The Georgetown University Bulletin is published four times a year by Georgetown University, once in May, July, August and December. Second class postage is paid at Washington, D.C.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1789</td>
<td>Georgetown founded, origin of the College of Arts and Sciences</td>
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<tr>
<td>1797</td>
<td>Former President George Washington is formally received in Old North Hall</td>
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<td>1815</td>
<td>Georgetown is awarded Federal charter, signed by President James Madison</td>
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<tr>
<td>1820</td>
<td>Graduate studies formally begin</td>
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<tr>
<td>1849</td>
<td>Founding of the University's first professional school, the Medical School</td>
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<td>1861</td>
<td>President Abraham Lincoln reviews the New York 69th Regiment in the College Yard</td>
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<tr>
<td>1870</td>
<td>The Law School founded</td>
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<tr>
<td>1898</td>
<td>The University's first hospital opens</td>
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<tr>
<td>1901</td>
<td>Founding of the School of Dentistry</td>
</tr>
<tr>
<td>1903</td>
<td>Founding of the School of Nursing</td>
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<td>1909</td>
<td>Founding of the Seismological Observatory</td>
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<tr>
<td>1919</td>
<td>Founding of the School of Foreign Service</td>
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<tr>
<td>1949</td>
<td>Founding of the School of Languages and Linguistics</td>
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<tr>
<td>1956</td>
<td>Founding of the School of Business Administration</td>
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<tr>
<td>1958</td>
<td>President Dwight D. Eisenhower dedicates the Walsh Memorial Building</td>
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<tr>
<td>1964</td>
<td>President Lyndon B. Johnson speaks at the concluding ceremony of the University's 175th Anniversary celebration</td>
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Georgetown, one of the nation's great universities, is located in Washington, one of the world's great cities. Its main campus has crowned the heights above the Potomac River since the university's founding in 1789, the year in which George Washington was inaugurated President.

Its students have watched and participated in the nation's historic events since Father John Carroll began the new republic's first Roman Catholic college. They heard President Washington address Georgetown students in the 1790s. They saw the British burn the White House in the War of 1812 and Union troops headquartered on campus in the Civil War.

In modern times, they have looked on firsthand as funeral processions moved slowly, bearing slain political leaders to nearby Arlington National Cemetery. Some joined in and others watched as demonstrators marched down Washington's broad avenues in the late 1960s and early 1970s.

From its beginnings, Georgetown was a distinctively American institution. In the Prospectus of the College, written in 1786, founder John Carroll declared: "Agreeably to the liberal principle of our Constitution" the school will be "... open to Students of every religious profession."

The realities of America's religious pluralism always have been evident at Georgetown. Founded in response to religious bigotry against Catholics, Georgetown has sought out and welcomed large numbers of non-Catholic students. Its student body and faculty are chosen without regard to religious affiliation. About half of its faculty and a third of its students are not Catholics.
Attendance at religious functions is not required of students. However, Catholic students have a particularly wide variety of religious activities, often led by Georgetown Jesuits, available to them. Religious services for Protestants and Jews also are held on campus and in nearby Georgetown churches and synagogues. A new interest in religious and spiritual questions and ecumenism is evident on the campus. Jewish rabbis and Protestant clergymen have joined Jesuit priests and Catholic laymen in teaching theology, leading discussions on comparative religious values and organizing inter-faith weekend retreats.

The pluralism at Georgetown extends beyond religion. Today's students cannot be stereotyped by their religious beliefs, political beliefs or dress. The safest thing to say is that they bring the qualities of their widely varied cultural backgrounds to Georgetown. Nearly 90 foreign countries and all 50 American states are represented in the student population.

Large numbers of Georgetown's American students come from New England and the middle Atlantic states, although every region is strongly represented. The university is making a conscious effort, despite high tuition costs common to private universities, to enroll minority-group students in increasing numbers, particularly those from Washington's inner-city. Student and faculty scholarship drives and compensatory education programs have aided that effort. The university also is seeking more women, long a Georgetown minority.

