3</td>
</tr>
<tr>
<td>P. E.</td>
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<tr>
<td>P. E. 27-*Elective in P. E.</td>
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<td></td>
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<td><strong>16</strong></td>
</tr>
</tbody>
</table>

1 The required 12 semester hours in science may be taken in 3 four-hour courses. Chem. 1-2 is desirable as second science.

* The elective is to be chosen with the Department Head according to the experience of the student.

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
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<td>Speech 29</td>
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### Junior Year

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<tr>
<td>Ed. 70</td>
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<td>Hth. 60</td>
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<td>P. E. 51-52</td>
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<td>P. E. 68</td>
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<td>S. S.</td>
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<td>S. S. 33-34</td>
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### Senior Year

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<td>Hth. 79</td>
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<td>P. E. 81</td>
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<td>P. E. 82</td>
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<td>P. E. 85</td>
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<td>P. E. 87</td>
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### Major in Health

*(Curriculum VIII)*

### Freshman Year

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<th>Course</th>
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<td>Bio. 10-20</td>
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<td>Math. 17-18</td>
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<td>Music 30</td>
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<td>P. E.</td>
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<td>Speech 29</td>
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### SOPHOMORE YEAR

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<td>Chem. 1-2</td>
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<td>Eng. 33-34</td>
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<tr>
<td>Hth. 37</td>
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<td>Hth. 40</td>
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<td>Psy. 31-32</td>
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| Total                |                      | 16  | 16  |

### JUNIOR YEAR

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<td>Hth. 60</td>
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<td>Math. 58</td>
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<td>S. S. 33-34</td>
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<td>S. S. To complete 12 hours</td>
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| Total                |                      | 16  | 16  |

### SENIOR YEAR

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<td>Hth. 79</td>
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<td>Hth. 80</td>
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<td>Hth. 89</td>
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<td>Psy. 88, 57 or 79</td>
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<td>S. S. 40-87</td>
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<td>Electives</td>
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<td>7</td>
</tr>
</tbody>
</table>

| Total                |                      | 16  | 16  |

### PHYSICAL EDUCATION

**Costume:** A special costume is required for physical education. Instructions for ordering this costume are sent the women students in the summer and the order should be placed at once. Men students will obtain the required uniform locally. Students earning a major or minor in physical education provide a leotard, skirt, warm-up suit, and hockey shoes, in addition to gymnasium costumes.
P. E. 1. *Fundamentals of Physical Education.* 1st and 2nd semesters; 3 periods a week; 1 credit.

This course is designed to help the student achieve a desirable level of strength and skill in fundamental motor activities.

P. E. 3-4. *Adapted Activities.* 1st and 2nd semesters; 3 periods a week; 1 credit.

This course is designed for students with severe medical restrictions and is adapted to individual needs. *Prerequisite: Recommendation of College Physician and permission of Head of Department.*

P. E. 5. *Elementary Sports.* 1st and 2nd semesters; 3 periods a week; 1 credit.

The course includes a team sport and an individual or dual activity; various combinations are offered. *Prerequisite: P. E. 1 or equivalent.*

P. E. 7. *Team Sports* (for men). 1st semester; 3 periods a week; 1 credit.

Soccer or touch football; basketball or volleyball. Practice of fundamentals and game play.

P. E. 8. *Swimming and Individual Activities* (for men). 2nd semester; 3 periods a week; 1 credit.

Eight weeks of swimming, tumbling, trampoline, track and field.

P. E. 9. *Elementary Dance.* 1st and 2nd semesters; 3 periods a week; 1 credit.

An introductory course which aims to develop the rhythmic sense through the basic techniques of modern and folk dance. Emphasis is placed on dance as a social and art form.

P. E. 10N. *Physical Education for Nurses.* 1st semester; 3 periods a week; 1 credit.

This course provides education through physical activities
which will contribute to the development of the individual in youth and adult life. Activities include swimming, recreational sports and dance. *Open only to student nurses of the Rockingham Memorial Hospital.*

**P. E. 11. Elementary Swimming.** 1st and 2nd semesters; 3 periods a week; 1 credit.

The course includes swimming strokes, personal safety and rescue skills, and diving.

*P. E. 25. Intermediate Swimming.** 1st and 2nd semesters; 3 periods a week; 1 credit.

Stroke development and diving, synchronized, competitive or endurance swimming. *Prerequisite: P. E. 11 or the equivalent.*

**P. E. 26. Life Saving.** 2nd semester; 2 periods a week; 1 credit.

The Senior Life Saving Course of the American Red Cross. Open to all students subject to instructor's approval. Recommended for physical education majors.

**P. E. 27. Basic Skills and Tumbling.** 1st semester; 2 periods a week; 1 credit.

This course stresses skills and concepts of movement and tumbling activities. Recommended for Curriculum I. (Not acceptable for General Education requirement.)

**P. E. 28. Activities for Children.** 2nd semester; 2 periods a week; 1 credit.

Rhythms, games and self-testing activities. Recommended for Curriculum I. (Not acceptable for General Education requirement.)

**P. E. 29. Advanced Swimming and Diving.** 1st and 2nd semesters; 3 periods a week; 1 credit.

The emphasis is upon the perfection of ten swimming strokes,

*This course will include a second activity according to the season. A fee of $7.00 per half-semester will be charged for all bowling classes.*
endurance swimming and springboard diving. Prerequisite: P. E. 25, 26, or approval of instructor.

*P. E. 30. Intermediate Basketball. 1st and 2nd semesters; 3 periods a week; 1 credit.

*P. E. 31. Intermediate Hockey. 1st semester; 3 periods a week; 1 credit.

*P. E. 32. Intermediate Tennis. 1st and 2nd semesters; 3 periods a week; 1 credit.

*P. E. 35. Intermediate Golf. 1st and 2nd semesters; 3 periods a week; 1 credit.

*P. E. 36. Intermediate Archery. 1st and 2nd semesters; 3 periods a week; 1 credit.

*P. E. 37. Intermediate Fencing. 1st and 2nd semesters; 3 periods a week; 1 credit.

*P. E. 38. Intermediate Badminton. 1st and 2nd semesters; 3 periods a week; 1 credit.

*P. E. 41. Social Dance. 1st and 2nd semesters; 3 periods a week; 1 credit.

Emphasis is on the basic ballroom steps including the Latin American rhythms.

*P. E. 42. Tap Dance. 1st and 2nd semesters; 3 periods a week; 1 credit.

The basic tap steps with simple routines and dances presented in buck, waltz, soft shoe and clog.

*P. E. 43. Intermediate Folk Dance. 1st and 2nd semesters; 3 periods a week; 1 credit.

*This course will include a second activity according to the season. A fee of $7.00 per half-semester will be charged for all bowling classes.
American, European and Asiatic folk dances. The folklore of the countries is explored.

P. E. 45. *Intermediate Modern Dance*. 1st and 2nd semesters; 3 periods a week; 1 credit.

Movement techniques and problems dealing with design, rhythmic and musical patterns, and composition.

P. E. 48. *Community Recreation*. 1st semester; 2 periods a week; 2 credits.

Organization and administration of community recreation programs. Special attention is given to leadership skills. An elective open to all students.

P. E. 49. *Camp Leadership*. 2nd semester; 1 single and 1 double period a week; 2 credits.

A course designed to develop those qualities and skills necessary for leadership in camping. Attention is also given to camping philosophies and organizational techniques. Open to all students.

P. E. 50. *Physical Education in the Elementary School*. Offered each semester; 2 periods a week; 2 credits.

Materials and methods in physical education for the classroom teacher. Required of students in Curriculum I.

P. E. 51-52 A-B-C-D. *Physical Education Techniques*. 1st and 2nd semesters; 2 or 4 periods a week; 1 or 2 credits a semester. Available on the block plan.

51. A. Social and Square Dance
   B. Field Sports or Hockey
   C. Modern Dance Survey
   D. Basketball

52. A. Gymnastics
   B. Volleyball and Badminton
   C. Archery
   D. Track and Field or Softball

P. E. 55. *Aquatic Sports*. 1st semester; 2 periods a week; 1 credit.

Advanced swimming and diving skills and their use in synchronized swimming, competition, water games, and underwater
activities. Some attention is given to the use of small craft and related activities and to waterfront programs for camps.

P. E. 56. Advanced Modern Dance. 2nd semester; 2 periods a week; 1 credit.

This course will include techniques of modern dance; rhythmic analysis, dance composition, and labanotation. Open to second, third, and fourth year students.

P. E. 60. Officiating. Offered each semester; 6 periods for 8 weeks or 3 periods for 16 weeks; 1 credit. (May be taken on 8 weeks block.)

Theory and practice of officiating in selected sports. The standards of the Women's National Officials Rating Committee are used. Limited enrollment; required of physical education majors; exemption by examination of W.N.O.R.C.

P. E. 65. Kinesiology. 1st semester; 3 periods a week; 3 credits.

The science of human movement involving principles of mechanics, psychology and physiology; the application of the knowledge of anatomy in improving performance. Prerequisite: Bio. 29-27. Required of physical and health education majors and recommended for minors.

P. E. 66. Physiology of Muscular Activity. 2nd semester; 2 periods a week; 2 credits.

Study of the effects of exercise upon the body and bodily functions; physiological effects of special kinds of activity; physiology of training; assessment of organic fitness. Prerequisite: Bio. 27-29. (Offered 1961-62 and alternate years.)

P. E. 68. Principles of Health and Physical Education. 2nd semester; 3 periods a week; 3 credits.

The history of physical education as it has affected the schools of the United States. The principles of health and physical education as a basis for objectives, program and method; current problems.
P. E. 69. Water Safety for Instructors. 1 single and 1 double period a week; 2 credits.

Students completing this course satisfactorily may qualify for the American Red Cross Instructor's Certificate in Swimming and Water Safety. Prerequisite: Senior Life Saving.

P. E. 79. Dance Production. 2nd semester; 1 single and 1 double period a week; 2 credits.

Lectures and laboratory experience in organizing and presenting dance recitals, demonstrations, or concerts. Emphasis upon the history of the physical theatre and the proper use of accompaniment, lighting, make-up, costumes, sets, and properties. (Offered 1961-62 and alternate years.)

P. E. 80. Dance Composition. 1 single and 1 double period a week; 2 credits.

Lectures and laboratory experience in various styles of movement, emphasizing time, force, and space characteristics, theme, and development, modern and preclassic dance forms. Prerequisite: 16 weeks of modern dance or the equivalent. (Offered 1962-63 and alternate years.)

P. E. 81-82 A-B-C-D. Physical Education Techniques. 1st and 2nd semesters; 2 or 4 periods a week; 1 or 2 credits a semester. Available on the block plan.

81. A. Tennis
B. Field Sports or Hockey
C. Summary of Modern Dance
D. Folk Dance

82. A. Apparatus
B. Fencing and Recreational Sports
C. Golf
D. Track and Field or Softball

P. E. 85. Problems in Administration. 2nd semester; 3 periods a week; 3 credits.

Selected problems relating to the program of health, physical education, and safety in secondary schools; athletics, intramural and extramural; maintenance of physical education plants; administrative policies; budget, instructional supplies, and equip-
Physical and Health Education

ment; public relations; professional standards. **Prerequisite:** P. E. 68 or the equivalent.

P. E. 87. *Adapted Physical Education.* 2nd semester; 4 periods a week; 3 credits.

Designed to provide understanding and laboratory experience in remedial exercises and other activities for individuals restricted because of poor body mechanics and orthopedic conditions. **Prerequisite:** P. E. 65.

Health

Hth. 37. *Safety and First Aid.* 1st semester; 2 periods a week; 2 credits.

Standard and Advanced First Aid courses and materials and methods of instruction in various phases of safety education. Students who complete the course successfully will be certified by the Red Cross in First Aid.

Hth. 40. *Personal and Community Health.* Offered each semester; 2 periods a week; 2 credits.

An analysis of: (1) the principles of wholesome living and their application in the student's own life; (2) methods and principles of the improvement of health and the prevention of disease; and (3) the total community health program and its contribution to the health of each individual and society. **Prerequisite:** Bio. 10.

Hth. 59. *The Teaching of Driving.* 2 periods a week; 2 credits; laboratory work to be assigned.

This course is designed to prepare teachers for the driver education program in high schools. Successful students may secure endorsement from the State Board of Education after graduation. Students seeking a special license for driver education must also take Hth. 37. **Prerequisite:** License to drive issued by the Commonwealth of Virginia.

Hth. 60. *School Health.* 2 periods a week; 2 credits.

A study of the total school health program, with special attention given to the detection of health problems and defects,
environmental factors, and methods of handling health problems within the school. Required of majors in physical and health education.

Hth. 69. Health Problems of the Young Adult. 2nd semester; 2 periods a week; 2 credits.

A study of health problems of the teens and early twenties with special reference to societal influences; attention is given to accidents and diseases to which this age is especially susceptible; drug addiction, alcoholism, smoking, speeding, and other hazards to health are considered. Emphasis is on the positive aspects of prevention and treatment. Prerequisite: Hth. 40 or the equivalent.

Hth. 79. Advanced Health. 2nd semester; 3 periods a week; 3 credits.

An intensive study of the subject matter, reference materials, and teaching aids essential to the teaching of health in high schools. Prerequisites: Hth. 40 and Bio. 27-29.

Hth. 80. Introduction to Public Health. 1st semester; 3 periods a week; 3 credits.

A study of the program and services of voluntary and official public health and welfare organizations. Emphasis is placed upon the community public health department and lay participation in health organizations. Hours will be assigned for observation and field trips to local organizations.

Hth. 89. Field Work. 1st and 2nd semesters; 3 credits.

Work in the local health and welfare agencies under the supervision of the course instructor. Prerequisite: Hth. 80.

