

**ANNUAL REPORT
Of The President**

VALDOSTA STATE COLLEGE

July 1, 1966 - June 30, 1967

to

THE CHANCELLOR

and

BOARD OF REGENTS

UNIVERSITY SYSTEM OF GEORGIA

**S. WALTER MARTIN
President**

August 1, 1967

INTRODUCTION

The year 1966 - 1967 may be considered a year of change and reorganization at Valdosta State College. In the transition, it is hoped that a certain degree of progress has been achieved, and reasonable goals for the future firmly established.

On June 30, 1966, J. Ralph Thaxton retired, after having admirably served this institution as President for 17 years. At the same time, J. A. Durrenberger, who joined Valdosta State College in 1928, retired as Dean of the College. Both these dedicated educators contributed immeasurably to the growth and development of the College during their many years of service. Through their efforts, a firm foundation was established, upon which the new administration might continue to build. For this, we are sincerely indebted and grateful.

In the thinking of the new administrative and faculty personnel, certain changes were deemed necessary to prepare for the projected future growth and development of Valdosta State College. Several key administrative people were added and a wholly new administrative organization devised.

S. Walter Martin was appointed to the institution's presidency by the Board of Regents on October 13, 1965. At that time, he was serving as Vice Chancellor of the University System. His prior educational experience includes 22 years of service as Professor of History and Dean of the College of Arts and Sciences at the University of Georgia (1935-37), and five years as President of Emory University (1957-62).

His first year as President of Valdosta State College is his twenty-seventh year of service in the University System of Georgia.

To serve as chief academic officer of the College, the new President appointed Ward Pafford as Dean of the College. Prior to joining Valdosta State College, Dr. Pafford was Professor of English at Emory University for 27 years, five of which were at Emory Junior College in Valdosta (1937-42). For a time, he served as Chairman of the English Department at Emory. At Valdosta State, Dr. Pafford has made a number of changes in the academic program of the institution, and further improvements and adjustments are contemplated.

All the responsibility for student personnel at Valdosta State has been brought together under a new Dean of Students, George W. Young, who recently received his Ph.D. from Florida State University. Dr. Young holds two other degrees from that institution, and served for a time as Director of the Counseling Center there before coming to Valdosta State College. Dr. Young directs all student activities not related to the academic life of the Valdosta State College campus, and considerable reorganization has taken place in this particular area of the College.

The business activities of the College remain under the capable supervision of Shealy McCoy, who has served as Comptroller for 17 years. This office has been broadened in scope during the year, to include added responsibilities brought about through the growth of the institution. Mr. McCoy holds baccalaureate and law degrees from the University of Georgia.

The area formerly called Public Relations has been reorganized and developed into what is now referred to as College Relations. The Director

of College Relations, Fluker G. Stewart, came to Valdosta State College from Statson University on July 1, 1966. He holds baccalaureate and masters degrees from the University of Georgia. This office deals with many publics of the College, and seeks to interpret the life and activities of the institution to those beyond the campus. Through the Director of College Relations, citizens of the community, alumni, the Board of Regents and people throughout the State are kept informed of Valdosta State College.

With the President, these four key administrative officers share the responsibility for leadership and direction of Valdosta State College. In the past 12 months, these administrators have worked to construct a solid base for a sound period of institutional growth in the future. It is hoped that these efforts will be fruitful. Following a year of change and reorganization, all attention is now turned toward full development of the potential with which Valdosta State College has been so richly blessed.

FACULTY

On July 1, 1966, Dean Ward Pafford assumed his new duties at Valdosta State College. Though relatively inexperienced in educational administration prior to this time, he has demonstrated maturity, sound judgement and a keen perception of educational problems that from the outset have marked him as an able and talented administrator.

In reference to himself in his annual report to the President, Dr. Pafford writes:

"His move from private higher education to public higher education, from a university environment to that of a college, and from a long-continued teacher-scholar role to an almost totally different one had its inevitable stimulating though wearing effects, not the least of which were essentially emotional and psychological. Certain handicaps were no doubt present in the form of a temperament basically disinclined toward administrative engineering, and rather inclined toward an excessive thoughtfulness characterized by aesthetic and spiritual sensitivity -- appropriate enough no doubt in the Dean's previous life, and surely of some use in his new capacity, but difficult to adapt to different ends. The Dean would not admit, however, that the operation of the office has been essentially ineffective or weak, or that some worthwhile accomplishments have not been realized."

We were most successful in recruitment of new faculty members during the spring and summer, 1966. The new Dean and the new President, though employed in other positions until July 1, took the leading roles

in this effort to locate and engage faculty personnel for the coming academic year. A larger than usual number of people were added to the budget, and we believe that the quality of instruction was improved with the addition of these people. It is our intention to continue to give a great deal of attention to the qualitative aspect of the educational program at Valdosta State College, and to do this we must have good teachers. Several changes in departmental headships were made during the year, and we believe that these moves will strengthen the various departments. It is our goal to have every department headed by a person who holds the doctorate in his particular field. We shall depend largely upon these people to supply us with qualified faculty personnel. Chart I of the Appendix shows the increase in our faculty during the past five years, along with the per cent of faculty persons who hold the doctorate.

A

ADDITIONS, REPLACEMENTS, RETIREMENTS, DEATHS

The following 26 faculty additions were made during the year:

- Boatright, Joel, Instructor in Speech and Drama
- Branan, John M., Associate Professor of Psychology
- Campbell, Sanford B., Assistant Professor of Music
- Chapman, Harlan L., Assistant Professor of Secretarial Science
- Crespo, Hiram A., Temporary Instructor in Modern Foreign Languages
- Daniel, Charles L., Instructor in English
- Hale, Dennis L., Assistant Professor of Modern Foreign Languages
- Hicks, Randall C., Assistant Professor of Mathematics

Hunter, Raymond E., Professor of Physics
Jones, Alton D., Associate Professor of History
Manfredi, Victoria, Instructor in Physical Education
McCarthy, William D., Assistant Professor of Business
Administration
McIntyre, Hugh K. Jr., Instructor in Biology
McRae, Russell G., Assistant Professor of Art
Melvin, James E., Assistant Professor of Physical Education
Norris, Robert A., Professor of Biology
Penny, Donald C., Assistant Professor of Art
Rice, John R., Professor of Education
Roberds, Elmo M., Professor of History and Political Science
Schaefer, Willene, Assistant Professor of English
Shover, Mark, Assistant Professor of History
Snyder, Paul, Associate Professor of Sociology
Sterling, Robert L., Instructor in Mathematics
Sumerford, W. Taylor, Professor of Chemistry
VanPeenan, Edward II, Assistant Professor of Physics
Williams, James O., Assistant Professor of English

There were 9 faculty members replaced:

Cook, Raymond A., Ph.D. Professor of English replaced Arthur
Gignilliat, Ph.D.
Gallegos, Eligio S., Ph. D. Associate Professor of Psychology
replaced Carlene Thornton, M.A.
Haight, Arlette G., A.B. Temporary Instructor in Modern
Foreign Languages replaced Jean Guitton, A.B.
Haley, William R., M.S. Assistant Professor of Speech replaced
Ann K. Lackey, M.F.A.

Huxford, John C., M.M. Associate Professor of Music replaced Janet R. Robinson, B.S.

King, David W., A.B. Instructor in Modern Foreign Languages replaced Edith Goggins, A.B.

Leonard, Paul A., Ph.D. Associate Professor of History replaced Saunders Garwood, M.A.

Paton, Cora L., Ed.D. Associate Professor of Education replaced Anna K. Healey, Ph.D.

Renfor, Thomas G., Ed.D. Assistant Professor of Education replaced Corinne S. Knight, M.S.

Only one faculty member retired:

Ogletree, Fredeva, Dean of Women and Associate Professor of History

One death occurred during the year:

Jones, Alton Dumar, Associate Professor of History

B

LEAVES OF ABSENCE

Bailey, Arthur C., Instructor in Physics - one year only (University of Georgia), not renewed for 1967-68

Evans, Marvin, Associate Professor of English - Spring Quarter, 1967 (Florida State University)

Guitton, Jean, Assistant Professor of French - for the year 1966-67 (Emory University) and renewed for 1967-68.

Lindauer, Maurice W., Associate Professor of Chemistry - Spring Quarter (Savannah River Laboratory, Akin, South Carolina)

Teague, Webster, Associate Professor of Music - Spring Quarter, 1967 (Florida State University)

Mr. Bailey will not be rejoining the Valdosta State College faculty in 1967-68. The remaining three persons, working toward the completion of the Ph.D. degree, will, with the exception of Mr. Guitton, resume

their teaching duties in Fall Quarter 1967.

C

ADVANCED GRADUATE WORK AND DEGREES RECEIVED
(listed by academic departments)

Art:

Mrs. Lee Bennett (Assistant Professor), advanced work in graphics (Summer, 1966) beyond master's degree

Biology:

Wayne Faircloth (Assistant Professor), completing requirements for Ph.D. degree (University of Georgia) expected in June, 1968

Business Administration-Economics:

David P. Lewis (Associate Professor of Economics), completing Ph.D. requirements (University of Tennessee) in Summer Quarter, 1966.

Chemistry:

Maurice W. Lindauer (Associate Professor of Chemistry) completing requirements for Ph.D. (Florida State University) Degree expected by June, 1968

Education:

Dorine Geeslin (Assistant Professor of Education), Ed.D. awarded April, 1967 (Florida State University)

English:

Alex McFadden (Assistant Professor of English), dissertation research toward Ph.D. (University of North Carolina)

James O. Williams (Assistant Professor), completing dissertation work toward Ph.D. (Vanderbilt University)

Martha C. McKey (Assistant Professor), additional graduate courses beyond master's level in Summer, 1966 (University of Georgia)

Marvin R. Evans (Associate Professor), final composition of dissertation for Ph.D. (Florida State University), hopefully to be concluded by August, 1967

History:

Raymond C. Mensing, Jr. (Assistant Professor), continuing dissertation research in English History toward Ph.D. (Emory University)

Lamar Pearson (Assistant Professor), concluding dissertation composition for Ph.D. in Latin American History (University of Alabama). Degree expected August, 1967

Modern Foreign Languages:

Jean Guitton (Assistant Professor of French), on leave as N.D. E.A. Fellow pursuing studies toward Ph.D. (Emory University)

Music:

Webster Teague (Associate Professor and Head), continuing dissertation research toward Ph.D. (Florida State University)

Sanford B. Campbell (Assistant Professor), continuing satisfaction of course requirements for Ph.D. during Summer, 1966

Physical Education:

William C. Bennett (Assistant Professor), work on six-year program (University of Georgia) during Summer, 1966

Speech:

William R. Haley (Assistant Professor), one course beyond master's degree (Florida State University) during Summer, 1966.

D

RESEARCH AND PUBLICATION: CREATIVE WORK (By academic departments)

Art:

Joseph W. Pamber (Professor and Head), continuing exploration of the Christian symbolism of the past and its application to contemporary art forms. Display of results in regional exhibitions and invitational festivals of religious art.

Donald G. Penny (Assistant Professor), research and creative work in ceramics resulting in several hundred pieces of ceramics and several architectural ceramics commissions. Design of gas-fired kilns and planning for new ceramics area in the Fine Arts Building.

Biology:

Robert A. Norris (Professor), research in the area of ornithology. Presented a paper at the annual meeting of the Georgia Academy of Science in April, 1967, which won praise as perhaps the best paper presented at this meeting. Has completed compilation and reporting of extensive data on migratory bird movements through the local region. This work should receive national recognition by biologists in general as well as by ornithologists.

Business Administration:

David P. Lewis (Associate Professor), engaged in preparation of a monograph dealing with interindustry analysis as applied to the Tennessee economy in collaboration with Dr. Lee and Dr. Moore at the University of Tennessee. Monograph scheduled for publication in Fall, 1967. This study may be greatly beneficial to future industry planning in Tennessee, and the model can be modified for use in Georgia and other areas.

Education:

John W. Maguire (Associate Professor), published "Political Participation and Georgia Teachers," Georgia Educational Journal, November, 1966.

Thomas G. Renfro (Associate Professor) and Cora Paton (Associate Professor), co-authors of six papers published in a Florida State Board of Welfare pamphlet, and certain abstracts for Sociological Abstracts of Education.

English:

Raymond A. Cook (Professor and Head) prepared a paper, "Byron Herbert Reese," for the annual Reese Memorial Lectures at Young Harris College in April, 1967. Paper to be published in the Georgia Review. Two articles, "Is Donne's Metaphysical Poetry Really 'Metaphysical'?" and "Modernity and Scholarship in Chaucer's 'Treatise on the Astrolabe'," to be published in Fall, 1967. Under contract for publication in Fall, 1968, by Twayne Publishers, A Critical and Cultural Study of Thomas Dixon for Twayne's United States Authors Series.

S. Lowrey Varnado (Associate Professor), a short story entitled "On a Field Gules" accepted by the Delta Review; note on "Poe's Raven Lore" to be published by American Notes and Queries.