Most Georgetown students are as sensitive to and disturbed about domestic and international injustices and problems as their collegiate counterparts elsewhere. But the university has been spared the violent upheavals that have split other campuses into violent, warring camps.

The editor of the Georgetown Voice, a campus newspaper, offers an explanation: "On the whole, Georgetown has warmer relationships between faculty, students and administrators than most universities. A greater emphasis is placed on human values and inter-personal relationships than at large multi-universities."

The Rev. Robert J. Henle, S.J., university president, adds: "We work hard to keep the lines of communication open at all levels within the university." Georgetown has large numbers of young administrators and faculty members who are known for their openness and receptivity to new ideas. In addition, students have gained power peacefully at Georgetown and now help run the university at nearly all levels.
below the governing board, a body which acts as an external group of auditors from outside Georgetown. Even in disciplinary matters, students sit in judgement of their peers. Regulations on student life are among the most liberal in the nation.

Georgetown is perhaps the country's most prestigious Catholic university. It is highly selective and receives more than four times as many applications as it has places available. About 75 per cent of its 4,000 undergraduates go on to the world's finest graduate and professional schools after graduation.

Georgetown students are highly competitive. They find a release from academic rigors in symposia, forums, meetings and extra-curricular activities related to a student's academic and social interest. Many of their activities are of a nature not found outside the Nation's Capital.

Washington's public personalities in government, business, the performing arts, journalism and nearly every field of endeavor visit the campus in a never-ending stream. Many times they speak to only a handful of students in small, intimate after-dinner discussions on a dormitory corridor or to a small organization or club. At other universities outside Washington, students by the hundreds and thousands jam lecture halls to hear visitors of such prominence. They are a common occurrence at Georgetown. Many of the famous visitors live only a few blocks from the campus in historic Georgetown.

From its beginnings, Georgetown has produced large numbers of graduates who have entered federal service or international organizations. It has more graduates in legal positions in the federal government than any other university. Several key White House aides are Georgetown-educated. So are nearly 20 lawmakers in the present Congress.
Georgetown has an international, cosmopolitan air. Many students are sons and daughters of diplomats and foreign languages are commonly heard in campus meeting places. Many Georgetown students work in international organizations, not to mention those holding part-time jobs on Capitol Hill or in government agencies.

Less than two miles from the White House, the university’s buildings are set high on a bluff overlooking picturesque Georgetown and the Potomac River. Its new Joseph Mark Lauinger Memorial Library, completed in 1970 at a cost of $6 million, provides a panoramic view of the city’s skyline, including the Washington, Lincoln and Jefferson memorials and the John F. Kennedy Center for the Performing Arts.

The U.S. Capitol and Supreme Court are less than three miles away, easily accessible by bus or car. So is the Library of Congress, a popular place for students engaged in research projects. More than 240 other libraries are open to the Georgetown student. Washington is home to the National Archives, the Smithsonian Institution, the Folger Shakespeare Library, the National Gallery of Art, the Brookings Institution, the National Geographic Society, and the Pan American Union—and all these storehouses are at the disposal of the Georgetown student. Most foreign embassies and federal government agencies have library facilities and staff members willing to help students.

Georgetown students also are involved in the “other” Washington, rarely seen by visitors and tourists, with its slums, poverty, substandard housing and human misery. Through social action projects, students work in numerous community efforts to combat the causes and effects of poverty, racism and inequality. They have
helped impoverished blacks to organize their neighborhoods for social change. They have established sports activities and tutoring programs for elementary school children and have organized forums on combating racism in white suburban neighborhoods.

Those off-campus efforts complement on-campus activities: dramatics; several journalistic publications; choral and instrumental groups, including a symphony; intramural, freshman and varsity sports for men and women; one of the nation's best collegiate debate teams; numerous lecture series; student government; the Free University, a tuition-free experimental college run by students; and several special interest organizations.

A recently completed building campaign has provided several new structures at Georgetown, including the new Lauinger Memorial Library. The finest university library in Washington, it seats 1,500 students and is capable of holding a million volumes. Among its outstanding features are individualized study carrels, one of the nation's best audio-visual departments and large numbers of easy-to-use microfilmed volumes and editions. Its study rooms are open until 2 a.m. and throughout the night during examination periods.

