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BULLETIN  
**GEORGIA STATE COLLEGE  
FOR WOMEN**

335  
212

MILLEDGEVILLE, GEORGIA

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VOLUME XXIV

MAY 1, 1939

NUMBER 9

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UNIVERSITY SYSTEM OF GEORGIA



CATALOG 1938-39  
ANNOUNCEMENTS 1939-40

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# CALENDAR 1939-1940

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## FALL QUARTER--1939

SEPTEMBER 21	4:00 p. m., First faculty meeting.
SEPTEMBER 21	New students arrive on campus.
SEPTEMBER 21-26	Freshman orientation and registration.
SEPTEMBER 25	Arrival of upper classmen.
SEPTEMBER 25-26	Upper class registration.
SEPTEMBER 27	Class work begins.
NOVEMBER 6	Second half of Fall Quarter begins.
DECEMBER 15-19	Fall Quarter examinations.
DECEMBER 19	1:00 p. m., Christmas Vacation begins.

## WINTER QUARTER—1940

JANUARY 2	Students return to campus. Registration of students not previously registered for winter.
JANUARY 3	Class work begins.
FEBRUARY 5	Second half of Winter Quarter begins.
MARCH 12-15	Winter Quarter examinations.
MARCH 15	1:00 p. m., Spring Quarter recess begins.

## SPRING QUARTER—1940

MARCH 21	Students return to campus. Registration of students not previously registered for spring.
MARCH 22	Class work begins.
APRIL 29	Second half of Spring Quarter begins.
JUNE 3-6	Spring Quarter examinations.
JUNE 9	Commencement sermon.
JUNE 10	Graduation exercises.

## SUMMER QUARTER—1940

### FIRST TERM

JUNE 12	Registration for first term.
JUNE 13	Class work begins.
JULY 18-19	Examinations for first term.
JULY 19	Commencement for first term.

### SECOND TERM

JULY 20	Registration for second term.
JULY 22	Class work begins.
AUGUST 22-23	Examinations for second term.
AUGUST 23	Commencement for second term.



# BOARD OF REGENTS

## UNIVERSITY SYSTEM OF GEORGIA STATE CAPITOL, ATLANTA

### OFFICERS OF THE REGENTS

Chairman.....	MARION SMITH
Vice Chairman.....	CASON J. CALLAWAY
Chancellor.....	S. V. SANFORD
Secretary.....	L. R. SIEBERT
Treasurer.....	W. W. NOYES

- E. D. RIVERS, Atlanta..... Ex Officio during term as Governor  
*Ex Officio*
- MARION SMITH, Atlanta..... Concurrent with term of Governor  
*State at Large*
- L. W. ROBERT, JR., Atlanta..... Term expires July 1, 1942  
*State at Large*
- T. JACK LANCE, Young Harris..... Term expires July 1, 1942  
*State at Large*
- J. KNOX GHOLSTON, Comer..... Term expires July 1, 1940  
*State at Large*
- GEORGE HAINS, Augusta..... Term expires July 1, 1940  
*State at Large*
- JOHN G. KENNEDY, Savannah..... Term expires July 1, 1939  
*First Congressional District*
- J. D. GARDNER, Camilla..... Term expires July 1, 1941  
*Second Congressional District*
- GEORGE WOODRUFF, Columbus..... Term expires July 1, 1943  
*Third Congressional District*
- CASON J. CALLAWAY, LaGrange..... Term expires July 1, 1941  
*Fourth Congressional District*
- CLARK HOWELL, Atlanta..... Term expires July 1, 1943  
*Fifth Congressional District*
- MILLER S. BELL, Milledgeville..... Term expires July 1, 1941  
*Sixth Congressional District*
- C. M. MILAM, Cartersville..... Term expires July 1, 1941  
*Seventh Congressional District*
- JOHN W. BENNETT, SR., Waycross..... Term expires July 1, 1943  
*Eighth Congressional District*
- SANDY BEAVER, Gainesville..... Term expires July 1, 1939  
*Ninth Congressional District*
- ABIT NIX, Athens..... Term expires July 1, 1943  
*Tenth Congressional District*

# OFFICERS OF ADMINISTRATION

## GEORGIA STATE COLLEGE FOR WOMEN

---

STEADMAN V. SANFORD, A.B., Litt. D., LL.D.  
*Chancellor of the University System of Georgia*

GUY H. WELLS, A.B., M.A., LL.D.  
*President of the College*

HOY TAYLOR, A.B., M.A., Ph.D.  
*Dean of Instruction*

EDWIN H. SCOTT, B.S., A.B., M.S., Sc.D.  
*Registrar*

ETHEL A. ADAMS, B.S., M.A.  
*Dean of Women*

MILLER S. BELL  
*Treasurer of the College*

LINTON S. FOWLER  
*Bursar and Assistant Treasurer*

# STANDING COMMITTEES OF THE FACULTY

---

- EXECUTIVE COMMITTEE: President Wells, Dean Taylor, Registrar Scott, Mr. Stokes, Miss Martin, Mr. McGee, Miss Harper, Mr. Thaxton, Miss Brooks.
- POLICIES AND PROGRAM-EMPHASIS COMMITTEE: Dean Taylor, Mr. Wynn, Miss McVey, Miss Jenkins, Mr. Little.
- FACULTY-STUDENT RELATIONS COMMITTEE: Miss Ethel Adams, Registrar Scott, Dean Taylor, Y.W.C.A. Secretary, Miss Bolton, Mr. Little, Mr. Boesen.
- LIBRARY COMMITTEE: Miss Hallie Claire Smith, Miss Satterfield, Mr. Lindsley, Miss McVey, Dean Taylor, Mr. Little, Mr. Swearingen.
- ENTRANCE AND CREDITS COMMITTEE: Dean Taylor, Registrar Scott, Mr. Rogers.
- NEWS AND PUBLICITY COMMITTEE: Mr. Wynn, Mrs. Hines, Mr. Capel, Mrs. McCullar.
- LOAN AND TRUST FUNDS COMMITTEE: Mr. Thaxton, Registrar Scott, Mr. Fowler, Mr. Little.
- ENTERTAINMENT COMMITTEE: Mr. McGee, Mr. Dawson, Mr. Dewberry, Mr. Noah, Miss West, President of College Government.
- PICTURE SHOW: Mr. Thaxton.
- NYA AND STUDENT AID COMMITTEE: Mr. Dewberry, Miss Ethel Adams, Mr. Little, Registrar Scott, Mrs. Terry.
- COMMENCEMENT COMMITTEE: Mr. Little, Miss Harper, Miss Scott, Miss Johnson, Miss Sutton, Mrs. Martin, Mrs. Beaman, Miss Nixon.
- STUDENT PUBLICATIONS COMMITTEE: Mr. Wynn, Miss Sutton, Miss Ethel Adams, Mr. Capel, Mr. Fowler, Mr. Dawson.

## FACULTY

---

- GUY HERBERT WELLS, A.B., Mercer, 1915; M.A., Columbia University, 1925; LL.D., Mercer, 1934; President.
- MARGARET ABERCROMBIE, B.S., University of Georgia, 1932; M.A., Columbia University, 1938; Instructor in Home Economics Education.
- AUSTELLE ADAMS, A.B., Georgia State College for Women, 1930; M.A., University of Georgia, 1936; Instructor in French and Critic.
- LOIS GENEVIEVE ADAMS, B.S., University of Illinois, 1928; M.A., Columbia University, 1938; Assistant Professor of Home Economics.
- ETHEL A. ADAMS, B.S., Piedmont College, 1901; M.A., Columbia University, 1939; Dean of Women.
- MRS. W. H. ALLEN, Graduate New England Conservatory of Music; B.Mus., Boston University, 1934; M.A., Columbia University, 1938; Assistant Professor of Pianoforte.
- MARY LEE ANDERSON, A.B., Georgia State College for Women, 1927; M.A., Columbia University, 1931; Principal Peabody High School and Critic in History.
- WILLIE DEAN ANDREWS, A.B., Shorter College, 1922; M.A., Columbia University, 1924; Instructor in Physical Education.
- LOLITA ANTHONY, B.S., Peabody College, 1928; M.A., Peabody College, 1936; Instructor and First Grade Critic.
- JASPER LUTHER BEESON, A.B., University of Alabama, 1889; M.A., University of Alabama, 1890; Ph.D., John Hopkins University, 1893; LL.D., University of Alabama, 1929; President Emeritus.
- WILLIE RUBY BLACKBURN, B.S., The Woman's College of the University of North Carolina, 1928; Instructor in Commerce and Critic.
- ALICE E. BLAIR, B.S., Columbia University, 1915; M.A., Columbia University, 1938; Assistant Professor of Home Economics.

- LILA BLITCH, A.B., Hollins College, 1922; M.A., University of Maryland, 1935; Instructor in Latin and English and Critic.
- PAUL J. BOESEN, A.B., Creighton University, 1927; M.A., Peabody College, 1930; Associate Professor of Latin.
- EURI BELLE BOLTON, B.S., Peabody College, 1923; M.A., Peabody College, 1924; Ph.D., Peabody College, 1930; Professor of Education and Psychology.
- \*ELEANOR BRANNEN, B.S., Georgia State College for Women, 1929; M.A., Columbia University, 1935; Instructor and Second Grade Critic.
- MARY BACON BROOKS, B.S., Georgia State College for Women, 1925; M.A., University of North Carolina, 1932; Associate Professor of Education.
- MARGARET BUCKNER, B.S., University of North Carolina, 1926; M.D., Medical College of Virginia, 1929; Resident Physician.
- L. R. G. BURFITT, B.S., Columbia University, 1910; M.A., Columbia University, 1928; Professor Emeritus of Education.
- MARY KATHARINE BUTTS, A.B., Georgia State College for Women, 1928; M.A., Columbia University, 1932; Instructor and Fifth Grade Critic.
- SALLIE CALDWELL, B.S., Peabody College, 1921; M.A., Columbia University, 1929; Supervisor of Cadet Teachers.
- W. C. CAPEL, A.B., Washington and Lee, 1932; M.A., Columbia University, 1933; Assistant Professor of Social Science.
- ANNAREDDIE CARSTENS, B.Mus., Detroit Conservatory of Music; A.B., University of Washington, 1932; M.A., University of Washington, 1936; Instructor in Music Education.
- IVA CHANDLER, A.B., Georgia State Womans College, 1929; M.A., Columbia University, 1938; Instructor in Social Science.
- KATHERINE COLVIN, Bachelor of Design, Sophie Newcomb, 1935; B.S., University of Georgia, 1938; Instructor in Physical Education.

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\*On leave of absence, 1938-9.



- MARY CLARK CROOK, B.Mus, Wesleyan Conservatory, 1936; Instructor in Music.
- FRANCIS POTTER DANIELS, A.B., University of Michigan, 1895; M.A., University of Missouri, 1897; Ph.D., University of Missouri, 1905; Professor Emeritus of Latin.
- EDWARD DAWSON, A.B., Vanderbilt University, 1934; M.A., Vanderbilt University, 1935; Ph.D., Vanderbilt University, 1937; Assistant Professor of English.
- MARTHA NELL DAY, A.B., Georgia State College for Women, 1930; M.A., Columbia University, 1938; Instructor and Sixth Grade Critic.
- INEZ D. DOLVIN, B.S., Georgia State College for Women, 1935; M.A., Columbia University, 1936; Instructor and Second Grade Critic.
- MRS. FERN ELLISON DORRIS, B.S., Peabody College, 1927; M.A., Peabody College, 1928; Associate Professor of Geography.
- MILDRED ENGLISH, B.S., Peabody College, 1921; M.A., Peabody College, 1926; Superintendent of Peabody School.
- \*BETTY FERGUSON, A.B., Randolph-Macon, 1919; M.A., George Washington University, 1921; Instructor in English.
- MIRIAM FULLBRIGHT, A.B., Furman University, 1936; M.A., Furman University, 1937; Instructor in English and Critic.
- R. L. GARRETT, B.S., University of Georgia, 1926; M.A., University of North Carolina, 1930; Assistant Professor of Mathematics.
- KATHERINE FAVER GLASS, A.B., LaGrange College, 1933; A.B. in Library Science, Emory University, 1934; Assistant Librarian.
- HELEN IONE GREENE, A.B., Georgia State College for Women, 1928; M.A., Emory University, 1930; Instructor in Social Science.
- JULIA MABRY HARPER, B.S., Georgia State College for Women, 1924; M.A., Columbia University, 1929; Associate Professor of Home Economics.

---

\*On leave of absence, 1938-9.

- FANNIE B. HARRINGTON, A.B., Bowling Green College of Commerce, 1931; M.A., Western Kentucky State Teachers College, 1935; Associate Professor of Secretarial Training.
- CLARA WHORLEY HASSLOCK, A.B., University of Nashville, 1905; M.A. and M.S. in Ed., Columbia University, 1912; Associate Professor of Home Economics.
- WILLIAM S. HICKEY, A.B., St. Johns University, 1932; M.A., Columbia University, 1937; Instructor and Fourth Grade Critic.
- MRS. NELLE WOMACK HINES, Diploma in Music, Georgia State College for Women, 1906; Public Relations.
- EDITH HOLT, B.S., Louisiana Polytechnic Institute, 1928; M.S., Iowa State College, 1937; Assistant Professor of Home Economics.
- MAGGIE JENKINS, B. S., Georgia State College for Women, 1929; M.A., Columbia University, 1938; Assistant Professor of Music and Critic.
- ELIZABETH JENNINGS, B.S., Georgia State College for Women, 1935; Instructor in Physical Education.
- AMANDA JOHNSON, A.B., University of Minnesota, 1906; M.A., University of Minnesota, 1907; Ph.D., University of Chicago, 1925; Professor of History.
- MILDRED R. JOHNSON, B.S., Georgia State College for Women, 1934; M.A., Columbia University, 1936; Instructor and Third Grade Critic.
- DAN JORDAN, A.B., East Carolina Teachers College, 1935; M.A., Peabody College, 1938; Instructor in Science and Critic.
- RUTH JORDAN, B.S., Georgia State College for Women, 1933; M.A., Columbia University, 1937; Supervisor of Student Teachers.
- W. T. KNOX, A.B., Mercer University, 1910; M.A., University of North Carolina, 1928; Associate Professor of Education.



- NAOMI LAURA LEYHE, B.S., University of Illinois, 1935; M.S., Wellesley College, 1938; Instructor in Physical Education and Critic.
- LUTHER CAMPBELL LINDSLEY, A.B., William and Mary College, 1907; Ph.D., Cornell University, 1922; Professor of Chemistry.
- HARRY A. LITTLE, A.B., Hendrix College, 1919; M.A., Peabody College, 1928; Ph.D., Columbia University, 1934; Professor of Education and Teacher Training.
- JEANNETTE LOLLAR, B.S., Texas State College for Women, 1936; M.A., Columbia University, 1937; Instructor in Home Economics.
- MRS. J. G. LOWE, B.S., Georgia State College for Women, 1921; Instructor in Science and Critic.
- J. LOUISE MCDANIEL, B.S., Georgia State College for Women, 1933; M.A., University of North Carolina, 1936; Instructor in Mathematics and Critic.
- SIDNEY LAMONT MCGEE, A.B., West Virginia University, 1922; M.A., West Virginia University, 1924; Ph.D., University of Montpellier, France, 1927; Professor of French.
- MRS. CECILIA BASON MCKNIGHT, A.B., Flora MacDonald, 1909; M.A., Columbia University, 1926; Ph.D., Columbia University, 1937; Associate Professor of Education.
- JESSIE M. McVEY, B.S., Columbia University, 1925; M.A., Columbia University, 1930; Professor of Home Economics.
- CYNTHIA MALLORY, A.B., Scarritt, 1936; Secretary of Voluntary Religious Activities.
- GERTRUDE BRADLEY MANCHESTER, A.B., University of Oregon, 1924; M.A., University of Wisconsin, 1926; Ph.D., New York University, 1935; Professor of Physical Education.
- VIRGINIA MARSTON, B.S., Bates College, 1936; Certificate in Public Health, Massachusetts Institute of Technology, 1938; Instructor in Health.
- LENA MARTIN, A.B., Tennessee College, 1921; M.S., Emory University, 1925; Associate Professor of Chemistry.