Physics

Mr. Wells, Head of the Department

Mr. Gordon and Mr. Moore

A major in physics is designed to prepare students for any career in physics which they might care to pursue, whether it be teaching, graduate study or industrial employment. The physics major consists of 30 credit hours of work and must include

A student majoring in physics should include in his or her program Math. 35-36, and Math. 89. Basic courses in biology and chemistry are also desirable.

A sequence of courses leading to an 18 hour minor in physics may be selected, subject to the approval of the head of the department, to meet the individual needs of students in the various curricula.

Phys. 1-2. General Physics. 1st and 2nd semester; 2 double and 2 single periods a week; 4 credits a semester. (Year course.)

A basic course in general physics. Provides the background necessary for advanced work in physics, and for an understanding of allied subjects. Experiments and elementary problems in the fields of mechanics, heat, sound, electricity, optics, and modern physics are included.

Phys. 9. Physics in the Modern World. Offered each semester; 1 double and 3 single periods a week; 4 credits.

A descriptive introduction to physics. Such topics as photography, electronics, atomic energy, sound, astronomy and others are treated. In this course, less emphasis is placed on mathematics than in Phys. 1-2.

Phys. 37. Nuclear Physics. 2nd semester; 1 double and 2 single periods a week; 3 credits.

Nuclear structure, radioactivity, cosmic rays, induced nuclear transformations, neutron physics, nuclear energy, nuclear instrumentation, and radiation measurement techniques are discussed. Experiments are performed using a modern scintillation counter. Prerequisite: Phys. 38. (Offered 1960-61 and alternate year thereafter.)

Phys. 38. Atomic Physics. 1st semester; 1 double and 2 single periods a week; 3 credits.

An introduction to contemporary physics. Radiant energy, the Bohr atom, X-rays, atomic spectra, molecular structure, and
special relativity are discussed. *Prerequisite: Phys. 1-2. (Offered 1960-61 and alternate years thereafter.)*

**Phys. 40. Household Physics.** 1st semester; 1 double and 2 single periods a week; 3 credits.

A course in household physics for home economics students. Much of the laboratory work involves tests, adjustments, and simple repair of common household apparatus. Limited to students majoring in home economics.

**Phys. 41-42. Modern Physics.** 1st and 2nd semesters; 1 double and 1 single period a week; 2 credits a semester. (Year course.)

A descriptive introduction to modern physics. Contemporary theories of the structure of matter, line spectra, X-rays, radioactivity, fundamental particles, cosmic rays, and nuclear energy are discussed. In this course, less emphasis is placed on mathematics than in Phys. 37-38. *Prerequisite: Phys. 9 or P. S. 10. (Offered 1960-61 and alternate years thereafter.)*

**Phys. 45. Electricity and Magnetism.** 2nd semester; 1 double and 2 single periods a week; 3 credits.

A study of the electrostatic field, the magnetic field, direct and alternating currents, and electromagnetic waves. Laboratory work will emphasize electrical measurements. *Prerequisites: Phys. 1-2 and Math. 35-36. (Math. 35-36 may be taken concurrently.) (Offered 1961-62 and alternate years thereafter.)*

**Phys. 46. Optics.** 1st semester; 1 double and 2 single periods a week; 3 credits.

Geometric optics, including reflection and refraction. Physical optics, including interference, diffraction, and polarization. A study of optical instruments. *Prerequisites: Phys. 1-2 and Math. 35-36. (Math. 35-36 may be taken concurrently.) (Offered 1961-62 and alternate years thereafter.)*
Phys. 47. *Basic Electricity*. 1st semester; 1 double and 1 single period a week; 2 credits.

A study of elementary electricity, including magnetism, static electricity, D.C. circuits, and various modern applications of electricity. **Prerequisite:** Phys. 9 or P. S. 10. (*Offered 1960-61 and alternate years thereafter.*)

Phys. 48. *Radio Communication*. 2nd semester; 1 double and 1 single period a week; 2 credits.

A study of the electron tube and its applications. Students construct basic radio circuits and gain experience in the operation and repair of radios and public address systems. **Prerequisite:** Phys. 47. (*Offered 1960-61 and alternate years thereafter.*)

Phys. 51-52. *Electronics*. 1st and 2nd semester; 1 double and 2 single periods a week; 3 credits each semester. (Year course.)

A study of the electron tube and its applications. Rectifier, amplifier, oscillator, wave-shaping circuits, the cathode ray tube, transistors, microwaves and antennas are treated. Primary emphasis is placed on laboratory work. **Prerequisite:** Phys. 1-2. (*Offered 1961-62 and alternate years thereafter.*)

Phys. 57. *Photography*. 2nd semester; 1 double and 1 single period a week; 2 credits.

Basic principles of photography, including exposure and lighting, chemistry of development and fixation, picture composition, prints, enlargements, motion picture techniques, and natural color processes. (*Offered 1960-61 and alternate years thereafter.*)

Phys. 58 *Astronomy*. 2nd semester; 2 single periods a week; 2 credits.

A descriptive course covering the solar system, the constellations of our galaxy, and the extra-galactic systems. Classes are replaced occasionally by evening observation periods. Use is also made of the Spitz planetarium.
Phys. 60. *The Physics of Flight*. 1st semester; 1 double and 1 single period a week; 2 credits.

The basic principles of physics underlying aviation. Topics studied are heat, heat engines, basic airplane structure, and the theory of flight. *Prerequisite: Phys. 9 or P. S. 10. (Offered 1961-62 and alternate years thereafter.)*

Phys. 61-62. *Mechanics and Heat*. 1st and 2nd semesters; 1 double and 2 single periods a week; 3 credits each semester. (Year course.)

The statics and dynamics of particles and rigid bodies, work and energy, motion under the influence of a central force, accelerated reference systems, constrained motion, generalized coordinates, wave motion, temperature, the transfer of heat, properties of ideal gases, and the first and second laws of thermodynamics are discussed. *Prerequisites: Phys. 1-2 and Math. 35-36. (Math. 35-36 may be taken concurrently.) (Offered 1960-61 and alternate years thereafter.)*

Phys. 97-98. *Problems in Physics*. Offered each semester; 1 to 3 credits each semester.

A conference course in which the subject matter and experimental work are selected to meet the needs and interests of each individual student. Open with permission of the head of the department.
Division of the Social Sciences
Mr. E. L. Smith, Director

BUSINESS AND BUSINESS EDUCATION
Mr. Dickerson, Head of the Department

Miss Anderson, Mrs. Coffman, Miss Herr, Miss Rucker, Mr. Sanders, Mrs. Smith, Mr. Walsh, and Mr. Willett

A major in business and business education may be obtained in the following areas: (1) business teaching—Curriculum V; (2) secretarial—Curriculum XI, Plan I; (3) business administration and accounting—Curriculum XI, Plan II.

Students who have completed courses in typewriting or shorthand in high school or business college may be admitted to advanced courses in these subjects on the basis of classification tests which are given by the Department of Business and Business Education. These students will then choose other business courses as substitutes for the courses from which they have been excused.

Bus. 10. Introduction to Business. Offered each semester; 2 periods a week; 2 credits.

Gives the student a general acquaintanceship with the institution of business. An elementary understanding of the history of business, the basic forms of how business is organized, financing, credit, management, wages, distribution of goods and services, and labor relations are treated in this orientation course.

Bus. 20. Business Mathematics. Offered each semester; 3 periods a week; 3 credits.

Includes practical problems in interest, percentage, discounts, and taxes. The fundamental processes are studied and applied. Mixed numbers, fractions, and decimals are reviewed in connection with the problems solved.
Bus. 21-22. Elementary Shorthand. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

Intended to give the student a thorough understanding of the principles of the Gregg Simplified system of shorthand. Ability to transcribe accurately unfamiliar material dictated at a minimum speed of seventy words per minute and to sight read rapidly are required for completion of the course.

Bus. 25-26. Elementary Typewriting. 1st and 2nd semesters; 3 periods a week; 2 credits a semester.

The development of proper typewriting techniques and mastery of the typewriter keyboard with the attainment of a minimum typewriting speed of fifty words per minute are required for the completion of this course. Students work with such applied typewriting assignments as centering, business letters, tabulations, and manuscripts.

Bus. 29. Office Efficiency. 1st and 2nd semesters; 2 periods a week; 2 credits.

Emphasizes the importance of planning for a successful business career, views the most promising opportunities which are open to persons with different skills and abilities and stresses the character traits, habits, and attitudes necessary for success in the field of business.

Bus. 41. Advanced Typewriting. 1st semester; 3 periods a week; 2 credits.

Continued training in the perfection of operational techniques. Emphasis is placed on production rates with practice in typewriting business forms and legal documents. Prerequisite: Bus. 25-26, or equivalent.

Bus. 42. Advanced Typewriting. 2nd semester; 3 periods a week; 2 credits.

Development of skill in meeting practical office situations. Continued emphasis on speed and accuracy in typewriting.
Bus. 43-44. Advanced Shorthand. 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

A review of brief forms and abbreviating principles in Gregg Shorthand. Emphasis is placed upon speed, phrasing, and enlargement of shorthand vocabulary. This course includes a great deal of transcription. A minimum speed of one hundred words per minute on unfamiliar material is required. Prerequisite: Bus. 21-22, or equivalent.

Bus. 45-46. Accounting. 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

Intended to give the student a thorough understanding of the function of accounting in the operation of business enterprise, the theory of debits and credits, special journals, controlling accounts and subsidiary ledgers, valuation accounts, and accounting records peculiar to partnership and corporation. Prerequisite for Bus. 46: Bus. 45 or equivalent.

Bus. 57-58. Advanced Secretarial-Clerical Application. Offered each semester; 5 periods a week; 2 credits a semester.

This course affords five hours per week of practical office experience in those skills developed in previous typewriting and stenographic courses by doing secretarial work for the staff officers of the College and approved activity work of a practical nature. Curriculum V majors may complete 57-58 in an eight-week block. All students in this course must complete 80 hours of work.

Bus. 59. Business Correspondence. 2nd semester; 3 periods a week; 3 credits.

A course in the principles of effective business correspondence. Designed to develop skill in the composition of business letters. Credit, adjustment, collection, sales, and promotional letters are composed, analyzed, and written in mailable form. Emphasis is placed on arrangement, style, spelling, and sentence structure.
Bus. 60. *Office Machines.* Offered each semester; 3 periods a week; 2 credits.

Designed to give the students an understanding of the importance of machines in the modern office and to develop vocational competency in those machines most commonly used. Speed and accuracy in machine operation are emphasized.

Bus. 65-66. *Intermediate Accounting.* 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

Devoted to a review of the fundamental principles of accounting, advanced accounting for corporations, the purposes and mechanics of cost accounting in manufacturing, and analysis of financial statements. *Prerequisite: Bus. 45-46 or equivalent.*

S. S. 75-76. *Economics.* 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

Consideration of the problems of human wants and their satisfaction, the nature of production, organization and characteristics of modern business, the process of exchange, international trade, distribution of income, and prices. Significant economic problems such as trusts, industrial conflicts, economic insecurity, tariff, income distribution, and the role of government in business will be integrated with the attention given to principles. (A student may take either S. S. 29 or S. S. 75.)

Bus. 76. *Federal Income Tax Accounting.* 1st semester; 3 periods a week; 3 credits.

Devoted to a consideration of Federal income taxes. These topics, among others, will be studied: income, exclusions and inclusions, gain or loss on sales, exchanges, and involuntary conversions, deductions, exemptions, and pay-as-you-go withholdings. An overview is given of social security, estate, and the gift taxes levied by the Federal government.

Bus. 78. *Dictation and Transcription.* 2nd semester; 3 periods a week; 3 credits.

Designed to give the student advanced training in both typing and shorthand. Opportunity is provided for experience
in taking rapid dictation, in transcribing, and in improving typewriting speed and accuracy, and the ability to work with applied typewriting problems. A minimum of ten hours of applied work experience on an individual basis is required.

Bus. 87. Marketing. 1st semester; 3 periods a week; 3 credits.

Deals with the role of marketing in our economic society, marketing agencies, functions, methods, and costs. Attention is also given to the value and purposes of marketing research.

Bus. 88. Money and Banking. 2nd semester; 3 periods a week; 3 credits.

Deals with the function of finance in business, the evolution of money, its value, effects of monetary fluctuations, monetary reform, and the structure and functions of banking, including governmental agencies, which are intended to supplement private institutions.

Bus. 89. Personnel Administration. 2nd semester; 3 periods a week; 3 credits.

The purpose of this course is to study employer-employee relationships in business and in industry. Personnel policies and methods are examined. The selection, placement, training, and promotion of employees; their production incentives, health, and safety. Recent trends in employment practices are stressed.

Bus. 95. Business Law. 2nd semester; 3 periods a week; 3 credits.

Fundamental principles of the law of contracts, agency, and negotiable instruments are studied in detail with emphasis on the part these laws play in both personal and business life.

Bus. 96. Salesmanship. 2nd semester; 3 periods a week; 3 credits.

A study of the several phases of salesmanship including preparation, approach, demonstration, objection, and close, and the role of selling in our economy.
Bus. 97-98. *Advanced Accounting*. 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

Designed to meet the requirements of those persons who would gain an appreciation of the application of fundamental theory to a number of important fields and activities in business. Among the subjects studied are: accounting for partnerships and joint ventures; income measurement in installment sales and consignments; accounting for home office and branch units; parent and subsidiary relationships; preparation of consolidated balance sheet, income statement, and surplus statement; and actuarial science and the application of these principles to business and accounting problems.

**BUSINESS EDUCATION COURSES**

**Bus. Ed. 70. Methods and Materials in Teaching Basic Business.**
2nd semester; 3 periods a week; 3 credits.

Techniques, materials, and procedures used for effective teaching in the basic business field.