Georgetown students also have access to the libraries, classrooms and laboratories of Washington's four other universities—American, Catholic, Howard and George Washington—through a unique arrangement known as the Consortium of Universities of Metropolitan Washington.

The five universities have joined together to make their offerings commonly available. Under the arrangement, Georgetown students register and pay tuition on their "home" campus but may take courses and use libraries on other campuses.

For example, Georgetown students can take courses in Swahili at cross-town Howard, a 20-minute bus ride away. On the other hand, Howard students often take classes at Georgetown in its departments with the greatest prestige and reputation. All five Washington universities are within seven miles and easy bus and auto commuting distance of each other.

The Consortium greatly expands the range of academic offerings and library holdings available to Georgetown students. Similarly, Georgetown offers its five undergraduate schools, its graduate and professional schools and more than 1,000 courses to students from neighboring universities.
The beginning of any college is, among most beginnings, extraordinarily important.

Georgetown College is an old college. Since its founding by John Carroll, First Archbishop of Baltimore, 181 years ago, it has sat on a hilltop overlooking the Potomac River. From there it has seen much and done much. Its graduates have gone on to law and government, to education, to business, to dentistry and medicine and more recently to the Peace Corps and Vista.

During its sit-in on the hilltop Georgetown has grown, developed and changed. It is larger now. There is a larger faculty, men and women, scholars who teach the traditional disciplines as well as courses with new sounding names: Black Theology, Sociology of Poverty, African Literature, Introduction to Digital Computers and War, Morality and the World Order.

There is a larger student body now, both men and women, since the College, in 1969, admitted women to its degree programs for the first time. Yet it is not too big—there are only about 1,750 students in the College. Such a size makes possible the College’s efforts to maintain its interest in the student as an individual.

The College, as part of a University now, has more buildings. Among them are a recent science building and a new six-story library dedicated in 1970.

Faculty, students, buildings—these are all essential elements of the experience which is Georgetown College; but the core of the experience is action, the action of learning by study, thought, discussion and participation.

With the breadth and adaptability of its traditional Jesuit idea of education, Georgetown College offers flexible curricula which encourage breadth and depth. They are curricula recently
revised by a committee of faculty and students which offer minimal guidelines to preserve variety of choice during freshman and sophomore year and which stress depth in junior and senior year.

A Bachelor of Arts degree may be earned by those studying in the fields of American Studies, Classics, English, Fine Arts, Philosophy, Theology, History, Economics, Government, Sociology and Modern Language.

A Bachelor of Science degree is available to majors in Biology, Mathematics, Physics, Chemistry and Psychology.

The pre-medical and pre-dental program which can lead to either the Bachelor of Science degree or the Bachelor of Arts degree depending upon the particular major field chosen by the student provides the necessary scientific knowledge and skills preparatory to the study of medicine or dentistry. The science courses, however demanding they may be, are balanced in the curriculum by liberal arts courses in Literature, Philosophy, Theology, Modern Language and available electives in History, Fine Arts and the Social Sciences. Every Bachelor of Arts student in freshman year takes some Philosophy and Theology, an elective in Literature, electives in Mathematics and/or Science, a choice of History or one of the Social Sciences and finally a Modern Language, either by his own choice or as a requirement of his major field. If it is not a requirement for his major he may choose another area for study.

To assist and counsel the freshman every attempt is made through the Dean’s Office to provide him with proper faculty counselling, for the beginning of a college experience is, among most beginnings, extraordinarily important.
The Georgetown University School of Nursing is an undergraduate college which combines the challenge of a broad liberal education with the necessary preparation to enter the Nursing profession.

The course of studies is structured in such a way that the nursing student is offered a broad program of university courses in freshman year. The nursing component begins in sophomore year with combined classroom and laboratory experiences which serve as an introduction to nursing.

Junior and senior students devote more time to clinical studies, with specific attention directed toward Maternal-Child Nursing, Psychiatric Nursing, Community Health Nursing, Public Health Science, and Medical-Surgical Nursing.