- HERBERT N. MASSEY, A.B., Mercer University, 1915; M.A., University of Chicago, 1925; Associate Professor of Sociology.
- MARY THOMAS MAXWELL, A.B., Wesleyan; M.A., Columbia University, 1936; Instructor in English and Critic.
- MARGARET INMAN MEADERS, A.B., Georgia State College for Women, 1926; A.B.J., University of Georgia, 1936; Executive Secretary of the Alumnae Association.
- CHARLES JACKSON MEEK, A.B., Oberlin College, 1938; B.Mus., Oberlin College, 1939; Instructor in Music.
- JOHN WILLIAM MORGAN, A.B., Mercer University, 1923; M.A., University of Georgia, 1934; Assistant Professor of Social Science.
- CLARA E. MORRIS, B.S., Georgia State College for Women, 1922; M.A., Peabody College, 1932; Assistant Professor of Home Economics.
- ALICE NAPIER, B.S., Peabody College, 1927; M.A., Peabody College, 1931; Professor Emeritus of Mathematics.
- MRS. LOUISE HATCHER NELSON, A.B., Georgia State College for Women, 1934; M.A., University of Georgia, 1937; Instructor in Mathematics and Critic.
- \*SARA LOUISE NELSON, B.S., Georgia State College for Women, 1926; M.S., Cornell University, 1930; Assistant Professor of Mathematics.
- CLARA MINERVA NIXON, B.S., Oregon Agricultural State College, 1914; M.S., Oregon Agricultural College, 1916; B.S. in Commerce, Simmons College, 1920; Associate Professor of Biology.
- MAX NOAH, A.B., Iowa State Teachers College, 1927; M.A., Columbia University, 1932; Associate Professor of Music.
- MRS. ALINE C. OWENS, B.S., Shorter College, 1916; M.A., Columbia University, 1920; Assistant Professor of Home Economics.
- MAMIE PADGETT, Diploma from Pratt Institute, 1919; B.S., Georgia State College for Women, 1923; M.A., Columbia University, 1930; Professor of Art.

---

\*On leave of absence, 1938-9.

- ANNE PFEIFFER, A.B., Georgia State College for Women, 1932; B.S. in Library Science, Peabody College, 1936; Assistant Librarian.
- MARTHA PHIFER, A.B., Converse College, 1928; M.A., Columbia University, 1936; Instructor and Seventh Grade Critic.
- LOIS CATHARINE PITTARD, B.Mus., Wesleyan Conservatory, 1937; Instructor in Piano.
- MARY REDDEN, B.S., University of Michigan, 1938; Instructor in Physical Education.
- HENRY HARPER ROGERS, B.S., North Carolina State College, 1928; M.A., Duke University, 1929; Ph.D., Pennsylvania State College, 1934; Assistant Professor of Mathematics.
- MABEL T. ROGERS, Ph.B., Alfred University, 1907; M.A., Columbia University, 1916; Associate Professor of Physics.
- WILLIAM C. SALLEY, A.B., University of Alabama, 1923; Diploma de Suficiencia, Madrid, 1925; Ph.D., University of North Carolina, 1930; Professor of Spanish.
- VIRGINIA SATTERFIELD, B.S., Peabody College, 1926; B.S. in Library Science, Columbia University, 1928; M.S. in Library Science, Columbia University, 1936; Librarian.
- IRENE SCANLON, B.S., University of Wisconsin, 1924; M.A., Columbia University, 1936; Assistant Professor of Home Economics and Critic.
- EDWIN HOBART SCOTT, B.S., Massachusetts Agriculture College, 1906; A.B., Boston University, 1906; M.S., Dartmouth, 1914; Sc.D., University of Georgia, 1928; Registrar.
- KATHERINE KIRKWOOD SCOTT, B.S., Columbia University, 1916; M.A., Columbia University, 1921; Associate Professor of English.
- ELIZABETH SKINNER, B.S., Georgia State College for Women, 1934; M.A., Columbia University, 1938; Instructor and Kindergarten Critic.
- MRS. ANN S. SMITH, B.S., Georgia State College for Women, 1924; M.S., University of Georgia, 1932; Assistant Professor of Home Economics.
- HALLIE CLAIRE SMITH, A.B., LaGrange College, 1909; M.A., Emory University, 1926; Associate Professor of English.

- \*SARA LOUISE SMITH, B.S., Georgia State College for Women, 1925; M.A., Columbia University, 1930; Associate Professor of Health.
- ANNETTE STEELE, A.B., Transylvania College, 1911; M.A., University of Illinois, 1916; Associate Professor of English.
- JAMES STOKES, B.S., University of Georgia, 1922; M.S., University of Wisconsin, 1928; Ph.D., University of Chicago, 1937; Professor of Biology.
- MARGARET E. SUTTON, B.S., State Teachers College, Virginia, 1926; M.A., Columbia University, 1930; Assistant Professor of Art.
- MACK BUCKLEY SWEARINGEN, A.B., Millsaps College, 1922; M.A., University of Chicago, 1923; Ph.D., University of Chicago, 1932; Professor of History.
- BLANCHE TAIT, B.S., Georgia State College for Women, 1927; M.A., Peabody College, 1930; Assistant Professor of Biology.
- CHARLES T. TAYLOR, B.S., University of Arizona, 1931; M.A., Duke University, 1936; Assistant Professor of Secretarial Training.
- HOY TAYLOR, A.B., Duke University, 1906; M.A., Columbia University, 1913; Ph.D., Peabody College, 1931; Dean of Instruction and Professor of Social Science.
- MRS. SARA JORDAN TERRY, B.S., Georgia State College for Women, 1928; M.A., Columbia University, 1937; Assistant Professor of Secretarial Training.
- OSCEOLA ALVIN THAXTON, A.B., Mercer, 1901; M.A., Columbia University, 1904; Professor of Education.
- KATE THRASH, Diploma, Georgia State College for Women, 1893; Professor Emeritus of Secretarial Training.
- JESSIE TRAWICK, B.S., Georgia State College for Women, 1924; M.S., Emory University, 1932; Assistant Professor of Chemistry.
- ALICE LENORE TUCKER, B.Mus., McPhail School of Music, 1929; M.Mus., McPhail School of Music, 1930; Professor Emeritus of Music.

---

\*On leave of absence, 1938-9.



- PATTIE MANGUM TURNER, A.B., The Woman's College of the University of North Carolina, 1925; M.A., Columbia University, 1926; Associate Professor of French.
- MARY LYLE VINCENT, B.S., University of Texas, 1928; A.B. in Library Science, Texas State College for Women, 1935; Assistant Librarian.
- \*EARL WALDEN, A.B., Hendrix College, 1922; M.A., University of Colorado, 1925; Ph.D., University of Illinois, 1934; Professor of Mathematics.
- LILLIAN EDNA WEST, B.E., A.B., Bessie Tift College, 1926; M.A., Columbia University, 1934; Certificate from American Academy of Dramatic Art; Certificate from Central School of Speech and Drama, London; Instructor in English.
- LOUISE WHITLOW, A.B., Western Kentucky Teachers College, 1927; M.A., Peabody College, 1931; Instructor in Secretarial Training.
- MRS. KATHLEEN W. WOOTTEN, A.B., Sullins College, 1910; M.A., Columbia University, 1930; Professor of Health.
- WILLIAM THOMAS WYNN, A.B., Emory University, 1900; M.A., Peabody College, 1920; Litt.D., Central University, 1928; Professor of English and Sub-Director of the Division of General Extension.

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\*On leave of absence, 1938-9.



# GENERAL INFORMATION

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## HISTORY OF THE COLLEGE

The Georgia State College for Women came into being at an auspicious time in the history of the State. In the 1880's the people were just recovering from the devastation of the war and the new generation was becoming education-conscious. Following the establishment of the Georgia Institute of Technology, some leaders became conscious of the neglect of education for women. The establishment of this institution was a direct attempt to meet the needs of the young women of Georgia in a way that they were not being met by any other agency.

The bill providing for the establishment of the Georgia Normal and Industrial College was passed by the legislature in 1889, and the College was opened in 1891. For the first few years of its existence the institution devoted itself chiefly to the task of preparing young women for teaching and for industrial occupations. The homemaking function was not neglected, however, and home economics training was early introduced on a college level.

The College grew rapidly as a normal and industrial institution, and at the same time the economic and cultural situation was changing. To enable the College to meet new conditions the legislature of 1917 changed its charter, making it a four-year institution and giving it the power to grant degrees. With this change, the College introduced liberal arts courses and became an institution for training in general cultural subjects as well as a vocational school. The first degrees were granted in 1921. In 1922, the legislature changed the name to that still in use to make the name harmonize with the work it was doing.

In 1931 the legislature placed all the state-supported higher institutions under a single board of regents. Since January 1, 1932, the Georgia State College for Women has operated as a unit of the University System. The new arrangement allows it to offer a type of training not possible in the past.

Throughout its whole career the College has been fortunate in its leadership. The four men who have in turn served as president have all been men of vision and energy. They have read the signs of the times and have translated their convictions into concrete provisions for the education of women according to the



needs of the generations in which they were going to live. They have all been pioneers and builders for the future. The program of work has always been planned to meet anticipated needs.

### GENERAL OBJECTIVES

As it exists, the College today is rich in traditions and in the record of successful service rendered. A changing civilization, however, is making new demands on education. The Institution is doing its best now to adapt itself to changing conditions.

The type of work that has been successful in the past is being strengthened and given new life. The home-making function is being studied and readjusted and strengthened. The teacher-training feature is being re-oriented and re-directed to meet the demands of the newer philosophy of education.

New courses and new departments are being added to supply newly rising needs. Women are being called more and more into business and into social service work, and the probability is that the trend will become even stronger in that direction as time goes on. The College is responding by elaborating and extending the opportunities for training in the fields of business education and social analysis and social interpretation. The opportunities for the participation of women in the affairs of the State are ever widening and the College is stressing more than ever the type of education that will best prepare the foundation for good citizenship.

### INTERCOLLEGIATE RELATIONS

The Georgia State College for Women is fully accredited by the American Association of Teachers Colleges and by the Southern Association of Colleges and Secondary Schools. Its graduates are eligible for teachers' certificates in any state, and they are accepted for graduate work by any university.

The College is a member of the following associations:

1. The Association of Georgia Colleges.
2. The American Association of Teachers Colleges.
3. The Association of Colleges and Secondary Schools of the Southern States.
4. The Southern Association of Colleges for Women.
5. The Association of American Colleges.

## MATERIAL EQUIPMENT

### CAMPUS AND GROUNDS

The Georgia State College for Women is located on a beautiful campus in the center of the historic town of Milledgeville. The campus proper contains about twenty-three acres. It is surrounded by paved streets and is artistically landscaped.

In addition to the campus proper, the College owns an attractive recreation park of about twenty acres only a couple of blocks from the main campus. The park contains tennis courts, an amphitheatre, a cabin, and picnic grounds. It is also a bird sanctuary, serving as a laboratory for nature study and ornithology classes.

### RECREATION PARK

The College has recently purchased and developed into a recreation park a tract of about 75 acres of land near Milledgeville. The park contains a lake of about fifteen acres, providing boating, bathing, and fishing facilities. There is a clubhouse available for parties, dances, and over-night camping groups. The College provides chaperones when the park is used.

### THE PLANT

The College has twenty buildings well-located for their purposes. Most of them are of red brick with limestone trim, and they are adorned with stately Corinthian columns. Ten of the number serve for administration and educational purposes. They house the administrative offices, the Science and Home Economics laboratories, the training school, the nursery school, and the class work of the College.

### DORMITORIES

The College plant contains ten dormitory buildings with a capacity to accommodate about fourteen hundred students. The rooms are all modern, convenient, and comfortable. Most of the rooms are arranged in two-room suites with connecting baths.

### THE LIBRARY

The Library is a modern building. It has the usual reference, periodical, and general reading rooms. At present the Library contains about 30,000 volumes, including bound periodicals. The subscription list for current periodicals is over 200, with both American and foreign titles. It is administered by a staff

composed of a head librarian, three full time assistants, and a large number of part-time student helpers.

### THE MANSION

The historic old governor's mansion, the home of the governors of Georgia from 1838 to 1865, is a part of the college plant. It is a splendid type of stately colonial architecture. It is used as a home for the President of the College and as a dormitory.

### NEW BUILDINGS

The new physical education building has been completed within the year. It has class room and office space for the Health and Physical Education Departments. The large gymnasium room serves for dances and other social occasions. The beautiful tiled swimming pool is used both for instruction in swimming and recreational swimming. The building is fireproof throughout.

The music building is a beautiful new building containing rooms for class instruction in music, for practice pianos, and for band and orchestra practice. It is especially designed for music instruction.

The new Peabody School is across the street from the main campus. The unit already completed has accommodations for the elementary grades and an auditorium with a seating capacity of 600. It is fireproof and well arranged for its purpose. The high school unit will be constructed later.

The newest dormitory is a fireproof building which will, when completed, house about 200 students. It will contain a dining room unit and the usual parlor and recreation facilities. This year 125 students live in the first and second floor rooms.

### THE COLLEGE CAFETERIA

The College Cafeteria is located off the court on the ground floor of Bell Hall, and is managed by a dietitian who is a member of the Home Economics staff.

It is open for service all day, including regular meals, special diets, and parties. Students may obtain board here at a small additional cost.

**ADMISSION TO THE COLLEGE**

Young women who are fifteen years old and give evidence of good character and proper preparation are admitted to the freshman class or to such advanced standing as their previous work justifies.

Applications for admission to the College must be made in writing on a special form provided by the College. In accepting applications, preference will be given to those with the best records as to character, health, scholarship, personality, earnestness of purpose, and ability.

**ADMISSION TO THE FRESHMAN CLASS**

Graduates of officially accredited senior high schools are admitted to the freshman class on certificate from the official head of the high school. Fifteen units of high school work are required as specified below:

English .....	3 units
Mathematics .....	2 units
Social Science .....	2 units
Science .....	1 unit
Electives .....	7 units

Total ..... 15 units

The elective units may be from any courses usually given in accredited high schools.

Foreign language is not a requirement for admission, but two or more units in any language will be accepted as electives. Less than two units in one language will not be accepted.

Graduates of unaccredited high schools must satisfy the unit requirements listed above, and, in addition, must pass an examination on the high school content.

**ADMISSION TO ADVANCED STANDING**

Students who present official transcripts of work done in other standard colleges may be admitted to such advanced standing as their previous work justifies. They must present evidence of honorable discharge from the college last attended.



### GRADUATES OF JUNIOR COLLEGES

Graduates of standard junior colleges or students who have completed the first two years of work in a standard four-year college are admitted to the senior college without condition. They will not be required to make up specific deficiencies in any of the fifteen constant courses required at the junior level in this college, but they are required to satisfy the requirements in English, foreign language, and Science, and for the majors and minors for the degree for which they apply.

In general, students will not be given credit for more than twenty courses of work done in a junior college.

### COLLEGE EXPENSES

The Georgia State College for Women is a state-supported institution and therefore does not charge tuition to residents of Georgia. The matriculation fee includes the charge for matriculation, library service, laboratory fees, lyceum attractions, student publications, and the major expenses of the three large student body organizations. It is uniform for all students who register for work in any of the three regular academic quarters. It is the only fee paid by students who do not live in dormitories.