**Bus. Ed. 80. Methods and Materials in Teaching Skill Subjects.**
1st semester; 3 periods a week; 3 credits.

Techniques, materials, and procedures for effective teaching in the skill subject areas.

**Home Economics**

**Mrs. Driver, Acting Head of the Department**

**Mrs. Lockard, Miss M. Sieg, Miss Raine, Miss Rowe, Miss Copper, Mrs. Bryan, and Mrs. Carroll**

The emphasis of home economics is on personal and family life.

The department of home economics serves four purposes: preparation for vocational home economics teachers, dietitians, institution managers, and home economists in business. Many
Home Economics courses are open for students in other curricula who are interested in home and family life.

If a student wishes to teach home economics she should choose Curriculum IV; if she wishes to be a dietitian or institution manager she should choose Curriculum IX; if she wishes to become a home economist in business she should choose Curriculum X. With careful planning it is possible for a student to have a double major in teaching and institution management.

H. E. 10. *The Contemporary Family*. 1st semester; 1 double and 2 single periods a week; 3 credits.

This course is an orientation into the objectives of home economics. The family is studied as an important unit of community life. Laboratory hours are used for field trips, and typical work experiences in family living at different economic and social levels.

H. E. 19-20. *Elementary Nutrition; Foods*. 1st semester, 1 double and 2 single periods a week; 2nd semester, 1 single and 2 double periods; 3 credits.

The first semester develops an understanding of elementary nutrition. A study is made of the nutritive properties of foods and of the requirements of the body for energy, proteins, minerals and vitamins. Application is made to the individual under normal conditions of health. The second semester deals with the principles of cookery and the development of laboratory techniques.

H. E. 30. *Social and Family Relationships*. Offered each semester; 3 periods a week; 3 credits.

The study of the history of the family and modern problems relating to dating, courtship, marriage and marital adjustments.

H. E. 39-40. *Textiles; Clothing Construction*. 1st and 2nd semesters; 1 single and 2 double periods a week; 3 credits a semester.

A study of the development of textiles from the physical, chemical, economic, and artistic viewpoints. The student is given
an introductory course in the use and care of the sewing machine
and instruction in the selection and construction of house furnishing materials.

In the second semester a study is made of the principles involved in the selection, repair, and construction of garments. Emphasis is placed on principles of fitting and the selection and use of commercial patterns.

H. E. 46. Housing and Equipment. 2nd semester; 1 single and 2
double periods a week; 3 credits a semester.

The course is devoted to housing and its implications on family
life. House furnishings and equipment are studied as to choice,
use, and care. The course is closely correlated with basic art and
household physics.

H. E. 50. Health of the Family. 2nd semester; 1 double and
2 single periods a week; 3 credits.

This course is a study of family health, including the Red
Cross course in the care of the sick and injured. Nursing pro-
cedures used in home care of the sick are demonstrated and prac-
ticed. Prenatal, postnatal and infant care are stressed. Prerequi-
site: H. Ed. 40 or the equivalent. H. E. 50 is also listed for credit
for physical and health education majors.

H. E. 55. Related Arts in Homemaking. 2nd semester; 1 double
and 1 three-hour period a week; 3 credits.

Study and laboratory problems in wood refinishing, slip covering
and drapery construction. Additional experiences selected
from chair caning, flower arranging, lamp shade work, rug mak-
ing, children’s toys, and crewel stitchings.

H. E. 57. Demonstration Cookery. 1st semester; 1 single and 2
double periods a week; 3 credits.

The purpose of this course is to give a clear understanding of
the lecture-demonstration method as a means of instruction with
actual practice in food preparation before an audience. *(Offered 1961-62 and alternate years.)*

**H. E. 59. Clothing for the Family.** 1st semester; 1 single and 2 double periods a week; 3 credits.

In this course a study is made of the problems of the family in meeting clothing needs. It includes the clothing budget for the family and the application of principles of construction by making tailored garments.

**H. E. 60. Advanced Nutrition.** Offered each semester; 1 double and 2 single periods a week; 3 credits.

This course deals with the fundamentals of nutrition and their application to the feeding of individuals and families under varying conditions. Experimental animals are used for demonstration feeding. Recent developments in the field of nutrition are brought to the attention of the student.

**H. E. 69. Consumer Economics.** 1st semester; 3 periods a week; 3 credits.

The course deals with problems of the family relating to money and time management, housing and consumer buying.

**H. E. 76. Advanced Foods.** 2nd semester; 1 double and 1 three-hour period a week; 3 credits.

This course includes menu making, food preparation and service for formal and informal luncheons, dinners, teas and receptions. The school lunch room program is studied with participation in one of the community schools. Experience is received in catering and working with large quantity institution foods. *(Offered 1962-63 and alternate years.)*

**H. E. 77. Institution Equipment.** 1st semester; 2 credits.

The emphasis is on institution buying and the selection of equipment. The course includes instruction in market conditions
and in the wholesale buying of foods and dormitory supplies; the selection, buying, and placing of equipment. Field trips are a part of the course.

H. E. 78. Advanced Clothing. 2nd semester; 1 single and 2 double periods a week; 3 credits.

This course is planned to give students an appreciation of the possibilities and scope of clothing. Special emphasis is given to the individual student's needs. The student achieves the unusual and fashionable in garment construction by the use of detail and decorative finishes or by original dress design. Recommended as an elective for teaching majors.

H. E. 80. Directed Institution Management. 1st semester; 6 credits.

This course is designed to give the student, under supervision, an opportunity to participate in each phase of the management of a large food unit as it pertains to the routine food service of the College. Experience in catering is received through the preparation and serving of teas, luncheons, and banquets as they pertain to the social life of the College.

Quantity Cookery:

This course gives the student experience in the preparation of food for large groups. Large quantity recipes, menus suited to needs, and the conditions pertaining to a large food unit are studied. Market lists are made out, supplies requisitioned, and food prepared in the College kitchen, tearoom, and public school cafeterias. Quantity Cookery is a part of Directed Institution Management.

H. E. 86. Managing a Home. 2nd semester; 2nd eight-week period; 2 hours credit.

This course is designed for the senior student who is anticipating managing a home soon after graduation. It gives some insight into and appreciation of the problems involved in managing a
home through eight weeks residence in the Home Management House.

Not open for credit to home economics majors. Permission of Head of Department required.

H. E. 87. *Institution Organization*. 1st semester; 2 credits.

This is a general course designed to give the student an insight into the various phases and problems of institutional work. Organization, management, personnel, and labor policies as they pertain to the responsibilities of a food director are studied.

H. E. 88. *Institution Accounting*. 2nd semester; 1 single and 1 double period a week; 2 credits.

A practical study is made of accounting in a food service department of a cafeteria, tearoom, restaurant, hotel, residence hall, hospital, and college. (*Offered 1961-62 and alternate years.*)

H. E. 89. *Child Development*. Offered each semester; 3 periods a week; 3 credits.

A study is made of factors involved in the physical, mental, social and emotional development of the young child. Special emphasis is given to the importance of home relationships. Work with babies and young children in the campus nursery school and in the community is a part of the course.

H. E. 96. *Experimental Foods*. 2nd semester; 1 single and 1 double period a week; 2 credits.

This course gives an introduction to research in cookery. Different processes of cookery are studied, as class and individual problems, with a view of gaining first-hand information on which to base judgments. (*Offered 1961-62 and alternate years.*)
H. E. 98. *Diet Therapy*. 2nd semester; 1 double and 2 single
periods a week; 3 credits.

Diet problems involved in diseases of metabolism and in com-
mon diseases, special adjustments of normal nutrition for infants
and young children, and low cost diets for families and institu-
tions are some of the special problems studied in this course.
*(Offered 1961-62 and alternate years.)*

H. E. 99. *Home Management Residence*. Offered each half se-
semester; 4 credits.

Students have experience of homemaking on a family basis.
The phases of work are rotated to give each student experience
with home furnishings and equipment, food preparation and
service. Each student participates in the care and development
of children in a normal family group. Time and energy studies
are made.

Home Economics Education Courses

H. E. Ed. 68. *Home Economics Education*. 1st semester; 3 pe-
riods a week; 3 credits.

This course is prerequisite to supervised teaching in home
economics. Topics include philosophy of home economics, the
making of community and pupil surveys as a basis for selection
of problems, the organization of materials for teaching, suitable
teaching and evaluation procedures for the solving of problems,
and techniques in classroom management.

H. E. Ed. 79. *Vocational Home Economics*. Offered each
semester; 3 periods a week; 3 credits.

Students gain an understanding of the teacher's responsibilities
in public schools. A survey of the development of home eco-
nomics is made. Special emphasis is given to the State and Federal
vocational recommendations.

H. E. Ed. 90-C. *Directed Teaching in Home Economics*. Offered
each half semester; 8 credits.

The student assumes the responsibility for teaching in one of
the high school centers under the supervision and direction of
the resident supervisors. The student visits in the homes of the pupils in the community, attends professional meetings, and participates in the activities of the school and community.

Library Science

Mr. Kraus, Head of the Department

Mrs. Herring, Miss Hoover, Miss Jones, and Miss Miller

Library science courses are open to all students, but majors and minors can be accepted only in Curricula II and III. Students in Curriculum I may choose library science for their area of concentration.


L. S. 49. Library Resources for Children. Offered each semester; 3 periods a week; 3 credits.

Principles and aids to help teachers become familiar with the literature available for children. Emphasis is placed upon wide acquaintance with the books to be used by the children. Some attention will be given to the history of children's literature, to general information books, to sources of reference materials, and to magazines for children.

L. S. 50. Library Resources for Young People. Offered each semester; 3 periods a week; 3 credits.

The purpose of this course is to introduce students to the wealth of printed materials available for young people. Students will examine and read extensively among the books that have been written for young people in order to learn how to select and use the best reading material. A project in a subject and grade level of greatest interest to the student may be undertaken as a part of the course.
L. S. 65. *Organization of Materials*. 1st semester; 3 periods a week; 3 credits.

Acquisition and preparation of books and other materials for use. Methods of ordering, simplified cataloging, the mechanical preparation of materials, and circulation systems are considered.

L. S. 66. *Administration of School Libraries*. 2nd semester; 3 periods a week; 3 credits.

The functions, organization, planning, equipment, and management of the school library. Methods of teaching the use of books and libraries will also be considered.

L. S. 76. *Audio-Visual Materials*. Offered each semester; 3 periods a week; laboratory hours to be arranged; 3 credits.

Principles of selection and evaluation of audio-visual materials, techniques for using these teaching materials in the classroom, laboratory experience in the operation of equipment, and previewing materials available for use in the Virginia public schools.

L. S. 77. *Reference and Bibliography*. 1st semester; 3 periods a week; 3 credits.

A study of school library reference materials, including encyclopedias, dictionaries, yearbooks, periodical indexes, and reference books in various fields. Attention is given to the techniques of reference work.

L. S. 78. *Cataloging*. 2nd semester; 3 double periods a week; 3 credits.

The principles and methods of the preparation of books for use in small libraries. Students will classify and catalog under supervision. Ability to use a typewriter is important.

L. S. 90. *Directed School Library Service*. Offered each semester; 3 credits.

Work, under supervision, in the training schools in all phases of library service. Students majoring in library science may take this course and Ed. 90-A (3 credits) instead of Ed. 90 (6 credits),
or they may enroll in Ed. 90x for student teaching and directed library practice on the block plan. Prerequisite: L. S. 49, L. S. 50, L. S. 65 and L. S. 66.

L. S. 97. Survey of Librarianship. 1st semester; 3 periods a week; 3 credits.

Designed to acquaint the prospective school librarian with the whole field of libraries and library work. The course includes the history, accomplishments, and objectives of various types of libraries, with emphasis on current trends and the relation of libraries to society.

L. S. 99. Problems in School Librarianship. 2nd semester; 3 credits.

This course provides an opportunity for intensive study of a specific topic in school librarianship. Each student will work individually on a project of his own choice. Prerequisite: 24 semester hours of library science, or approval of the head of the department.

Social Science and History

MR. E. L. SMITH, Head of the Department

MR. DINGLEDINE, MISS GRUN, MRS. JACKSON, MISS PITSENBARGER, MR. REA, MR. SAS, MR. G. C. SMITH, AND MR. WOOD

The requirement for a major in this department is 30 hours divided equally between Social Science and History. Courses in history must include S. S. 33-34 and S. S. 55-56 among the 15 hours required. An additional 3 hours may be selected from any history course as an elective.

Courses in social science must include at least one three-hour course in each of the following subjects: Economics, Geography, Government and Sociology. An additional 3 hours may be selected from any of the above social science subjects as an elective.

An alternative program for meeting the social science requirements allows the student to select the series of four Social Science
“Ideas and Issues” courses (S. S. 25; 26; 27; 28) and additional hours in at least two different social science subjects, totaling 15 hours.

These requirements meet the State Board of Education certification standards for teaching both history and social science.

A student may minor in any of the following social science subjects: Economics, Geography, Government, History or Sociology. Eighteen semester hours are required of a minor.

The minor requirements are designed to meet the State Board of Education certification requirements for teaching a specific subject.

ECONOMICS

S. S. 26. Communism vs. Capitalism. Offered each semester; eight weeks; 4 periods a week; 2 credits.

This course compares the communistic and capitalistic economic systems with a special emphasis on production, methods of production and the consumer. The main ideas of Karl Marx and Lenin will be compared with leading capitalistic theorists.

S. S. 29. Introduction to Economics. Offered each semester; 3 periods a week; 3 credits.

This course deals with the goals of our economy, income and its distribution, competition, labor unions, debts and money, prospects and depression, control of economic fluctuations, economic growth, our international trade and our government and economy.