The education available at Georgetown, however, includes far more than the specific professional preparation mentioned above. All students take courses in Chemistry, Biology, Bacteriology, Nutrition and Human Anatomy and Physiology to provide a sound scientific basis for their professional studies. Also of prime importance are the courses in Psychology and Sociology.

Because the School of Nursing is an integral part of the University, an abundant supply of liberal arts courses is available and provides many opportunities for intellectual growth.
In addition to the required two semesters of English, History, Philosophy and Theology, nursing students have a wide choice of electives.

All students major in the science of nursing, but minors are available in such fields as Psychology, Sociology, Fine Arts, English, Philosophy and others. The list below gives a sample of some of the electives available to nursing students.

**Sample Electives**
- History of American Music
- History of the Theater
- Fifteen International Directors
- Black in America
- History of American Art
- Sociology of Poverty
- History of Jazz
- Churches, Synagogues and Urban Problems
- Personality Theories
- Educational Psychology
- Geography of Europe
- Introductory French

In addition to these studies, it is possible for individual students to receive recognition and credit for independent community involvement. This program is in the formative stage and arrangements must be made on an individual basis.

Students of the Georgetown School of Nursing, then, have the opportunity to secure a broad education in the liberal arts and sciences while earning the Bachelor of Science degree and qualifying for professional licensure as registered nurses. The environment of a University teaching hospital offers an unsurpassed opportunity to observe the full range of health services in practice as well as in theory.

In addition to the facilities of the Georgetown Medical Center, the School of Nursing utilizes the following additional institutions and agencies for clinical laboratory work:

**Medical-Surgical Nursing**
- Hebrew Home of Greater Washington
- Sibley Memorial Hospital, Washington, D.C.

**Community Health Nursing**
- District of Columbia Division of Human Resources
- Far Southeast Medical Clinic, Washington, D.C.
- Montgomery County Health Department
- Visiting Nurse Association of Northern Virginia

**Maternal-Child Nursing**
- Children's Hospital of the District of Columbia
- Columbia Hospital for Women, Washington, D.C.

**Psychiatric Nursing**
- Psychiatric Institute of Washington, D.C.
- Veterans Administration Hospital, Washington, D.C.

Graduates of the nursing program at Georgetown have received an education which prepares them for beginning positions in any field of nursing. Moreover, they have the foundation needed for further professional studies or for advancement to nursing positions of responsibility and leadership.
The Edmund A. Walsh School of Foreign Service at Georgetown University is this country’s first undergraduate school of foreign relations. It was established over fifty years ago, five years before the United States organized its official foreign services and well before other universities gave serious, sustained thought to the need for undergraduate education for international service.

As the first of its kind, it has remained, in its essential aspects, one of a kind. It is one of a small number of schools which admit students directly into a specially designed four-year educational program in international relations. The School’s pioneering and distinctive program has earned it a visible and respected place among institutions of higher learning. Its seniority in its field, its record of achievement and its careful assessment of new requirements in the field gives it special claim to knowledge in undergraduate education for future international affairs.

The School is unique and unusual. It is meant for students with these same qualities. The School of Foreign Service is for the highly-motivated and mature student who is confident of his international interests, eager to refine his knowledge of international relations, and committed to developing the intellectual and personal qualities which will enable him to contribute to future international understanding. Students in the program are selected for their academic achievements in pertinent fields of study, for their distinctive interest in problems with an international dimension, and for their desire to be of service to the world community.

The program of study at the School leads to a Bachelor of Science in Foreign Service. It is a rigorous, competitive, organized program and it reflects the projection of liberal arts into the field of international studies. It is based on the knowledge required to understand and conduct international relations and transactions. Emphasis is placed initially upon intensive foreign language study, development of facility in English expression, study of the elements of great civilizations, and learning in the fields of History, Economics and Government. Advanced study provides for the development of functional or regional fields of special emphasis, for the integrated application of theories and tools of analysis to real, emerging or hypothetical international problems, and for the cultivation of knowledge in related fields of study.