A room reservation fee of \$3.00 is required once a year of all students who live in dormitories.

The charge for board includes the payment for room, meals, laundry, and ordinary medical and hospital care. It varies somewhat according to the dormitory and room occupied. There are three classes of dormitory accommodations, as follows:

#### GROUP I

This group includes the third floor of Atkinson, the fourth floor of Ennis, Mansion Annex, Mansion Dormitory, Mayfair, and Terrell Proper. These dormitories have batteries of baths and toilets on all floors. Most of the rooms accommodate three or more students each.

#### GROUP II

This group includes the first and second floors of Atkinson, Bell Hall, Bell Annex, the first, second, and third floors of Ennis, and Terrell Annexes A, B, and C. Most of these rooms are arranged in suites of two rooms with connecting bath. They usually accommodate three persons to the room.

**GROUP III**

This group includes all rooms in Beeson and the first and second floors of Sanford Hall. Most of these are in two room suites with connecting bath. They accommodate two students to the room.

**CLASSIFICATION AND ROOMS**

To facilitate the administration of regulations and to provide for the best development of morale and *esprit de corps* among the student body, beginning freshmen are assigned exclusively to one group of dormitories. These are Terrell Proper, Terrell Annexes A, B, and C, and Bell Annex. These dormitories provide a variety of accommodations and are different in cost.

Likewise, Ennis Hall is set aside for seniors. Here again there are differences in accommodations and cost.

Sophomores and juniors are not separated. All the dormitories on the campus except those designated above are open to these classes.

**SCALE OF CHARGES**

	Group I	Group II	Group III
Reservation fee (once a year).....	\$ 3.00	\$ 3.00	\$ 3.00
Matriculation fee (Each quarter)	20.00	20.00	20.00
Board (Each quarter).....	60.00	69.00	73.50
Total first quarter.....	\$83.00	\$92.00	\$96.50
Total three quarters .....	\$243.00	\$270.00	\$283.50

Out-of-state students pay a tuition fee of \$15.33 each quarter in addition to the above.

All charges are due and payable quarterly in advance.

Students registering for the last half of any quarter pay one-half of the quarterly charge.

Summer School charges are slightly different from the above.

The College reserves the right to change the amount of fees for matriculation or for board at the beginning of any quarter.

### CHARGES FOR EXTRA SERVICES

Diploma fee for Two-Year Diploma.....	\$ 2.00
Diploma fee for Bachelor's Degree.....	\$ 5.00
Diploma fees are paid only in quarter of graduation.	
Private instruction in Piano, Organ, Violin, Voice, or Expression, two lessons a week, each quarter.....	\$18.00
There will be a small extra charge for the use of the organ for practice.	
Special charge for class instruction in instruments, each quarter .....	\$ 9.00
Cost of materials for cooking in Home Economics courses .....	\$1.00-\$3.00
Estimated cost of books and school supplies each quarter .....	\$ 8.00

In some courses a book fee is charged to take care of special library facilities to supplement or substitute for the textbook.

Spending money for incidentals will be about what students choose to make it. A very small amount will be sufficient to cover actually necessary expenses.

### REFUNDS

No refund of reservation fee can be made except when notice of withdrawal of application is received five days prior to the opening of the quarter.

A student who withdraws from the College within ten days after the beginning of a quarter will be eligible for a refund of \$15.00 from the \$20.00 paid for college fees. A student who withdraws after more than ten days have elapsed from the beginning of a quarter will be eligible for a \$5.00 refund, provided this request is made before half the quarter has expired. A student who withdraws during the last half of any quarter because of illness certified by the College Physician will be eligible for a \$5.00 refund. A student withdrawing during the last half of the quarter for any other reasons will not be eligible for a refund.

When students have been away from the college for at least 14 consecutive days and evidence is presented showing illness or other providential reasons, except when they are institutionalized in Parks Memorial Hospital, board refunds will be made to them. If a student withdraws during the first thirty days of any quarter, the charges for board will be \$1.00 a day for the time in attendance. If she remains in college longer than thirty days, the charge will be on a basis of \$4.50 a week for the time



in attendance, but the total charges shall not be less than \$30.00. After these deductions are made the remainder of the board payments can be refunded.

No refunds for music can be made to any student who discontinues study in the midst of a quarter, except for illness or providential reasons.

Refund regulations are subject to revisions at the beginning of any quarter.

## SCHOLARSHIPS AND LOANS

### FIRST HONOR HIGH SCHOOL GRADUATES

By action of the Board of Regents, the College grants free college fees (\$60) for one year to first honor graduates of accredited high schools in Georgia. The grant is for the freshman year only and is applicable only in the academic year following the date of high school graduation.

### ENDOWMENTS

Through the generosity of friends or benevolent organizations one scholarship fund and a number of loan funds have been established. The purpose of all the funds is to help worthy young women, otherwise unable to attend college, finance a part of their period of education. Most of the funds are reserved for students who have proved their disposition and ability to profit by a college education. Unless otherwise indicated, loans are administered by a loan committee of which Professor O. A. Thaxton is chairman. Following is a brief statement about each fund.

#### THE LOWE SCHOLARSHIP

This fund was established by the late Mrs. Bettie Harris Lowe, who by her last will and testament left the bulk of her estate to this purpose. The income from this fund is about \$160 per annum. It is awarded each year to one or more residents of Pulaski County.

#### THE FACULTY LOAN FUND

This fund is maintained by members of the faculty.

**THE CORRIE HOYT BROWN LOAN FUND**

This fund was established by Mr. George M. Brown in 1919. It now amounts to more than \$7,000. The income is lent at a low rate of interest.

**THE JOSEPH M. TERRELL LOAN FUND**

This is a donation of \$5,000 provided for in the will of the late ex-Governor Joseph M. Terrell. The principal is to be kept intact and the income to be lent each year.

**THE ALICE WALKER SHINHOLSER MEMORIAL  
FUND**

Mr. John W. Shinholser established this fund with an initial donation of \$1,000 in 1924. The principal is lent to seniors for not exceeding two years.

**A LOAN FUND**

This fund is maintained by a friend of the College who does not desire his name published. Application should be made to the Bursar of the College.

**THE PHILO SHERMAN BENNETT FUND**

This fund was given to the College several years ago by Mrs. W. J. Bryan of Miami, Florida, who acted as a trustee of the estate of the late Philo Sherman Bennett. The principal is \$500 and the interest is lent each year. It is administered by the President of the College.

**THE CHAPPELL LOAN FUND**

This fund was established by the friends of Dr. J. Harris Chappell. Application should be made to Professor Alice Napier.

**THE ANNA BROWN SMALL LOAN FUND**

This fund was established in 1909 by Mrs. Clem Steed Hardman, of Macon, as a memorial to her mother. Loans are made to two students of recognized character, ability, and need each year. Application should be made to Professor Alice Napier.

**THE FRANCES CLEMENTINE TUCKER FUND**

This fund was established from the estate of the late Mrs. Frances Clementine Tucker and has been available to a limited number of students each year since 1920. Applications for

loans should be addressed to Messrs. O. E. and M. C. Horton, Trustees, 140 Peachtree Street, Atlanta, Georgia.

#### **THE SYLVESTER MUMFORD LOAN FUND**

This fund was recently established as a perpetual memorial to Mr. and Mrs. Sylvester Mumford by their daughter. It is a loan fund and is to be used in helping worthy young women of Georgia obtain an education at the Georgia State College for Women.

#### **THE THOMAS E. MITCHELL EDUCATIONAL LOAN FUND**

This is a donation made by Dr. Thomas E. Mitchell, of Columbus, Georgia, to the University of Georgia as an educational fund for students in the various colleges in the University System. Application should be made to the President of the College.

#### **THE MOREL FUNDS**

Miss Elizabeth Morel, a former member of the faculty, gave \$1500 to establish a loan fund to be known as the "L. Morel Loan Fund." This fund is administered by the Loan Committee. In her will, Miss Morel provided funds for a memorial to her brother, Wm. W. Morel. The interest on the fund is to be used to purchase books for the library.

#### **THE LIZZIE DENNARD WIMBERLY BRIDGES LOAN FUND**

The Hawkinsville Chapter, Daughters of the American Revolution, has contributed \$200 to establish the above named fund for aiding students from Pulaski County. It is handled by the Loan Committee.

#### **THE CALLIE MAY CHRISTIE BELL LOAN FUND**

This fund was established by the Hawkinsville Chapter, Daughters of the American Revolution, and is open to students from Pulaski County. It is handled by the Loan Committee.

#### **THE GRACE BEATY WATSON LOAN FUND**

This fund was established by the Hawkinsville Chapter, Daughters of the American Revolution, and is open to students from Pulaski County. It is handled by the Loan Committee.

### CLASS LOAN FUNDS

The classes of 1935, 1936, and 1937 have provided funds for loans. These funds are in charge of the Loan Committee.

#### THE GEORGIA HOME ECONOMICS LOAN FUND

The Georgia Home Economics Association offers a loan each year to students majoring in Home Economics. Application should be made to Mrs. Ann S. Smith of the Department of Home Economics.

#### THE KNIGHTS' TEMPLAR LOAN FUND

The National Order of Knights Templar has established an Educational Foundation of several million dollars to aid worthy students throughout the country in getting an education. Each year the Foundation lends to each of twelve or fifteen students in the junior or senior class of the Georgia State College for Women part of the money necessary to pay their college expenses. This fund is administered by Mr. Thos. C. Law, of Atlanta, Georgia.

#### THE HISTORY CLUB LOAN FUND

This was begun by the History Club in 1934, the purpose being to pay the expenses of one student for one year. The fund has been realized by staging three plays in the years 1934, 1935, and 1936. It now equals \$267, enough to pay a girl's room and board for one year. The accumulating interest is to help pay for her text books.

#### THE HOME ECONOMICS CLUB LOAN FUND

This fund was established by the Home Economics Club for students in the senior college majoring in Home Economics. Students applying for this loan must be recommended by the Department of Home Economics.

### SELF-HELP

Students of limited financial means find just as warm a welcome at Georgia State College for Women as those with ample resources. The College does all that it can to help those who are not able to pay all their expenses. A considerable part of the work in the dining rooms, the offices, the Library, and the mimeographing and reproduction rooms is done by part-time student employees. The pay usually ranges from eighteen dollars a quarter up to two or three times this amount. All work jobs



are reserved for those who have made good records in high school and who continue to do satisfactory work in college.

### N. Y. A.

For the past few years the National Youth Administration has allotted a fixed amount of money to the College to be used in aiding needy and worthy students to attend college. According to the regulations, this money is used strictly in payment to students for services rendered to the College or the community. Students receiving aid under this plan are subject to the same requirements as to need of assistance, satisfactory scholarship, and desirable service as to those paid directly from college funds. It is anticipated that the same plan will be followed through 1939-40.

### CONCERT SERIES

It has become a custom for the people of the town of Milledgeville to cooperate with the College in bringing to the campus a series of high class artistic performances. By this means, entertainment of the highest quality is made accessible to the student at very small cost. Participation in this series is voluntary and costs those who join \$1.50 for the series.

The following artists appeared on the program for the 1938-39 season:

James Melton, Tenor.  
Josephine Antoine, Soprano.  
Iso Briselli, Violinist.  
Lisa Parnova, Dancer.

### LYCEUM SERIES

In addition to the above, the College brings to the campus six or eight nationally known lecturers and entertainers for evening programs each year. The cost of these programs is included in student fees and does not involve an extra charge.

### INSTITUTE OF HUMAN RELATIONS

Each year for the past three years the Y.W.C.A. has sponsored a four-day institute for the discussion and study of timely problems in regard to human relations. Outstanding leaders in their respective fields are brought to the campus for addresses and conferences. The topic this year was "Southern Problems."

### **THE PEABODY SCHOOL**

The Peabody School is the laboratory school for the benefit of students who are preparing to teach. The school is located on the college campus and contains a pre-school grade, seven elementary grades, and four years of high school. It is accessible to all Education classes and others interested in observing the educational process. All students who apply for degrees in Education are required to do one quarter of supervised teaching in the school.

### **APPRENTICESHIP CENTERS**

The State Board for Vocational Education has approved the Home Economics Departments of a number of high schools within reach of Milledgeville. This provides for a number of Home Economics majors to do their supervised teaching under typical school conditions. A student teacher spends a quarter at the teaching center working under the supervision of a supervisor and receives credit for two courses.

### **CADET TEACHING**

The College has a working arrangement with several city and county systems of schools whereby students who have completed their Education requirements on the campus do one quarter of actual teaching under normal school conditions. The teaching is supervised by a member of the college staff, and two courses of credit are given.

### **HEALTH SERVICE**

The College employs a full-time woman physician and a staff of nurses to look after the health of students. A physical examination is given each student as near the opening of college in the fall of each year as possible. The facts thus discovered about the physical condition of the student help to form a basis for medical advice and treatment.

Within her first year in college each student is given a tuberculosis test, and in all positive cases an X-ray is made. This is purely a precaution and a service to individual students.

It is urged that all applicants for admission to college have typhoid, smallpox, and diphtheria vaccination before they come to college. The typhoid and smallpox vaccination will be administered by the college physician in case it has not already been done, but it is much preferred that these things be attended to by the family physician at home.

Students are required to report all cases of illness, no matter how slight, to the college physician. This is a necessary precaution for the sake of early diagnosis and treatment. It is a protection to the individual student and to the student body in cases of contagious diseases.

All ordinary cases of illness are treated in Parks Memorial Hospital on the campus. The hospital has a capacity of 36 beds and thoroughly modern equipment throughout. It cares for all cases of illness except surgical operations. There is no extra charge for treatment in the hospital for students who live in the dormitories. Students who do not live in dormitories do not receive medical treatment by the college physician or in the college hospital.

### EXTENSION DIVISION

The University System of Georgia maintains a Division of General Extension which is independent of the various units of the System. The Georgia State College for Women is one of the agents of the Extension Division and cooperates in its work.

Two types of work are carried on: (1) extension class instruction and (2) correspondence instruction. Extension classes are conducted by members of the faculty when requested by a sufficient number of students in any community. Correspondence courses consist of textbook and library assignments on which written reports are made by the student. Twenty lessons make one college course.

For further information address W. T. Wynn, Sub-Director, Georgia State College for Women, Milledgeville, Ga.





## STUDENT RELATIONS

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It is the purpose of the College to provide an opportunity for the broadest and most wholesome development possible for all students. It is believed that practice in normal living and participation in desirable activities is no less important than the academic work of the institution. Participation in student activities and assumption of student responsibility are encouraged. The three major phases of activity are government, religion, and recreation, and these are administered by the three major organizations.

### THE COLLEGE GOVERNMENT ASSOCIATION

The control of the conduct of the students is largely in the hands of the student body. Government is administered by the College Government Association, an organization composed of all students in the College. The Association operates under a constitution drawn up by a committee of the student body and approved by the student relations committee of the faculty. The Student Council is the chief administrative body of the Association, the members of which are elected by the student body. Faculty advisers, nominated by the Council and appointed by the President of the College, participate in all deliberations of the Council. The Council proposes regulations which must be approved by the student relations committee of the faculty before they become effective. All minor matters of student conduct are handled by the Student Council or the Courts, which are created under it. Major offenses are referred to the faculty committee for final disposition.

### SENIOR CODE

Soon after the opening of college in September the senior class organizes for the purpose of self-government during the year. Each senior class works out its own code under which its members live. When the code is approved by the Dean of Women it becomes their guiding principle for the conduct of the members of the class.