S. S. 30. Economic History of the United States. 2nd semester; 3 periods a week; 3 credits.

The changing pattern of agricultural and industrial production from colonial times; the rise of the modern corporation and the labor movement; the changing class structure; the development of business and banking institutions; and comparative standards of living.
S. S. 49. **Economic Problems.** 2nd semester; 3 periods a week; 3 credits.

Designed to acquaint the student with the nature and functioning of our free enterprise system. Emphasis is upon such problems as conservation, financial security, labor unrest, taxation, public debt, inflation, depression, relationship of government to business.

S. S. 75-76. **Economic Principles and Practices.** 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

This course deals with the problems of human wants and their satisfaction, the nature of production, organization, and the characteristics of modern business, the process of exchange and international trade. It also includes the distribution of income; wages and unions, and our government's influence on wages; rent, interest, and profits; income of farmers and government farm policy; social and private insurance; government spending and taxing; international trade, tariff and investments abroad; a brief comparison of the problems of national growth in capitalist, socialist, communist, and undeveloped countries. **Required for majors in Business Education.**

S. S. 77. **Comparative Economic Systems.** 3 periods a week; 3 credits.

A comparison between communism, socialism, fascism, and capitalism will be made. The economic systems of the world's major powers will be analyzed in terms of production, distribution of income, population, and other important factors. (Not offered 1961-62.)

S. S. 78. **The Development of Economic Thought.** 3 periods a week; 3 credits.

A brief survey of economic doctrines before Adam Smith, followed by a more detailed analysis of the main currents of thought in the modern world.
GEOGRAPHY

S. S. 20. Geographic Principles. Offered each semester; 3 periods a week; 3 credits.

A systematic study of the factors of the geographic environment and the ways man adjusts and adapts himself to these factors. The course is intended not only for those who wish to understand some of the geographic principles but also for those who want to obtain a basis for further study in the field of geography.

S. S. 28. World Population. Offered each semester; eight weeks; 4 periods a week; 2 credits.

A geographic survey and analysis of population distribution over the earth’s surface and resulting problems.

S. S. 36. Geography of Anglo-America. 1st semester; 2 periods a week; 2 credits.

A regional study of the United States and Canada organized from the geographical point of view and based upon the distribution of physical and cultural features. Special consideration is given to the distribution of different kinds of production throughout countries. (Not offered 1961-62.)

S. S. 37. Geography of Latin America. 2nd semester; 2 periods a week; 2 credits.

A geographical approach to physical and cultural aspects of Latin America. Emphasis is placed on population distribution, past and present, as influenced by these physical and cultural factors. (Not offered 1961-62.)

S. S. 45. World Commerce. 2nd semester; 3 periods a week; 3 credits.

Deals with the geographic factors influencing successful production, manufacturing, transportation, and man’s use of the leading commodities from such sources as the farm, the mine, and water bodies. Recent changes and adjustments are stressed.
S. S. 46. *Geography of Europe.* 1st semester; 2 periods a week; 2 credits.

A regional study of the continent dealing with environmental background. Particular emphasis is placed upon physical elements of position, relief, and climate that have made Europe an important continent. (*Offered 1961-62 and alternate years thereafter.*)

S. S. 47. *Geography of Asia.* 2nd semester; 2 periods a week; 2 credits.

The regions of the principal Asiatic countries are studied, observing how people in each area are influenced by natural environment. Past contributions of the continent and the future development of economic importance and trade are considered. (*Offered 1961-62 and alternate years thereafter.*)

S. S. 59. *Climates and Man.* 2nd semester; 3 periods a week; 3 credits.

A study of weather and climate based upon an analysis of meteorological elements and climatic controls. Major types of climate and their distribution are studied as well as man's response to each climatic type. (*Not offered 1961-62.*)

S. S. 68. *Conservation of Natural Resources.* 2nd semester; 3 periods a week; 3 credits.

The course emphasizes present-day interest of far-seeing citizens. The earlier exploitation of natural resources before utilization in interests of general good is studied first. Topics following include reclaiming overflow, swamp, and arid land; maintaining soil fertility; reducing pests; developing scientific forestry; eliminating waste when mining; and using mineral fuels and metals. (*Not offered 1961-62.*)

S. S. 70. *The Geography of World Power.* 2nd semester; 3 periods a week; 3 credits.

A study of geographic factors as they relate to political and economic conditions in both the United States and the World. Special consideration will be given to areas of current interest. *Prerequisite: six semester hours of history.*
GOVERNMENT

S. S. 25. *Political Ideas and Issues.* Offered each semester; eight weeks; 2 credits.

A survey of the main political ideas and theories related to the issue of democracy versus totalitarianism. Students will be introduced to the classical literature including Machiavelli, Bodin, Hobbes, Locke, Montesquieu, Rousseau, Nietzsche, and Pareto.

S. S. 57. *United States Government.* 1st semester; 3 periods a week; 3 credits.

This is a basic course in the American political system, having for its fundamental purpose the development of responsible citizenship. Detailed coverage will be made of the origin, structure, functions, and current trends of national government. Some comparison is made of the structure and ideologies of American and foreign governments.

S. S. 58. *State and Local Government.* 2nd semester; 3 periods a week; 3 credits.

This is a study of state and local government in the United States, with particular focus on Virginia. Emphasis is placed on an understanding of the framework, functions, and problems of state and local (rural and urban) governments, and the responsibilities of the individual citizen.

S. S. 69. *American Political Parties.* 1st semester; 3 periods a week; 3 credits.

This course is a study of national political parties and elections. Attention is given to the origin and evolution of the major and important minor parties, the nomination and election process, the presidential campaign, the role and practical working of political parties, the influence of public opinion and pressure groups, and the responsibilities of the individual voter. *(Not offered 1961-62.)*
S. S. 81. *International Relations*. 1st semester; 3 periods a week; 3 credits.

This course is a study of some of the principles and factors affecting international relations. The main purpose is to promote an understanding of the behavior of nations in their relations with one another. Some of the topics covered are the elements of national interest, international law, and the conduct of diplomacy.

S. S. 82. *Contemporary World Problems*. 2nd semester; 3 periods a week; 3 credits.

This course is an analytical study of some of the outstanding world problems of today, those studied being determined by the exigencies of the moment. Some representative topics are world politics in the atomic age, the nature of the East-West conflict; the Middle East, the rise of nationalism, and international organization and the quest for peace.

**HISTORY**

S. S. 33-34. *United States History*. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

This course deals with the rise and development of our country and its institutions from colonial times to the present. Attention is given to the evolution and character of the government and to the social, economic, and cultural growth of the nation. A special effort is made to develop an appreciation of our national heritage and to promote effective citizenship by providing an understanding of our democracy and its problems.

S. S. 50. *Virginia History*. Offered each semester; 3 periods a week; 3 credits.

This is a study of the history of Virginia from colonial times to the present. Attention is given to current political, economic, and social problems and conditions.

S. S. 55-56. *History of Civilization*. 1st and 2nd semesters; 3 periods a week; 3 credits a semester.

This course deals with important historical developments from earliest times to the present, with special attention to recent
centuries. Emphasis is given to the rise and decline of great civilizations and to their lasting contributions to mankind. Significant personalities, discoveries, inventions, and movements are stressed. The entire course is presented with the specific purpose of aiding students to understand the contemporary world and its problems.

S. S. 65. *Europe from 1815 to 1870*. 1st semester; 3 periods a week; 3 credits.

This course surveys political and diplomatic history from the Peace of Vienna to the Franco-Prussian War. Emphasis is given to such significant movements as nationalism, romanticism, the Industrial Revolution, and the beginnings of socialism.

S. S. 66. *Europe Since 1870*. 2nd semester; 3 periods a week; 3 credits.

This course surveys political and diplomatic history to the present. Attention is given to the intellectual and social climate of the period, to the growth of democracy and of communism, and to developments in the arts, literature, and scientific thought.

S. S. 80. *The History of Modern Russia*. 2nd semester; 3 periods a week; 3 credits.

An introduction to the history of 19th and 20th century Russian history. Emphasis will be placed on the decline of imperial Russia, the origin of the revolutionary movement, and the rise of the contemporary Soviet State. (*Not offered 1961-62.*)

S. S. 86. *History of England*. 3 periods a week; 3 credits.

This course is a survey of English history after 1600 with special attention to intellectual, social, and constitutional aspects. (*Not offered 1961-62.*)

S. S. 88. *Ancient History*. 3 periods a week; 3 credits.

This course is a survey of the rise and fall of ancient civilizations with concentration on the contributions of Greece and Rome to western civilization. (*Not offered 1961-62.*)
S. S. 89. *The History of Modern Asia.* 3 periods a week; 3 credits.

An introduction to the history of India, China, Japan, Korea, and Southeast Asia during the past century. Emphasis will be placed upon the impact of Western Civilization upon the area and the consequent internal political, economic, and intellectual changes. (*Not offered 1961-62.*)

S. S. 90. *Civil War and Reconstruction.* 2nd semester; 3 periods a week; 3 credits.

This course is a detailed study of the background, developments, personalities, and aftermath of the Civil War. Opportunity will be provided for informal discussion and for research based on individual interests.

S. S. 95. *Medieval History.* 3 periods a week; 3 credits.

This course is a survey of Europe in the Middle Ages, with concentration on social and intellectual aspects and on the development of parliamentary institutions. (*Not offered 1961-62.*)

S. S. 96. *Renaissance and Reformation.* 3 periods a week; 3 credits.

This course in European history from the fourteenth to the seventeenth century deals with the rise of capitalism, the emergence of nation-states, achievements in literature and the arts, the reformation of religion, and the scientific revolution. (*Not offered 1961-62.*)

S. S. 99. *Special Studies in History.* Offered each semester; 1 to 3 credits a semester.

This course provides intensive reading and research under faculty supervision in special fields or periods.

**SOCIODEGY**

S. S. 10N. *Sociology for Students of Nursing.* 1st semester; 3 periods a week; 3 credits.

This course aims to acquaint the student with the nature and functioning of our social order with special stress upon the
problems of human relations that the nurse faces in her work in hospitals, families, and communities. *Open only to student nurses of the Rockingham Memorial Hospital.*

S. S. 27. *Social Ideas and Issues.* Offered each semester; eight weeks; 4 periods a week; 2 credits.

This course is designed to give the student a background and understanding of the basic ideas and issues relating to present world conditions in cultural perspective, agriculture, labor, social class and social change.

S. S. 39. *Principles of Sociology.* Offered each semester; 3 periods a week; 3 credits.

A study of the interrelationship of kinship, occupation, religion, education and social stratification in present day United States.

S. S. 40. *Community Organization.* 2nd semester; 3 periods a week; 3 credits.

Studies of rural and urban communities are used as a means of understanding social organization at the community level. Helpful for making effective use of human resources within the community.

S. S. 48. *Social Problems.* Offered each semester; 3 periods a week; 3 credits.

Designed to introduce the student to the nature of social organization and social disorganization. Emphasis is on problems relating to family behavior, juvenile delinquency, social stratification, social mobility, and mental health.

S. S. 85. *Cultural Anthropology.* 2nd semester; three periods a week; 3 credits.

The purpose of this course is to acquaint the student with man in the primitive world including such topics as prehistoric times, primitive technology and culture, and cultural and social evolution. Emphasis will be placed on the study of social change.
S. S. 87. *Social Welfare*. 2nd semester; three periods a week; 3 credits.

The purpose of this course is to provide an understanding of the philosophy and practices of modern social welfare. It includes the study of social case work, public assistance programs, family and child welfare, probation and parole and other service functions.
Division of Teacher Education

Mr. Caldwell, Director

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Mr. Charles G. Caldwell, Professor Head of the Department
Mr. John C. Copp Assistant Professor of Education
Mr. Clarence R. Hamrick Associate Professor of Education
Miss Janet C. Hopkins Assistant Professor of Education
Miss Mildred D. Hoyt Professor of Education
Miss Phyllis Meek Assistant Professor of Education
Mrs. Mary O. Murphy Assistant Professor of Education
Mr. Raymond J. Poindexter Professor of Education
Mr. Fred Schab Associate Professor of Education
Mr. Henry L. Sublett, Jr. Associate Professor of Education
Mr. E. L. Tolbert Professor of Education
Miss Columbia Winn Associate Professor of Education

LABORATORY SCHOOL EXPERIENCES STAFF

Mr. Raymond J. Poindexter Director

COORDINATORS OF STUDENT TEACHING
Harrisonburg—Mr. M. H. Bell, Superintendent
Rockingham County—Mr. Wilbur S. Pence, Superintendent

FIELD SUPERVISORS
For Business Education
Miss Sara Anderson, Assistant Professor
For Home Economics Education
Miss Martha Sieg, Assistant Professor
For Music Education
Mr. Glenn Gildersleeve, Professor of Music
For Physical and Health Education
Miss Marjorie Tate, Assistant Professor
ANTHONY-SEEGER CAMPUS SCHOOL

Mr. Sublett, Coordinator

Mr. Charles W. Blair, Assistant Professor, Supervisor of Sixth Grade
Miss Ruth Cooper, Assistant Professor, Supervisor of Second Grade
Mrs. Mildred Dickerson, Assistant Professor, Supervisor of Nursery School
Mrs. Lydia Purser Meeks, Assistant Professor, Supervisor of Fifth Grade
Mrs. Angela S. Reeke, Assistant Professor, Supervisor of Third Grade
Miss Evelyn Watkins, Assistant Professor, Supervisor of First Grade
Mrs. Ferraba W. Whitesell, Assistant Professor, Supervisor of Fourth Grade
Miss Elsie Wigley, Assistant Professor, Supervisor of Kindergarten

STUDENT TEACHING STAFF

(Rockingham County and Harrisonburg)

Miss Etta Bowman, Instructor, Supervisor in Elementary School
Miss Grace Herr, Assistant Professor, Supervisor in Secondary School (Business Education)
Miss Ruth Miller, Assistant Professor, Supervisor in Secondary School (Library Science)
Miss Katharine Sieg, Assistant Professor, Supervisor in Secondary School (English)
Miss Rosalind Trent, Assistant Professor, Supervisor in Secondary School (English, Social Studies)

Representatives from Subject Matter Departments—1960-61

Art—Miss Grove
Biology—Mr. Graves
Business Education—Mrs. Coffman
Chemistry—Mr. Partlow  
English—Mr. Leigh  
Foreign Language—Mr. Stewart  
Geology—Mr. Harnsberger  
Home Economics—Mrs. Driver  
Library Science—Mr. Kraus  
Mathematics—Mrs. Schmidt  
Music—Mr. Sidorfsky  
Physical Education—Miss Crawford  
Physics—Mr. Moore  
Social Science—Miss Pitsenbarger

Education and Psychology  
Mr. Caldwell, Head of the Department

Mr. Copp, Mr. Hamrick, Miss Hopkins, Miss Hoyt, Miss Meek,  
Mrs. Murphy, Mr. Poindexter, Mr. Schab, Mr. Sublett,  
Mr. Tolbert and Miss Winn

Laboratory School Experiences Staff: Mr. Poindexter, Director;  
Coordinators of Student Teaching: Mr. Bell, Mr. Pence. Field  
Supervisors: Mr. Gildersleeve, Miss M. Sieg, Miss Tate, and Miss  
S. Anderson. Student Teaching Staff: Miss Bowman, Miss Herr,  
Miss Miller, Miss K. Sieg, Miss Trent.