The School of Foreign Service is not a trade school for diplomats, nor is it a narrow professional school. It is an international school which is interested in the uses of knowledge and it adapts its curriculum to its best vision of the future educational requirements for effective international service and citizenship.

The School is clear about the objectives it tries to achieve. They are:

—To provide a highly motivated group of students a liberal education in international relations which surpasses in quality and depth that offered by any other school.

—To foster critical and analytical ways of thinking and to impart basic knowledge required by students for them to operate effectively in the growing spectrum of international professions.
—To strengthen the commitment to international service of a select number of students who will be motivated and prepared, ahead of their time, to address and help solve problems on an international scale and from an international perspective.

—To promote a community of inquiry and interaction among students and faculty and a shared feeling of common purpose and respect; to cultivate within this community qualities of objectivity, integrity and civility which are the touchstones of an educated man.

While these purposes can be simply stated, they cannot be simply achieved. They are lofty educational purposes and they are not for everyone. They require for their achievement the constant and combined energies, imagination, and devotion of the administration, faculty and students of the school.

The School welcomes applications from students who are captured by, and can commit themselves to these purposes. The School seeks students who will devote themselves to the careful study required to prepare for future international service and who are eager to test their abilities against the demands of a unique educational program.
In today's search for a well-rounded and relevant education, language represents the mark of the liberally educated man. Competence in foreign language also offers a bridge to expanded cultural and intellectual opportunities. The School of Languages and Linguistics grants a university degree in the liberal arts tradition with unique emphasis in language and culture. By extending our abilities to communicate and understand other languages and consequently other cultures, we not only benefit personally from the understanding and enjoyment that result, but we also increase our ability to help in the solution of world problems and can better serve our overseas commitments.

In the United States, the emphasis in language teaching, until recently, has been on only a rudimentary conversational ability or mere reading knowledge of other spoken languages. Georgetown, however, offers an understanding of language. Art, history and the traditions of other lands, as well as the spoken language, form the basis of study in this program. The aim of the School of Languages and Linguistics is to equip the student with a tool with which to bridge the communication gap of the world today—to produce graduates who are at home in an international environment.

Founded in 1949, the School of Languages and Linguistics has pioneered in meeting the needs in this academic area. Approximately 70% of the faculty of the School are native speakers, who devote as much of their time to the beginning language courses as they do to the mastery of the literature and the more technical phases of language study. Georgetown, a known leader in the field of linguistics, is one of the few universities to offer a complete undergraduate curriculum in this area.

The School is equipped with modern facilities for both teaching and research in languages and linguistics. Closed-circuit television with video tapes is available primarily for those preparing for the teaching profession. Recording studios, tape duplication equipment, and portable audio-visual equipment are also available to students. Training techniques in the system of multilingual translation and simultaneous interpretation are fully utilized in the Multi-Lingual Conference Room, equipped to interpret six languages simultaneously while accommodating 40 conferees and 60 spectators.
Two Bachelor of Science degrees are offered in the School of Languages and Linguistics. A B.S. in Linguistics requires a major in either theoretical or applied linguistics and a minor in a foreign language. A B.S. in Languages requires a major in one of nine foreign languages: French, German, Japanese, Spanish, Russian, Chinese, Italian, Portuguese, Arabic.

Language majors may minor in either a second language, linguistics or in another department of the University. Approximately 50% of the current language majors are minoring in other undergraduate schools of the University, with History, Business and Psychology courses among the most popular. A language major with a minor in applied linguistics composes the modified Bachelor of Science program for teacher candidates, which meets the majority of state certification requirements.

Students in the B.S. in Languages program are encouraged to spend one year abroad pursuing an approved academic program in their area of specialization. The foreign universities which may be attended are not always specified by the School, but must be approved by the adviser. A significant percentage of each junior class participates in some foreign experience.

The mastery of one or more foreign languages also provides an opportunity for work in two specialized fields: the interpreter clears the language barrier with the spoken word, the translator with the written word. Georgetown was the first academic institution in the United States to train interpreters systematically. Today certificates of proficiency are offered in seven languages: English, French, German, Italian, Portuguese, Russian, and Spanish.