Marvin R. Evans (Associate Professor), a poem to be published in The Human Voice Quarterly in Fall, 1967.

History:

Alfred Cornabise (Associate Professor), active research on "The German Response to the Ruhr Occupation." Translation from German of a set of memoirs with plans for publication. Review of Lionel Kochan's The Struggle for Germany, 1914-1945 in the history organ of the Free University of Berlin.

Lamar Pearson (Assistant Professor), an article, "Anglo-Spanish Rivalry in the Georgia Country, 1670-1691," to be published in Fall, 1967, in a festschrift at the University of Alabama in honor of Dr. A. B. Thomas.

Mathematics:

Randall Hicks (Assistant Professor) and Thomas M. Dart (Assistant Professor), a continuing study through the past year to determine the feasibility of inverting the order of teaching the topics in Set Theory and Logic in the Math 105 course.

Modern Foreign Languages:

Jose Fernandez (Assistant Professor), at work on articles concerning existentialism in the modern Spanish American short story and the drama of Sartre. Another article on the Modern Spanish American short story accepted for publication by the Journal of Inter-American Studies in Miami.

Music:

Concerts and recitals, of which six were presented during the year with all members of the staff contributing, may be regarded as creative activity in this area. In addition, the Serenaders, directed by Lavan Robinson, presented 25 different programs in the South Georgia and North Florida region, including a television appearance on WGTV, Thomasville.

Lavan Robinson also appeared as an actor and trained a male chorus for the Speech Department production of St. Joan.

John Huxford produced a weekly one and one-half hour music program over WGOV-FM from October to March. He also composed the "Azalea City March," which was premiered by the Concert Band, directed by Sanford Campbell at its Spring Concert.

Psychology:

B. M. Thornton (Professor and Head), a book, The Psychology of the Individual, published by Multiprint, New York City. Three published articles as follows: "A High School Psychology Course," Louisiana Journal of Education, February, 1967; "A National Survey of High

School Psychology," Journal of School Psychology, Spring, 1967;
"The High School Psychology Course," American Psychologists,
June, 1967.

John M. Branan (Associate Professor), an article, "Client
Reaction to Counselor's Use of Self Experience," Personnel and
Guidance Journal, February, 1967.

Speech:

The production and presentation of quarterly plays by members of this department may be regarded as active creative work. John Rudy (Associate Professor) was responsible for "The Night of the Iguana" in the Fall Quarter; Joel Boatright (Instructor) was the producer of "Middle of the Night" in the Winter Quarter; and Stanley Dellart produced "St. Joan" in the Spring Quarter. Joel Boatright was the reader of "A Night with Poe" during the Winter Quarter, and Wesley R. Christie was narrator for the Music Department's Winter Quarter production, "I Am an American."

While it is clear that no great quantity of research is being done in most areas at this time, research activity and publication of some significance are going forward mainly in Biology, Economics, Education, English, History, and Psychology. Staff members of departments such as Art, Music and Speech might not normally be expected to express their interests in special studies and creative work quite in the same way as the more conventional academic departments. The above detailed report certainly confirms the fact that Valdosta State College is not a research institution, and that only a comparatively few individuals have the inclination to pursue special studies systematically or to bring the results of their studies into public view. We hope that the number of interested research persons on our campus, however, will increase. It is our aim to stimulate interest in this particular area whenever and wherever possible.

E

FULL-TIME FACULTY ENGAGED IN TEACHING

Average number of equivalent full-time teachers engaged in teaching during the regular session ... 91.22.

(This figure was arrived at by totaling the number of fully employed teaching staff (.75) engaged in teaching in a given quarter, then adding part-time instructors in terms of one-third per five-hour course, members of the library staff on the same basis, and Dr. Graham Wall and James E. Martin as two-thirds time each. Totals for each of the three quarters thus derived were then added and divided by three to give the number suggested.)

Average number of full-time teachers in first term Summer Session, 1966...35.33. Average number of full-time teachers in second term Summer Session, 1966...18.33.

(These figures were arrived at by the formula explained in the paragraph above.)

Administrative personnel engaged in teaching:

Summer Quarter, 1966

Thera Hambrick (Librarian)	Library Science 400	5 hours
Joy B. Trulock (Assistant Librarian)	Library Science 305	5 hours
Evelyn D. Morgenthaler (Assistant Librarian)	Library Science 300	5 hours
Graham Wall (.67 Professor of Mathematics)	Mathematics 120	5 hours

Fall Quarter, 1966

Evelyn D. Morgenthaler (Assistant Librarian)	Library Science 300	5 hours
Graham Wall (.67 Professor of Mathematics)	Mathematics 307	5 hours
James E. Martin (.50 Associate Professor of Physics)	Physics 101 and Physical Science 111	10 hours

Winter Quarter, 1967

Graham Wall (.67 Professor of Mathematics)	Mathematics 308	5 hours
James E. Martin (.50 Associate Professor of Physics)	Physics 111 C & D	10 hours

Spring Quarter, 1967

Joy B. Trulock (Assistant Librarian)	Library Science 305	5 hours
Graham Wall (.67 Professor of Mathematics)	Mathematics 405	5 hours
James E. Martin (.50 Associate Professor of Physics)	Physics 110 B & 111	10 hours

F

NUMBER AND REMUNERATION OF FACULTY BY RANK

Number by Rank:

Professors	19
Associate Professors	26
Assistant Professors	39
Instructors	6

(The above statistics are taken directly from the listing on page 81 of the 1966-67 budget.)

Average Basis Salaries (nine months) for each Rank:

Professors	\$10,900.00
Associate Professors	9,246.00
Assistant Professors	8,087.00
Instructors	6,450.00

(The above figures are taken directly from page 81 of the budget for 1966-67.)

G

INSTRUCTIONAL WORKLOAD

Average workload per teacher in terms of students (teacher-student ratio):

Summer, 1966 - First Term (39 teachers, 61 classes, 938 students)	24.
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Summer, 1966 - Second Term (22 teachers, 22 classes, 598 students)	27.
Fall, 1966 (101 teachers, 288 classes, 1972 students)	19.5
Winter, 1967 (100 teachers, 311 classes, 1790 students)	17.9
Spring, 1967 (104 teachers, 287 classes, 1698 students)	16.3

Average workload per teacher in terms of teaching hours per week:

Summer, 1966 - First Term	17
Summer, 1966 - Second Term	20
Fall, 1966	14
Winter, 1967	14
Spring, 1967	13

Average number of student credit hours per quarter taught by

teachers:

Summer, 1966 - First Term	217
Summer, 1966 - Second Term	135
Fall, 1966	308
Winter, 1967	284
Spring, 1967	260

Average class size:

Summer, 1966 - First Term	28
Summer, 1966 - Second Term	27
Fall, 1966	25
Winter, 1967	23
Spring, 1967	22

H

APPRAISAL OF INSTRUCTION

It is difficult to evaluate the quality of teaching, since Valdosta State College is dedicated essentially to the best possible instruction at the undergraduate level. However, the following effort must be made to suggest realistically and in approximately truthful terms the calibre of this primary endeavor.

Generally speaking, one's impression is that teaching at Valdosta State College compares favorably with instruction provided by other University System institutions which are aiming at the same general goals. It is unquestionably true that a gratifying number of Valdosta State College faculty members, regardless of degrees held, are excellent. These people would be a credit to any undergraduate institution in the region, public or private. At the same time, it is true that the educational program of the College will not measurably improve until the number of such staff members is impressively increased.

As might be expected, in a faculty of some 90 persons there are examples of poorly qualified and mediocre workers. However, the number of these is small. Efforts will continue to be made to eliminate in as merciful a way as possible such persons, or through counseling, suggestion, and advice, to help them bring their work up to at least an adequate level. By and large, the faculty at Valdosta State College are loyal, concerned, and professionally competent.

With the aid of the specific comments of department heads, as well as accumulated observations and impressions gathered by the Dean and the President during the year, the following statements relating to

the instruction in individual departments should lend reasonable support to the rather general remarks above:

ACCOUNTING - The teaching in this area has ranged radically from crude and professionally incompetent instruction to excellent. The resulting uneven effect this year upon students majoring in this area has been essentially bad. It is expected that, with elimination of some personality problems and addition of several new instructors, the teaching performance in this department will be considerably improved.

ART - This appears to be a well-unified department in its goals and procedures, and the instruction should be regarded as superior at every point. Two additions for the coming year promise to raise the quality of work going on in a department which is already gratifyingly effective in its work.

BIOLOGY - Work of the staff in this department ranges from fairly poor to solid and excellent. At least five members are exceedingly well-qualified professionally and, as a whole, provide some of the best instruction in the College. At least one member of the faculty may be of questionable value.

BUSINESS ADMINISTRATION-ECONOMICS - Teaching in this department may be judged as being from good to superior. At least two members, one experienced and one only beginning his work as a college instructor, appear to be highly successful in stimulating their students toward a high degree of interest and solid work. The teaching effectiveness of the staff has been somewhat handicapped by difficulties during the year within the closely related Department of Accounting.

CHEMISTRY - The quality of the instruction in this department is

somewhat difficult to gauge. However, it is probably correct to suggest that instruction offered for majors, particularly the few who are candidates for the professional degree in chemistry, is quite superior. At the same time, instruction for the benefit of students in general who may elect introductory courses in this subject, is only fair. The teaching, in other words, represents a curious and rather baffling blend of good instruction of a highly deliberate and rigid type, along with a seeming indifference to the contributions which this subject might make to general liberal education.

EDUCATION - Apart from a great deal of energetic activity, largely of a quantitative sort, the actual teaching work in this area is most difficult to appraise. The department is surely one of the most impressive with respect to quantitative competencies. There are unquestionably a number of seriously responsible individuals on the staff, but how much solid content and intellectual cultivation is present in the teaching program is hard to ascertain. There is no member of the staff who should be regarded as incompetent or positively ineffective in this area. At the same time, there appears to be in the instructional program no individual of great distinction. Much difficulty is encountered in relating the teaching efforts in this area to those expended in the so-called academic departments of the College.

ENGLISH - The teaching staff of this department is generally of good quality, achieving essentially good results. The staff as a whole is hard-working, serious, and dedicated in particular to the liberal arts values with which the College is concerned. There is no genuinely weak instructor, and several would certainly be acceptable in

many institutions which might regard themselves as superior to Valdosta State College.

HISTORY - This department makes much of its very strong dedication to high standards of performance and relatively rigorous requirements of all students. The staff is obviously well-equipped professionally, and virtually all of the members work punctiliously and in reasonable harmony toward higher goals. Some of the most stimulating as well as demanding teaching in the College occurs in this department in response to unusually strong and sometimes exacting leadership. The staff as a whole, jealous and ambitious of and for its place in the liberal arts program of the College, must be regarded as making up perhaps the strongest department in the College. Perhaps because of the comparatively poor training of many of our entering students, the Department occasionally gives the impression of excessive concern with the inculcation of elementary skills and intellectual work; but one is reluctant to condemn such a concern in the circumstances. As the staff prepares itself for graduate instruction, it may begin to exhibit somewhat more flexibility, academic maturity, and relaxed reconciliation in its relations with other areas in the total program of the College.

MATHEMATICS - Instruction offered by this department appears to be uniformly superior. This is due to a congenial staff working energetically and willingly toward limited undergraduate ends and in strong support of programs designed primarily for the benefit of public-school teachers. The instruction is good also as a service to other science departments, and more than adequate in contributing to general education ends.

MODERN FOREIGN LANGUAGES - Although the staff of this department was young and comparatively inexperienced, a good teaching job has been done as the department shifted over to the audio-visual approach in the introductory courses in French and Spanish. Established members performed very well considering such handicaps as incredibly crowded office conditions, less than satisfactory classrooms for this work, and absence of mature leadership. Those several persons employed on a temporary or part-time basis performed also, almost without exception, in a highly commendable way.

MUSIC - The faculty in this department as a whole appears to have done a more than adequate job of teaching this past year. The most striking success appears to have been in the instrumental area. Despite some frictions of a personal nature within this relatively small department, the leadership has moved more strongly with a resulting improvement generally in instruction.

PHYSICAL EDUCATION - Since the work in this department is not academic in the usual sense, it is only presumed that the instruction has been satisfactory on the part of most members of the staff. One hears recurring complaints at a point or so, but these do not suggest that the teaching is really inadequate.

PHYSICS - With the exception of one staff member whose health has declined, instruction in this department should be evaluated as excellent under new, sensible, and enlightened leadership.

PSYCHOLOGY - The teaching in this area has been generally effective and perhaps superior, except on the part of a new and inexperienced instructor whose interests were more in the area of experimental research

than in the teaching of under-graduates. This situation is being corrected by replacement and promising additions.

SECRETARIAL SCIENCE - Instruction in this department has been conducted with unusual efficiency and with generally good results. While the work in this subject field would appear superficially to be in a direction contrary to the purposes of a liberal arts program, this segment of the faculty is sensitive to the problem and recognizes the distinctions between vocational preparation and general education. The instruction here should be evaluated as good to superior.