### THE Y. W. C. A.

As its name implies, the Young Women's Christian Association is primarily a religious organization. It is campus-wide

in its nature and is open to all students. Its chief administrative officers are students elected by the student body. The College assists the organization in maintaining a full-time secretary of faculty rank. The "Y" fosters and directs the religious activities on the campus. Vesper programs, Bible study classes, and devotional exercises are arranged and sponsored. Study groups in various types of social problems are also organized and conducted.

### **THE RECREATION ASSOCIATION**

The Recreation Association provides a varied program of sports, dancing, swimming, and related activities to meet the need of the leisure time of the students. Every student enrolled in the College is a member of the Association and is invited to participate in its activities. There are three phases of the program: intramurals, skill groups or clubs, and unorganized recreation, all based on the present and future needs and interests of the students. The Association is guided by the Recreation Board elected by the student body and a faculty adviser from the Physical Education staff.

### **VOLUNTARY RELIGIOUS ACTIVITY**

The College employs a full-time director of religious activity, who spends her time assisting and directing the various religious and welfare organizations on the campus. She acts as executive secretary of the Y.W.C.A. and helps to correlate the work of the denominational groups.

### **CLUBS**

The students have organized themselves into numerous small groups for special purposes. There are many departmental clubs to which majors in the departments usually belong. There are other clubs that are not connected with departments which appeal to students in a general way. Most of the clubs have monthly meetings for the discussion of topics of interest to the particular groups. All these clubs and activities provide opportunities for educational development in study, discussion, and leadership.

### **COLLEGE PUBLICATIONS**

The following publications are maintained by the College or fostered under its auspices:

The BULLETIN is a semi-monthly publication issued by the College. It is published and distributed to give information

about the functions and activities of the College. Copies of issues published in the past may be had by addressing the President. Names will be placed on the permanent mailing list on request.

The SPECTRUM is an annual in book form. It is published by the student body to illustrate student life and collegiate surroundings. It possesses a strong sentimental value to students.

THE COLONNADE is a weekly newspaper, edited and managed by students. Its purpose is to reflect student life on the campus and to keep the student body informed about happenings of consequence in the community. Incidentally, it provides an opportunity for a small number of students to get valuable journalistic experience each year.

THE CORINTHIAN is the literary magazine of the College. It is published four times a year. It is sponsored by the Literary Guild for the purpose of encouraging creative writing.

## PERSONNEL

### FRESHMAN WEEK

The purpose of Freshman Week is to give the new students just entering college for the first time an opportunity to begin their acquaintance with one another and with the College under as favorable circumstances as can be provided. The freshmen spend two or three days in activities that will begin to prepare them for happy and profitable life on the campus.

The entertainment and social features of the week are in charge of the three major student organizations—the College Government Association, the Young Women's Christian Association, and the Recreational Association.

Placement tests and physical examinations are administered and students are grouped and assigned to sections for their fall courses. Freshmen complete their registration before the registration of former students begins.

### COUNSELING

The College recognizes the abrupt break between home life and high school conditions on one hand and dormitory life and college work on the other and tries to provide as favorable transition conditions as possible. A number of members of the faculty with special personal and professional qualification serve as a committee for personal advice and professional coun-



seling for all students during their first two years in college. Every freshman is given to understand that there is one particular member of the faculty of whom she may ask advice about any problem.

The same relations are continued in the sophomore year, and, in addition, more attempt is made to assist students in choosing courses for future study and in selecting the type of work the student is to do after she leaves college. Achievement tests are given to all freshmen when they enter college and similar tests are given again at the close of the sophomore year. The records of progress in general achievement, together with the students' grades on work taken in the College and other information gathered in the two years, are used in advising students about the type of work they may expect to succeed best at in the future.

By the time the student reaches the junior class she is expected to choose the field of her major interest. The head of the department in which she majors then becomes her professional adviser and approves her program of studies. At the beginning of both the junior and senior years the student makes out a program of studies for the year which must be approved by the major department and by the Dean of Instruction. Any modification of this program during the year must have the approval of the major department and the Dean.

### PLACEMENT

The placement of graduates in suitable positions at the end of the college course is a natural culmination of the personnel work carried on throughout the period of training. The College maintains a placement office, the purpose of which is to keep at hand information about employment conditions throughout the State and to keep those seeking employees informed about the qualifications of students who are completing their work. Through the help of this office, most of the graduates are able to find the work which they choose and for which they are fitted. The placement office invites alumnæ to keep in touch with it and use its facilities in finding the positions most suited to their qualifications.



# **GENERAL COLLEGE REGULATIONS**

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## **RESIDENCE IN DORMITORIES**

All students are required to room and board on the campus unless they live with parents in or near Milledgeville. Exceptions will be made only by written permission of the President of the College.

## **COLLEGE REGULATIONS IN MILLEDGEVILLE**

Students arriving in Milledgeville to enter college or returning from trips away from college come under college regulations as soon as they reach town and must report at once to the house mother of their dormitory, and students leaving college at the end of the college term or for trips away must leave town according to the schedule approved by the housemother.

## **VISITING**

Spending frequent week-ends off the campus interferes seriously with the college work of the students and is a burdensome expense to many parents. On the other hand, it is not desirable for students to be separated from their homes and parents for too long periods. The College tries to strike a happy medium by providing a reasonable number of opportunities for students to go home or visit off the campus.

At the times designated by the College as home-going week-ends, the class work is so adjusted that there is a minimum of interruption of studies. Absence from the College at any other time is a serious disadvantage to the student and is a hindrance to the program of the College.

## **EXTRA VISITS**

Under special conditions students may, on the written request of parents, be allowed extra week-ends or over-night visits, but such students will be regarded as having technically withdrawn from college and will be required to pay a fee of five dollars for reinstatement. Students technically withdrawn as above will

be subject to all the rules and regulations that apply to any other visit away from the campus.

### **MODE OF TRANSPORTATION**

Students leaving college by any mode of transportation other than public bus or train must have special written permission of their parents. The same rule applies to transportation on return to college except when the student comes directly from home to the college.

### **EARLY DEPARTURE AND LATE RETURN**

A student who leaves the campus earlier than the hour designated by the College for any regular visit away or returns later than the hour designated will be required to pay five dollars for reinstatement.

### **GENERAL PERMITS**

Written permission from the parents or guardian, addressed to the Dean of Women, is required for all trips away from the campus except the Christmas and June homegoings, when it is understood that everybody is leaving the campus.

Blanket or standing permits are not accepted for any leaves of absence except to go home on those week-ends scheduled officially by the College.

Written permission from the parents or guardian must be mailed to the housemother involved for any student to have riding or date privileges.

### **UNREGISTERED STUDENTS**

All young women who are applicants for degrees or diplomas are under regular student regulations when in Milledgeville whether they are registered for work or not.

### **VISITORS TO DORMITORY ROOMS**

Students are not allowed to receive visitors in their rooms except by special permission of their housemothers. Mothers, near relatives, and close friends of students may be permitted to spend the night in the dormitories. They will be charged at the rate of twenty-five cents for lodging or single meals.

### **MOTION PICTURES**

A motion picture program is provided on the campus each Saturday evening at a nominal charge. Students are permitted

to attend the picture shows in town under regulations on other weekdays. Students are not allowed to attend Sunday picture shows under any conditions. Parents are asked to cooperate with the College in upholding this regulation.

### VACCINATION

It is recommended that all students be vaccinated for small-pox and typhoid before entering college. Students who do not present evidence of recent vaccination will be vaccinated by the College Physician within their first quarter of attendance.

### PHYSICAL EXAMINATIONS

Every student is given a physical examination during the fall quarter. Announcements will be made as to when examinations must be completed, and students who neglect to comply with the regulations are required to complete the examination later and pay a fee of \$1.00.

### CLASS ATTENDANCE

Students are required to attend all regularly scheduled classes and assembly programs. Attendance is counted from the first day classes meet each term. Absences caused by illness are excused on the certification of the college physician. Certain other absences, such as those caused by serious illness of members of the student's family and necessary trips away on approved college errands or student activities, may be excused by the Dean of Instruction. All unexcused absences carry quality point deductions.

The first part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three periods: the colonial period, the revolutionary period, and the federal period.

### GENERAL HISTORY

The second part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three periods: the colonial period, the revolutionary period, and the federal period.

### THE COLONIAL PERIOD

The third part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three periods: the colonial period, the revolutionary period, and the federal period.

### THE REVOLUTIONARY PERIOD

The fourth part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three periods: the colonial period, the revolutionary period, and the federal period.

### THE FEDERAL PERIOD

The fifth part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three periods: the colonial period, the revolutionary period, and the federal period.

### CONCLUSION

The sixth part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three periods: the colonial period, the revolutionary period, and the federal period.

# ACADEMIC REGULATIONS

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## THE QUARTER SYSTEM

The college year is divided into four quarters of eleven to thirteen weeks each. The Fall Quarter will continue from the opening of College until the beginning of the Christmas holidays. The Winter and Spring Quarters together extend to the spring commencement. The Summer Quarter is divided into two terms of six weeks and five weeks respectively.

The subjects are taught according to the intensive quarter system. A student usually takes three courses, each of which has five meeting times a week. While most of the classes meet only five times a week, the class periods are so distributed that all students have classes all six days of the week.

## CREDIT

The credit assigned to a subject is expressed in courses. A course is the amount of credit earned by the completion of the equivalent of five recitations a week, each one hour long, for one quarter. Two hours of laboratory work counts as the equivalent of one hour of recitation. A half-course is a class meeting two or three times a week for a quarter.

## QUALITY POINTS

A student must earn a minimum of 76 quality points for the degree and 40 quality points for the diploma. Quality points are earned as follows:

A.....	6 points for each full course.
B.....	4 points for each full course.
C.....	2 points for each full course.
D.....	No points.

## DEDUCTIONS FOR ABSENCES

Quality points are deducted for unexcused class and assembly absences at the rate of one point for the first two and one-half (assembly counts one-half) absences in each quarter, and two points for each additional two and one-half such absences. A student's net points for any term is the number earned less the number deducted.



## TRANSFER POINTS

Students transferring from other colleges are allowed quality points according to grades just as for work done in this college. However, students must earn in this institution twice as many quality points as courses taken toward the fulfilment of the requirements for a diploma or a degree.

## CLASSIFICATION

Ten courses is the normal amount of work to be completed in each of the freshman and sophomore years, and nine in the junior and senior years. When a student completes the normal load for her class with a minimum average grade of C—twenty quality points in the freshman and sophomore years and eighteen in the junior and senior years—her rank moves up to the next higher class.

However, for purposes of class organization, room assignment, etc., the student is affiliated with the next higher class, if, at the beginning of the fall term, she comes within one course and two quality points of the standards for such class. The minimum standards for class affiliation and student classification are as follows:

	<i>Class Affiliation</i>		<i>Standard Classification</i>	
	<i>Courses</i>	<i>Points</i>	<i>Courses</i>	<i>Points</i>
Freshman—less than .....	9	18	10	20
Sophomore .....	9	18	10	20
Junior .....	19	38	20	40
Senior .....	28	56	29	58
Graduation .....	---	---	38	76

## CLASSIFICATION NOT CHANGED

All students are classified at the beginning of the fall term and seniors are classified again at the beginning of the winter term. No other change in classification is made during the academic year.

## GRADING SYSTEM

The grades of students are based upon the complete work of a course and are recorded in numerals. The numerals should not be confused with percentages, to which they have no reference. Their use is simply to facilitate the making of detailed

estimates and averages. Grades with letter equivalents are given below:

A—90-100—	Excellent
B—80- 89—	Above average
C—70- 79—	Average
D—60- 69—	Lowest passing grade
E—55- 59—	Condition
F—Below 55—	Failure
X—	Incomplete

### CONDITIONS AND INCOMPLETE GRADES

One examination is allowed to remove a condition in work. This examination must be taken within the next quarter that the student is in residence. No grade higher than D may be received as a result of a second examination. Unless the work is made up as specified, the grade automatically becomes F. An "incomplete" grade automatically becomes F unless made up within the following term that the student is in residence.

A student may repeat a course she has passed with a grade of D on recommendation of the head of the department and the permission of the Dean of Instruction. In such case of repetition, she does not receive additional credit, and the last grade becomes the official grade for the course.

### THE DEAN'S LIST

Students who make an average grade of 88 any quarter will have their names placed on the Dean's List for the following quarter.

### THE STUDENT LOAD

The normal amount of credit work is three courses each quarter besides the Physical Education courses required in the freshman and sophomore years. A student who is on the Dean's List for the preceding quarter may register for four courses, and a student who has made an average of 80 may register for three and one-half courses.

A student who at the beginning of any quarter is within four courses of graduation may register for four courses.

Any student taking extra work by reason of grades for the preceding term must have a certificate from the College Physician stating that her health is satisfactory.

A student who is not taking any other extra work may take

any one-third course in Music or Expression, but the same subject must be continued three quarters before credit is allowed toward a degree or diploma.

Students may take any of the one-third courses in Music or Expression as non-credit work regardless of academic credit load.

Sophomores will take Health 200 or Health 215 as one-half course extra any quarter regardless of grades the preceding quarter. However, no additional extra work may be taken with the Health except the one-third course allowed in Music.

Students are not allowed to take extra work during the quarter in which they are doing supervised teaching.

A student who is working more than eighteen hours a week will be required to reduce her college load below the maximum that would be allowed otherwise.

### SCHOLARSHIP STANDARDS

The College is operated for students who demonstrate their ability and disposition to profit by their college work. Hence certain standards have been adopted which every student must reach. The following are minimum standards for eligibility to remain in college.

1. In any quarter a student must earn credit in as much as one course to be eligible to register for the succeeding quarter. Freshmen failing in the above their first quarter, however, may be placed on probation for one quarter.
2. A student earning credit in one course and less than two courses will be placed on probation for the succeeding quarter.
3. During any quarter, when a student is on probation, she must earn credit in as much as two courses to be eligible to register for the next quarter.
4. If a student on probation earns credit in two courses but less than three courses she remains on probation for the next quarter. To get off probation, she must earn credit in as much as three courses in one quarter.
5. A student who is registered in college for three quarters—September to June—in any year must earn as many quality points as courses taken to be eligible to register for the following fall quarter. A student failing in the above, however, may make up deficiencies in points in summer

school, but she must have as many points as courses taken since the preceding September. This rule may be waived in special cases when the student has showed marked improvement the last quarter.

6. A student who is out of college for one or more quarters because of failure in courses or deficiency in quality points may be readmitted on probation by special action of the committee on admissions. Such student must earn credit in not less than two courses in the first quarter she is back in college to be eligible to reregister for the following quarter.
7. Students who are deficient at the end of the spring quarter may attend summer school to make up their deficiencies. Unless they do make up their deficiencies in the summer, they will not be allowed to enter the fall term.
8. The above regulations as to scholarship apply to students who transfer from other institutions equally with those who have been students at this college.

## REQUIREMENTS FOR GRADUATION

### THE DEGREE

In order to receive a degree from the College the candidate must satisfy the following conditions:

1. Complete thirty-eight courses of college work, 40% of which must be of senior college level.
2. Fulfill the requirements for majors and minors. One half the major and minor must be of senior college level; provided that a minor in a foreign language need not be half the senior college level. At least one course in the major should be taken in the senior year.
3. Complete the constant requirements prescribed for the degree chosen.
4. Complete one of the last two years of work and eight of the last twelve courses required for the degree in residence. Certain exceptions will be made to this rule in case of students who had completed a junior college program and had begun a senior college program leading toward a degree before September 1, 1937. Such special program must be completed before September 1, 1940, however. Nothing in the above regulations will be construed to



deprive students of credit earned prior to September 1, 1937.