Many careers are open to the graduate of the School of Languages and Linguistics, among which are University and secondary school teaching, government service and research in linguistics in private industry in connection with language programming, communications problems and engineering and interpretation and translation. Approximately 40% of the graduates of the School are currently pursuing graduate studies in their specialized language area, in the field of linguistics or in business or law.
Students at Georgetown have studied the science of business administration for many years, first through elective courses in the Edmund A. Walsh School of Foreign Service, and later in greater depth as members of the School of Business Administration. It was in 1956 that the need was realized and the facility became available to organize a separate school within the University committed to the detailed study of this field. The youngest of the five undergraduate colleges of Georgetown has in a few years come to take its place among the truly fine undergraduate liberal arts colleges of business.

The School of Business Administration shares in the traditions and resources of a large and varied university community and at the same time it brings to this community a vital new dimension through its close contact with the society beyond. The School shares academically with the University through the strong liberal arts foundation found in all of its programs. Herein lies the notable strength of business study at the undergraduate level. A carefully integrated program of study in the liberal arts as well as the scientific probing into various fields of business provides the student with a desirable breadth of knowledge. Such a program culminating with the Bachelor of Science degree may well act as a first and terminal degree. This, in fact, is the desire of many students. More, however, view this four-year program as an important steppingstone to further study at the graduate or professional level. The strong liberal arts emphasis of the program makes this possible and today more than 50% of those graduating do some kind of post-graduate work.

It is interesting to know that the greatest number of those continuing for graduate
study choose to enter law school. An undergraduate major in a field of business forms an excellent pre-legal program because it provides the background in accounting, economics, and financial and organizational management which is so necessary to a law career. Graduates of the School have been admitted to many different law schools, including some of the best in the nation. Other graduates have entered varied fields of study with the largest number of this group choosing graduate programs in business and economics.

The student enrolling in the School of Business Administration may choose one of five concentrations for his major: Accounting, Finance, Management, Foreign Management or Public Administration. Students in all programs receive a broad background in the humanities and social sciences. All students will take courses in English, Philosophy, and Sociology or History, as well as Accounting, Economics and Mathematics to form the core of their program.

Students choosing to concentrate in Foreign Management will also choose a modern language. Additional elective courses are available in many areas of the University enabling the student to arrange a program that will satisfy his particular interests and needs.

Business study at Georgetown includes, in addition to the curricula detailed above, the practical involvement of the student in the business society beyond the walls of the campus. Washington, D.C. is an active center for government and business interests. Several programs involve the student in training with firms in the city, and more programs are currently being explored. This combination of theory and practice in the college experience helps to develop an important balance in graduates as they move into positions of responsibility and assume the vital role of decision-makers. We expect that such a liberally educated man or woman will be the leader of tomorrow.
Georgetown University is near the heart of the nation's capital, only two miles from the White House. Close by are the Capitol, the Library of Congress, the National Gallery of Art, and the Supreme Court.
I Who Should Apply
Georgetown University welcomes applications from young men and women of character, motivation and intelligence without distinction on the basis of race or religious belief.

II Selection
Candidates are selected by the Committee on Admissions whose membership includes faculty, students and administrators from each of the undergraduate schools. Competition varies significantly since from two to ten candidates will apply for each place depending upon the program desired. In order to assist the student to determine admission opportunities in his chosen field of study, the Office of Admissions has prepared a “Competition Chart” which is available upon request from the Director of Admissions.

Applicants for admission are measured on two scales: academic and personal. The following criteria are studied carefully.

Secondary School Preparation
While the Committee on Admissions is most interested in the quality of the students work and his general promise and seriousness of purpose, it is recommended that secondary school preparation include a full program in English, at least two years of social studies, modern language, and mathematics and one year of natural science. Students who plan a program in mathematics or science should include at least three years of mathematics and two years of science. Candidates to the nursing program should include at least three years of mathematics and one year of Biology and Chemistry. Physics is also recommended for nursing candidates. Participation in advanced placement and honors programs is encouraged.
College Board Tests
All candidates are required to take the Scholastic Aptitude Test. It is advisable to take this test either in March or April of the junior year and it is required in November, December or January of the senior year. Results of this test form an important part of the admission file of each candidate but it should be noted that the Committee on Admissions is more concerned with school record and rank in class than objective test results. There are no cut-off scores.