SOCIOLOGY - Instruction in this area has suffered lamentably because of personnel of highly dubious character and competency. The situation has been corrected by replacement and addition.

SPEECH AND DRAMA - The interests of this department continue to be somewhat awkwardly divided between training in speech and a concern with the theatrical arts and stage production. Instruction appears to have been generally satisfactory with occasional exception to be explained in terms of individual human weaknesses. This faculty did not conduct itself as a strong, well-unified, and really sophisticated department during this particular year; but readjustments in leadership and certain promising additions are encouraging.

On a whole the instruction at Valdosta State College is good. Where there are weaknesses, we are moving to correct them. Realizing that good teaching should be our main concern, we shall strive to improve its quality as rapidly as possible. The administration and faculty are committed to this end.

II

STUDENTS

With the general administrative reorganization of the College into four general areas of responsibility at the beginning of the year, the Dean of Students assumed responsibility for the following services and agencies: Counseling, Testing, Admission, Housing, Student Health, Financial Aid, Placement, Student Employment, Discipline, Student Government, Student Activities, The College Union, Registration of Students, Student Records, and, with the Office of College Relations, Student Publications.

The philosophy leading to the development of this area of student affairs was a product of several important pressures: (1) Students had been left to their own devices in the general area of student affairs, as evidenced by the fact that only two or three professionals were working full-time in this vital area. (2) Student government had failed to provide adequate student leadership, and as a consequence, several student organizations were faced with imminent disaster. (3) Students were generally of the opinion that they were not free to express ideas to the administration. (4) The image of the institution as a "suitcase college" prevailed and was perpetuated by students and faculty.

However, reorganization of the College's total administrative structure and elevation of student personnel services to a position of prominence are largely responsible for whatever progress has occurred, Dean Young has given aggressive and enlightened leadership to this area of work during his first year at Valdosta State College, and such

progress has been made.

Student enrollment again showed a rise in numbers. Chart II of the appendix reflects this enrollment increase.

A

THE REGISTRAR

The Office of the Registrar has functioned efficiently and smoothly during the year, particularly so when viewed in the context of a new administration and new offices. A significant development was accomplished when the Office of Admissions was administratively separated from the Registrar's Office. Mr. James E. Martin became Director of Admissions and Mrs. Caroline Thomas continued as Registrar. This division of responsibility has worked to the advantage of the College in most cases, but occasionally areas of mutual administrative overlap occur which require periodic readjustment.

A more important development occurred when the reorganization of the College placed the Registrar's Office in Student Affairs. This structure has caused some confusion due to the natural and necessary functions of a Registrar, namely, that she must be student personnel oriented and at the same time concerned about course scheduling, academic space, and such other items that are more appropriately a concern for the Dean of the College.

The Machine Records section of the Registrar's Office (IBM) has produced adequate service during the year. This is particularly true, considering that this office was physically transferred to a new building, thereby requiring disassembly and reassembly of a complex data processing system. However, the potential of this office has not been

attained during the past year, primarily because we are just now beginning to know of the types of data output that such equipment can provide. It is our opinion that the Machine Records (IRM) Office would function more efficiently if it were made a separate service department of the College, reporting to the Dean of Students.

The following tables prepared by the Registrar present certain useful statistical information about the nature of student enrollments for the past year.

SUMMER QUARTER 1966
ANNUAL ENROLLMENT REPORT

I. Enrollment by Session and Cumulative Enrollment

Enrollment First Session	938
Enrollment Second Session	598
Cumulative Enrollment	1052

II. Cumulative Enrollment by Class, Residence, Sex, and Veterans Status

Freshman	202	Residents of Georgia	963
Sophomore	203	Residents of other	
Junior	182	States	89
Senior	239	Total	1052
Other		Men	422
Classification	226	Women	630
Total	1052	Total	1052
		Veterans	31
		Non-veterans	1021
		Total	1052

III. Quarter Credit Hours for Which Students Enrolled

Lower Division (Freshman and Sophomore)	6165
Upper Division (Junior and Senior)	5165
Total	11330

ACADEMIC YEAR 1966-67

I. Total Academic Year Enrollment

Enrollment - Fall Quarter	1972
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Enrollment - Winter Quarter	1790
Enrollment - Spring Quarter	1730
Average Enrollment	1831
Cumulative Enrollment	2236

II. Cumulative Academic Year Enrollment by Class, Residence, Sex, and Veterans Status

Freshman	776	Residents of Georgia	1974
Sophomore	592	Residents of other States	259
Junior	432	Residents of Foreign Countries	3
Senior	338		
Other Classification	98	Total	2236
Total	2236	Men	1072
		Women	1164
		Total	2236
		Veterans	85
		Non-veterans	2151
		Total	2236

III. Quarter Credit Hours for Which Students Enrolled

Lower Division (Freshman & Sophomores)	61235
Upper Division (Junior and Senior)	24518
Total	85753

ACADEMIC YEAR 1966-67

SATURDAY CLASSES

I. Total Academic Year Enrollment

Enrollment - Fall Quarter	9
Enrollment - Spring Quarter	13
Average Enrollment	11
Cumulative Enrollment	21

II. Cumulative Academic Year Enrollment by Class, Residence, Sex, and Veterans Status

Special Classification	21	Residents of Georgia	20
Total	21	Residents of other States	1
		Total	21
		Men	8
		Women	13
		Total	21

III. Quarter Credit Hours for Which Students Enrolled

Lower Division (Freshman and Sophomore)	45
Upper Division (Junior and Senior)	65
Total	110

ENROLLMENT REPORT - 1966-67

	<u>Fall Quarter 1966</u>		<u>Winter Quarter 1967</u>		<u>Spring Quarter 1967</u>	
	<u>Regular</u>	<u>Saturday</u>	<u>Regular</u>	<u>Saturday</u>	<u>Regular</u>	<u>Saturday</u>
Men	931	4	862		834	4
Women	1041	5	928		896	9
P.L. 16 and 894 Veterans	2	0	2		1	0
P.L. 550 Veterans	64	0	47		54	0
Non-Veterans	1906	9	1741		1675	0
Residents of Georgia	1741	8	1578		1523	13
Non- Residents	331	1	212		207	0
Total Enrollment	1972	9	1790		1730	13
Total Quarter Hours	30719	45	28232		26802	65

STUDENT ENROLLMENT BY CLASSES
Cumulative for Year 1966-67

	<u>Sr.</u>	<u>Jr.</u>	<u>Soph.</u>	<u>Fresh.</u>	<u>Special</u>	<u>Totals</u>	<u>Evening and Saturday Classes</u>
	Men	181	214	282	356	16	1049
Women	157	218	310	420	31	1136	42
P.L. 345 & 16 (894) Veterans	1	0	0	2	1	4	
P.L. 550 Veterans	19	17	21	18	6	81	
Non- Veterans	318	415	571	756	40	2100	
Residents of Georgia	304	390	531	660	39	1924	70
Non-residents	17	23	27	61	1	129	1
Male							

Non-residents							
Female	17	19	34	55	7	132	1
Non-residents							
Total	34	42	61	116	8	261	2
Total							
Enrollment	338	432	592	776	47	2185	72

ENROLLMENT REPORT - SUMMER, 1966

	<u>First Term</u>	<u>Second Term</u>
Men	398	214
Women	540	384
P.L. 16 and 894 Veterans	1	1
P. L. 550 Veterans	28	21
Non-veterans	909	576
Residents of Georgia	860	554
Non-residents	78	44
Total Enrollment	938	598
Total Quarter Hours	8300	3030

STUDENT ENROLLMENT BY CLASSES
CUMULATIVE FOR SUMMER 1966

Men	<u>Seniors</u>	<u>Juniors</u>	<u>Sophomores</u>	<u>Freshmen</u>	<u>Special</u>	<u>Totals</u>
Men	105	73	82	103	59	422
Women	134	109	121	99	167	630
P.L. 345 & 16(894) Veterans	1	0	0	0	0	1
P.L. 550 Veterans	11	9	8	2	0	30
Non-veterans	227	173	195	200	226	1021
Residents of Georgia	230	162	189	161	221	963
Non-residents	9	20	14	41	5	89
Total Enrollment	239	182	203	202	226	1052

SIZE OF CLASSES, SUMMER SESSIONS 1966
AND YEAR 1966-67

<u>Number of Stu-</u> <u>dents Per Class</u>	<u>0-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30-30</u>	<u>40-</u>	<u>Totals</u>
Summer 1966						63
First Session	4	11	24	13	11	

Summer 1966						
Second Session	3	5	12	2	3	25
Totals						
Summer 1966	7	16	36	15	14	88
Fall Quarter, 1966	44	47	99	75	22	287
Winter Quarter, 1967	65	57	107	67	9	305
Spring Quarter, 1967	59	68	110	54	8	299
Totals						
Year 1966-67	168	172	316	196	39	891

DEGREES CONFERRED

	<u>Bachelor of Arts</u>		<u>Bachelor of Science</u>		<u>Bachelor of Science in Chemistry</u>		<u>Total</u>
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	
	August 1966	19	5	37	52	0	
June 1967	30	28	72	77	1	0	208
Totals	49	33	109	129	1	0	321

Chart III in the Appendix gives figures showing the total of graduates including Education Majors, 1962-63 to 1966-67.

ANALYSIS OF DEGREES GRANTED AUGUST 1966
AND JUNE 1967 as to MAJORING DEPARTMENTS

	<u>August 1966</u>		<u>June 1967</u>		<u>Totals</u>
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	
Accounting	2	0	9	0	11
Art	0	0	2	2	4
Biology	3	2	2	2	19
Business Administration:					
Economics	2	0	4	0	6
Finance	1	0	8	0	9
General Business	1	0	4	0	5
Management	0	0	3	0	3
Marketing	0	0	4	0	4
Chemistry	2	0	2	0	4
Education-Elementary	0	37	2	44	83
Education-Junior High	0	0	0	0	0
Education-Secondary:					
Business Education	0	0	0	4	4
English	3	4	2	8	17
General Science	0	0	0	2	2
Mathematics	1	0	0	3	4
Modern Foreign Lang.	0	0	0	2	2

Social Science	3	21	6	9	20
English	2	2	4	4	12
French	0	0	1	3	4
German	1	0	0	0	1
History	8	0	7	4	19
Mathematics	0	0	4	2	6
Medical Technology	0	1	0	0	1
Music	0	0	1	1	2
Physics	0	0	3	0	3
Psychology	0	0	9	0	9
Secretarial Science	0	1	0	2	3
Social Work	0	1	0	0	1
Sociology	7	2	11	12	32
Spanish	1	0	1	1	3
Speech	0	0	2	1	3
	<u>37</u>	<u>52</u>	<u>102</u>	<u>105</u>	<u>296</u>

Two-Year Secretarial Science Certificates

June 1967	0	2	0	9	11
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CUMULATIVE ENROLLMENT BY COUNTIES 1966-67

County	Number of Students			County	Number of Students		
	Regular	Off-Schedule			Regular	Off-Schedule	
		Evening	Saturday			Evening	Saturday
Appling	3		1	Coffee	25		
Atkinson	9			Colquitt	104	11	4
Bacon	3			Cook	46	1	
Baker	2			Coweta	6		
Baldwin	2			Crisp	37		
Bartow	2			Decatur	41		
Ben Hill	22			DeKalb	25		
Barren	60	1	1	Dodge	1		
Bibb	46			Dooly	19		
Bleckley	1			Dougherty	113		
Brantley	2			Early	13		
Brooks	97	2	2	Echols	7	1	
Bryan	1			Elbert	1		
Burke	3			Evans	3		
Calhoun	3			Floyd	1		
Camden	2			Franklin	1		
Catoosa	1			Fulton	26		
Charlton	7			Glynn	10		
Chatham	16			Grady	37		1
Clark	2			Greene	1		
Clay	1			Gwinnett	3		
Clayton	6			Hall	1		
Clinch	30	1		Harris	1		
Cobb	16						

Houston	25			Scraven	3		
Irwin	12			Seminole	18		
Jeff Davis	1			Spalding	19		
Jones	2			Stephens	1		
Lamar	1			Stewart	3		
Lanier	30	1		Suater	8		
Laurens	5			Taylor	2		
Lee	2			Telfair	3		
Lowndes	560	32	6	Terrell	16		
Macon	1			Thomas	82		
Miller	10			Tift	27		
Mitchell	39			Toombs	6		
Montgomery	1			Troup	2		
Muscogee	14			Turner	11		
Newton	3			Upson	3		
Peach	3			Walker	1		
Pierce	12			Walton	1		
Pulaski	1			Ware	59	4	
Putnam	1			Washington	3		
Quitman	4			Wayne	28		
Randolph	14			Wilcox	3		
Richmond	4			Worth	19		1
Rockdale	1						

CUMULATIVE ENROLLMENT BY STATE AND
FOREIGN COUNTRIES 1966-67

OUT OF STATE STUDENTS

State	Number of Students		State	Number of Students	
	Regular	<u>Off-Schedule</u> <u>Evening Saturday</u>		Regular	<u>Off-Schedule</u> <u>Evening Saturday</u>
Alabama	4		Massachusetts	3	
Alaska	1		Michigan	4	
Colorado	1		Minnesota	1	
Connecticut	6		Missouri	1	
District of Columbia	2		New Jersey	10	
Florida	171	1	New York	4	
Illinois	1		North Carolina	2	
Indiana	12		Ohio	2	
Iowa	1		Pennsylvania	9	
Kansas	1		South Carolina	2	
Louisiana	2		South Dakota	1	
Maine	2		Tennessee	2	
Maryland	7		Texas	2	
			Virginia	4	1
<u>Country</u>			<u>Totals</u>		
Japan	1		In-State	1994	
Norway	1		Out-of-State	260	
Sweden	1		Foreign	3	
				<u>2257</u>	

B

ADMISSIONS OFFICE

The Admissions Office has functioned efficiently and effectively during the year. Inasmuch as only a few policies existed in this area due to its recency, it appears that significant progress has been made.