5. Earn a total of seventy-six quality points. Students who transfer credit from other institutions or present credit for correspondence or extension work must earn in residence an average of two quality points for all the courses taken in residence toward the fulfilment of the course requirement for the degree.
6. May not receive credit for more than nine courses taken by extension and correspondence.
7. Present a written application to the Registrar for a degree at least one month before the date of graduation.
8. The College reserves the right to withhold a degree from any student whose record as to conduct is unsatisfactory.

### **THE DIPLOMA**

To receive a two-year diploma from the College the student must satisfy the following conditions:

1. Complete the twenty courses prescribed by the College for the diploma to be received.
2. Complete a year's work, preferably that of the sophomore year, in residence. Five summer schools of six weeks each will be considered the minimum time in residence and then only in case nine courses of work are completed. Two quarters may satisfy the residence work for the two-year diploma when the remainder of the work has been done in another unit of the University System.
3. Earn a total of forty quality points. Students who transfer credit from other institutions or present credit for correspondence or extension work must earn in residence an average of two quality points for all the courses taken in residence toward the fulfilment of the course requirement for the diploma.
4. May not receive credit for more than four and one-half courses taken by extension and correspondence.
5. Present a written application to the Registrar for a diploma at least one month before the date of graduation.
6. The College reserves the right to withhold the diploma from any student whose record as to conduct is unsatisfactory.



## GENERAL DEGREE AND DIPLOMA REQUIREMENTS

The course requirements for degrees and diplomas described in this catalog will be applicable to students who enter college in September, 1939, and thereafter. Students who had begun their work prior to the fall of 1939 will satisfy the requirements in effect at the time of their entrance or change to the new requirements as they prefer. The College reserves the right, however, to make any adjustments or substitutions in harmony with sound educational procedure. The College also reserves the right to change the requirements for any degree at any time. However, credit already earned will not be cancelled because of such change.

## TEACHERS' CERTIFICATES

The State Department of Education of Georgia issues professional teachers' certificates on the completion of six approved courses in Education. The usual procedure is for the student to take three or four courses which are general in their nature and two or three that deal specifically with materials, methods, observation, and practice. At least one course in supervised teaching is required for a professional certificate. Two certificates for general school subjects are issued; one qualifying the teacher to teach in the elementary grades and the other to teach in the high school.

## ELEMENTARY CERTIFICATES

Elementary professional certificates are issued on the basis of two years or three years of college credit, and on college graduation. The professional courses recommended by the College for those applying for elementary professional certificates are listed below. It is recommended that they be taken in the order in which they are listed.

- Education 104-304—Introduction to Education
- Education 105-305—Psychology for Teachers
- Education 328—Materials and Methods for Primary Grades  
or
- Education 334—Materials and Methods for Intermediate  
Grades
- Education 325—Supervised Teaching in the Elementary  
Grades
- Education 306—The School and the Social Order
- Education 490—Aims and Objectives in the Curriculum

It should be kept in mind that preparation for teaching in

the elementary grades involves a great deal more than taking the required professional courses. There are many subjects such as Art, Nature Study, Music, and Children's Literature that require special preparation. In this connection the student's attention is called to the description of the requirements for the Bachelor of Science in Education degree for elementary teachers given elsewhere in this bulletin.

A student may qualify for a provisional elementary certificate, on the two-year, three-year, or graduation level, by taking three courses in Education. Introduction to Education, Psychology for Teachers, and a course in methods are recommended.

### HIGH SCHOOL CERTIFICATES

Students may qualify for professional high school certificates by taking the required number of courses in the subjects to be taught and six courses in Education. The College recommends those listed below and suggests that they be taken in the order in which they are listed.

Education 104-304—Introduction to Education

Education 105-305—Psychology for Teachers

Education 343—General Methods in High School

Education 445—Observation and Student Teaching in High School

Education 306—Schools and the Social Order

Education 490—Aims and Objectives in the Curriculum

A course in special methods in the student's major subject may be substituted for Education 306 or Education 490.

A student may qualify for a provisional high school teacher's certificate by taking any three of the above. The College recommends Introduction to Education, Psychology for Teachers and the course in Materials and Methods for High School Teachers.

An average grade of "C" in all college work, or two points per course, is required for any certificate.

## THE JUNIOR COLLEGE DIVISION

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For purposes of organization and administration, the work of the College is divided into junior and senior divisions. In the junior division, comprising the work of the freshman and sophomore years, most of the work is required. The work of the senior division, composed of the junior and senior years, is usually elective.

The College believes that one of the first and most important things in life is to learn to understand and appreciate the world in which we live. Society becomes ever more complex as civilization advances. The work of the first two years of college is intended to acquaint students with the forces that make society what it is and to develop a love and appreciation for the things that make life pleasant and beautiful.

### THE NATURAL SCIENCES

It is assumed that students ought to know something of the laws of nature and of the struggles and progress of man in discovering these laws. To meet these needs, two courses in the physical sciences are required. The history and achievements in the fields of Physics and Chemistry are studied, and a survey is made of the simpler facts of Astronomy and Geology. Also, two courses in Biological Science are required. The work of these courses touches upon the general facts of plant and animal life, culminating in a study of human physiology and some of the laws of hygiene. The principal purpose of these courses is to make the students aware of the harmony and order of the physical world in which we live.

### SOCIAL SCIENCE

It is of the greatest importance to understand the social environment in which we live. All people are both restrained and stimulated by the political, social, and economic influences to which they are subjected. It is most highly desirable to understand the nature of these forces. All human institutions are deeply grounded in the past. The society of the present is the product of slow development and change. Each age in the past started with the accumulation of all the experience that had gone before, and has built forward by adding something of its own. Just so, the present day world is building its civilization

on the foundation of all that has gone before. It is fundamental, therefore, to understand the nature of the foundation in order to plan the type of superstructure to be sustained for present and future use. Two courses in Social Science are intended to introduce the student to her social environment.

### HUMANITIES

Any scheme of education that would neglect the esthetic quality of life would be seriously faulty. The natural capacity to enjoy life, to find beauty in any environment, may remain dormant unless it is awakened and excited in the time of childhood and youth. The eye and the ear have possibilities to contribute to rich living which should not be neglected.

Courses are also given to bring the students into a knowledge and appreciation of the great literature of all the ages. The students are brought face to face with those classic expressions of human emotion that have survived the ravages of time. The emotional resources of life are thus greatly enhanced.

### JUNIOR COLLEGE REQUIREMENTS

The following courses are of general educational value. They attempt to acquaint students with the great fields of human interest and human needs, and are regarded as basal for the courses leading to any cultural or vocational degree. These courses, or equivalent substitutes, are required for all degrees.

### JUNIOR COLLEGE CONSTANTS

Social Science .....	3 courses
Social Studies 101, 102, Introductory General Courses	
Social Studies 200, Contemporary Georgia Problems	
Physical Science .....	2 courses
*Physics 100, Physics and Astronomy	
**Chemistry 100, Chemistry and Geology	
Biological Science .....	1 course
Biology 100, Introduction to Human Biology	

\*Students who expect to minor in Physics may be excused from Physics 100 on the recommendation of the Head of the Physics Department and the approval of the Dean of Instruction.

\*\*Students who plan to major or minor in Chemistry may be excused from Chemistry 100 on the recommendation of the Head of the Chemistry Department and the approval of the Dean of Instruction.



Humanities .....	2	courses
Humanities 200, 201, Introduction to Literature, Art, and Music		
English 101, College Composition .....	1	course
***Mathematics 100 .....	1	course
Health 100, Introductory Course .....	1	course
Health 200, Public Health, or Health 215, Teaching of Health .....	1/2	course
Physical Education 100, Sports .....	1	course
Physical Education 200, Sports, or Physical Education 215, Teaching of Physical Education .....	1/2	course
Total .....	13	courses

The above courses are basal in the junior college and are not to be counted as satisfying any part of the requirements for majors or minors. In general, they must be completed before courses of senior or college level can be taken.

### SUBSTITUTES FOR SURVEY COURSES

Any student who has graduated at a standard junior college or completed the first two years of regular work at a standard four-year college will be permitted to pursue her work in senior college without regard to the junior college constant requirements. She must, however, fulfill all other requirements for the degree for which she applies.

A student who has received a Normal Diploma and then applies for a Bachelor of Science in Education degree will take one course in science to satisfy the constant junior college requirements. If she applies for any other degree, she may be required to take additional substitutes for the survey courses missed to provide the proper background for the degree and major to be taken.

A student who has received a Secretarial Diploma and who applies for the Bachelor of Science in Secretarial Training degree will be required to take one course in Business Mathematics and two courses in Science or Home Economics in place of the three survey courses in Science, and one course in English Grammar and one course in Literature in place of the two courses in Humanities.

\*\*\*Students who expect to major or minor in Mathematics may be excused from Mathematics 100 on the recommendation of the Head of the Mathematics Department and the approval of the Dean of Instruction.



Any irregular student who has reached senior college level through work in another institution or in this institution without having taken any one of the thirteen junior college constants will be required to take the courses missed or substitutes approved by the Dean of Instruction.

Freshmen and sophomores who are not fulfilling the requirements for one of the diplomas in this college and who omit any of the constant courses without special permission from the Dean of Instruction run the risk of having to take such courses later without credit.

Students transferring from other institutions with less than twenty courses of credit will ordinarily not be allowed to take senior college courses until they have completed twenty junior college courses. Exceptions will be made only on written approval of the Dean of Instruction.

## TWO-YEAR TERMINAL COURSES

The College offers two junior college terminal courses leading to two-year diplomas. In both these groups the first year of work is general and for the most part is made up of the regular courses leading toward degrees. In the second year the work is specialized in the field chosen.

## NORMAL DIPLOMA

The courses required for the Normal Diploma are intended to give students the necessary basal training for teaching in the elementary grades. The diploma qualifies a student for a two-year elementary professional teacher's certificate in Georgia.

The following courses are required:

### FRESHMAN YEAR

Education 100—Orientation Course.....	1	course
Social Studies 101, 102—Introductory Courses.....	2	courses
Biology 100—Human Biology.....	1	course
English 101—College Composition.....	1	course
Mathematics 100—Functional Mathematics.....	1	course
Education 104—Introduction.....	1	course
Home Economics 100—Introduction.....	1	course
Not required of students who have had one or more years of Home Economics in high school		
Health 100—Personal Hygiene.....	1	course
Physical Education 100—Sports.....	1	course
Total.....	10	courses

SOPHOMORE YEAR

Social Studies 200—Contemporary Georgia.....	1	course
English 214—Children's Literature.....	1	course
Music.....	1	course
220—Elementary Harmony, 1/2 course		
221—Elementary Methods, 1/2 course		
Art 215—Public School Art.....	1	course
Biology 215—Nature Study.....	1	course
Education.....	3	courses
105—Psychology for Teachers		
328 or 334—Materials and Methods		
325—Supervised Teaching		
Health 215—Health Education.....	1/2	course
Physical Education 215—Physical Education		
Methods.....	1/2	course
Elective.....	1	course
Total.....	10	courses

The courses leading to the Normal Diploma provide a suitable basis for a Bachelor of Science in Elementary Education. Students expecting to apply for any other degree later should not take the diploma.

SECRETARIAL DIPLOMA

The Secretarial Diploma is provided for young women who wish to prepare for office and secretarial work and who cannot remain in college four years. The work of the first year is largely academic, while the second year is devoted to practical subjects. Students completing the work for the Secretarial Diploma may continue toward the Bachelor of Science in Secretarial Training without loss of credit.

The following courses are required:

FRESHMAN YEAR

Social Studies 101, 102, Introductory Courses.....	2	courses
Mathematics 100, Functional Mathematics.....	1	course
English 101, 102, College Composition.....	2	courses
Secretarial Training 101, 102, Accounting.....	2	courses
Health 100, Introductory Course.....	1	course
Secretarial Training 231, Introduction to		
Business Economics.....	1	course
Physical Education, Sports.....	1	course
Total.....	10	courses

## SOPHOMORE YEAR

Social Studies 200, Contemporary Georgia.....	1	course
Secretarial Training .....	8	courses
221, 222, 223, Shorthand		
226, 227, Typing		
217, Business English		
205, Office Practice		
307, Business Law		
Health 200, Public Health.....	$\frac{1}{2}$	course
Physical Education 200, Recreation Activity.....	$\frac{1}{2}$	course
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Total.....	10	courses

It should be noted that credit is not given in Shorthand or Typewriting toward any degree or diploma except the degree and diploma in Secretarial Training.

## THE SENIOR COLLEGE DIVISION

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The senior college provides an opportunity for the student to concentrate her interest in some field of knowledge. She should choose her major concentration in the field of her greatest interest, and her minor should usually be in some related field. From the beginning of her junior year the student should plan all her work in consultation with the head of her major department. A minor may be taken in a division or a department, or it may be part of a general program for a special degree.

### DEPARTMENTAL MAJORS

A departmental major is composed of six or more courses in the major department in addition to the junior college constant requirements. Usually it consists of a specified nucleus of three or four basal courses, with the remaining courses selected according to the interest of the student.

Majors may be taken in the following departments:

Art	Home Economics
Biology	Latin
Chemistry	Mathematics
Economics	Music
English	Physical Education
French	Sociology
Health	Spanish
History	

Departmental majors are described in connection with the lists of courses for the departments.

### DIVISION MAJORS

Division majors may be taken in the divisions of Mathematics-Science and of Social Science. The purpose of these majors is to provide an opportunity for the student to gain a fairly thorough knowledge in a group of related fields. They are advantageous to the student who expects to teach these subjects in high school. No minor is required with either of these majors.

### MATHEMATICS-SCIENCE

A major in the Mathematics-Science Division contains a minimum of ten courses in this division in addition to the junior college constant requirements. The requirements are designated as follows:

Four courses must be selected from a major department within the division, and two courses must be selected from each of the other three departments. The basic courses are listed below.

Biology 101, 102, 322, 431.  
Chemistry 101, 102, 320.  
Mathematics 301, 322, 323, 431.  
Physics 301, 302, 324.

### SOCIAL SCIENCE

A major in the Division of Social Science contains a minimum of ten courses in the division in addition to the junior college constant requirements. Four courses must be selected from a major department within the division and two courses must be selected from each of three other departments. The basic courses are listed below:

Economics 301, 302.  
Geography 300, 301.  
History 311, 312.  
Political Science 324.  
Sociology 301, 428, 452.

### SPECIAL MAJOR PROGRAMS

Students majoring in Elementary Education, Home Economics, and Secretarial Training do not take majors in the ordinary sense. Each of these programs requires a grouping of subjects from several departments. These programs are described elsewhere in this bulletin.

### DEGREES

The degree a student takes will be determined by the groupings of courses chosen. The groups may range from almost wholly academic and cultural concentrations to very highly specialized and technical programs.



The following degrees are given:

- Bachelor of Arts.
- Bachelor of Science.
- Bachelor of Science in Education.
- Bachelor of Science in Home Economics.
- Bachelor of Science in Secretarial Training.

### BACHELOR OF ARTS

This is the traditional liberal arts degree. It is distinctive in that it requires a rather comprehensive knowledge of one or more foreign languages. It also allows the student a wide margin of choice in the selection of her college work. She may select her major and minor from any academic departments or divisions that are prepared to offer the proper selection of courses.