Anthony-Seeger Campus School Staff: Mr. Sublett, Coordinator;  
Mr. Blair, Miss Cooper, Mrs. Dickerson, Mrs. Meeks, Mrs. Reeke,  
Miss Watkins, Mrs. Whitesell, Miss Wigley.

EDUCATION

Ed. 58. Teaching of Arithmetic in the Elementary School. 2nd  
semester; 3 periods a week; 3 credits.

Consideration will be given to the use of manipulative, visual,  
and symbolic materials to give meaning to the number system, and  
to help the child to gain an understanding of number operations  
with whole numbers, fractions and decimals. The prospective  
teacher will consider what the pupil must learn, what the order  
of their learning must be, and what they must do to learn. De-  
signed for students in Curriculum I.
Ed. 59. Reading in the Elementary School. Offered each semester; 3 periods a week; 3 credits.

This is a basic course in the teaching of reading in the elementary school. The materials and procedures which are used in the modern school system are studied. Attention is given to teacher-made materials for use in the reading program. Testing for readiness and achievement in reading is emphasized.

Ed. 60. Foundations of Curriculum. Offered each semester; 3 periods a week; 3 credits.

This course deals with a study and evaluation of the factors, ideas, and issues which influence the public school curriculum. Consideration is given to such topics as: basic ideas which influence organization and content; various programs found in theory and practice; and the scope and sequence of the curriculum.

Ed. 64. Reading Problems. 2nd semester; 3 periods a week; 3 credits.

An advanced course in reading. Students give reading tests and interpret results. They plan remedial programs and as far as schedules allow, participate in corrective work. Students have an opportunity to improve their own reading habits. Two class meetings a week and one laboratory period to be arranged at time of registration.

Ed. 69. Methods and Materials in Teaching in the Elementary Grades. 2nd semester; 3 periods a week; 3 credits.

This course is planned for those students preparing to teach in the elementary school. This is an integrated methods course designed to meet the developmental needs of children in the various subject fields included in the elementary school curriculum.
Ed. 70. *Methods and Materials in Teaching in the Secondary School.* Offered each semester; 3 periods a week; 3 credits.

This course is planned for those students preparing to teach in the secondary school. This is an integrated methods course designed to meet the developmental needs of youth in the various subject fields included in the secondary school curriculum.

Ed. 80. *History and Philosophy of Educational Thought.* Offered each semester; 3 periods a week; 3 credits.

This course includes a critical analysis of current problems of teachers as they relate to the major philosophies of modern education.

Ed. 85. *Guidance in the High School.* 1st semester; 3 periods a week; 3 credits.

This course emphasizes the role of the classroom teacher in the high school guidance program. How to help adolescents solve their problems is one of the chief considerations. Experience in the use of standardized tests and other means of obtaining information about students is provided. Techniques of counseling are demonstrated.

Ed. 89. *Laboratory in Remedial Reading.* Offered each semester; 1-3 periods a week; 1-3 credits a semester.

This course consists of supervised teaching in the Reading Center. The work includes diagnosing of reading difficulties, planning remedial programs, and teaching a person who is enrolled at the Reading Center. The students will have opportunity to observe and participate in all phases of work with those who need special help in reading. This course is offered either on the block plan or for the full semester. Prerequisite: Ed. 59 and/or Ed. 64, and the permission of the instructor.

Ed. 90. *Directed Teaching.* Offered each semester; 6 credits.

Work under the direction of supervisors in the several training schools. Organization of materials for teaching, experience in classroom activities—direct teaching, guidance, recreation, study, management; teaching under public school conditions. Prerequi-
site: Ed. 60, Ed. 69, Ed. 70, or equivalent. Required in Curricula I, II, III, V, and VI.

Additional credit in directed teaching by approval in Ed. 90A, 3 semester credits; or Ed. 90B, 6 semester credits; Ed. 90C, 8 semester credits.

Ed. 90x. Library Science majors may elect Ed. 90x for four semester hours in student teaching and four semester hours in directed library service.

Ed. 99. Independent Studies in Education and Psychology. Offered each semester; 3 credits.

This course is designed to give capable students an opportunity to do independent research on educational or psychological problems under faculty guidance. The plan for the study must be presented to the Head of the Department for approval.

PSYCHOLOGY

A major in psychology will include Psy. 31-32 or Psy. 33-34, Psy. 57, Psy. 85, Psy. 88, and 15 additional semester hours in psychology recommended by the department head. A minor will include 18 semester hour credits in psychology.

Psy. 10N. Psychology for Students of Nursing. 2nd semester; 3 periods a week; 3 credits.

The physical basis of mental life, the endocrine glands, the motivation of behavior, socialization, adjustment to life, personality development, psychosomatic illness, psychoneuroses, psychosis, learning and re-education. Open only to student nurses of the Rockingham Memorial Hospital.

Psy. 31-32. General Psychology. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

An introduction to the study and interpretation of human behavior in its development from infancy through adulthood. Emphasis will be placed on the social and physiological factors which
influence the developing individual. Consideration will be given to such topics as perception, motivation, emotion, personality, intelligence, and learning. Some attention will be given to the behavior of lower animals. Required in Curricula VII, VIII, IX, X, XI, and XII. Those students who are interested in teaching can elect Psy. 33-34 in lieu of Psy. 31-32.

Psy. 33-34. Human Growth and Development. 1st and 2nd semesters; 3 periods a week; 3 credits a semester. (Year course.)

An overview of the significant principles describing human development and behavior and the relation of these principles to the work of the school. Case studies, observation of groups and of an individual child, are an integral part of the course.

This course is designed to meet the Virginia certification requirements in the area of human growth and development. Required in Curricula Y, I, II, III, IV, V, and VI. Those students in Curricula VII, VIII, IX, X, XI, and XII, who are interested in teaching can elect Psy. 33-34 in lieu of Psy. 31-32.

Psy. 57. Psychology of Personality. 1st semester; 3 periods a week; 3 credits.

This course deals with the development of human personality, particularly in the early stages. The implication of mental hygiene for the school child and for the teacher will be studied. Special emphasis will be placed on the interplay of heredity and the various forces of environment and of society on the development of the integrated personality. Personality tests will be given and class and individual discussions of personality problems will be included. Prerequisite: Psy. 31-32, Psy. 33-34, or equivalent.

Psy. 58. Abnormal Psychology. 2nd semester; 3 periods a week; 3 credits.

This course includes origin and classification of mental abnormalities and also a survey of diagnosis, therapy, and prevention. Some attention is given to cultural and philosophical factors with emphasis on creative self-actualization as a standard of mental health. Prerequisite: Psy. 31-32, Psy. 33-34, or equivalent.
Psy. 69. *Psychology of Early Childhood*. 1st semester; 2 lecture hours and 2 hours participation in the Nursery School or Kindergarten each week; 3 credits.

Techniques of guiding young children based on an understanding of the preschool child are explored in this course. The philosophy of early childhood education is analyzed and basic principles and practices are examined. *Prerequisite: Psy. 31-32, Psy. 33-34, or equivalent.*

Psy. 78. *Psychology of Learning*. 1st semester; 3 periods a week; 3 credits.

This course deals with learning as a developmental process. The various learning theories are examined and implications for classroom teaching stressed. This course is particularly valuable for students preparing to teach. *Prerequisite: Psy. 31-32, Psy. 33-34, or equivalent.*

Psy. 79. *Growth and Development in Adolescence*. 2nd semester; 3 periods a week; 3 credits.

This course is designed to examine and describe the essential nature of adolescence in the light of objective evidence provided by modern psychological research. Open to all students, this course is particularly valuable for students preparing to work with adolescents. *Prerequisite: Psy. 31-32, Psy. 33-34, or equivalent.*

Psy. 80. *Laboratory in Child Study*. 2nd semester; 2 lecture hours and 2 hours participation in the campus school each week; 3 credits.

Designed for students in the teaching curricula, this course will deal with the many sources of data about children, the ways of collecting and recording these data, and the techniques employed in analyzing recorded information about children and in using the findings to provide better learning environments. Each student will observe child behavior and participate in the program of the campus school. *Prerequisite: Psy. 31-32, Psy. 33-34, or equivalent.*
Psy. 85. *Psychology of Motivation.* 1st semester; 3 periods a week; 3 credits.

This course involves an advanced study of motivation in relation to perception, learning, emotions, and problem solving. Much attention is given to current experimental methods and data. **Prerequisites:** 12 semester credit hours in psychology including Psy. 31-32 or Psy. 33-34 or equivalent; and either Psy. 57 or Psy. 88.

Psy. 86. *Trends in Modern Psychology.* 2nd semester; 1 double and 2 single periods a week; 3 credits.

A study of the more recent developments of the so-called "schools of psychology", including a study of the experimental contributions of each school. A selected number of experiments will be performed by the class and by individuals and wide reading in current psychological literature, in both the theory and the experimental work of each school, will also be required. **Prerequisite:** Psy. 31-32, Psy. 33-34, or equivalent, and Psy. 85.

Psy. 88. *Social Psychology.* 1st semester; 3 periods a week; 3 credits.

A study of the psychological factors involved in social behavior. Considers the interaction of personalities in society, resulting in social attitudes, culture, and institutions. The development of such phenomena as customs, crowd behavior, clubs, public opinions, propaganda, leadership, and problems of community life will be considered. **Prerequisite:** Psy. 31-32, Psy. 33-34, or equivalent.

Psy. 89. *Mental Tests and Measurements.* 2nd semester; 3 periods a week; 3 credits.

This course deals with the procedures and use of a testing program. Mental, personality, achievement, and aptitude testing is included. Students score and interpret test results. Statistical procedures necessary to interpret scores are studied. **Prerequisite:** Psy. 31-32, Psy. 33-34, or equivalent.
PART EIGHT

Expenses and Financial Aid

Madison College, because it is a State school, is partly financed by the people of Virginia. And because Madison endeavors to serve the people of Virginia, all the cost—both to the taxpayers and to the students—have been held as low as possible.

This section of the catalog presents ☆

☆ EXPENSES

☆ PAYMENTS

☆ WITHDRAWALS

☆ REFUNDS

☆ GUESTS

☆ THE CAMPUS BANK

☆ SCHOLARSHIPS AND LOANS
Expenses

Listed below are the various fees charged undergraduate students at Madison College. *The College reserves the right to adjust these fees and charges if deemed advisable by the State Board of Education because of rising costs or other conditions.*

**REGULAR FEES**

<table>
<thead>
<tr>
<th></th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Fee</td>
<td>$160.00</td>
<td>$320.00</td>
</tr>
<tr>
<td>2. Student Activity Fee</td>
<td>10.00</td>
<td>20.00</td>
</tr>
<tr>
<td>3. Room, Board, and Laundry</td>
<td>207.50</td>
<td>415.00</td>
</tr>
<tr>
<td>4. Tuition Fee Required of Non-Virginia Students Only</td>
<td>82.50</td>
<td>165.00</td>
</tr>
<tr>
<td>5. Service Fee for Full-Time Day Students (carrying 4 or more courses—nurses excepted)</td>
<td>6.00</td>
<td>12.00</td>
</tr>
</tbody>
</table>

**SUMMARY**

<table>
<thead>
<tr>
<th></th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Day Student</td>
<td>$176.00</td>
<td>$352.00</td>
</tr>
<tr>
<td>Virginia Boarding Student</td>
<td>377.50</td>
<td>755.00</td>
</tr>
<tr>
<td>Non-Virginia Day Student</td>
<td>258.50</td>
<td>517.00</td>
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<tr>
<td>Non-Virginia Boarding Student</td>
<td>460.00</td>
<td>920.00</td>
</tr>
</tbody>
</table>

This summary includes the charges per semester for room ($65.00), board ($132.50), laundry ($10.00), and all other charges except for music.

*Student Activity Fee:* A charge of $10.00 per semester is made for *all students* and is used to finance the various student organizations, publications, and the Entertainment Course. From the collections of this fee, each student is also furnished, without extra charge, a copy of the College annual, *The Schoolma’am*, and a subscription to the College newspaper, *The Breeze*.

*Non-Virginia Students' Fee:* As is noted above, an additional tuition fee is required of students who are not residents of Virginia. Chapter 1, Section 23-7 of the Virginia School Laws pro-
vides that a student is not entitled to the rates for Virginia students "unless such person has been a bona fide citizen or resident of Virginia for a period of at least one year prior to admission to said institution."