The work of the Admissions Office is presented in tabular form in the next six illustrations. As the tables reflect, the work load of the Admissions Office continues an upward surge. As the graduate program develops, it becomes increasingly more imperative that the staff of this office be expanded. Similarly, if we are to continue our present recruitment policies, which are actually ineffective and expensive, we must provide for recruitment personnel in future budgets.

The following tables will reflect some of the activity of the Office of the Director of Admissions.

APPLICATIONS FOR ADMISSION
SUMMER QUARTER, 1966

	<u>Beginning Freshmen</u>	<u>Transfer Under- Graduate</u>	<u>Transient</u>	<u>Other</u>	<u>Total</u>
No. completed applications	150	57	48	72	327*
No. Accepted	93	54	48	72	267
No. Accepted for On-Trial	53				53
TOTAL NOT ACCEPTED	4	3			7
No. incomplete applications	3	11	3	2	19

* Does not include 9 freshmen who were offered and accepted summer trial, but who did not enroll. These are reported in the fall as rejected.

APPLICATIONS FOR ADMISSION
FALL QUARTER, 1966

	<u>Beginning Freshmen</u>	<u>Transfer Under- Graduate</u>	<u>Total</u>
No. completed applications	739	250	989
No. accepted	673	192	865
No. accepted for On-Trial	4	29	33
TOTAL NOT ACCEPTED	62	29	91
No. incomplete applications	25	12	37

Of the fall quarter freshman applications, 59 freshman applicants were offered summer trial and did not enroll. They fell in three categories and are not shown anywhere above:

- (a) 33 did not reply to offer.
- (b) 9 accepted and did not enroll.
- (c) 17 refused.

APPLICATIONS FOR ADMISSION
WINTER QUARTER, 1967

	<u>Beginning Freshmen</u>	<u>Transfer Under- Graduate</u>	<u>Transient</u>	<u>Other</u>	<u>Total</u>
No. completed applications	26	92	2	4	124
No. accepted	13	64	2	4	83
No. accepted for On-Trial	8	20			28
Total Not Accepted	5	8			13
No. incomplete applications	6	9			15

APPLICATIONS FOR ADMISSION
SPRING QUARTER, 1967

	<u>Beginning Freshmen</u>	<u>Transfer Under- Graduate</u>	<u>Other</u>	<u>Total</u>
No. completed applications	13	57		70
No. accepted	10	38		48
No. accepted for On-Trial	1	15		16
Total not accepted	2	4		6
No. incomplete applications	5	5	1	11

ADMISSION APPLICATION TOTALS
ACADEMIC YEAR 1966-67

	<u>Beginning</u>	<u>Transfer</u>			<u>Total</u>
	<u>Freshmen</u>	<u>Under-</u>	<u>Transient</u>	<u>Other</u>	
		<u>Graduate</u>			
No. completed applications	928	456	50	76	1510
No. accepted	789	384	50	76	1263
No. accepted for On-Trial	66	64			130
TOTAL NOT ACCEPTED	73	44			117
No. incomplete applications	39	37	3	3	82

APPLICATIONS AS OF JUNE 15, 1967

Fall Freshmen, incomplete	176
Fall Transfers, incomplete	92
Fall Freshmen, accepted	652
Fall Transfers, accepted	85
Rotary Students	3
Fall Total (active)	1008
Fall Freshmen, rejected	57
Fall Transfers, rejected	6
Fall Freshmen, withdrawn	46
Fall Transfers, withdrawn	3
	112
Summer Freshmen, incomplete	8
Summer Transfers, incomplete	7
Summer Freshmen, accepted	59
Summer Transfers, accepted	39
	113
Summer Specials and Transients, incomplete	7
Summer Specials and Transients, accepted	92
Summer Trial	36
	135
Graduate School and Natural Resources Use Workshop:	
Incomplete	16
Accepted	60
	76
Rejected	18
Withdrawn	1
	19
Summer Specials and Transients, withdrawn	7
Summer Transfers, withdrawn	1
Summer Freshmen, withdrawn	2
	10

Summer Transient, rejected
Summer Freshmen, rejected

1
3

4

Applications received - Fall and Summer

1477

C

FINANCIAL AID

During the past year, the Office of Financial Aid was responsible for administering slightly over \$46,000 in scholarship and loan funds. The program was administered by a part-time Director of Financial Aid, under supervision of the Dean of Students. With the rapid expansion of our financial aid program, particularly in the areas of National Defense Student Loans, College Work Study and Economic Opportunity Grants, it has become necessary to employ a full-time Director of Financial Aid to administer an anticipated program of more than \$130,000 annually.

A significant development occurred in the financial aid program, with appointment of a faculty-student committee to establish long-needed policies for governing the administration of student financial aid. This committee has been hard at work developing a meaningful, consistent set of policies on student financial aid. A particular example of new policy is that one which recognizes the importance of student employment in the financial aid picture. On June 15, 1967, responsibility for student employment was moved from the Office of Placement to the Office of Financial Aid, thereby permitting the application of similar criteria in granting student employment and financial aid.

During the year, 119 students received financial aid from the College, the average amount for each student being \$391.83. Awards ranged from a high of \$900 (loans) to a low of \$99 (tuition scholarships).

Sixty-eight students received N.D.E.A. Loans, totaling \$30,710, and 17 students were awarded Regents Scholarships, totaling \$6,315. Thirty-four students were awarded one, two, or three quarters' tuition scholarships for a total of \$9,603.

In our judgment, a sizable number of students from this area of Georgia were not able to attend Valdosta State College due to our lack of available loan-scholarship funds. However, we do not know of any particular student who had to leave college because of financial reasons. There may have been some whom we did not know about. With the increased participation in the federal programs mentioned above, this condition should be alleviated.

D

TESTING

The Testing Program at the College continued to expand at a moderate rate during the year. In September, the College applied to the Educational Testing Service for designation as a "special test center." Permission was granted, and we are now authorized to administer and score the Scholastic Aptitude Test (S.A.T.) upon request. Such designation will permit us to test and certify for admission, prospective students in the recently acquired Educational Program at Moody Air Force Base.

Individual psychological evaluation and assessment through the use of tests increased during the year, primarily because of the increased

counseling caseload. Over 100 tests of general intelligence, 300 vocational interest, and 50 tests of personality were administered on an individual basis. Group administrations of the Sequential Tests of Educational Progress (S.T.E.P.) to all transfer students continued throughout the year, as did group administrations of the Graduate Record Examination, National Teacher Examination and regularly scheduled "College Boards" (S.A.T.).

E

COUNSELING

During the year an increasingly larger number of students sought counseling in the Office of Student Affairs. Although the most prevalent problem students present during the initial interview centers around the academic, almost invariably subsequent counseling sessions reveal disturbed family and personal relationships. A few of these cases were judged to be severe enough to require psychiatric attention. Two students were permitted to withdraw from the College to seek psychiatric care on an in-patient basis. One (a depressive) was treated for several months and has since returned to the College; the other (a simple schizophrenic) is still in the state hospital.

Other counseling cases presented the general syndrome best described as the identity crisis, i.e., a generalized feeling of being "lost" or "confused." These students were treated individually and in groups in such a manner so as to reduce their anxiety and provide new insights. A large percentage of our counseling cases fell in this category.

Other counseling cases seen during the year included several presumed pre-marital pregnancies (three actually were), 12 severe anxiety

reactions, one male homosexual, and several hundred generalized, unclassifiable cases requiring short-term counseling.

Several factors have contributed to the increased counseling case-load this year:

- (1) Many students are sent for counseling by faculty members.
- (2) The class attendance policy as presently administered permits us to reach certain potential problems early.
- (3) A few "early successes" with students have established a feeling of confidence and a consequent trust among the students. This has proven to be a disadvantage in some cases for students frequently expect to be "cured" in 10 or 20 minutes.
- (4) The entire personnel staff has accepted the central importance of counseling in all our work.

According to all of the national and regional associations concerned with counseling and guidance, a college with 2000 students should have (at a minimum) two full-time professionally prepared counselors. At the present time, we have no full-time counselors, although many of the student personnel staff spend a sizeable portion of their time counseling. The importance of obtaining at least one, full-time counselor cannot be over-emphasized. We have just begun to uncover problems in our students that in years past have been completely ignored. The tragedy of this approach is that problems do not "disappear" as if by magic, they merely ferment until such time as the anxiety becomes unbearable.

As a postscript it must be mentioned that a small group of teaching

faculty have been doing an excellent counseling job for us during the year. This is not to be confused with academic advising, which is something quite apart from helping students with personal problems.

F

HEALTH SERVICE

The administrative reorganization referred to previously, brought the College Health Service into the Student Affairs area of responsibility. During the year a number of significant accomplishments have been effected.

At the beginning of the year, a careful study was made by the Health Service Staff of the seemingly large number of daily clinic cases (non-admissions). It was learned that many students "used" the services of the clinic to escape their responsibilities regarding class attendance. A new policy was effected which made it no longer possible to obtain a written excuse for clinic treatment. Serious cases requiring overnight treatment (admission to the Health Service) were provided written explanations so that students could verify their legitimate class absence. The reduction in the number of clinic cases was quite dramatic, once the policy was put into effect, thereby permitting the medical staff to more efficiently utilize its valuable time. This policy has been in effect for 10 months with no evidence of any particular hardship for students. The quarterly caseloads for the Health Service are presented in the following table:

	<u>HEALTH SERVICE CASELOAD</u>				<u>Total</u>
	<u>Summer</u> <u>Sessions</u>	<u>Fall</u> <u>Quarter</u>	<u>Winter</u> <u>Quarter</u>	<u>Spring</u> <u>Quarter</u>	
No. students treated	238	1666	1078	852	3834

No. students admitted	10	43	42	22	217
No. students referred to Pinaview or outside med. attention	5	20	16	7	48
No. students requiring Psych. care	0	0	0	1	1

PERCENTAGE OF VARIOUS MEDICAL DISORDERS REQUIRING CLINICAL TREATMENT

<u>Disorder</u>	<u>Percent</u>
Minor injuries, allergies, gynecological or genito-urinary conditions	50
Upper Respiratory Infections	30
Gastro-Intestinal Distress	15
Eye, Ear, Nose, Throat, and Emotional	5

Additional staff help was required as a direct result of the Federal Minimum Wage Program, which went into effect February 1. A new nurse was added, bringing the total to four, facilitating nursing attention on a 24-hour basis.

The Health Service operated quite effectively and efficiently during the year, considering available funds. It became necessary to effect a Health Fee increase from \$6 to \$8 per student per quarter, to meet increased staff and supply expense.

G

HOUSING

Student housing has been under careful study during the year, and as a result a number of changes have been made. These include:

- (1) Students are required to sign an agreement (when requesting on-campus housing) which will bind them to on-campus

housing for three full quarters, thereby eliminating constant turnover and half-filled residence halls.

(2) A housing request form has been devised which will permit us to utilize data processing equipment, thereby increasing our efficiency in making housing assignments and in keeping records.

In addition to the above, planning has been underway for several months for a 200-bed residence hall for women to be completed in the Fall, 1968. Approval for a 500-bed residence hall for women has just been granted, which will bring our total on-campus residence hall space to 1700.

Our future housing needs appear to lie in the areas of male and married student housing.

H

DISCIPLINE

Student behavior at the College was, for the most part, quite good. Of course a small number of students, by their actions, required us to invoke rehabilitative penalties in the form of suspension and probation. A total of seven students were suspended by action of the Faculty Discipline Committee for periods ranging up to three quarters. Three of these cases were appealed to the President of the College, and these same three cases were appealed to the Board of Regents. These three cases, although clearly warranting suspension, brought to our attention the need to modify our disciplinary procedures to include the only element of "due process" which had heretofore been denied students, namely, the "right" to have a list of specifications or charges before the hearing. We now provide such a statement in writing, although we had previously

given each student a verbal statement.