The following are the requirements for the Bachelor of Arts Degree:

Junior College .....	13 courses
The constant junior college requirements described on page 54.	
Foreign Language .....	4 to 6 courses
Four college courses in one foreign language, based on two units of high school work in the same language, will satisfy the requirements. If the student prefers to take a language in which she has presented less than two units for entrance, six courses are required. If she prefers to fulfill the language requirement by taking two languages, three courses are required in each.	
English .....	2 courses
102—Advanced Composition (Juniors and seniors who have not had English 102 will take English 324 instead.)	
281—Appreciation and Interpretation of Literature	
Home Economics .....	1 course
313— $\frac{1}{2}$ cr.—Clothing Appreciation	
325— $\frac{1}{2}$ cr.—Nutrition Problems	
(Students who have presented one or more units of high school Home Economics will not be required to take Home Economics in college.)	
Departmental Major .....	6 courses
Departmental Minor .....	4 courses
or	
Division Major .....	10 courses
Electives sufficient to complete .....	38 courses

**REQUIREMENTS BY YEARS****FRESHMAN YEAR**

Biology 100	
or	
Chemistry 100.....	1 course
Health 100 .....	1 course
English 101, 102.....	2 courses
Mathematics 100 .....	1 course
Social Science 101, 102.....	2 courses
Foreign Language (French, Latin, Spanish).....	2 courses
Physical Education 100.....	1 course
	<hr/>
	10 courses

**SOPHOMORE YEAR**

Biology 100	
or	
Chemistry 100 .....	1 course
Physics 100 .....	1 course
English 281 .....	1 course
Humanities 200, 201 .....	2 courses
Social Science 200.....	1 course
Foreign Language (French, Latin, Spanish).....	2 courses
Health 200 or 215.....	$\frac{1}{2}$ course
Physical Education 200 or 215.....	$\frac{1}{2}$ course
Elective .....	1 course
	<hr/>
	10 courses

**JUNIOR AND SENIOR YEARS**

In these two years students will take courses to satisfy their major and minor requirements. Those who expect to qualify for professional teachers' certificates in Georgia will take six courses in Education as described in one of the curricula for the B.S. in Education degree on page 65 or page 67.

**BACHELOR OF SCIENCE**

The requirements for this degree differ from those for the A.B. degree in that they include less foreign language and at least two courses in laboratory science. Also, the major must be selected from a department within the Division of Mathematics-Science or from the Department of Home Economics or of Physical Education.

Following are the requirements for the Bachelor of Science Degree:

Junior College.....	13 courses
The constant junior college requirements described on page 54.	
Foreign Language.....	2 or 3 courses
Two college courses in one foreign language, based on two units of high school work in the same language, will satisfy the requirements. If the student prefers to take a language in which she has presented less than two high school units, three courses will be required.	
Science.....	3 courses
Two of these courses must be a double course in Biology, Chemistry, or Physics. The other course may be any course in Science or Mathematics.	
English.....	2 courses
102—Advanced Composition (Juniors and seniors who have not had English 102 will take English 324 instead.)	
281—Appreciation and Interpretation of Literature	
Home Economics.....	1 course
313— $\frac{1}{2}$ cr.—Clothing Appreciation	
325— $\frac{1}{2}$ cr.—Nutrition Problems (Students who have presented one or more units of high school Home Economics will not be required to take Home Economics in college.)	
Departmental Major.....	6 courses
Departmental Minor.....	4 courses
or	
Division Major.....	10 courses
Electives sufficient to complete.....	38 courses

**REQUIREMENTS BY YEARS**

FRESHMAN YEAR

Biology 100	
or	
Chemistry 100.....	1 course
Health 100.....	1 course
English 101, 102.....	2 courses
Mathematics 100.....	1 course
Social Science 101, 102.....	2 courses
Foreign language (French, Latin, Spanish).....	2 courses
Physical Education 100.....	1 course
	<u>10 courses</u>

## SOPHOMORE YEAR

Biology 100	
or	
Chemistry 100 .....	1 course
Physics 100 .....	1 course
English 281 .....	1 course
Humanities 200, 201 .....	2 courses
Social Science 200 .....	1 course
Science (Biology, Chemistry, Physics) .....	2 courses
Health 200 or 215 .....	$\frac{1}{2}$ course
Physical Education 200 or 215 .....	$\frac{1}{2}$ course
Elective .....	1 course
	10 courses

## JUNIOR AND SENIOR YEARS

In these two years students will take courses to satisfy their major and minor requirements. Those who expect to qualify for professional teachers' certificates in Georgia will take six courses in Education as described in one of the curricula for the B.S. in Education degree on page 65 or page 67.

**BACHELOR OF SCIENCE IN EDUCATION**

The curricula offered for the Bachelor of Science in Education are intended to prepare students for the various levels and phases of teaching that they choose. No foreign language or laboratory science is required for this degree, but the student must take six courses in Education as described in the various curricula.

The following curricula are offered:

- Curriculum for High School Teachers
- Curriculum for Elementary Teachers
- Curriculum for Public School Music Teachers
- Curriculum for Physical Education Teachers

**CURRICULUM FOR HIGH SCHOOL TEACHERS**

This curriculum is designed primarily for students who wish to prepare to teach high school subjects but who do not care to take foreign language or science. It offers the opportunity for two or more large majors or the equivalent in academic subjects.

Following are the requirements:

Junior College .....	13 courses
The junior college constant requirements described on page 54.	
Home Economics 100.....	1 course
(Students who have presented one or more units of high school Home Economics will not be required to take Home Economics in college.)	
Education .....	6 courses
104 or 304—Introduction to Education	
105 or 305—Introduction to Educational Psychology	
343—Conduct of High School Teaching	
445—Student Teaching and Directed Observation in High School	
Two from the following:	
306—The School and Society	
490—Aims and Objectives in the Curriculum	
A special Methods course in the student's major department.	
Two Departmental Majors.....	12 courses
or	
One Departmental Major.....	6 courses
and	
Two Departmental Minors.....	8 courses
or	
One Division Major.....	10 courses
and	
One Departmental Minor.....	4 courses
Electives sufficient to complete.....	38 courses

**REQUIREMENTS BY YEARS**

FRESHMAN YEAR

Biology 100 .....	1 course
Health 100 .....	1 course
English 101 .....	1 course
Mathematics 100 .....	1 course
Social Science 101, 102.....	2 courses
Education 100, 104.....	2 courses
Home Economics 100, or elective.....	1 course
Physical Education 100.....	1 course
	<hr/>
	10 courses



## SOPHOMORE YEAR

Physics 100 .....	1	course
Chemistry 100 .....	1	course
Education 105 .....	1	course
Humanities 200, 201 .....	2	courses
Social Science 200 .....	1	course
Health 215 .....	$\frac{1}{2}$	course
Physical Education 215 .....	$\frac{1}{2}$	course
Major (one course each quarter recommended) .....	3	courses
	<hr/>	
	10	courses

## JUNIOR YEAR

Education 343 .....	1	course
Education 306 or Special Methods Course .....	1	course
Major .....	3	courses
First Minor .....	2	courses
Second Minor .....	2	courses
	<hr/>	
	9	courses

## SENIOR YEAR

Education 445 .....	1	course
Education 490 or Special Methods Course .....	1	course
First Minor .....	2	courses
Second Minor .....	2	courses
Elective .....	3	courses
	<hr/>	
	9	courses

## CURRICULUM FOR ELEMENTARY TEACHERS

The courses required of those who plan to teach elementary grades cover a wide range of subject matter and provide a good background of general information. Many of the courses are semi-professional, containing methods of presentation as well as subject matter. One academic minor is required, and students may group their electives into an additional minor or major if they choose.

Following are the requirements:

Junior College .....	13	courses
The junior college constant requirements described on page 54.		
English .....	2	courses
214—Children's Literature		
308—Spoken English		

Biology .....	1 course
215—Nature Study .....	
Art .....	2 courses
215, 316—Public School Art .....	
Music .....	2 courses
220— $\frac{1}{2}$ cr.—Music Fundamentals for the Elementary Teacher .....	
221— $\frac{1}{2}$ cr.—Methods in Public School Music for the Elementary Teacher .....	
322— $\frac{1}{2}$ cr.—Music Fundamentals for the Elementary Teacher .....	
323— $\frac{1}{2}$ cr.—Methods in Public School Music for the Elementary Teacher .....	
Home Economics 100 .....	1 course
(Students who have presented one or more units of high school Home Economics will not be required to take Home Economics in college.)	
Education .....	6 courses
104 or 304—Introduction to Education .....	
105 or 305—Introduction to Educational Psychology .....	
328—Materials and Methods of Teaching in the or Lower Elementary Grades .....	
334—Materials and Methods of Teaching in the Upper Elementary Grades .....	
325—Student Teaching and Directed Observation in Elementary School .....	
306—The School and Society .....	
490—Aims and Objectives of the Curriculum .....	
Electives sufficient to complete .....	38 courses

**REQUIREMENTS BY YEARS**

**FRESHMAN YEAR**

Biology 100 .....	1 course
Health 100 .....	1 course
English 101 .....	1 course
Mathematics 100 .....	1 course
Social Science 101, 102 .....	2 courses
Education 100, 104 .....	2 courses
Home Economics 100, or elective .....	1 course
Physical Education 100 .....	1 course
	10 courses

## SOPHOMORE YEAR

Physics 100 .....	1	course
Chemistry 100 .....	1	course
Education 105 .....	1	course
Humanities 200-201 .....	2	courses
Social Science 200 .....	1	course
Music 220-221 .....	1	course
Art 215 .....	1	course
English 214 .....	1	course
Health 215 .....	1/2	course
Physical Education 215 .....	1/2	course
	<hr/>	
	10	courses

## JUNIOR YEAR

Biology 215 .....	1	course
Art 316 .....	1	course
Music 322-323 .....	1	course
English 308 .....	1	course
Education 328 or 334 .....	1	course
Education 306 .....	1	course
Minor .....	2	courses
Elective .....	1	course
	<hr/>	
	9	courses

## SENIOR YEAR

Education 325 .....	1	course
Education 490 .....	1	course
Minor .....	2	courses
Elective .....	5	courses
	<hr/>	
	9	courses

## CURRICULUM FOR PUBLIC SCHOOL MUSIC TEACHERS AND SUPERVISORS

The requirements in this curriculum are largely built around the Music Education major described below. No academic minor is required but students may group their electives into a minor if they prefer.

Following are the requirements:

Junior College .....

12 courses

The junior college constant requirements described  
on page 54, with the exception of Mathematics 100.

English .....

1 course

102—General College Composition

Home Economics .....	1 course
313— $\frac{1}{2}$ cr.—Clothing Appreciation	
325— $\frac{1}{2}$ cr.—Nutrition Problems.	
(Students who have presented one or more units of high school Home Economics will not be required to take Home Economics in college.)	
Music .....	15 courses
257-258-259— $1\frac{1}{2}$ crs.—Ear Training and Sight Singing	
260-261-262— $1\frac{1}{2}$ crs.—Elementary Harmony	
363-364-365— $1\frac{1}{2}$ crs.—Advanced Harmony	
279-280-281— $1\frac{1}{2}$ crs.—Conducting	
340-341-342— $1\frac{1}{2}$ crs.—History of Music	
213-214-215—1 cr.—Beginning Instrumental Classes	
116-117-118—1 cr.—Voice Class	
325-326-327— $1\frac{1}{2}$ crs.—Methods in Teaching School Music	
Applied Music in Piano, Voice, Organ, Violin, Viola, Cello, or Wind Instruments—4 crs.	
Education .....	5 courses
304—Introduction to Education	
305—Introduction to Educational Psychology	
328, or 334 or 343—General Methods	
306—The School and Society	
or	
379—Piano Methods	
325 or 445—Supervised Teaching	
Elective .....	4 courses
	38 courses

A student may qualify for a Bachelor of Arts Degree with a major in Music Education by taking four to six courses in foreign language and English 281 in addition to the above program.

### REQUIREMENTS BY YEARS

#### FRESHMAN YEAR

Biology 100 .....	1 course
Health 100 .....	1 course
English 101, 102 .....	2 courses
Social Science 101, 102 .....	2 courses
Physical Education 100 .....	1 course
Music .....	$3\frac{1}{2}$ courses

257-258-259—1½ crs.

213-214-215—1 cr.

Applied Music, Private Instruction in Piano, Organ,  
Voice, Violin, Viola, Cello, or Wind Instru-  
ment—1 cr.

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10½ courses

## SOPHOMORE YEAR

Chemistry 100 .....	1	course
Physics 100 .....	1	course
Social Science 200 .....	1	course
Health 215 .....	½	course
Physical Education 215 .....	½	course
Music .....	5	courses

116-117-118—1 cr.

260-261-262—1½ crs.

279-280-281—1½ crs.

Applied Music, Private Instruction in Piano, Organ,  
Voice, Violin, Viola, Cello, or Wind Instru-  
ment—1 cr.

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9 courses

## JUNIOR YEAR

Humanities 200, 201 .....	2	courses
Education .....	3	courses
304		
305		
328 or 334 or 343		
Music .....	4	courses

363-364-365—1½ crs.

325-326-327—1½ crs.

Applied Music, Private Instruction in Piano, Organ,  
Voice, Violin, Viola, Cello, or Wind Instru-  
ment—1 cr.

Elective .....

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10 courses

## SENIOR YEAR

Education .....	2	courses
306 or 379		
325 or 445		
Music .....	2½	courses

340-341-342—1½ crs.

Applied Music, Private Instruction in Piano, Organ,



	Voice, Violin, Viola, Cello, or Wind Instru- ment—1 cr.
Elective .....	4 courses
	8½ courses

### CURRICULUM FOR PHYSICAL EDUCATION TEACHERS

This curriculum is intended to prepare students to teach Physical Education in both elementary and high schools. The students should take, in addition to other required work, a major or minor in Biology. At least a minor in Health is also recommended.

Following are the requirements:

Junior College .....	13 courses
The junior college constant requirements described on page 54.	
Physical Education .....	6 courses
310—½ cr.—Plays and Games	
311—½ cr.—Theory and Practice of Rhythmical Activities	
312—1 cr.—Theory and Practice of Formalized Activities	
331—½ cr.—Tests and Measurements in Physical Education	
322— 1 cr.—Kinesiology and Body Mechanics	
423— 1 cr.—Recreational Leadership	
430—½ cr.—History and Principles of Physical Education	
433— 1 cr.—Organization and Administration of Physical Education	
Biology .....	5 courses
101—General Plant Biology	
102—General Animal Biology	
311—Physiology	
431—General Zoology	
440—Hereditry and Eugenics	
Health .....	1½ courses
321—1 cr.—Anatomy of the Human Body	
329—½ cr.—First Aid	
Home Economics .....	1 course
313—½ cr.—Clothing Appreciation	
325—½ cr.—Nutrition Problems	
(Students who have presented one or more units of high school Home Economics will not be required to take Home Economics in college.)	

Education .....	5 courses
104—Introduction to Education	
105—Introduction to Educational Psychology	
306—The School and Society	
334—Special Materials and Methods of Teaching in or the Upper Elementary Grades	
343—Conduct of High School Teaching	
325—Student Teaching and Directed Observation in or Elementary School	
445—Student Teaching and Directed Observation in High School	
Elective .....	6½ courses
	<hr/> 38 courses

As further experience and study in recreational activities, all major students are expected to participate judiciously in the voluntary intra-mural program offered by the Recreation Association, and to spend the summer sessions at the end of their sophomore and junior years at Camp Burton, where courses in Camp Craft, Handicraft, Camp Leadership and Organization, Nature Study, and Water Sports will be offered.

### PHYSICAL EDUCATION MAJOR WITH B.S. GENERAL DEGREE

A Physical Education major may satisfy the requirements for a Bachelor of Science General Degree by taking, in addition to the above, two or three courses in foreign language and English 102 and 281. This degree may omit any or all the courses in Education.