**Service Fee for Day Students**: A fee of $6.00 per semester is charged all full-time day students to cover expenses for day-student lounges and other facilities provided for them on the campus.

**General Fees for Student Nurses (Rockingham Memorial Hospital)**: One half of regular charge by special authorization of the State Board of Education.

**Out-of-State Tuition**: $16.50 per course, per semester.

**Graduate Students**: For students taking graduate courses at the College as evening classes the charge is $40.00 for each course carrying 3 semester hours of credit. For non-Virginia students, the out-of-state tuition fee will be $16.50 for each course.

Graduate students registering for thesis work will pay a fee of $80.00. This amount is to be paid only once.

**Part-time Students**: There is a maximum charge for three courses at the rate of $32.00 a course per semester, and an additional charge of $16.50 for each course for out-of-state tuition for each student who has not been a bona fide citizen of Virginia for at least one year; for four or more courses full rates are charged.

**Student Teaching**: Any student taking student teaching will be classed as a full-time student and will be charged full rates.

**Auditor’s Fee**: A charge of $3.50 per week or $17.50 per semester is made for the privilege of auditing a course.

**Music Fees**: For individual lessons in music: voice, piano, violin, organ, or other orchestral instruments, the fees will be as follows:

1. Instruction in voice, piano, violin, or other orchestral instrument
Expenses

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Fee</th>
<th>Practice</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 half-hour lessons per week per semester</td>
<td>$50.00</td>
<td>$5.00</td>
<td>$55.00</td>
</tr>
<tr>
<td>1 half-hour lesson per week per semester</td>
<td>30.00</td>
<td>5.00</td>
<td>35.00</td>
</tr>
<tr>
<td>1 to 15 lessons per semester, each</td>
<td>1.90</td>
<td>0.30</td>
<td>2.20</td>
</tr>
</tbody>
</table>

2. Instruction in organ

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Fee</th>
<th>Practice</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 lessons per week per semester</td>
<td>$50.00</td>
<td>$10.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>1 lesson per week per semester</td>
<td>30.00</td>
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<td>40.00</td>
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<tr>
<td>1 to 15 lessons per semester, each</td>
<td>1.90</td>
<td>0.60</td>
<td>2.50</td>
</tr>
</tbody>
</table>

The number of lessons each student wishes to take will be arranged with instructors at the time of registration. A registration fee of $7.50 per semester is charged music students who register only in courses given as private or individual instruction, if they desire, and are qualified for college credit for such course or courses.

Diploma Fee: A fee of $5.00 will be charged for a Bachelor’s diploma and a fee of $7.50 for a Master’s diploma.

Special Examination Fee: A charge of $5.00 is made for each deferred examination and for the one re-examination permitted each senior. Permission to take the deferred examination must be obtained from the Dean of the College. The permission slip along with a receipt from the Treasurer’s Office must be presented to the instructor prior to the examination.

Books and Supplies: The cost of textbooks varies according to the classes in which the student is registered, but this amount may be greatly reduced by reselling the books and by purchasing secondhand texts from the College Bookstore.

Post Office Fee: Each student is required to pay a fee of $1.00 per session for the use of a post office box. This fee is payable directly to the College Post Office, on the ground floor of Harrison Hall.

Room, Board, Laundry, and Infirmary: The College has dormitory and boarding facilities for approximately 1100 women students.

1. Room, board, laundry, and infirmary... $207.50 per semester
2. Board for men students......................... $132.50 per semester
3. Laundry fee for men students (optional) .................. $10.00 per semester
PAYMENTS

All fees and expenses are to be paid at the beginning of each semester. By special arrangement with the Business Manager of the College, the semester expenses of boarding students may be
Withdrawals and Refunds

paid in two installments, if a parent cannot make full payment at the first of a semester.

In accordance with a regulation of the State Board of Education, no credit for college work may be given to any student for a diploma, a teacher's certificate, or for transfer purposes until all debts to the College other than student loans have been paid. Students will not be eligible to take examinations unless accounts are either paid in full for the current semester or a satisfactory plan to pay the balance has been arranged with the Business Manager.

STUDENT TEACHERS IN THE FIELD

Boarding students who are assigned student teaching in the field, making it necessary to live off campus, will have their charges for board, room and laundry reduced for time not in residence at the College.

WITHDRAWALS

Voluntary Withdrawals: A student desiring to withdraw from college must have a conference with the Dean of Students who will then report on the case to the President of the College. The President must approve such requests; in his absence approval may be given by the Dean of the College. For a minor, written permission from the parent or guardian must be furnished. When the President and Deans are cognizant of the full situation and reasons for desiring to withdraw, suggestions and recommendations may be made which may enable a student to remain in college.

Enforced Withdrawal: Students who are persistently neglectful of duty or whose conduct fails to measure up to the standards of the College may be asked to withdraw or not return to college.

REFUNDS

The following charges and refunds apply to students withdrawing from the College and to late entrances and absences.
Fees: (1) Withdrawal from College for reasons other than illness or unavoidable emergency. A student who withdraws from College within ten days after reporting for registration will have all fees rebated except $15.00 to cover the cost of registration. A student who withdraws from College after ten days or before the middle of the semester will be charged $25.00 of the general fee and there will be no refund of other fees. A student, paying full fees, who withdraws at the middle of the semester will be charged one-half of the general fee and all other fees. No rebate of fees will be made after the middle of the semester.

(2) Withdrawal from College due to illness or unavoidable emergency. A student who withdraws from College due to illness certified by a physician or for unavoidable emergency approved by the President of the College will be charged a prorata share of all fees.

Room Rent, Board, and Laundry: The advance payment of room rent in the amount of $65.00 will not be refunded except in case of personal illness, certified by a physician, or for unavoidable emergency to be approved by the President of the College. In such cases, the room rent will be prorated for the actual time in residence. Refunds for table board and laundry will be prorated for the time missed.

Enforced Withdrawal: Any refunds made to students whose connection with the College terminates on account of disciplinary action or enforced withdrawal will be at the discretion of the President of the College.

Late Entrance and Absence: No adjustment in the charge for room and board will be made for late entrance not in excess of ten days or absence not in excess of fourteen days.

GUESTS

Students may invite relatives or friends to meals at the College by obtaining permission from the Dietitian and by purchasing
the necessary meal tickets. Alumnae of the College are always welcome and are not charged for room accommodations for a period not exceeding two days. Those who remain for a longer period will be charged the regular rate of $1.50 per day. Meal tickets for alumnae may be purchased from the Dietitian’s Office. Alumnae eligible for this privilege must be former students who have attended the College for at least one full academic year. The privilege is not extended to students visiting the campus during the summer if they will be regular students for the ensuing session.

THE CAMPUS BANK

The College desires that students shall not have on hand much spending money as extravagance of every kind is discouraged. It further requests that spending money in any considerable amount not be kept in the student’s room but be deposited with the Treasurer in the Student Deposit Fund, subject to withdrawal as needed. For this purpose, a banking system has been devised and students not only have the advantage of safety against loss, but also get valuable practice in business methods.
Scholarships and Loans

The College endeavors in every way possible to assist capable students in financing their college education. We feel that funds expended for this purpose do much to improve the quality of living. We need more investments of this nature and it is heartening each year to note the increased number of scholarships becoming available to able students through gifts from individuals and from worthy scholarship projects of local community organizations. The following are the chief means of student assistance at Madison:

STATE SCHOLARSHIP LOANS FOR PROSPECTIVE TEACHERS

The General Assembly of Virginia has provided funds for a number of scholarships at Madison College for students who are preparing to be teachers in the Virginia Public Schools.

I. Eligibility.

A. The candidate must:

1. Be a resident of Virginia who is preparing to teach in the Virginia Public Schools in the elementary grades or in subjects generally offered in Virginia high schools.

2. Possess scholastic ability and personal characteristics desirable for effective teaching.

3. Be a student classified as a freshman, sophomore, junior, or senior in a state-supported or private, non-sectarian, degree-granting college in Virginia approved under the scholarship plan.

4. Be enrolled in a curriculum including Student Teaching and qualifying him for a Collegiate Professional Certificate.

5. Summer Quarter Study—A student who continues study in a summer quarter in order to secure a degree in less than four calendar years may be considered eligible for
a Prorated Summer Quarter Regular Term Scholarship Loan. This study should consist of approximately ten semester hours of credit toward the baccalaureate degree, and scholarship aid for this purpose will be available at the rate of $117.00 per summer quarter.

B. Only a limited number of carefully selected freshmen will be eligible. Such freshman candidates must:

1. Possess good scholastic ability as indicated by above average rank in his high school class and by above average score or rank on a standardized scholastic aptitude or achievement test.

2. Have an established record of good citizenship and possess personal characteristics regarded as desirable for effective teaching.

3. Possess such other qualifications as the college authorities may prescribe in picking out highly selected candidates.

II. Promissory Notes and Cancellation.

Each candidate must agree to sign and execute a promissory note to the Commonwealth of Virginia for the amount of scholarship aid received, which obligation shall bear interest at the rate of 3% per year. This note must be endorsed by a responsible, adult, resident of Virginia. The obligation including interest can be cancelled by teaching one full school year, for each scholarship received, in the public schools of Virginia immediately following graduation from college, and any amount uncancelled by such service shall be repaid at termination of teaching service, with the interest from date of note at 3% per year; provided, however, that for extenuating circumstances the State Board of Education may, in its discretion, extend the time for teaching to cancel the loan or for repayment. If it becomes necessary for this note to be collected by an attorney, the maker and endorser hereby agree to pay fifteen per centum collection charges as an attorney’s fee in addition to the amount due on same at the time of collection.
Each candidate must also agree that in case he or she fails to complete at the expected time the study, as shown on the application, for which the scholarship aid is given, leaves college before graduation, or leaves Virginia to complete graduation requirements, the note will become due and payable; provided, however, that for extenuating circumstances the State Board of Education may, in its discretion, extend the time for completion of study or the time for repayment.

The recipient of a scholarship is authorized to cancel the obligation including interest by teaching under contract one full year, for each year of scholarship aid received, in the public schools of Virginia after graduation from college.

If graduation program is shortened by including Prorated Summer Quarter Scholarships with Regular Term Scholarships, the period of teaching to cancel the four or more loans will not extend over more than four school years.

Partial cancellation of the obligation, by teaching less than one school year, will be allowed only in the discretion of the State Board of Education when satisfactory evidence is furnished that the recipient of the scholarship aid has been prevented from completing a full year of teaching service because of circumstances beyond his or her control, such as illness or for other unavoidable reasons.

Not more than one year will be allowed for graduate study as a basis for postponing the cancellation of this obligation immediately following graduation; provided, however, that for extenuating circumstances the State Board of Education may, in its discretion, allow not more than two years.

When and if the candidate performs required military service, the time for teaching to cancel the promissory note will be postponed for the period of such required service. If the note is not cancelled by teaching, there will be no suspension of interest because of the military service. If the maker voluntarily re-enlists, the note becomes due and payable, both principal and interest.
In the event of the death, or illness of prolonged and serious nature, of the recipient of scholarship aid prior to cancellation by teaching service, the State Board of Education may, in its discretion, cancel both principal and interest, in whole or in part.

III. Application Procedure.

The application blanks for these scholarships must be obtained from a college authorized to recommend the scholarship applicants. No application forms will be issued from the State Board of Education. The Office of Admissions at Madison College issues the application blanks and processes them when they have been returned by the applicants. They are then recommended and forwarded to the State Board of Education for final approval. The deadline for filing an application for the Regular Term Scholarship is May 1st, and for the Prorated Summer Quarter Regular Term Scholarship is April 1st. A separate application must be submitted each year for which the scholarship is desired. If the application is approved by the Board, the applicant will be notified through the College.

IV. Payment to Student.

When the State Board of Education has approved a scholarship grant, the applicant must sign a promissory note in the proper amount bearing interest from date of note at 3% per year, which must be endorsed by a responsible, adult citizen of Virginia. When this note is accepted and the candidate is reported by the College as enrolled with a full program of work, a check WILL BE SENT TO THE RECIPIENT THROUGH THE COLLEGE.

These State Teachers Scholarships will be available in the maximum amount of three hundred fifty dollars ($350.00) per nine months' session. If the application for scholarship aid is approved for less than a full school session of nine months, the amount of the loan cannot exceed $117.00 per summer quarter or $175.00 per semester.
OTHER SCHOLARSHIPS

Unfunded Scholarships: In accordance with the provisions of Chapter 4, Sections 23-31 of the Laws of Virginia, State colleges are authorized, under rules and regulations to be fixed by their governing boards, to award unfunded scholarships in their respective institutions. All such scholarships shall be applied exclusively to the remission in whole or in part of instructional charges and shall not be renewed for any subsequent year after the first unless the holder maintains a high scholastic standard.

Madison College will award a number of these scholarships each year in the amount of $150.00 for each regular nine months’ session. These scholarships at Madison College are limited to Virginia students. Freshman students who wish to apply for such scholarships must have maintained a high scholastic standard in high school, must give evidence of possessing ability to pursue college work successfully, and need financial assistance in order to attend college. Applications for these scholarships are received by the Office of Admissions.

General Undergraduate Scholarships and Loans: The 1960 General Assembly established a program of Undergraduate Scholarships and Loans in the State Colleges for Virginia resident students. The grants are awarded upon the applicant’s need, scholastic ability, and accomplishment, and character. Depending upon need, the scholarships and loans may not exceed $350.00 each. Each applicant approved for a scholarship must also qualify for and execute a loan in the same amount as the scholarship, (e.g., $350.00 scholarship plus $350.00 loan = $700.00). Each scholarship and loan is valid for one regular school year and may be renewed for succeeding years only upon renewal of application and continuing eligibility. Total scholarships and loans for a four-year degree program may not exceed $1,400.00 each.