In a similar vein, our conduct regulations are currently in process of being revised. This revision will include specific prohibitions of the various kinds of unacceptable conduct which can lead to probation, suspension or expulsion.

During the year, a total of 42 students were placed on conduct probation for offenses of various kinds, including drinking on campus, theft, vandalism, and rowdiness in the residence halls.

As pointed out in the reports of the Deans of Men and Women, there was no organized mass activity this year. That a "panty raid" did not occur can be attributed to an extremely high level of cooperation between the campus security force and the student personnel staff. Particular credit is due Messrs. Hunnicutt and Bray of the Security Staff for their help in insuring the success of our anti-demonstration procedures.

During the year, the effect of amphetamine drugs was discovered on campus. Only one student was involved in selling these dangerous drugs and was suspended for one quarter.

The general level of student conduct remained at a most acceptable level during the year, in spite of the isolated instances mentioned above.

I

PLACEMENT

The Placement Office was developed as a separate operation at the beginning of the year. This move has proven to be most advantageous to our graduating seniors. During the year, 33 school systems interviewed prospective teachers, and over 40 industrial, commercial or

governmental agencies visited the campus to talk with hopeful graduates. Most of our graduates accepted Civil Service or teaching positions. A smaller number accepted positions with private firms at starting salaries of about \$7500 annually.

J

STUDENT ACTIVITIES

The student activity program during the year has been expanding so as to involve more students in the cultural, social and recreational activities necessary to a well-balanced education. Primary leadership for all student activities has come from a very aggressive Student Government Association. However, the activity program still does not reach a large number of the student population -- particularly the commuting students. In order to insure an adequate and meaningful activity program for future years, we have employed for next year a Coordinator of Student Activities, who will begin work August 1, 1967. This person's responsibility will be to develop an activity program which is comprehensive in "coverage" and, at the same time, educationally and culturally balanced.

K

STUDENT ORGANIZATIONS

Although all of our student organizations continued to grow during the year, only two will be discussed here.

The Student Government Association, for the first time in many years exhibited enthusiasm, leadership and responsibility. This was due primarily to the very capable leadership of its president, Mr. William Wright. Under his direction, significant advancement was made in all areas of

student government, particularly in the area of student involvement in institutional policy. Students are currently serving on several committees, and the student body president has been permitted to attend all faculty meetings--a practice we hope will be continued.

A second organization, the Interfraternity Council, has made some headway, but the residual effects of a leadership vacuum in that organization continues to threaten the very existence of the fraternity system on this campus. A program of deferred rush has been developed, which will make all first quarter freshmen ineligible for fraternity pledgship for one full quarter. This program should make it possible for the fraternities to do a better selection job and avoid the large turnover they have been experiencing up to now. One new fraternity was added during the Winter Quarter, bringing the total to four.

Our four sororities continue to demonstrate excellent organization and effectiveness, although their contributions to the climate of learning could be much broader.

The Campus Canopy (newspaper) had a most successful year, in spite of a lack of an adequate staff. The newspaper won an All-American award, and provided students with a generally accurate picture of the collegiate scene.

The Pine Cone (yearbook) was a very fine publication, largely due to the efforts of three students and the Office of College Relations.

The Pine Branch (literary magazine) has almost no appeal to the general student body, although its literary quality was above average.

The most glaring need in the area of student publications is the establishment of a policy-making body of students and faculty responsible

to the Student Government Association. Inasmuch as all student publications derive their primary income from the student activity fee, it is imperative that a line of responsibility be established which reflects this responsibility to the student constituency. Such a board would establish all policies on student publications. In addition it would also assume responsibility for editorial appointments to each of the publications. We hope that the Student Government Association will study this very complex matter and make recommendations to the Dean of Students.

L

EVALUATION OF STUDENTS WORK

A tightening of academic regulations during the year and perhaps a somewhat more firm application of regulations, have resulted in some improvement in the attitudes and work of the student body as a whole. Standards of academic performance, and regulations adopted in relation to those standards, must be carefully and discretely initiated and applied. However, a good deal more can be done in obtaining the best results in working with so-called average good students whom the College seeks to serve. As the attempt to raise standards respecting admission and performance is pursued, it is recognized that considerable time may elapse before the student body - in overall character - may change very much for the better.

The College, of course, must be sensitive to the needs of an increasing population and increasing demands for an educated society. Therefore, it cannot be exclusive or restrictive to the same degree or in the same way as might a privately endowed or more specialized

type institution. However, there is a way to improve quality, and at the same time meet quantitative demands. The College is seeking to do this, as it explores all possibilities in this direction. This must continue to be a major fundamental preoccupation.

Policies governing class attendance continue to stress the importance of regular and frequent presence in classes and laboratories. Newly adopted attendance regulations, however, leave such matters essentially in the hands of individual instructors, who have responded very well as a whole to the spirit of our expectations.

The student body still suffers from the absence of a working Honor System, which of course must be established if the work of the College and the character of the student body are to improve. Certain steps in this direction were taken by the Student Government Association during the winter and spring. The faculty now needs to exhibit more enthusiasm for a workable system, and to cooperate more vigorously with the better element among the students themselves in the establishment and future development of an honor system. At present, no step could be taken which would benefit more the academic atmosphere and moral tone on this campus.

There is no doubt but that Valdosta State College attracts a certain number of excellent students who could do superior academic work in any regional institution, public or private. It is just these students who should be allowed a larger participation in planning and discussion for improvements in all activities, services, and programs--including the academic. Means should be found to take best advantage of thoughtful suggestions of these excellent members of the student body. If this can

be done effectively, many undesirable elements present within our student body will be more uncomfortable with their shortcomings, and perhaps will bring improvement within themselves.

In summary, the academic work of the students has been acceptable, but desired improvement will continue to be sought.

The following table shows academic probations and exclusions for the year 1966-67.

ACADEMIC PROBATIONS AND EXCLUSIONS
Year 1966-67

<u>Class</u>	<u>Fall Quarter 1966</u>		<u>Winter Quarter 1967</u>		<u>Spring Quarter 1967</u>	
	<u>Probation-Exclusion</u>	<u>Probation-Exclusion</u>	<u>Probation-Exclusion</u>	<u>Probation-Exclusion</u>	<u>Probation-Exclusion</u>	<u>Probation-Exclusion</u>
Freshman	130	35	133	37	82	49
Sophomore	94	21	73	23	41	18
Junior	42	5	31	6	24	7
Senior	24	6	21	3	9	2
Special	1	1	1	0	2	0
Totals	291	68	239	69	158	76

CURRICULUM - CHANGES AND DEVELOPMENTS

Observed from an overall point of view, and specifically, department by department, it is apparent that this has been primarily a year of usual maintenance. However, it has also been a year of beginning adjustment and the progressive laying of groundwork for future developments within the broad philosophical framework of the College's educational character and purpose. The educational philosophy under which programs are maintained and created remains somewhat vague. Perhaps the most pressing need is a profoundly critical look at just this question as preparation is made for the Southern Association visitation next year and the self study.

Publicly, the most obvious development has been a tentative and limited venture into somewhat broader offerings in continuing education for credit beyond previous service of this kind. In 1967-68, we should see a much more active and systematic development in this area, with the establishment of formal educational relations with Moody Air Force Base and a year-long, quarter-by-quarter elaboration of irregular credit offerings by most academic departments.

The College has also completed preparations for the initiation of limited graduate instruction in the form of a Master of Education degree program. Planning and action also have made possible the introduction of Philosophy into the curriculum in the coming year.

More specific matters will be observed in the following notations of particular work taking place within the several departments of the

College. (Chart IV in the Appendix gives the projected programs for the College during the next few years.)

A

ACCOUNTING

While some effort was made to introduce fresh perspectives and procedures in instruction in this area, the resulting disharmony must suggest that the situation in this area of the Business Administration program has hardly changed for the better. Some curricular readjustment for majors in this area has been made in connection with revisions affecting all major programs in the Division of Business Administration.

B

ART

In preparation for 1967-68, a number of new courses in this area were designed and placed in the College Catalog. These additions have added strength primarily in the areas of drawing, art history, and advertising design, leading to a somewhat broader and more professional program within this department. A new program leading to the A.B. degree in Art Education was perfected and approved by the Executive Committee of the College, in preparation for introducing the program in the Fall, 1967.

C

BIOLOGY

The curriculum in this area was thoroughly revised during the year in order to provide, in the light of developments in the field, more adequate training for the biology major interested only in a baccalaureate degree, the major planning to attend graduate school, and those

who plan to enter professional programs such as medicine and dentistry. The attempt was made to align the program with changes occurring throughout the University System, and in progressive institutions otherwise within the State and throughout the country. The guidelines for changes were derived from the Committee on Undergraduate Education in Biological Sciences, a national body with regional representation including organizations at the state level. These moves involve essentially an extension of background experience in related sciences, especially in chemistry, physics, and mathematics. Problems, of course, are made respecting the preservation of adequate preparation within a four-year program in the areas of general education and the Humanities.

D

BUSINESS ADMINISTRATION-ECONOMICS

Curriculum changes in this area were worked out essentially to broaden and strengthen the background and preparation of majors and to clarify degree requirements. At the junior-college level, the science requirement broadened to allow for 10 quarter hours in biology, chemistry, or physics. A course in the economic history of the United States was added as a requirement. At the senior college level, the requirement of two advanced courses in accounting was eliminated in favor of the addition of courses in the student's major area - economics, finance, management, or marketing. Generally speaking, curriculum revision in this area has meant the addition of several new courses of specific concentration, and the deletion of certain courses no longer believed to be usefully relevant.

E

CHEMISTRY

Requirements for supporting physics courses were made in accordance with changes made by the Physics Department in its course offerings. A revised program for the Professional Major in Chemistry has been devised in response to demands made by the adoption of the Core Curriculum Program, approved by the Advisory Council, and to be made effective at the beginning of Fall Quarter, 1968. All Chemistry courses are now numbered according to the recommendations of the Academic Committee on Chemistry of the Advisory Council of the University System.

F

TEACHER EDUCATION

A revised undergraduate program in Library Science was added and given one-year approval by the State Department of Education. Programs designed for public school teachers in the areas of Art and Music are mentioned in the respective reports of changes within those departments. The program leading to the Master of Education Degree was perfected and approved in preparation for the initiation of the program in the Summer Quarter, 1967. Work has proceeded in response to certain recommendations of the State Department Visiting Committee's report of 1965-66. Not all adjustments contemplated have as yet been made.

G

ENGLISH

Under new administrative leadership provided by Dr. Raymond A. Cook, the English Department has re-examined thoroughly the entire range of its offerings. The department also initiated a considerable

number of changes in its program at both junior college and senior college levels. The freshman and sophomore courses have been reorganized for the specific purpose of raising performance standards in composition. Three new courses in English and American literature have been added to the curriculum at the upper-division level. The program for majors in the department has been modified in the interest of a more meaningful sequence of work and more systematic progression toward the A.B. degree. Students in this area should be provided with a broader and deeper experience in their English studies.

H

HISTORY AND POLITICAL SCIENCE

Certain adjustments were made in offerings in these fields to provide more thorough and careful coverage of significant areas. For example, the course dealing with United States History since 1877 was divided into two courses, the first dealing with United States History from 1877 to 1914, and the second treating the subject from 1914 to the present. With the idea of expanding the offerings in Political Science, three courses were added and one established course expanded to a two-quarter sequence. The question of the creation of a separate department of Political Science continues under consideration, with certain practical and philosophical questions as yet unresolved. The department itself seems to be shifting back to the view that the two subjects should remain at present in the same department. As enrollment expands and as the educational program advances in sophistication, it may be difficult to justify this position. The place of history itself in respect to divisional identity is of course a continuing problem.

I

MATHEMATICS

No modifications were made in the offerings in this area during the year. However, the department worked closely with the Department of Education and the Graduate Committee, in identifying and designating those advanced offerings in mathematics which might be useful in the Master of Education Program for those students specializing in the mathematics area. It is expected that a critical re-examination of this department's offerings will be made during the 1967-68 academic year under new administrative leadership.

J

MODERN FOREIGN LANGUAGES

The most significant change in the program of this department was the introduction during the year of the audio-visual method in teaching French and Spanish at the introductory level. This fundamental modification called for a redistribution of emphasis in the several introductory courses. The department also laid plans to employ placement examinations for entering students, in order to achieve a more homogeneous grouping of students and to allow for a more intelligent exemption program. Certain changes in course content at the intermediate level were effected. This was done primarily to make these offerings consistent with the new introductory approach, and to increase the liberal arts emphasis in foreign language study at this level. Similar adjustments were made in courses at the advanced (senior college) level. The changes also eliminate a considerable amount of duplication and repetition in the programs of French or Spanish majors.

German was established as a major, and will thus have equal importance in the departmental program with French and Spanish.

K

MUSIC

The most notable program advance in this area was the establishment of a full-time instrumental program under the direction of Mr. Sanford B. Campbell. Also, the department worked energetically during the year toward the recommendation of a program in Music Education. No specific changes in academic offerings were made during the year.