#### REQUIREMENTS BY YEARS

##### FRESHMAN YEAR

Biology 100 .....	1 course
Chemistry 100 .....	1 course
Education 104 .....	1 course
English 101 .....	1 course
Health 100 .....	1 course
Home Economics (or elective) .....	1 course
Mathematics 100 .....	1 course
Physical Education 100 (a, b, c) .....	1 course
Social Studies 101, 102 .....	2 courses
	<hr/> 10 courses

SOPHOMORE YEAR

Biology 101, 102 .....	2	courses
Education 105 .....	1	course
Health 215 .....	1/2	course
Health 329 .....	1/2	course
Humanities 200, 201 .....	2	courses
Physical Education 210 (a, b, c) .....	1	course
Physics 100 .....	1	course
Social Studies 200 .....	1	course
Elective .....	1	course
	<hr/>	
	10	courses

JUNIOR YEAR

Biology 311 .....	1	course
Education 306, or 490 .....	1	course
Education 334, or 343 .....	1	course
Health 321 .....	1	course
Physical Education .....	4	courses
310—1/2 cr.		
311—1/2 cr.		
312—1 cr.		
322—1 cr.		
331—1/2 cr.		
430—1/2 cr.		
Elective .....	1	course
	<hr/>	
	9	courses

SENIOR YEAR

Biology 431, 440 .....	2	courses
Education 325, or 445 .....	1	course
Physical Education 423 .....	1	course
Physical Education 433 .....	1	course
Elective .....	4	courses
	<hr/>	
	9	courses

**BACHELOR OF SCIENCE IN HOME ECONOMICS**

The curriculum for this degree is planned to meet the requirements in three major areas of concentration: Home Economics Education, Institutional Management, and General Home Economics. The requirements of the three groups are essentially the same for the junior college, with slight varia-

tions for special areas. The senior college requirements are highly specialized.

The junior college constants for students taking a degree in Home Economics:

#### FRESHMAN YEAR

Social Studies 101, 102.....	2	courses
Biology 100 .....	1	course
Health 100 .....	1	course
English 101 .....	1	course
Education 104 .....	1	course
Art 100 .....	1	course
Home Economics 111 .....	1	course
Physical Education 100.....	1	course
Mathematics 110 .....	1	course
	<hr/>	
	10	courses

#### SOPHOMORE YEAR

Social Studies 200.....	1	course
Humanities 200, 201.....	2	courses
Chemistry 101, 102.....	2	courses
Physics 104 .....	1	course
Home Economics 220.....	1	course
Health 200, or 215.....	1/2	course
Physical Education 200, or 215.....	1/2	course

#### Additional Requirements:

##### HOME ECONOMICS EDUCATION

Education 105 .....	1	course
Home Economics 211.....	1	course

##### INSTITUTIONAL MANAGEMENT

Biology 320 .....	1	course
Advanced Foods 326.....	1	course

##### GENERAL HOME ECONOMICS

Psychology 301 .....	1	course
Home Economics 211 .....	1	course

Total for each area.....	<hr/>	10	courses
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## SENIOR COLLEGE REQUIREMENTS

### I. HOME ECONOMICS EDUCATION

The requirements for this major are approved by the Vocational Division of the United States Office of Education. Students completing the requirements are qualified to teach

Vocational Home Economics in departments approved for Home Economics by the State Department of Vocational Education.

Home Economics .....	6½ courses
326—1 cr.—Advanced Foods	
324—1 cr.—Principles of Nutrition	
314—½ cr.—Practical Home Furnishing	
331—1 cr.—Problems in Home Management	
432—½ cr.—House Residence	
412—1 cr.—Dress Design	
451—1 cr.—Child Guidance	
341—½ cr.—School Lunch	
Biology .....	1 course
320—Microbiology	
Chemistry .....	1 course
342—Organic Chemistry	
Economics .....	1 course
304—Consumer Economics	
Sociology .....	1 course
428—The Family	
Art .....	½ course
400—Art in the Home	
English .....	1 course
308—Spoken English	
Education .....	5 courses
306—The School and Society	
471—The Home Economics Curriculum	
472—Methods of Teaching Home Economics	
445—Student Teaching and Directed Observation in High School (Apprenticeship Center—2 crs. or Peabody High School—1 cr.)	
Elective .....	1 or 2 courses
	18 courses

## II. GENERAL HOME ECONOMICS

This course is planned for the student who wishes training in homemaking. It also provides a background of training for fields of specialization other than teaching and institutional management.

Senior college requirements for all majors in General Home Economics:



Home Economics .....	4½ courses
314—½ cr.—Practical Home Furnishing	
324—1 cr.—Principles of Nutrition	
331—1 cr.—Problems in Home Management	
451—1 cr.—Child Guidance	
453—½ cr.—Observation of Children	
432—½ cr.—House Residence	
Biology .....	1 course
320—Microbiology	
Economics .....	1 course
304—Consumer Economics	
Sociology .....	1 course
428—The Family	
Art .....	½ course
400—Art Applied in the Home	
English .....	1 course
308—Spoken English	

In addition to the requirements of all, as set up in the plan, additional requirements are listed for two suggested specializations:

#### Group I. *Clothing*

Additional requirements:

Home Economics .....	4 courses
410—Costume Design	
412—Dress Design	
416—Consumer Problems in Clothing	
454—Independent Study	
Art .....	1 course
429—Art Appreciation	
Secretarial Training .....	1 course
310—Retail Selling	
Psychology .....	1 course
420—Psychology of Vocational Adjustments	
Elective .....	2 courses

#### Group II. *Home Service*

Planned for students interested in preparing for home or commercial demonstration work.

Additional requirements:

Home Economics .....	4 courses
326—Advanced Foods	
328—Experimental Cookery	
402—Demonstration Methods	
454—Independent Study	
Secretarial Training .....	1 course
310—Retail Selling	

Psychology .....	2 courses
420—Psychology of Vocational Adjustment	
421—Applied Psychology	
Elective .....	2 courses

### III. INSTITUTIONAL MANAGEMENT

The requirements for this major comply with those which are offered by the American Dietetic Association as of October, 1936.

Home Economics .....	8 courses
321—Nutrition and Dietetics	
328—Experimental Cookery	
341—Quantity Cookery	
421—Meal Planning and Table Service	
425—Diet and Disease	
424—Advanced Nutrition	
443—Institutional Management	
444—Advanced Institutional Management Problems	
Economics .....	1 course
304—Consumer Economics	
English .....	1 course
308—Spoken English	
Biology .....	1 course
311—Physiology	
Chemistry .....	2 courses
324—Organic Chemistry	
432—Physiological Chemistry	
Sociology (or Psychology elective) .....	1 course
428—The Family	
Elective .....	4 courses
	18 courses

### BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

It is the aim of the Secretarial Training Department to offer to young women a course combining a broad social education and a specialized program of studies that will enable them to perform the exacting duties of private secretary, if a business career is their goal; or prepare them to teach secretarial subjects in the best high schools and junior colleges in the country, if a teaching career is their goal. Experience has shown that professional success cannot be secured in secretarial work without a well-rounded education, and it is therefore insisted that such an education must precede or accompany the purely technical instruction.

The following courses are required for the degree in Secretarial Training:

Junior College .....	13 courses
The junior college constant requirements described on page 54.	
English .....	1 course
102—General College Composition	
Economics .....	3 courses
301—Economic Principles	
302—Economic Problems	
One Elective	
Political Science .....	1 course
Secretarial Training .....	13 courses
101, 102—Accounting Principles	
231—Introduction to Business	
307—Business Law	
310—Retail Selling	
421, 422, 423—Shorthand	
426, 427—Typewriting	
417—Business English	
405—Office Practice	
430—Advanced Secretarial Training	
Elective .....	7 courses
	38 courses

### REQUIREMENTS BY YEARS

#### FRESHMAN YEAR

Biology 100 .....	1 course
Chemistry 100 .....	1 course
English 101, 102 .....	2 courses
Health 100 .....	1 course
Mathematics 100 .....	1 course
Secretarial Training 231 .....	1 course
Social Studies 101, 102 .....	2 courses
Physical Education 100 .....	1 course
	10 courses

#### SOPHOMORE YEAR

Humanities 200, 201 .....	2 courses
Physics 100 .....	1 course
Accounting 101, 102 .....	2 courses
Social Studies 200 .....	1 course
Business Law 307 .....	1 course

Health 200 .....	1/2	course
Physical Education 200 .....	1/2	course
Elective .....	2	courses
	<hr/>	
	10	courses

JUNIOR YEAR

Secretarial Training .....	8	courses
421, 422, 423—Shorthand		
426, 427—Typewriting		
417—Business English		
405—Office Practice		
310—Retail Selling		
Elective .....	1	course
	<hr/>	
	9	courses

SENIOR YEAR

Secretarial Training 430 .....	1	course
Economics .....	3	courses
301—Principles		
302—Problems		
One additional course		
Political Science .....	1	course
Elective .....	4	courses
	<hr/>	
	9	courses

Students who expect to teach commercial subjects in high school should take six courses in Education and one course in Advanced Accounting.

Students who expect to do secretarial work should select their electives in consultation with the head of the Department of Secretarial Training.

*[The text on this page is extremely faint and illegible. It appears to be a list or a series of entries, possibly containing names and dates, but the characters are too light to transcribe accurately.]*



## ACADEMIC DIVISION

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For the purpose of better administration of the work of the College, subjects of kindred content or similar purpose are grouped into divisions. In some cases a student may take a major in a division instead of in a single department.

Following is a list of the divisions and the departments included in each:

- I. DIVISION OF EDUCATION, Mr. Little, *Chairman*.  
Education, Library Science, Physical Education,  
Training School.
- II. DIVISION OF FINE ARTS, Mr. Noah, *Chairman*.  
Art, Music.
- III. DIVISION OF HOME ECONOMICS, Miss McVey, *Chairman*.  
Home Economics.
- IV. DIVISION OF LANGUAGE AND LITERATURE, Mr. Wynn,  
*Chairman*.  
English, French, Humanities, Latin, Spanish.
- V. DIVISION OF MATHEMATICS AND NATURAL SCIENCE,  
Mr. Walden, *Chairman*.  
Biology, Chemistry, Health, Mathematics, Physics.
- VI. DIVISION OF SECRETARIAL TRAINING, Mr. C. T. Taylor,  
*Chairman*.  
Accounting, Business Law, Secretarial Subjects,  
Shorthand, Typewriting.
- VII. DIVISION OF SOCIAL SCIENCES, Mr. Hoy Taylor, *Chairman*.  
Economics, Geography, History, Political Science,  
Psychology, Social Studies, Sociology.

# MEMORANDUM

TO : [Illegible]

FROM : [Illegible]

SUBJECT : [Illegible]

[Illegible text follows, consisting of several paragraphs of faint, mostly illegible text.]

# DEPARTMENTS OF INSTRUCTION

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## DEPARTMENT OF ART

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MISS PADGETT, MISS SUTTON

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A major in Art with a Bachelor of Arts degree should include Art 100 or 307, 333, 429, and three additional courses in Art.

A major in Art with a Bachelor of Science in Education degree should include Art 215, 316, 333, 429, and two additional courses in Art.

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### 100. ELEMENTARY COLOR AND DESIGN.

A study of color and design for the individual and her surroundings as needed in the Art of Everyday Living—color, dress, cosmetics, hair arrangement, furniture and picture selection, discussions of some of the world's great in architecture, sculpture, and painting. Required in freshman year of Home Economics majors. Three lectures and two laboratory periods. One course.

### 215. PUBLIC SCHOOL ART.

This course includes the media of paper, crayon, and water color; problems studied from standpoint of interest, age and attainment level of child in simple toymaking, block printing, weaving, clay, and book-binding; picture study and appreciation for various grades. Three lectures and two laboratory periods. One course.

### 307. COURSE FOR DEVELOPMENT OF PERSONAL TASTE.

Discussion of dress, cosmetics, flower arrangement, picture selection and hanging, pottery, china, furniture, color. Three lectures and two laboratory periods. One course.

### 316. PUBLIC SCHOOL ART.

A continuation of Art 215, with more emphasis placed upon discussion of architecture, sculpture, and painting, and the opportunity for further experience in various media. Three lectures and two laboratory periods. One course.

**324. INTERIOR DECORATION.**

A course to acquaint the student with materials of Interior Decoration. Furniture selection, room arrangement, floor and wall treatments, draperies, accessories. Practices in drawing architectural details, floor plans and wall elevations. Three lectures and two laboratory periods. One course.

**329. LETTERING AND POSTER DESIGN.**

A study of commercial advertising applied in various media as water color, tempera, crayons. Emphasis on fine lettering. Three lectures and two laboratory periods. One course.

**331. ARTS AND CRAFTS.**

A study of design and the decoration of household furnishing, and dress accessories. The application is made by block printing, batiking, tie dyeing, simple weaving, and embroidery. Three laboratory periods. One-half course.

**332. ADVANCED ARTS AND CRAFTS.**

Prerequisite: Art 331. A further development of the previous course in this subject. Three laboratory periods. One-half course.

**333. PENCIL SKETCHING AND WATER COLOR.**

Drawing and painting from still life, landscaping, flowers, and the human figure. Principles of perspective. Two lectures and three laboratory periods. One course.

**400. ART IN THE HOME.**

Emphasis is placed on design and color as it is applied to the home. Furniture selection, period furniture, room arrangement, floor and wall treatments, draperies, accessories are discussed. Three lectures. Required in senior year for Home Economics majors. One-half course.

**422. ART STRUCTURE.**

Principles of design applied to problems in both constructive and decorative design. Linoleum block printing and leather work. Three laboratory periods. One-half course.

**424. ADVANCED INTERIOR DECORATION.**

Continuation of 324. Three lectures and two laboratory periods. One course.

**429. ART APPRECIATION.**

This course consists of an appreciative and analytic study of the world's masterpieces in painting, sculpture, and architecture. Five lectures. One course.

## 433. DRAWING AND PAINTING.

Drawing and painting from still life, landscapes, and the human figure; water color and oil. Three laboratory periods. One-half course.

## 434. ADVANCED PAINTING.

Prerequisite: Art 433. Continuation of Art 433, the work being done mainly in oil. Three laboratory periods. One-half course.

**ASTRONOMY**

MISS ROGERS

See Physics 311. This is a course in General Descriptive Astronomy without science prerequisites.

**DEPARTMENT OF BIOLOGY**

MR. STOKES, MISS NIXON, MISS TAIT

A major in Biology should include Biology 101, 102, 322, 431, and two additional senior college courses. A minor should include Biology 101, 102, 322 or 431, and one additional senior college course. Additional major and minor courses must be selected with the approval of the head of the Department.

## 100. HUMAN BIOLOGY.

A course designed to acquaint the students with the biological basis of human nature, to introduce them to scientific facts concerning life and health, and to broaden their thought horizons. Five lecture or recitation periods. One course.

## 101. GENERAL PLANT BIOLOGY.

Important biological principles as illustrated in plant life with emphasis upon the major and minor roles of plants in various human activities. Three lectures and two laboratory periods. One course.

## 102. GENERAL ANIMAL BIOLOGY.

Life processes, principles and phenomena with special reference to animal forms. This course parallels Biology 101. Three lectures and two laboratory periods. One course.



## 215. NATURE STUDY.

Field observation, laboratory and reference study of trees, flowers, birds, insects, rocks, stars, and other nature topics. Adapted to the needs of teachers, club advisers, and camp counselors. Three lectures and two laboratory periods. One course.

Note: This is a service course and may not be elected as a part of a Biology major or minor.

## 311. PHYSIOLOGY.

Study of the general principles of Physiology with special references to the human body. One laboratory period and four lecture and demonstration periods. One course.

## 320. MICROBIOLOGY.

This course is planned for students in Household Science, Health, and Biology. Its purpose is to give a knowledge of micro-organisms and their relation to human welfare, particularly as they affect foods and health. Three lectures and two laboratory periods. One course.