The loans will bear interest at four per cent per annum from date of graduation or termination of enrollment in school. Each loan, together with the accrued interest, is to be repaid by the student TO THE COLLEGE within five years from the date of the note on a schedule agreed upon between them.

Each recipient of a loan must also agree that in case he fails
to complete at the expected time the study, as shown on the application for which the loan is given, leaves college before graduation, or leaves Virginia to complete graduation requirements, the note will become due and payable; provided, however, that for extenuating circumstances and upon recommendation of the college, the State Board of Education may, in its discretion, extend the time for completion of study or the time for repayment. Not more than one year will be allowed for graduate study as a basis for postponing the repayment of this obligation immediately following graduation; provided, however, that for extenuating circumstances and upon recommendation of the college, the State Board of Education may, in its discretion, allow not more than two years.

On forms provided by the State Department of Education and distributed to the applicants through the participating colleges, each candidate for a General Undergraduate Scholarship and Loan will furnish required, pertinent data to demonstrate need. High school principals will supply necessary supplementary information on scholastic ability and other accomplishments. Application forms for these scholarships/loans may be secured from and are processed by the Director of Admissions and Student Aid at Madison College.

The Duke Memorial Scholarship: This scholarship has been established in memory of the late Samuel Page Duke, who served so ably as President of Madison College from 1919-1949. This scholarship is provided from funds by each senior class and is awarded annually to the member of the junior class who has the highest scholastic record for five semesters while a student at Madison College and it is available for the senior year.

The Helen M. Frank Scholarship: This is a scholarship of $100.00 established by the alumnae of Psi Chapter, Alpha Sigma Tau, in honor of Miss Helen M. Frank, who served as advisor to the chapter from the date of its organization in 1944 until her retirement in 1960. The award is presented to a junior in Alpha Sigma Tau for outstanding scholarship and for possessing the ideals of the sorority.

The Edna T. Shaeffer and Glee Club Scholarship: This fund has been established as a memorial to Miss Shaeffer who served
Scholarships and Loans

in the Madison Music Department and as Director of the College Glee Club for forty-one years, and to all former members of the Madison Glee Club. The award is presented to a music student, preferably a child of a former Glee Club member. Applications for the scholarship should be submitted to the Alumni Office of the College.

The Ruth McNeill Thornhill Scholarship: This is an annual scholarship of $100.00 established by the Culpeper Chapter of the Alumni Association for a Culpeper girl attending this College.

Private Scholarships: Several private scholarships are available to deserving students who desire a college education at Madison College. For further details, please write to the Office of Admissions.

STUDENT EMPLOYMENT SCHOLARSHIPS

Dining Hall Service: Students are employed as waitresses and waiters in the three dining rooms at Madison College and for their services they receive compensation for the nine months' session equal to the charges for room, board, and laundry. Approximately fifty (50) students are thus able to earn more than half of their college expenses. The students who receive these scholarships are selected on the bases of merit, date of application, financial need, and other qualifications. Applications are received in the Office of Admissions, and they should be filed at an early date.

Ten-Hour Service: The College provides about one hundred (100) employment scholarships for students who serve as assistants in the library, supply room, laboratories, and administrative offices. The compensation for these positions is $204.00 for approximately ten hours work per week for the nine months' session.

Music Service: The College has established twelve (12) music service scholarships open to talented music students especially in the instrumental field. This scholarship will enable the student to earn an amount of $204.00 for the session. Applications are received in the Office of Admissions and they should be filed as early as possible.
LOAN FUNDS

The College has a number of loan funds provided not only from legislative appropriations by the State of Virginia but also from private donations by friends of the College. Worthy students who are able to furnish satisfactory security or endorsement for their loans may borrow, at 3% interest, substantial sums per year to assist them in meeting their college expenses. A detailed description of these funds is given below. Students wishing to borrow from the College loan funds should apply directly to the Office of Admissions.

*State Loan Fund:* The State Legislature has made provision for the maintenance of a students’ loan fund, from which sums not to exceed $300.00 annually may be lent to worthy students on proper security.

*Alumni Loan Fund:* This fund was established by the class of 1911 and increased by classes of subsequent years.

*Caroline Sherman Fund:* Established by the Fairfax County Chapter of the Daughters of the American Revolution in honor of Mrs. Caroline C. A. Sherman of Fairfax County, an untiring worker for the advancement of public education. Available to seniors.

*Franklin Sherman Loan Fund:* A memorial loan fund to the memory of Captain Franklin Sherman, a distinguished citizen who for thirty years served on the school board of Fairfax County.

*The Virginia Division United Daughters of the Confederacy Loan Fund:* This organization has established the Kate Mason Roland Loan Fund, worth $150.00 annually to the holder, and granted to a sophomore, junior, or senior who is a lineal descendant of a Confederate soldier. Other funds may be available. Application should be made to the Chairman, Committee on Education, Virginia Division, United Daughters of the Confederacy.

*Home Demonstration Fund:* By the efforts of Miss Ella G. Agnew, former State Agent for Home Demonstration Work in Virginia, a loan fund has been made available principally for home economics majors.
Scholarships and Loans

The Cleveland Memorial Fund: This fund has been established in memory of Misses Annie V. Cleveland and Elizabeth P. Cleveland, former members of Madison Faculty.

Nell Christine Farrar Scholarship Fund: This fund was established by the Class of 1913 in memory of a classmate, Nell Christine Farrar.

Daughters of the American Revolution Loan Fund: The sum $300.00 is now available from the Virginia branch of the D.A.R. Application should be submitted directly to the Virginia branch of the D.A.R.

The Knights Templars Loan Fund: Assistance is rendered worthy students in continuing their education by certain funds made available by the order of the Knights Templars of Virginia. Application should be made to them for a loan.

The Temple Eike Student Loan Fund: The Richmond Housewives' League has established at Madison College a loan fund for the use of worthy young women from Virginia and, if possible, from Richmond, who need assistance to complete their junior or senior year in the home economics curricula. Beneficiaries will be allowed two years after graduation to repay the loan at the current rate of interest.

Harrisonburg Madison Alumni Loan Fund: The Harrisonburg Chapter of the Madison Alumni Association established this loan fund in 1939. Assistance from this fund is available only to graduates of the Harrisonburg High School.

Other Loan Funds: Loan funds have also been generously provided by the Massanutten Chapter of the D.A.R., the Business and Professional Women's Club of Harrisonburg, the Kappa Delta Pi Honor Society of the College, and contributions from most of the Senior Classes.

NATIONAL DEFENSE STUDENT LOAN PROGRAM

Madison College is also participating in the National Defense Student Loan Program. The purpose of this program is to
stimulate and assist worthy and capable students in colleges and universities by making low interest loan funds available to them. In selecting students to receive loans, special consideration must be given to (a) superior students who desire to teach in the elementary and secondary schools, and (b) superior students who desire to obtain degrees in the fields of science, mathematics, engineering, or a modern foreign language.

The loans will be approved upon the bases of ability and need with priority accorded to the students enrolled in the five critical areas enumerated above.

A student may borrow up to $1,000.00 for a 12-months' college session with a maximum of $5,000.00 for his duration in college. The loans bear no interest while the student is in college. One year after graduation, interest at the rate of 3% and repayment of the loan begin. A student has up to ten (10) years to repay a loan. For those students who will teach, 10% of the loan will be cancelled each year of teaching up to five (5) years. In other words, one-half of a loan may be cancelled by teaching for a period of five (5) years.

Application forms to apply for a National Defense Student Loan may be obtained from the Office of the Director of Admissions, Madison College.

A SUGGESTION TO FRIENDS OF THE COLLEGE

The scholarships and loan funds have been of very great assistance to many worthy students, and it is hoped that other friends of education will continue to provide financial assistance for students of this institution. This should appeal to industries and other business establishments, and to persons of means as a most worthy manner in which to invest money and reap a manifold return in the influence which an educated person may exert on the rising generation.

Any sum, large or small, contributed to the College for this purpose will be faithfully used and greatly appreciated by the administration, the faculty, and the students. The President of
the College will be pleased to confer or correspond with persons interested in establishing endowment or other scholarships for aiding worthy students.

GIFTS TO THE COLLEGE
1959-60

PRIVATE SCHOLARSHIP GIFTS

<table>
<thead>
<tr>
<th>Scholarship Fund</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Peninsula Chapter, Madison College Alumni Association, Newport News, Virginia</td>
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<tr>
<td>Senior Class of 1959, Duke Memorial Scholarship, Harrisonburg, Virginia</td>
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</tr>
<tr>
<td>Junior Women's Club of Princess Anne County, Virginia Beach, Virginia</td>
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<tr>
<td>Anonymous</td>
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<td>Southern Society of the Oranges, Orange, New Jersey</td>
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<td>Armstrong Foundation, Inc., Winchester, Virginia</td>
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<tr>
<td>Northern District, Virginia Congress P.T.A., Annandale, Virginia</td>
<td>500.00</td>
</tr>
<tr>
<td>Gateway Tuberculosis Association, Salem, Virginia</td>
<td>50.00</td>
</tr>
<tr>
<td>Robert L. Sweeney Scholarship Fund, Woodrow Wilson High School P.T.A., Portsmouth, Virginia</td>
<td>100.00</td>
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<tr>
<td>Pine Grove Dairy, Portsmouth, Virginia</td>
<td>100.00</td>
</tr>
<tr>
<td>John Handley Foundation, c/o Superintendent of Winchester City Schools, Winchester, Virginia</td>
<td>200.00</td>
</tr>
<tr>
<td>Business and Professional Women's Club, Arlington, Virginia</td>
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</tr>
<tr>
<td>Southampton Guild of Chesterfield County, Chesterfield County, Virginia</td>
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</tr>
<tr>
<td>Groveton High School Area Scholarship Coordinating Council, Alexandria, Virginia</td>
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</tr>
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<td>Farm Youth Foundation, Charlottesville, Virginia</td>
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<td>Mabel Kiracofe Scholarship of Coleman Place School P.T.A., Norfolk, Virginia</td>
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<td>Oscar F. Smith Memorial Foundation, Norfolk, Virginia</td>
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<td>First Presbyterian Church of Norfolk, Norfolk, Virginia</td>
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<td>The English Foundation, Alta Vista, Virginia</td>
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<td>Insurance Advisory Committee for The Fairfax County School Board, Fairfax, Virginia</td>
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<td>Princeton University, Princeton, New Jersey</td>
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<td>Prince George's County Scholarship Fund, Inc., Prince George's County, Maryland</td>
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<td>Theta Owens Scholarship Fund, Covington, Virginia</td>
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<td>Halifax County Scholarship Fund, Halifax, Virginia</td>
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<tr>
<td>Southern States Nursing Scholarship, c/o University of Virginia, Charlottesville, Virginia</td>
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<td>Nu Chapter, Delta Kappa Gamma, Fairfax, Virginia</td>
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<td>Cross Keys—Mill Creek Ruritan Club, Penn Laird, Virginia</td>
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<tr>
<td>Mrs. Alfred I. duPont, Wilmington, Delaware</td>
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**Total Private Scholarship Gifts** | 24,061.00

**Unrestricted Gifts**

| Dr. Louis T. Rader, Waynesboro, Virginia | 100.00 |
| Burlington Industries Foundation, Greensboro, North Carolina | 1,120.00 |

**Total Unrestricted Gifts** | 1,220.00

**Total Gifts to the College** | $25,281.00
PART NINE

The Students

Madison College exists for its students. The College Administration, the faculty, and all the others who help to keep the College operating efficiently take pride in presenting ☆

☆ THE STUDENTS WHO RECEIVED DEGREES AND DIPLOMAS IN 1960

☆ GEOGRAPHICAL DISTRIBUTION OF STUDENTS

☆ SUMMARY OF ENROLLMENT
DEGREES AWARDED

For the Calendar Year 1960

MASTER OF SCIENCE IN EDUCATION

Olive Smith Bowman (Aug.)
Jacqueline Oliver Buchanan (Aug.)
Richard William Byrd (Aug.)
Olive Holt Couch
Willis Rutter Deal (Aug.)
Betty Scarborough Gentry (Aug.)
Bernice B. Hanson (Aug.)
Beulah Comer Huffman
Paul Richard Long (Aug.)
Florine Miller Rhodes (Aug.)
Fannie Joe Riggleman (Aug.)
W. Elwood Roche (Aug.)
Jessie Rosen Shomo (Aug.)
Elmo Norwood Stanley (Aug.)
Robert Ray Thomas (Aug.)
Frances Shafer Wilson (Aug.)