L

PHYSICAL EDUCATION

No specific changes in the program were made during the year.

M

PHYSICS

The curriculum in this area was revised to provide an improved schedule of courses, and to make certain adjustments more realistically in keeping with advances in the field. Certain courses were abandoned or added with the net gain of one course. A two-quarter sequence in Astronomy was introduced, and met with qualified success.

N

PSYCHOLOGY

Several changes were made in requirements at both junior college and senior college levels, in order to provide a broader undergraduate discipline for majors. Four new courses were added during the year, in the interest of general students as well as majors. Some progress was made in the experimental area toward the establishment of laboratory

facilities, which need to be provided in a reasonably complete way in 1967-68.

O

SECRETARIAL ADMINISTRATION AND BUSINESS EDUCATION

On the basis of a self-study conducted throughout the 1965-66 year, the recommendations of the evaluation committee provided by the State Department of Education have been put into effect. These include a change in the designation of the department from Secretarial Science to Secretarial Administration and Business Education, the academic advising of majors by the subject-matter department, and a broadening of Business Administration course offerings in the Business Education program. New offerings include data processing for teachers of Business Administration at the Secondary School level. A course in Office Management has been added, to provide greater breadth of preparation in the content field.

P

SOCIOLOGY

A new course (Population) was added during the year, as an element in the gradually expanding offerings in this area.

Q

SPEECH AND DRAMA

Six new five-hour courses in this area were planned and approved for offering in 1967-68. These represent an enriched balance between the theatre arts, speech, debate, and theatrical history and criticism. A number of courses previously allowing less than five hours credit were established as regular five-hour offerings. A general effort has been

made in re-examining and modifying the curriculum, to achieve a better proportion between a practical concern with the problems of speech in general and the theatre arts.

R

PHILOSOPHY

Plans were perfected and approved for the introduction of Philosophy into the curriculum in 1967-68. Five courses (Introduction to Philosophy, Modern Man's Search for Values, Philosophical Anthropology, Aesthetics, and Philosophy of Religion) were devised for offering at appropriate points in 1967-68, as a means of laying the groundwork for the eventual establishment of a major in this subject and a full department. Assistant Professor Patrick de Serey will present these offerings during the coming year.

IV
LIBRARY

This year, as it will be in the future, the Richard Holmes Powell Library at Valdosta State College was a feature of major concern. Along with building a quality academic program, we recognize that we must continually expand and develop the Library. This is even more prominent in our thinking as we face a future of growing enrollment and development of firstclass graduate studies.

In 1966-67, we added 8,021 volumes in the Library, bringing our total volumes to 64,197. (The 2,036 reels of newspapers and documents on microform are not included in this figure.) The number of books in the Library has increased consistently in the last few years. However, even more progress is needed in the immediate future for the Library to fully achieve its all-important position in the academic structure of a properly functioning four-year institution.

Through the dedicated efforts of our fine Librarian and her staff, the Library met the minimum standards of the Southern Association.

Expenditures for books, periodicals, bindings and microfilm in the year were \$78,000. Of this amount, \$60,000 was in the form of regular allocation from the Board of Regents, and \$18,000 in the form of a federal grant. (Chart V, in the Appendix, shows Library holdings and expenditures for the years 1961-62 through 1967-69.) Library expenditures for personal services amounted to \$68,300. (Personal services is interpreted as those rendered by regular staff, secretarial help and student assistants.)

The figures stated above provide an inadequate account of one of the best operated departments of the College. These facts say nothing, for example, of the superior management, professional competence, and cooperative and courteous service that characterize the essential functions of the Library in support of the educational progress.

The one great weakness apparent resides in the small number of holdings, which need to be tripled to supply current needs in an adequate way. Allocations for purchases for the new year were increased, but not nearly enough for the kind of growth required.

The amount should be doubled for 1968-69 and accompanied by sharply increased funds for the expanded staff that will be needed. Expert planning (with the aid of professional library consultants) for an enlargement of the present library building should begin very soon.

COLLEGE RELATIONS

College Relations at Valdosta State College derives its name from the old, but much more limited term, "Public Relations." College Relations is more inclusive and the Director and his staff work with all publics of the College. They attempt to interpret the work and life of the institution to the community, State, alumni, Board of Regents, and other interested friends and patrons.

Mr. Fluker Stewart has done an outstanding job and he and his staff have gotten an excellent start in 1966-67, but only the surface has been scratched in this important area of the College's influence. With an enlarged staff for next year, and a year of organization and experience behind them, Mr. Stewart and his associates hope to get every phase of the College Relations work operating at full speed.

A

COMMUNITY AND PUBLIC RELATIONS

During the year, this Office developed, to some degree, an improved working relationship with City and County governments, merchants, community organizations, churches, civic and other bodies. The Director made eleven speeches, and the President made an average of two speeches a week throughout South Georgia, including alumni, civic, church, educational, and other groups. Other members of the administration and faculty also participated in similar public speaking engagements.

Arrangements were made for special campus visits by a number of outside organizations. The new Planetarium was opened in April and

May to the public, with all arrangements, tickets, etc., handled by College Relations. Showings were presented for more than 1000 individuals.

Campus tours were conducted for a great number of prospective students and/or parents of applicants. Other tours were given special groups, including foreign airmen in training at Moody Air Force Base, State Garden Clubs, Georgia Legislators, visiting dignitaries and other guests. Several of these included arrangements for luncheons or dinners.

Special attention was given to bringing artists to the campus for cultural events, and the success of a VSC Booster Club-Student Government sponsored intercollegiate athletic banquet. A Freshman Reception at the opening of school, and a Senior Reception at the close of the year were held by the President with assistance of the College Relations Office. Peace Corps information distribution and testing were handled by this Office, and a VSC booth was manned at the annual meeting of the Georgia Education Association in Atlanta.

This Office worked closely with the Valdosta-Lowndes County Chamber of Commerce in several ways - the Director of College Relations served on the Chamber Public Relations Sub-Committee, counseled with the Education Committee and assisted in arrangements for several breakfasts for newcomers to the College faculty and staff. He also supported efforts of the Valdosta High School Touchdown Club and the VSC Boosters Club.

B

SPECIAL EVENTS

There were a number of new ideas, programs and innovations introduced on the campus this year, with the College Relations Office usually involved to some degree. Several of these were the direct responsibility of the Office and should be mentioned.

The Inauguration of Dr. S. Walter Martin as fifth president of the College, on November 15, 1966, was perhaps the most important single special event of the year. More than 170 colleges, universities, learned societies, and organizations were represented on the campus for the two day program. The schedule of events included the visit of Governor Carl Sanders to dedicate five buildings, a reception, an illustrated art lecture, the Inaugural Convocation, a luncheon for 700 guests and a science seminar. It is felt that all were successful and the College enjoys a better public image as a result of this event.

Groundbreaking ceremonies for the new classroom-arts building was another responsibility of the College Relations Office, bringing new Governor Lester Maddox and other dignitaries and visitors to the campus. A visiting group of high school student participants in the FAIT (Find and Inform Talent) Program, also created more good relations for the College.

C

NEWS

The College Relations Office prepared and distributed more than 200 news releases, which went to radio, television and newspapers in Georgia, Florida and selected other areas. A number of these were

also picked up by the wire services, and several special feature stories were written or arranged for the news media. These include a number which appeared in the Valdosta Daily Times annual "Back to School" edition.

Special radio releases were prepared, and arrangements made for several special television programs on VSC campus life, including three featuring the President. There is still much work to be done in further development of radio and television coverage of the College. The reorganization of the Office, to include a qualified Director of the News Bureau in the coming year is believed to be the solution to this, as well as the tool for complete development of the overall news dissemination program. Mr. John V. Ard joined the staff July 1, 1967, to give full time to this work.

The College Relations Office published the first printed Campus Faculty and Staff Directory, and began frequent distribution of "Capsule," a newsletter for and of faculty and staff members. (Further development of the letter is planned for the coming year.) Also, bulletin boards became a responsibility of the College Relations Office, and two are kept current with clippings of VSC news. Expansion of this and other bulletin board forms of communication are planned for the future.

D

ALUMNI RELATIONS

While little actual progress in this area is noticeable, there has been some advancement of the program, and an awakening of new enthusiasm among many graduates of this institution. Heretofore, the

Alumni Association existed only through efforts of a small group of local Valdosta alumni, determined to overcome a lack of interest on the part of the College for development of this all important group.

This year, all alumni addresses were inventoried and zip codes added. Meetings were held with Association officers and board members, and a closer relationship developed. Three Alumni Newsletters were published, and alumni meetings held in Rome, Atlanta, Thomasville and Waycross. Much more of this type work with alumni is anticipated for the coming year.

Perhaps the single most important step taken for the Alumni Association was revision of the Constitution and By Laws, and the change from annual "dues" to the annual "contribution" plan. A second important innovation is the hiring in the College Relations office of a part-time Alumni Secretary, responsible for future development of a first class program of alumni relations. Mrs. Virginia Pendleton, a graduate of this institution, joined the Office July 1, 1967, to handle this work.

Homecoming, in the past almost entirely a student weekend, was reorganized to promote new interests for the alumni. What has been described as the most successful Homecoming in years, was held with more than 100 in attendance. The program for the coming year includes moving Homecoming to spring of the year, and development of a Homecoming program in which happiness of returning alumni is of prime importance.

Several alumni, at the request of the President through the College Relations Director, represented the institution at inaugurations of

presidents on other campuses. This brought further recognition of VSC in sister institutions.

E

VSC FOUNDATION

Inactive since shortly after its founding in 1963, the VSC Foundation was revived this year. Meetings arranged by the College Relations Office, were held for restating the purpose, and talks were provided by those successful with similar programs in other institutions.

The Foundation cooperated in fund raising for the dedication-inauguration programs, conducted "Operation Book Drive" and began development of a program for raising endowment and scholarship funds in the coming year.

Operation Book Drive, designed for securing books and/or cash for buying books from the south Georgia community, brought in more than 2000 volumes and approximately \$265 in cash for the VSC Library. The Drive continues through the coming year, and holds promise of a number of additional volumes, including one complete 1600-volume private library.

More work will be done with the Foundation in the years ahead.

F

GIFTS TO THE COLLEGE

The books and cash received in Operation Book Drive were described above. In addition to these, the College received the Holtzendorff Collection of Georgia Maps. Believed to be the second largest private collection, the maps were a gift of Dr. L. C. Holtzendorff, Valdosta dentist. The maps date back to 1732. Their value is now being determined.

Other gifts received by the College include: \$1,000 from James L. Dewar of Valdosta for scholarships; \$5,000 from the estate of the late Dr. Beatrice Nevins for general loans; \$1,000 from Dr. Taylor Sumerford for chemistry scholarships; \$500 from Georgia Consumers Finance Association to use as NDEA matching funds; and \$1,000 from the Valdosta Rotary Club also to be used as NDEA matching funds. (Further scholarship funds (new and/or renewed) are listed as an appendage to the annual report of the Dean of Student Personnel.)

There is considerable work to be done in the search for gifts to the College, and more attention must be given this in the coming year.

G

SUMMARY

While all areas of College Relations described have, we believe, made some degree of progress, this may be primarily because of there having been almost no such program at VSC in the past. Therefore, the futures of all these areas still loom great and challenging. The dissemination of news will be greatly developed during the coming year. Alumni relations will be strengthened. With special events, new publications and all means available in College Relations, we will seek to further inform and involve our several publics. A Speakers Bureau will be established, providing campus speakers for programs in the area. Numerous other ways of bringing the College to the attention of the public will be explored.

VI

PUBLIC SERVICES OF FACULTY

A considerable amount of public service has been rendered by the administration and faculty in the form of speeches, consulting services, advisory services, and through participation in numerous church, community and civic activities. Much use is made of the College personnel and facilities by the people and groups throughout south Georgia. The President, Dean, Director of College Relations, and the Dean of Students have perhaps been called on most frequently, however, individual faculty members, and other administrative personnel, have also made significant contributions.

In the Art Department, Mrs. Lee Bennett continued service with the Governor's Honors Program, which allows high school juniors to participate for six weeks each summer in a working environment guided by the best creative personnel in the region. Professor Joe Pamber served on an advisory committee for an arts program in Georgia.

Members of the Biology Department participated in judging area Science Fairs, cooperated with local schools in permitting class visits to observe departmental laboratories and activities, and conducted the Natural Resource Use Workshop in the Summer, 1966, and the Gerontology Clinic held Spring Quarter, 1967.

Professor Maurice W. Lindauer, Chemistry Department, serves as Chief of Radiological Defense for the Lowndes County Civil Defense Corps, and taught two Radiological Monitoring Courses during the year. Dr. W. Taylor Sumerford, of the same department, gave several talks

concerning his experiences in Japan, and served as a judge at a Science Fair in Waycross.