Recommendations
To assist in accurately interpreting secondary school performance, rank in class and objective test scores, each candidate is required to submit a comprehensive recommendation from his school counselor or principal and from one teacher of his choice. Appropriate forms are included with the application materials. These recommendations will also include personal information and evaluation of the candidate’s involvement, motivation and potential. Such information forms an important dimension of each candidate’s file.

Interviews
To assist the candidate to better interpret his opportunity of admission and his choice of program, interviews are available with well-prepared alumni representatives near his home. Information regarding such interviews will be mailed after the application has been submitted. Interviews are also available in the admissions office at Georgetown with an admissions counselor. Such interviews are strongly encouraged as they provide the applicant with the best opportunity to assess realistically his chance of admission and include the additional advantage of a first hand evaluation of the academic and social environment of the campus. Arrangements for campus interviews should be made at least several weeks prior to the date requested. The alumni and admissions office interviews are optional but strongly advised for all applicants.

III How To Apply
Application materials are available from the Director of Admissions. A detachable card is included on the back page of this brochure for your convenience in requesting an application. You should submit the application form and the $15.00 application fee directly to the Office of Undergraduate Admissions. Give the Secondary School Report form, the Mid-Year Report form and the Teacher’s Report to the appropriate persons and ask that they complete and return these forms to the Office of Undergraduate Admissions as soon as possible. Have all College Board test results sent as well. All materials with the exception of the Mid-Year Report form, should be received at Georgetown by January 17 to insure full consideration. Decisions will be announced by April 17. Accepted students are required to indicate their intention to attend Georgetown by the Candidates Reply Date (May 1).

IV Early Decision
The Early Decision program is designed to enable superior students who will clearly be accepted to learn of their admission early in their senior year. While applicants under this program will normally consider Georgetown to be their first choice for college, they will nevertheless have the same deadline (May 1) as the other candidates to finally reserve their place. Since a negative Early Decision is not a final decision, applicants not accepted at this time will be considered again during the regular admission period.

Applicants for Early Decision should indicate their intention in the space provided on the application form. All application papers for Early Decision must be received at Georgetown by November 1. Answers will be mailed by December 15.
V  ADVANCED PLACEMENT

Placement at the proper level in college courses is a very important element of an easy transition from secondary school to college. Great care will be taken to place students at an appropriate level of study. Candidates who have taken college level courses in secondary school may qualify for exemption from such courses if they perform well in the Advanced Placement tests of the College Board. In many cases, credit as well as exemption will be awarded. In addition, applicants to several programs will be required to take specified Achievement Tests to assist in placement in first year courses. Applicants to the following programs should take the required tests by March or May of the senior year.

College of Arts and Sciences
  English Composition, Composite (Listening-Reading) Language Test.

School of Business Administration
  English Composition.

School of Foreign Service
  Composite (Listening-Reading) Language Test.

School of Languages and Linguistics
  Composite (Listening-Reading) Language Test.

VI  TRANSFER APPLICANTS

Georgetown welcomes applications from students wishing to transfer from other institutions. Candidates must have completed at least one full-time semester of college work. Strongest consideration will be given to students who have achieved a 'B' average. Application forms and further information may be obtained from the Director of Admissions.

VII  FOREIGN STUDENTS

Special information and application forms are available from the Director of Admissions for foreign students applying directly from abroad. Foreign students in American secondary schools should use the regular freshman application forms. All candidates whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL).

VIII  FINANCIAL AID

In cases of economic need the University makes every effort to assist the parents and the student. Each year Georgetown offers financial aid in the form of scholarships, grants, loans, and jobs to many applicants. The amount of financial assistance given varies with the financial needs of the applicants.