Bridgewater
Harrisonburg
Harrisonburg
Staunton
Hickory
Harrisonburg
Aldie
Stanley
Harrisonburg
Broadway
Petersburg, W. Va.
Bridgewater
Staunton
Shenandoah
Fairfax
Raphine

MASTER OF ARTS IN EDUCATION

Dorothy Lee Baugher (Aug.)
Mary Bair Bowman
Maymie Dodd Bowman (Aug.)
Gladys Jones Brubaker (Aug.)
Geraldine Walker Earman
Ray Albert Emswiler (Aug.)
Max William Fisher
John Gibson Foley (Aug.)
Marjorie Burrus Fuller (Aug.)
Mabel Irene Horst (Aug.)
Alice Ogilvia Johnson (Aug.)
Edna L. Miller (Aug.)
Elizabeth Joy Neatrour

Harrisonburg
Woodstock
Harrisonburg
Luray
Harrisonburg
Bergton
Bergton
Luray
Elkton
Harrisonburg
Bridgewater
Churchville
Graduates

Abigail Stearn Ritchie (Aug.) Elkton
Nancy Howell Robertson (Aug.) Richmond
Audrey Shank Broadway
John Franklin Shank (Aug.) Broadway
Katie Florence Shank (Aug.) Broadway
Mary Josephine Sweeney (Aug.) Woodstock
Frances Reid Walton Luray
Frances Rawlings Ware Broadway
Margaret Louise Whitman (Aug.) Lovettsville

BACHELOR OF SCIENCE

Marcia Elizabeth Angell Atlanta, Ga.
Gerald Graham Bartholomew Monterey
Berta Felisa Biritos Remington
Richard Pearl Bly Strasburg
Elmer Kenneth Brown Richmond
Betsey Mahlon Conwell Richmond
Alice Cynthia Couble Arlington
Constance Ann Crosswhite (Aug.) Salem
Elizabeth Anne Dawson Scottsville
Gene Edward Driver Broadway
Bertrand Ryland Elfrink Harrisonburg
Joyce Mae Fisher New Castle
Jeanne Clark Foxworth New York, N. Y.
Barbara Jane Gum Triangle
Robert John Hall Harrisonburg
Miriam Helen Harding Nathalie
Mary Ellen Haynes Portsmouth
Gloria Lorraine Heilig Orange
Verna Earle Jones Miami Springs, Fla.
Ralph Pleasant Kiser Harrisonburg
Janet Burner Life McGaheysville
Elizabeth Jenney Mallery Salisbury, Md.
Elisabeth Anne Martin-Dapremont (Aug.) Washington, D. C.
Wanda Hensley Meadows (Aug.) Grottoes
Nina Berry Messersmith Grottoes
Donald Vetter Miller (Aug.) Woodstock
Gene LeRoy Pfoutz Harrisonburg
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<td>Elizabeth Hammack Tubaugh (Aug.)</td>
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<tr>
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<td>Winchester</td>
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<td>Margaret Blair West (Aug.)</td>
<td>Richmond</td>
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<td>Front Royal</td>
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<td>Dixie Rue Alligood</td>
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<tr>
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<td>June Stinson Brown (Aug.)</td>
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<td>Ann Darlington Byrd</td>
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<td>Crozet</td>
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<td>Graduates</td>
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<tr>
<td>Ruth Laurel Collie</td>
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<td>Staunton</td>
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<td>Sue Ellen Crickard</td>
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<td>Abingdon</td>
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<td>Mildred Patterson Engleman (Aug.)</td>
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<td>Norfolk</td>
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<td>Christine Virginia Gabbett</td>
<td>Arlington</td>
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<td>Nina DeShields Gawen</td>
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<td>Garnett Selma Gedrose</td>
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<td>Kitty Garber Haven (Aug.)</td>
<td>Annandale</td>
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<td>Mary Beth Hayden</td>
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Graduates

Charlotte Wills Holland
Nancy Carol Hopkins
Rebecca Jean Hottle
Anna Victoria Housden
Judy Darlene Huffman (Aug.)
Sandra John Hull
Mary Keller Humphries
Patricia Ann Hutchinson
Ercel Black Ingram (Aug.)
Mary LaMar Jackson
Shirley Ann Jacobs
Dorothy Frances Johnson
Kay Francis Johnson
Joan Bennett Jones
Betty Jean Justice
Betty Lou Karnes
Margaret Eleanor Lamb (Aug.)
Viola Lynn Latham
Eldon Jacob Layman
Sara Ann Ledford
Carol Ann Lehman
Diane Marie Lester
Carolyn Hale Lilly (Aug.)
Jane Ann Lynch
Georgia Ann Martin
Ruth Celeste Martin
Gail Edith Matthews
Martha Raye McManaway
Mary Annetta Meek
Virginia Kaydette Merrell
Joan Hall Metts
Nancy Jane Minter
Nancy Carolyn Moore
Nancy Louise Moore
Jane Elizabeth Moreland
Shelby LaWana Morris (Aug.)
Shirley Ann Myers
Nancy Gayle Nestor
Carolyn Jewell Nicholson

Newport News
Ferncliff
Mount Jackson
Stanley
Glasgow
Churchville
Strasburg
Arlington
Newport News
Petersburg
Gretta
Woodford
Boykins
Salisbury, Md.
Portsmouth
Shenandoah
Vinton
Haymarket
Harrisonburg
Vienna
Fairfax
Martinsville
Harrisonburg
Parksley
Martinsville
Petersburg
Brevard, N. C.
Moneta
Fishersville
Oakton
Strasburg
Martinsville
Richmond
Crewe
Arlington
Grottoes
Harrisonburg
Villamont
Triplet
Graduates

Rachel Ann Nuttall
Vera Lillian Olsen (Aug.)
Verl Ann Owens
Martha Sue Padgett
Nancy Linn Pas
Helen Marian Paterson
Mary McDonald Patten (Aug.)
Jacqueline Marie Pearcey
Sabra Anne Peil
Margaret Reimer Pennington
Elizabeth Jean Perry
Rowena Puckett Perry
Beverly Ann Persing
Barbara Ann Pettit
Sue Elizabeth Phillips
Jeanette Hillman Pierce
Jean Marie Pollok
Murriel Franklin Price
Ellen Louise Raines
Susan Ritchie Rainey
Nancy Clair Rice
Zoola Rasnick Richardson (Aug.)
Doris King Riley (Aug.)
Martha Ann Rohart
Angelica Franklyn Roystone
Robert Winston Saum
Virginia Lee Schaaf
Anne-Lisa Schindler (Aug.)
Margaret Anne Sealer
Rosa Owen Shands (Aug.)
Manie Helbert Shaver (Aug.)
Dottie Jean Shifflett
Virginia Ann Shotwell
Judith Marie Shreckhise
Carol Sue Shropshire
Mary Stuart Shumate
Elizabeth Pratt Simmerman
Cora Elizabeth Smith
Geraldine Harley Smith

Richmond
Waynesboro
Pulaski
Lynchburg
Arlington
Alexandria
Nyack, N. Y.
Portsmouth
Arlington
Harrisonburg
Norfolk
Roanoke
Hewlett
Arlington
Charlottesville
Richmond
Danville
Shenandoah
Keeselestown
Fredericksburg
Big Island
Harrisonburg
Fishersville
Linville
Arlington

Harrisonburg
Hopewell
Staunton
Arlington
Richmond
Timberville
Earlysville
Criglersville
Weyers Cave
Martinsville
Calverton
Max Meadows
Harrisonburg
Staunton
Rose Hendrick Smith (Aug.)
Susan Noel Smith
Nancy Byrde Snead
Barbara Ellen Stearn
Carole Nadine Suffridge
Mary Ruth Suiter
Atheleen Boone Thomas
Katherine Williamson Thomas (Aug.)
Catherine May Tomlinson
Ann Conklyn Townshend
Lillian Florence Turner
Mary Ann Vargo
Linda Dolores Via
Nancy Eppard Vick
Margaret Joy Wainwright
Frances Bobbitt Walker (Aug.)
Sandra Mary Wallace
Helen Kathryn Wampler (Aug.)
Mary Janet Wenger
Mary Kathryn Wheeler
Mary Sue Whitt
Carolyn Lowe Wiltshire
Dennis Barclay Wingfield (Aug.)
Betty Louise Witherington
Loretta Hawkins Witt
Helen Jeannette Woolfolk
Georgeanna Milleson Wright (Aug.)
Zita Ray Yates
Catherine Acra York

BACHELOR OF ARTS

Diana Tilman Boelt
Sharon Lee Isom
Mary Feagans McFarland
Fannie Belle Morgan
Carol Lynn Nelson (Aug.)

Norlina, N. C.
Tunstall
McKenney
Harrisonburg
Arlington
Salem
Harrisonburg
Hampton
Riverside, Conn.
Bluemont
Broadway
Johnstown, Pa.
Fieldale
Shenandoah
Blackstone
Staunton
Denbigh
Broadway
Staunton
Waynesboro
Cedar Bluff
Upperville
Harrisonburg
South Norfolk
Lynchburg
Orange
Middleburg
Bluefield
Richmond
Richmond
Hartwell, Ga.
Woodstock
Roanoke
Lancaster, Pa.
Graduates

BACHELOR OF ARTS IN EDUCATION

Sylvia Ann Brugh
Loretta Morris Ewell (Aug.)
Kenneth Bruce Frank
Elizabeth Everett Higgs
Lucy McDonald Boone Hook (Aug.)
Jacquelin Wray Jeffress
Caroline Terrell Marshall
Marilyn Wayne Miller
Carolyn Jane Musser
Elizabeth Reynolds Peters
Judith Ann Roberts
Suzanne Snedegar
Edith Audrey Witcher

Troutville
Richmond
Staunton
Staunton
Fairfield
Culpeper
Mount Jackson
Portsmouth
Rural Retreat
Warrenton
Lexington
Roanoke
Gretna

BACHELOR OF MUSIC

Richard Edward Barnes (Aug.)
Sarah Elizabeth Best
Elizabeth Duckett Goodman
Marydel Lee Stockdale
Ruby Estelle Wray

Portsmouth
Chester
Petersburg
Winchester
Lexington

BACHELOR OF MUSIC EDUCATION

Richard Edward Barnes
Doris JoAnn Clark
Lucy McDonald Boone Hook
Shirley Ann Horsley
Mary Anne Davis McConnell
Clara Louise Mincer
Anne Pearce Murphy (Aug.)
Mary Ann Potzler
Jennings Bryan Spinks, Jr.
Mary Frances Townsend
Joan Elizabeth Troxell
Mary Elizabeth Wingate

Portsmouth
Clifton Forge
Fairfield
Fieldale
Roanoke
Charlottesville
Arlington
Arlington
Galax
Chantilly
Knoxville, Tenn.
Carrollton
# GEOGRAPHICAL DISTRIBUTION OF STUDENTS

## By States and Countries

1959-60

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Total enrollment 1959-60: 1,532

# GEOGRAPHICAL DISTRIBUTION OF VIRGINIA STUDENTS

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1959-60

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Total students living in Virginia .................................. 1,360

SUMMARY OF ENROLLMENT OF STUDENTS
The School Year 1959-60

Regular Students:
  Summer Term 1959 ................................................ 798
  First Semester 1959-60 ....................................... 1,443
  Second Semester 1959-60 .................................. 89

  2,330

Pupils in Student Teaching Classes .......................... 15,690
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APPLICATION FOR ADMISSION

to

MADISON COLLEGE

HARRISONBURG, VIRGINIA

Date ........................................ , 196...

1. Name .................................................................
   last first middle

2. Street Address ...................................................

3. Post Office ...................................................... Zone

4. County .............................................................. State

5. Sex..................... Race.......................... Date of Birth

6. Parent or Guardian ............................................. Phone No.

7. When do you plan to enroll in Madison College? ..............

8. Do you plan to live in a college dormitory or commute from
   home as a day student?  Dormitory....... Day..............

DIRECTIONS TO STUDENTS

1. Carefully fill out the preliminary application above and mail
   it to the Director of Admissions and Student Aid, Madison Col-
   lege, Harrisonburg, Virginia.

2. All Students (both boarding and day) must submit with the
   application a $15.00 registration fee—money order or check—
   payable to Madison College (do not send cash). This fee is re-
   fundable only if the student is denied admission to the College.

3. For students with advanced standing: Ask the registrars of
   all schools you have attended beyond high school to forward
   credits to the Office of Admissions, Madison College, Harrison-
   burg, Virginia, as soon as you decide to apply for entrance here.

4. When the Director of Admissions receives the preliminary
   application and fee, a regular application blank (Pre-Registration
   and Guidance) will be mailed you. This must be filled out and
   returned before your application can be considered by the
   Admissions Committee.
9. If you have a preference as to dormitory or roommate, please list: .................................................................

10. Name of accredited high school attended. ........................................
    Address ........................................ Date of graduation ..............

11. At what institutions of higher education have you done work beyond high school graduation? .................................................................
    ........................................................................

12. Give the number (as listed in the catalog—I, II, etc.) of the curriculum in which you plan to register. .................................................................

13. How many sessions do you plan to attend college? ..................

14. Please sign your name here. .................................................................

MAIL THIS APPLICATION BLANK TO:
OFFICE OF ADMISSIONS
MADISON COLLEGE
HARRISONBURG, VIRGINIA
WHEN YOU WANT INFORMATION
WRITE TO . . .

THE PRESIDENT
General matters pertaining to the College

THE DEAN
Academic requirements, curricula, and courses
Graduate Bulletin and Summer Session Catalog

THE DIRECTOR OF ADMISSIONS AND STUDENT AID
Admission of freshmen and advanced students
Expenses, loan funds, and scholarships
Regular Session Catalog

THE DEAN OF STUDENTS
Student Personnel Matters

THE DEAN OF WOMEN
Student rooming assignments

THE DIRECTOR OF FIELD SERVICES AND PLACEMENT
Placement of Graduates

THE BUSINESS MANAGER
Business matters, other than student expenses

THE REGISTRAR
Evaluation of credits

THE ALUMNI SECRETARY
Alumni affairs

---

The College can be reached by telephone at all times,
Harrisonburg 4-6756.

Telegrams should be addressed to: Madison College,
Harrisonburg, Virginia.

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An Application for Admission blank has been placed in the
back of the catalog for your convenience.
ADMISSION

COLLEGE CALENDAR

COLLEGE EXPENSES

COLLEGE REGULATIONS

CURRICULA

DEGREES OFFERED

DIVISION OF THE HUMANITIES

DIVISION OF THE NATURAL SCIENCES

DIVISION OF THE SOCIAL SCIENCES

DIVISION OF TEACHER EDUCATION

FACILITIES

GRADUATION REQUIREMENTS

PERSONNEL

SCHOLARSHIPS AND FINANCIAL AIDS

SELECTION OF COURSES

PLEASE BRING THIS BULLETIN WITH YOU WHEN YOU REGISTER