Dr. Dorine Geaslin, Dr. D. E. Gerlock, and Dr. Thomas Ranfro, of the Education Department, delivered a number of talks and addresses at area clubs, churches, and schools.

Dr. Raymond A. Cook, of the English Department, has spoken frequently to civic and cultural groups throughout the State, and several other members of the English Department are active leaders in church and cultural affairs. Along with Dr. Cook, Professor Marvin R. Evans and Professor Alex B. McFadden appear to be the most public spirited members of the department.

Dr. William M. Gabard, of the History Department, has served very actively in a public way, addressing numerous local civic groups and serving most actively as a member of several cultural and church organizations. Dr. Alfred E. Cornabise, Professor Raymond C. Mensing, Jr., Dr. Paul A. Leonard, and Professor Lamar Pearson, are other members of the department who have participated actively and willingly in public services.

Two members of the Mathematics Department, Professor Leroy E. Babcock, and Dr. J. Graham Wall, have contributed valuable public services. Mr. Babcock is a leader in church affairs, and has made a number of talks on modern mathematics to teacher groups in the area. Dr. Wall has been active as a leader in his church, and as an officer in his civic club.

All four members of the Music Department have been helpful in the music programs of churches and cultural organizations.

The Physics Department has been very active in conducting showings in the new Planetarium. Groups attending these showings have included the general public and a number of school and civic clubs. Members of the department also participated in judging a number of Science Fairs in the region.

All members of the Speech and Drama Department have been generous with their talents in helping area drama groups with productions. Professor Stanley C. DeHart coached the Wesley Players in their presentations of one-act plays, and gave assistance to high school drama groups at Brooks and Lowndes County high schools in his off-duty hours. Professor John H. Rudy has lent assistance in correcting lighting problems at Moody Air Force Base and Mathis Auditorium, and with special instruction for Arts Incorporated. Professor Wesley Ben Christie was most active in church and patriotic organizations, and gave special assistance as advisor and judge of speech and debating activities at a number of area schools.

IRREGULAR CLASSES AND INSTITUTES

The Natural Resource Use Workshop offered in the Summer, 1966, by the Biology Department, for the special benefit of in-service teachers, represented a highly successful public service of a special kind, although the 16 students enrolled earned college credit for their work.

During the regular academic year the College initiated a program of evening and Saturday classes for full college credit. This was primarily for the benefit of adults in the area, who were unable to attend regularly scheduled classes. These courses were offered on a semester basis, from September to February and February to June. Most

of the instruction was provided by regular members of the teaching staff.

With the beginning of the new year, 1967-68, Mr. Walter W. Harrison is being moved from the area of College Relations to the office of the Dean of the College, as Director of Continuing Education. This is a change of major importance. There appears to be a growing interest among area residents for continuing and adult education, evening and Saturday courses - credit and/or non-credit - and greater impetus will be placed on immediate implementation of such a program of study. Also, the Director will serve as liaison between the College and Moody Air Force Base, with the beginning of the AFB Educational Program on the VSC campus this September. Mr. Harris has had extensive training in the area of continuing and adult education, which we believe will be invaluable in the success of this important area of service to the public.

VII

CONSTRUCTION AND REPAIRS

A considerable amount of construction, repair and improvement of physical facilities has taken place this year at Valdosta State College. Five new buildings erected during his administration were dedicated by Governor Carl Sanders on November 14, 1966, including three which had been completed during the fiscal year 1966-67. These three are: the College Union (\$509,631); Nevins Hall, the science-administration building (\$1,063,452); and Lowndes Hall, a 200-bed men's residence hall (\$709,310). The total amount of these new buildings in 1966-67 was \$3,282,393.

In addition to these structures, there were major improvement projects in the 1966-67 fiscal year. These included furniture and equipment for residence halls (\$11,385); the renovation of West Hall to accommodate more administrative and faculty offices (\$36,036); drapes and furnishings for new administrative offices in Nevins Hall (\$10,299); renovation of the President's Home (\$25,528); planting of shrubbery and landscaping of five buildings (\$14,160); and new educational equipment (\$28,494). The total from local funds for major improvement projects amounted to \$125,902.

In the 1966-67 year, the following buildings were authorized for construction on the VSC campus: a 200-bed residence hall for women, Project budget (\$937,566); a classroom-arts building (\$1,750,000) to which an auditorium (\$400,000) was later added; a residence hall for 500 women students (estimated cost \$2,000,000); and the renovation and

the expansion of the dining hall (\$500,000). The total authorized during 1966-67 for this construction is \$5,587,566. These buildings are greatly needed to help with the housing, feeding and instruction of our expanding student body.

Valdosta State College is grateful to the Chancellor and Board of Regents for making funds available for these new buildings, and for their faith in the administration to see that the money is wisely used. Because of these allocations the College will be in a better position to carry its share of the educational load in the State, and the potential which we know Valdosta State College has will be reached much sooner than otherwise would be possible.

VIII

CONSTRUCTION AND IMPROVEMENT NEEDS

In order to meet the needs of an expanding and growing institution in the years ahead, we have projected our building program over a five year period, and it is important that these proposed buildings be listed in the annual report. These needs have previously been reflected in reports to Mr. J. H. Dewberry's office. (Charts VI and VII, in the Appendix, reflect the operating budget, 1962-68, and physical facilities for the present and future expansion.)

SUMMARY OF FUTURE BUILDING PROGRAM INCLUDES:

1967-68

Residence Hall for 500 men - Estimated Cost	\$2,000,000
Administration-Classroom Building - Estimated Cost	1,000,000
Addition to the Library - Estimated Cost	1,000,000

1968-69

500 Bed Residence Hall for Women - Estimated Cost	2,000,000
Physical Education facilities - Estimated Cost	1,000,000
Apartments (150) for married students-Estimated Cost	1,000,000

1969-70

General Classroom Building - Estimated Cost	1,500,000
500 Bed Residence Hall for Men - Estimated Cost	2,000,000

IMPROVEMENT PROJECTS NEEDED

1967-68

Paving parking area and improving Physical Education Area (Saunders property)	150,000
Landscaping for old buildings	15,000
Paving Area Rear of Hopper Hall	25,000

Among buildings needed in the 1967-68 fiscal year is a 500-bed residence hall for men (estimated cost \$2,000,000). This is particularly

important in that only one 200-bed residence hall is available for men in the fall, 1967, because of the badly needed residence facilities for women students.

The rapidly increasing enrollment, and new graduate studies program, emphasize the importance of early considerations for building an annex to the already over-crowded College Library. With approximately 80,000 volumes by the end of this year and a capacity of only 100,000, provisions must be made for increasing the Library space to accommodate 200,000 volumes. A Library Consultant should be employed at the earliest possible time to study the problem and provide guidance in planning for the needed annex.

A classroom-office building (estimated cost \$1,000,000) is another pressing need, in that the growing enrollment is already placing pressure on the limited classroom facilities now available. In addition to this, the faculty has grown from approximately 70 two years ago, to approximately 140 in the new academic year. All available space has been converted to faculty offices, and there is great need for more office accommodations.

Of primary concern in the way of improvement in the 1967-68 fiscal year is the completion of work already underway on the 25 acres adjacent to the campus, purchased 18 months ago. It is believed that the cost (\$150,000) will be wisely spent in the relocation of student parking (accommodations for approximately 1400 cars) on this property, and, of equal importance, the final preparation of part of the area for recreation and physical education programs. At present, the physical education program is limited to what may be accommodated on the

lawn in front of the administration building. Preliminary plans prepared for recreational use of the new property include an athletic field, softball diamond, new tennis courts and a swimming pool.

Continued development of the landscaping program begun during the past fiscal year, is important, particularly around the older buildings on the campus. This program (estimated cost \$15,000) will update the entire center area of the campus in which the oldest buildings of the institution are located.

This program also calls for improved parking facilities(\$25,000) for faculty and visitors in the area to the rear of Hopper Hall and across the campus street from the College Union. Development of this area will eliminate the present lack of parking facilities for visitors to the College Union and many members of the faculty who otherwise find it impossible to park near their offices or classroom areas.

The City of Valdosta and Lowndes County have spent a number of weeks in the first stages of preparation of the newly acquired property, as well as relocating One Mile Branch which runs through the Main Campus and new property. Rerouting the stream bed was necessary for the best use of the limited campus acreage, and provided about 50 feet of heretofore unusable land in the area adjacent to the new classroom-arts building now under construction. In the past, One Mile Branch did not go straight through the campus as is now the case since relocation has been completed.

In addition to this service, the County has provided machinery and men to clear the 25 acres at no expense to the College. The parking area in this new property will serve the College and the community when

the classroom-arts building, with auditorium, is completed.

APPRAISAL AND CONCLUSION

Following what has been described as a year of change at Valdosta State College, it is now appropriate that we turn our attention briefly backward for an appraisal of what has transpired. The past must serve only as a prologue to this next and other years that hold promise of being increasingly better in the development of Valdosta State College.

In reviewing our program, we see needs of aiming for a distinctiveness at Valdosta State College that sets it apart from other institutions in the region. To do this will require continuous planning and development at every level and in each academic area, including relationships between departments and divisions and between all programs.

There is the apparent need of a systematized, long-term critical evaluation of the undergraduate program as a whole, and an accompanying study of departmental and divisional organization. This we hope to do next year when the Southern Association survey is made of this institution. The study will not be completed until 1968-69, but we need to be actively planning and building throughout this period.

In appraising our present effectiveness, we are aware of the need for further ventures into some undergraduate fields, certain areas of graduate work and continuing education. Serious weaknesses presently exist in our program, and this must be remedied. We wish to undertake only those programs which seem to fit logically, clearly and appropriately into a planned scheme of educational services.

Our faculty and administration must become more bold and more

imaginative in methods and procedures which might bring distinct improvement in instruction. More effective means must be found for handling very large classes in subject areas. However it may be desirable in respect to some disciplines that ways be found for approving even smaller classes than those which presently prevail as an average.

As we consider further development of the undergraduate program, there is an urgent need for organizing the pattern of a particular student's academic progression. His educational experience must be increasingly meaningful, mature and rewarding. Entering freshmen must not be placed in the hands of departmental or divisional specialists, or thrown at once into a program of specialization, if this can possibly be avoided. We need to give more care to selection of academic advisors at the general education level.

We are aware of a number of weaknesses in specific departments and divisions, and in relations between departments and divisions. Appropriate action is already underway, and will continue to be taken as the obvious difficulties may allow. Relations between the interests of teacher education and the academic disciplines should be better, though some improvement has occurred during this past year. We believe solutions to such problems must be found within the context of a clear and accepted general philosophy of education, rather than in terms of individual personalities or the ambitions and values of a specific subject matter field. Problems within certain departments of the College should be approached by this same method.

Much should be done in the area of continuing education, but it should be done within the purposes and philosophy of our entire educational

operation.

The quality of the present faculty at Valdosta State College is generally satisfactory. Most faculty members seem to be engaged seriously in work and study to improve themselves. However, entirely too many are maintaining an intellectual and professional status quo, which, of course, can quickly decline into reactionary and mediocre performance in the classroom and laboratory. The fact remains that the College is most fortunate in having so many faculty persons strongly and affectionately attached to the institution. These excellent people constitute an abiding nucleus around which to build for the future, and much time will be given to recruitment of more high quality faculty members in the years ahead.

While necessary and generally satisfactory progress has been made with respect to the elevation of faculty salaries, another year of progress at the overall rate of 10% will obviously make the picture brighter. However, means beyond this must be found if we are to retain and recruit the special type faculty required in support of a first-rate educational operation of our kind.

We recognize a constant pressure to reduce teaching loads. The faculty's insistence upon time for study, planning and reflection should be respected, but results must somehow be tangibly demonstrated. A teaching load of 15 hours per quarter is not in itself necessarily overburdensome. At the same time, in some instances, a teaching load of five hours may be excessive. Recognizing that special system-wide studies and discussions of this problem are urgently needed, we will, in the meantime, continue to pursue the matter at

Valdosta State College with the hope of finding desirable and approved adjustments.

Better faculty members will not necessarily be recruited and retained simply because of higher salaries and reduced teaching loads. They may rather be attracted to an environment growing in stimulation and progressive purpose, appropriate to the faculty member's special professional interests. We are already discussing and planning action in the area of faculty recruitment, so that prospects can be identified as much as two years ahead of time.

For the first time in the institution's history, Statutes of the College are being written to govern the operation of the College. The outline follows the published policies of the University System. Approval and adoption of these Statutes will be sought early in the 1967-68 academic year. With their implementation, it is believed many of the heretofore described problems or vague areas of administrative, faculty and general college organizational structure and activity will be corrected or eliminated.

Recognizing that the physical environment within which an educational operation is undertaken is of highest importance, much progress has been made in improving this environment during the past year. There is no doubt but that this has played an important part in the academic accomplishments that have been realized. However, a great deal remains to be done.

We need higher standards of maintenance, and a thorough renovation and modernization of old facilities as soon as possible. Increased funds are needed for housekeeping, inside and out, and the best and most

modern devices should be employed for this work. A supervisor of housekeeping must be employed very soon.