IX  FINANCIAL NEED

All applicants for financial aid must demonstrate financial need and are required to submit the Parents' Confidential Statement of the College Scholarship Service. The amount of a student's need is determined from the information furnished on this statement, taking into account the family's income, assets, number of dependents, educational and medical expenses, debts, savings, anticipated future earnings of the applicant, and any unusual circumstances which may have been described. Awards are made on a yearly basis, and are renewed as long as the student's record remains satisfactory and his need continues.

X  SELECTION

Each year, many more applicants than can be assisted request financial aid. Approximately 20% of Georgetown undergraduates receive some form of assistance. Competition, then, is quite difficult and is based on the same academic and personal criteria as are used to determine admission. Ap-
Applicants wishing to be considered for aid should check the appropriate space on the freshman application form. No special forms are required. When this request is indicated, consideration will be given for all forms of aid administered through the University. All aid decisions will be announced by the April 17 deadline.

Students who wish more complete information are invited to request the booklet *Financial Aid for Freshmen* from the Director of Admissions.

**XI  EXPENSES**

The total cost for one academic year at Georgetown University is approximately $4,100. This includes tuition, fees, room and board, books, supplies and incidental expenses.

For the academic year 1971-72, the expenses were distributed as follows:

*Full-time* (per year)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$2,350</td>
</tr>
<tr>
<td>Double Room</td>
<td>550-650</td>
</tr>
<tr>
<td>Single Room</td>
<td>625-750</td>
</tr>
<tr>
<td>Board</td>
<td></td>
</tr>
<tr>
<td>Option #1</td>
<td>545</td>
</tr>
<tr>
<td>Option #2</td>
<td>700</td>
</tr>
</tbody>
</table>

*Part-time* (per credit)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$ 75</td>
</tr>
</tbody>
</table>

Board charges include two options. One plan provides 14 meals per week at a cost of $545 per year. The second provides 21 meals per week at a cost of $700 per year. A third plan enables students who choose neither of these options to plan their board charge on a pay-as-you-go basis.

Economic conditions tend to fluctuate very much at present, and there is no way to predict whether conditions by the fall of 1972 will dictate any change. The expenses as stated for the academic year 1971-72 should nonetheless act as a reasonable guideline.
### Student Application Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1</td>
<td>Deadline for the receipt of Early Decision applications and all supporting credentials</td>
</tr>
<tr>
<td>December 15</td>
<td>Announcement of Early Decision results: acceptance or deferral</td>
</tr>
<tr>
<td>November, December,</td>
<td>College Entrance Examination Board Scholastic Aptitude Test should be taken</td>
</tr>
<tr>
<td>or January of</td>
<td></td>
</tr>
<tr>
<td>Senior Year</td>
<td></td>
</tr>
<tr>
<td>January 17</td>
<td>Deadline for the receipt of all freshman applications for admission and financial aid and all supporting credentials</td>
</tr>
<tr>
<td>MARCH OR MAY OF</td>
<td>Last time to take College Board Achievement Tests (if required by the undergraduate school)</td>
</tr>
<tr>
<td>SENIOR YEAR</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Last day for announcement of decisions on freshman admissions and financial aid</td>
</tr>
<tr>
<td></td>
<td>NB: Financial aid decisions are usually announced after admissions decisions, but not later than April 17</td>
</tr>
<tr>
<td>May 1</td>
<td>Reply date for accepted freshman applicants</td>
</tr>
<tr>
<td></td>
<td>(Deadline for the receipt of Placement and Room deposits. No deposits will be accepted after this date.)</td>
</tr>
<tr>
<td>May 1</td>
<td>Complete transfer applications including high school transcript and first semester college transcript due in the Office of Undergraduate Admissions</td>
</tr>
<tr>
<td>July 3</td>
<td>Deadline for the receipt of the following credentials in support of transfer applications: final official transcript from previous colleges attended, and catalogs listing subjects taken from previous colleges attended</td>
</tr>
</tbody>
</table>

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**DIRECTOR OF ADMISSIONS**  
**GEORGETOWN UNIVERSITY**  
**WASHINGTON, D.C. 20007**