Inter-office communication, especially via campus mail, still needs much improvement. A satisfactory and efficient means of telephone communication is an even more critical need. As the institution grows, so do the resultant problems of using several dozen outside telephone lines on the campus, rather than one efficient central switchboard system.

We see a need for improvement of transportation between the Main and North Campuses. This consideration should be accompanied by careful studies of present and future uses of North Campus, and attention will be directed to this in the coming year.

In completing our first year at Valdosta State College, the new administration and faculty are aware and keenly appreciative of the cooperation the institution has received from the Chancellor and the Board of Regents. Without the almost daily attention of this responsible leadership, the accomplishments of the past twelve months would have been impossible.

This same assistance is earnestly solicited for the coming year, when the help of all will be so vital in bringing to bear the full potential of this institution. We foresee a bright future, encompassing a growing enrollment, more physical facilities, an expanding faculty, and a rising quality of academic programs. All of this will be more easily met with the continued understanding and cooperation of all concerned. Valdosta State College has had a fine past, but we like to think that the real pride and glory of this institution lies in the future.

OFFICERS OF ADMINISTRATION
1966-67

S. Walter Martin, A.B., M.A., Ph.D., LITT.D, LL.D.....	President
Ward Pafford, A.B., M.A., Ph.D.....	Dean of the College
George W. Young, A.B., M.S., Ph.D.....	Dean of Student Personnel
Shealy E. McCoy, A.B., LL.B.....	Comptroller
Fluker G. Stewart, A.B., M.Ed.....	Director of College Relations
Mrs. W. M. Thomas, A.B.....	Registrar
James E. Martin, A.B., M.S.....	Director of Admissions
Walter W. Harrison, B.S., M.A.....	Director of Public Relations
Fredava Stokes Ogletree, A.B., M.A.....	Dean of Women
J. Graham Wall, A.B., M.A., Ed.D.....	Dean of Men
A. Louia Sosebee, A.B., M.A., B.D., Ed.B., Ed. D.....	Director of Financial Aid
Thera Hambrick, B.S. in L.S.....	Librarian
Robert L. Stump, Jr., M.D.....	College Physician

DIVISIONAL CHAIRMEN

Division of Business Administration.....	Shealy E. McCoy, A.B., LL.B.
Division of Education, Psychology, and Physical Education	Donald E. Gerlock, B.S.Ed., M.Ed., Ed.D.
Division of the Humanities.....	Raymond A. Cook, A.B., M.A., Ph.D.
Division of Natural Sciences and Mathematics	Clyde E. Connell, B.S., M.S., Ph.D.
Division of the Social Sciences...	William M. Gabard, A.B., M.A., Ph.D.

DEPARTMENT HEADS

Accounting.....	James H. Dales, B.B.A., M.A.
Art.....	Joseph W. Pember, A.B., M.F.A.
Biology.....	Clyde E. Connell, B.S., M.S., Ph.D.
Business Administration-Economics..	Samuel W. Brooks, III, B.S., M.B.A.
Chemistry.....	Harry M. Duvall, B.S., Ph.D.
Education.....	Donald E. Gerlock, B.S.Ed., M.Ed., Ed.D.
English.....	Raymond A. Cook, A.B., M.A., Ph.D.
History and Political Science.....	William M. Gabard, A.B., M.A., Ph.D.
Library Science.....	Thera Hambrick, A.B., B.S. in L.S.
Mathematics.....	LeRoy Babcock, B.Ed., M.S.
Modern Foreign Languages.....	Dennis L. Hale, B.A., M.A.
Music.....	Webster W. Teague, Jr., B.M., M.M.E.
Physical Education.....	William C. Grant, B.S.Ed., M.A.
Physics and Astronomy.....	Raymond E. Hunter, B.S., M.S., Ph.D.
Psychology.....	Bobby M. Thornton, B.S., M.S., Ed.D.
Secretarial Science.....	Saralyn Sammons, A.B., M.A.
Sociology.....	Paul Snyder, B.S., M.S.
Speech and Drama.....	John H. Rudy, B.A., M.A.

APPENDIX

V.S.C. Faculty Growth

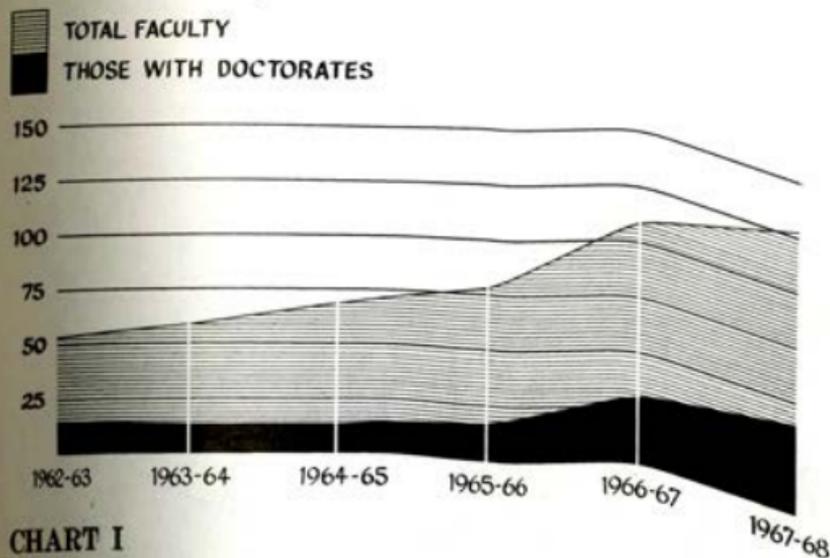


CHART I

V.S.C. Enrollment 1962-1972

Including 5-Year Projection

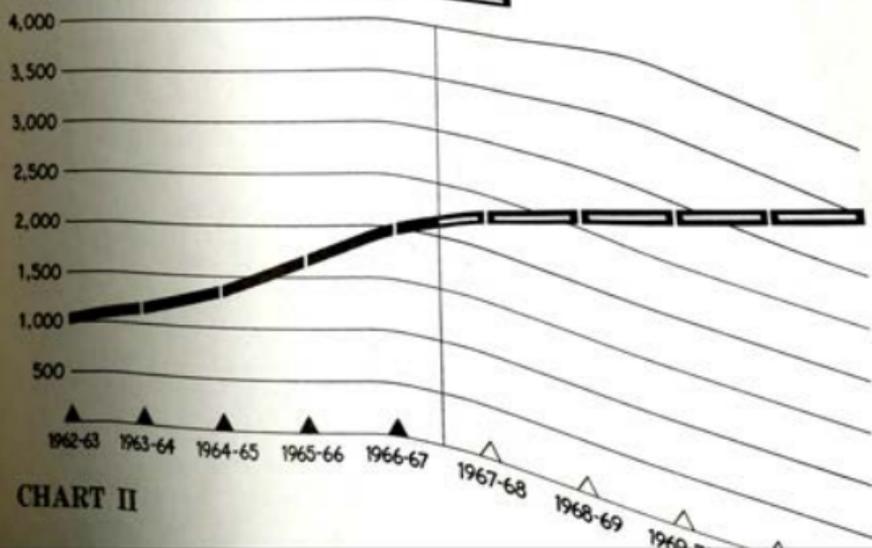


CHART II

APPENDIX

V.S.C. Graduates 1962-67

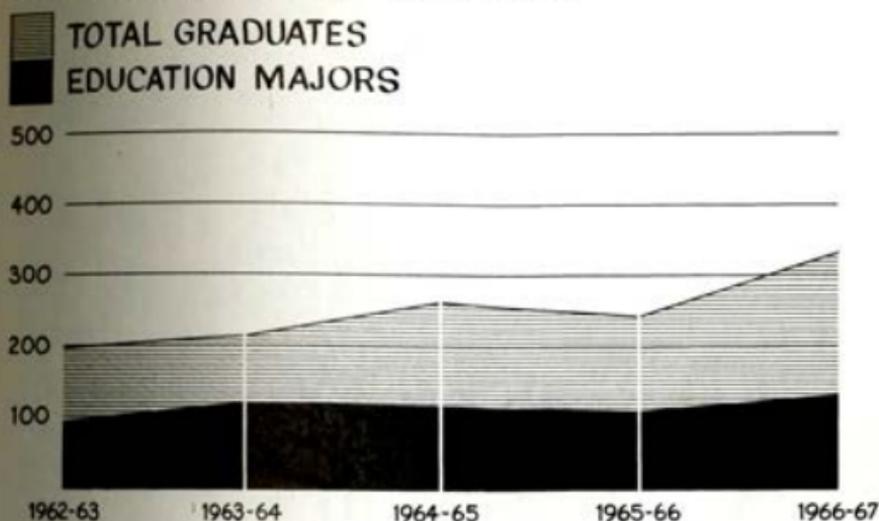


CHART III

PROJECTED PROGRAMS

AB in Philosophy

BS in Geology

BS in Nursing

MA in History

MA in English

CHART IV

APPENDIX

V.S.C. Library 1961-1968

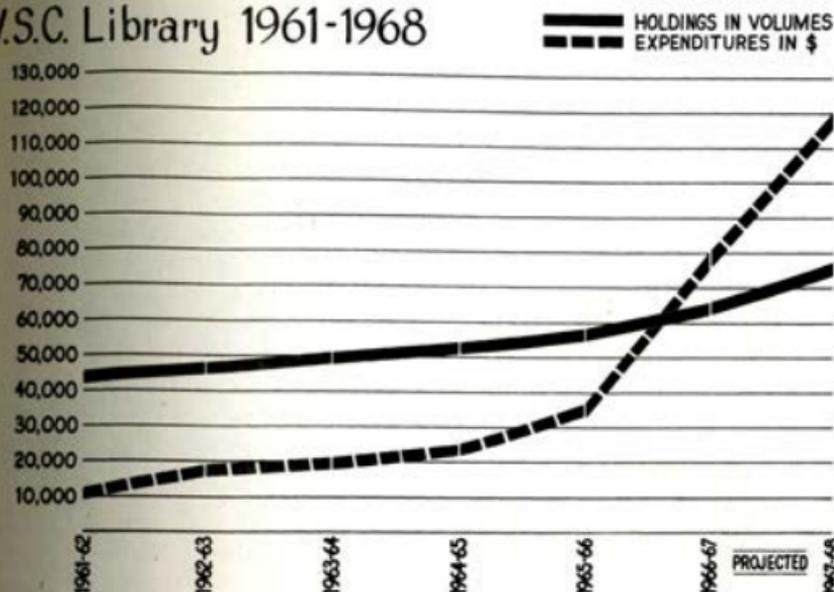


CHART V

V.S.C. Operating Budget 1962-1968 Educational and General

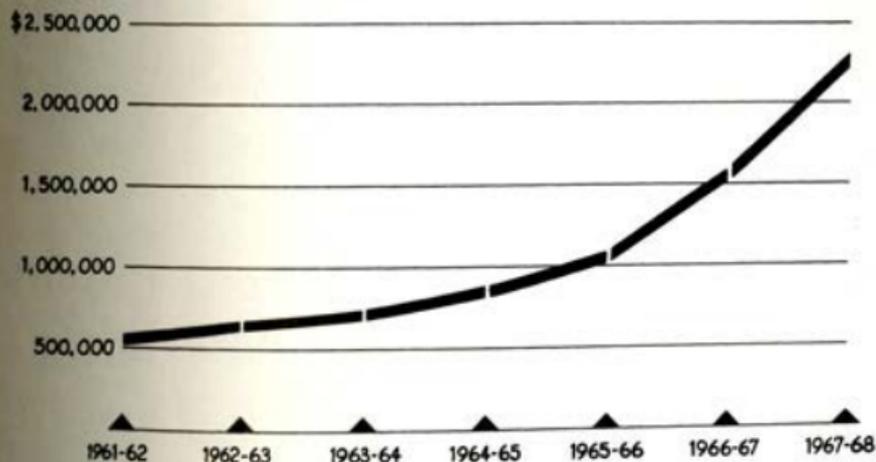


CHART VI

APPENDIX

BUILDINGS AUTHORIZED During Year 1966-67

1. Dormitory for 200 Women	\$ 937,566
2. Arts-Classroom Building	1,750,000
2(a) Auditorium	400,000
3. Dormitory for 500 Students	2,000,000
4. Renovation and Expansion of Dining Hall	500,000
TOTAL	<u>\$ 5,587,566</u>

FUTURE BUILDING PROGRAM INCLUDES:

1. Residence Hall for 500 Men	\$ 2,000,000
2. Administration-Classroom Building	1,000,000
3. Addition to the Library	1,000,000
4. Residence Hall for 500 Women	2,000,000
5. Physical Education Facilities	1,000,000
6. Apartments (150) for Married Students	1,000,000
7. General Classroom Building	1,500,000
8. Residence Hall for 500 Men	2,000,000
TOTAL	<u>\$ 11,500,000</u>

CHART VII