## 322. BOTANY.

Prerequisite: Biology 101. A survey of the plant kingdom, emphasizing plant relationships and evolutionary trends. Field recognition of representative plants is stressed. Three lectures and two laboratory periods. One course.

## 328. ORNITHOLOGY.

Bird identification. A study of the markings, notes, feeding habits, nesting of our birds and methods of attracting them. One lecture and two laboratory periods. One-half course.

## 334. BIOLOGICAL TECHNIC.

Prerequisite: Consent of instructor. The construction, collection, preparation, and preservation of materials commonly used in laboratory instruction. Three lectures and two laboratory periods. One course.

## 337. LOCAL FLORA.

Prerequisite: Biology 101. Field observation, collection, identification, and taxonomy of the non-woody flowering plants. Three lectures and two laboratory periods. One course.

## 427. HOME FLOWER GROWING.

Study of flowers, their cultivation and relation to home and school life. The course includes outdoor and indoor growing of flowering plants of various kinds. Three lecture periods and two laboratory periods. One course.

**428. IMPROVEMENT OF HOME AND SCHOOL GROUNDS.**

Principles and practice in developing home and school grounds and study of the material necessary in such development. Practical work along these lines is part of the course. Three lecture periods and two laboratory periods. One course.

**431. GENERAL ZOOLOGY.**

Prerequisite: Biology 102. A survey of the animal kingdom, with detailed study of such type forms as serve to illustrate important general concepts relative to animal life. Three lectures and two laboratory periods. One course.

**432. ENTOMOLOGY.**

Identification, collection, and study of common Georgia insects. Emphasis is placed upon the habits, structure, and development histories of those forms which are of importance to man. Three lectures and two laboratory periods. One course.

**433. VERTEBRATE ZOOLOGY.**

Prerequisite: Biology 102. Classification, comparative anatomy, and adaptations of a selected series of vertebrate animals. Three lectures and two laboratory periods. One course.

**440. HEREDITY AND EUGENICS.**

Prerequisite: Biology 101 and 102. A study of the physical basis of inheritance, the laws of heredity, and their relation to man. Four lectures and one laboratory period. One course.

**444. EMBRYOLOGY.**

Prerequisite: Consent of the instructor. The early embryological development of vertebrates, including germ cells, fertilization, cleavage, differentiation, and the origin of organ systems. Three lectures and two laboratory periods. One course.

**DEPARTMENT OF CHEMISTRY**

MR. LINDSLEY, MR. BEESON, MISS MARTIN, MISS TRAWICK

A major in Chemistry should include Chemistry 101, 102, 303, 322, 324 or 326, and 327.

A major in Chemistry of Foods should include Chemistry 101, 102, 324, 432, and two electives.

**100. SURVEY COURSE IN CHEMISTRY AND GEOLOGY.**

Preliminary study of the general facts, chemical reaction, and chemical composition of matter. Five lectures. One course.

## 101. GENERAL CHEMISTRY.

Fundamentals of General Chemistry. The emphasis is laid on the relation of Chemistry to every-day life. Three lectures and two laboratory periods. One course.

## 102. GENERAL CHEMISTRY.

This is a continuation of Chemistry 101. The course is designed for those who are planning to continue the work in Chemistry and related subjects. Three lectures and two laboratory periods. One course.

## 303. QUALITATIVE ANALYSIS.

The reactions of common elements and acid radicals are studied and many analyses made. Equilibrium, solubility, product, and colloids are emphasized. Three lectures and two laboratory periods. One course.

## 320. CHEMISTRY OF MINERALS.

A laboratory course covering the determination of common minerals and ores, with special emphasis on those of Georgia. Occasional lectures will be given on the history of their formation. The purpose is to give the teacher a working knowledge of her natural environment. Three lectures and two laboratory periods. One course.

## 321. INTRODUCTION TO GEOLOGY.

A study of the earth, its history, its structure, the physiographic processes and their results. Five lectures. Field trips. One course.

## 322. QUANTITATIVE ANALYSIS.

Gravimetric and volumetric analysis. Three lectures and two laboratory periods. One course.

## 324. ORGANIC CHEMISTRY.

A brief study of the chief classes of organic compounds of the aliphatics and aromatics, designed for students majoring in other science departments who are not able to take two courses in the study of Organic Chemistry. Three lectures and two laboratory periods. One course.

## 326. ORGANIC CHEMISTRY.

This is an intensive study of the aliphatic compounds from the standpoint of structure, synthesis, and reactions. Three lectures and two laboratory periods. One course.

## 327. ORGANIC CHEMISTRY.

This is a continuation of Chemistry 326 and comprises a

study of the aliphatic compounds with emphasis on the aromatic compounds. Three lectures and two laboratory periods. One course.

333. HISTORY OF CHEMISTRY.

This course covers the development of Chemistry from the ancient civilizations to the present and emphasizes the contributions made by the leading chemists of all times. Three lectures. One-half course.

432. FOOD AND PHYSIOLOGICAL CHEMISTRY.

Emphasis is placed on Physiological Chemistry. Three lectures and two laboratory periods. One course.

442. MICROSCOPIC QUALITATIVE ANALYSIS.

An advanced course in qualitative analysis requiring the use of the microscope. Three laboratory periods. One-half course.

444. ORGANIC PREPARATIONS.

Study of the preparation of dyestuffs, flavoring, perfumes, and other compounds of especial interest. Three laboratory periods. One-half course.

## DEPARTMENT OF ECONOMICS

MR. TAYLOR

301. ECONOMIC PRINCIPLES.

A course in the economic principles involved in the present economic system of production, exchange, value and price, and distribution of income. It seeks to explain the activities of man in getting a living by an analysis of the principles that guide and control it and by illustrative description. One course.

302. ECONOMIC PROBLEMS.

Prerequisite: Economics 301. A description and analysis of problems growing out of our economic system and of attempts and proposals for the solution of those problems. Corporation, trust, labor, social security, population, agriculture, public finance, and other problems. One course.

304. CONSUMER ECONOMICS.

A study of the distribution of income and the place of the consumer in the economic system together with the means of improving that position. Standards of living, management of money income, the marketing system, price and production poli-



cies, factors affecting consumers' choice, agencies protecting the consumer. One course.

305. ECONOMIC DEVELOPMENTS IN MODERN EUROPE.

Prerequisite: Economics 301. This course deals with recent economic developments in England, Italy, France, Germany, and Russia. One course.

306. LABOR PROBLEMS.

Prerequisite: Economics 301. An analysis of the major problems and grievances of the employers and employees with some consideration of the solution of problems in actual industry. One course.

435. PUBLIC FINANCE AND TAXATION.

Prerequisite: Economics 301. Study of revenues and expenditures, public debt, and financial administration and legislation of national and state governments. One course.

437. MONEY AND BANKING.

Prerequisite: Economics 301. The origin, development, and changes in the money and banking systems of the United States. One course.

441. ECONOMIC HISTORY OF THE UNITED STATES.

A history of the American people, with special emphasis on the industrial, commercial, and financial development. One course.

## DEPARTMENT OF EDUCATION

MR. LITTLE, MISS BOLTON, MISS BROOKS, MISS BURFITT,  
MISS CALDWELL, MISS JORDAN, MISS ENGLISH,  
MR. KNOX, MRS. MCKNIGHT, MR. THAXTON.

Education is a service subject and may not be counted as a major or minor toward any degree. The basal courses are organized as a whole program and should be taken in the order indicated on pages 65 and 67.

Six courses, as described on pages 65 and 67 are required for the Bachelor of Science in Education degree. Students taking any other degree but preparing to teach usually take these courses.

Not more than ten courses classified as Education in the catalog may be counted toward any degree. Not more than three



courses in methods may be counted, and not more than two of these may be at the same level, as primary, intermediate, or high school.

The maximum credit allowed for supervised teaching is three courses including both that done in the college training school and in cadet teaching. Two courses is the maximum allowed for teaching in the college training school or affiliated schools.

A student must have made an average of two quality points for each course of credit in order to be eligible to take either of the courses in supervised teaching.

Supervised teaching is not possible in the summer school, so the college gives a summer school course in directed observation, which may be substituted for supervised teaching by teachers who have had two or more years of teaching experience.

#### 100. ORIENTATION IN COLLEGE.

It is the purpose of this course to help freshmen get oriented in college life. Some of the topics discussed are: how to get the most from college experience, how to use the college facilities, how to study effectively, how to read, how to take notes, educational and vocational guidance, helps in making adjustments in the transition from high school to college.

One course Education credit, but this credit does not apply toward the Education requirements for a degree and will not apply on a state teacher's certificate.

#### 104. INTRODUCTION TO EDUCATION.

The purpose of this course is: to give an historical and philosophical background of the American school system; to give a bird's-eye view of the present school conditions in the United States; to give detailed study of the needs and opportunities in the Georgia public schools; to make comparisons of school systems of other countries with that of our own; to provide prospective teachers with a basis for selecting fields of work for which to prepare; to give a view of present problems of education and the school's approach in solving them. One course.

#### 105. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.

This course deals with the learner and the learning process, integrated with the principles of teaching and accompanied by observation of children as they learn. One course.

261. METHODS IN PUBLIC SCHOOL MUSIC FOR THE  
ELEMENTARY TEACHER.

This course deals with the fundamental activity in singing and its educational significance. Development of creative rhythms and songs. Use of rhythmic instruments. Materials suitable for development of appreciation of music in primary grades. Music education for the young child may best reach its goal through two types: integration through relating all musical experiences to each other and correlating music with various phases of the general curriculum. This methods course is devoted to these two types with the hope that music may never be an isolated experience in the child's life. Education credit only. One-half course.

304. ORIENTATION IN EDUCATION.

This is an introductory course in Education, but it is open only to juniors and seniors. The subject matter is mainly that of Education 104, but a more thorough treatment is given. It may not be taken for credit by those who have had Education 104. One course.

305. EDUCATIONAL PSYCHOLOGY.

This is a first course in educational psychology but is open only to juniors and seniors. The subject matter is mainly that of Education 105, but a more thorough treatment is given. It may not be taken for credit by those who have had 105. One course.

306. THE SCHOOL AND SOCIETY.

Prerequisites: at least two courses in Education. This course is to help prospective teachers become acquainted with various social, economic, political, and religious conditions, and with various sections of the state and the community where they will teach; find their places in the advancement of society; give them some skill in solving of social problems; formulate a definite sound philosophy of education which is usable and which is their own; understand the relationship of various social institutions, especially as the school is related to them; and set up a plan for a school system which would be of such character as needed to help people live under present social conditions. One course.

319. THE USE OF VISUAL AND AUDIO AIDS IN INSTRUCTION.

Prerequisites: Education 328 or 334 or 343 or other methods course. The purposes and values of visual education; the bulle-

tin board, maps, the stereograph, lantern slides, pictures and diagrams, motion pictures, experiments, dramatization; and the use of the radio, phonograph, and other audio aids to instruction in teaching the technique of visual and audio instruction. One course.

### 321. EXTRA-CURRICULAR ACTIVITIES.

Prerequisites: Education 328, 334, 343 or other methods courses. The extra-curricular activities of the school have grown out of the educational principles that the school is a laboratory for citizenship. This course will consider ways and means and the modus operandi for conducting these activities so as to develop desirable social ideals and habits. A part of this course consists of the organization and development of Parent-Teacher Associations. One course.

### 323. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE.

Prerequisite: Education 105 or 305 or Psychology 301. This course gives an analysis of the characteristics of the child and the problems of his growth from birth to adolescence. One course.

### 325. STUDENT TEACHING AND DIRECTED OBSERVATION IN ELEMENTARY SCHOOL.

Prerequisites: Education 328 or 334, and an average of two quality points for each course credit. This course consists of directed observation of best teaching practices and supervised teaching in typical elementary school situations. It requires observation and teaching under supervision, class meetings, conferences, assigned readings and reports. One to three courses.

### 327. STANDARD TESTS IN EDUCATION.

Prerequisites: Education 104 or 304 and Education 105 or 305 and a methods course. A critical survey and evaluation of standard tests available for school purposes; practice in giving and scoring tests, and interpreting results for the improvement of instruction; organization of testing program. Observation required in training school. One course.

### 328. MATERIALS AND METHODS OF TEACHING IN THE LOWER ELEMENTARY GRADES.

Prerequisites: Education 104 or 304 and Education 105 or 305. This course seeks to develop, through class work and through observation in the elementary school, the ability in the student to select and effectively use the teaching procedures, methods, and materials best suited to lower elementary school situations. One course.

334. MATERIALS AND METHODS OF TEACHING IN THE UPPER ELEMENTARY GRADES.

Prerequisites: Education 104 or 304 and Education 105 or 305. This course seeks to develop, through class work and observation in the elementary school, the ability in the student to select and effectively use the teaching procedures, methods, and materials best suited to upper elementary school situations. One course.

337. ADVANCED EDUCATIONAL PSYCHOLOGY.

Prerequisite: Education 104 or 304 and Education 105 or 305. The psychology of learning, laws of learning, thinking, transfer, expression, play, individual differences, measurement of mental functions, mental efficiency, personality traits, investigational methods and their application to educational situations. Observations required in training school. One course.

343. CONDUCT OF HIGH SCHOOL TEACHING.

Prerequisites: Education 104 or 304 and Education 105 or 305. This course seeks to develop the ability in the student to select and effectively use the teaching procedures, methods, and materials best suited to given high school situations. One course.

351. METHODS OF TEACHING READING.

Prerequisite: Education 328 or Education 334. This course makes an effort to meet the needs of teachers for specific training in the teaching of reading to elementary school pupils. One course.

352. THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL.

Prerequisites: Education 328 or 334. A study of the materials, devices, and methods to be used in teaching science to children in the grades. One course.

355. DIRECTED OBSERVATION.

Prerequisites: Education 328 or 334 or 343. A course in observation and study of the process of teaching. The class will observe actual teaching in the training school one hour a day. The other hour will be given to class discussions and reports on readings. One course.

Note: This course is given only in the first summer school term and may be substituted for Education 325, *Directed Teaching*, by teachers of two or more years of experience.

362. GEOGRAPHIC MATERIALS.

This course is planned for those who are preparing to teach in the grades. Devices and means of vitalizing Geography are



discussed, including a review of the main features of the continents. One course.

### 363. AN ADVANCED COURSE IN HEALTH EDUCATION.

Prerequisites: Health 100 or equivalent. Study of materials, programs, procedures, and development of courses of study for elementary schools. Planned for majors and classroom teachers. To be taken for Education credit only. Alternate schedule with Health 330. One-half course.

### 364. METHODS IN PUBLIC SCHOOL MUSIC FOR THE ELEMENTARY TEACHER.

Prerequisite: Music 220-221. Methods for the intermediate grades. A discovering of the relations between music and the general curriculum. Voices of pupils of the upper grades. Creative expression through vocal and instrumental media. Study of operettas and other types of public instruments and various fine colors, emphasizing appreciation. Stories of music and the masters and operas. Education credit only. One-half course.

### 365. PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL.

Prerequisite: Education 328 or 334. A concentrated study of the materials and methods of Physical Education for the elementary school. Offered only during summer school for teachers in service. Five periods a week. One-half course.

### 377-378. ELEMENTARY SCHOOL MUSIC.

Fall and winter quarters. For Music majors only. Application of educational principles to the teaching of music in the kindergarten and the first six grades. In the fall quarter the work focuses upon the music through the third grade; in the winter quarter, through the sixth grade. A study of the objectives, methods, and materials of Music Education in the elementary grades is made. Special attention to the interrelating of song singing, listening materials, technical study, beginning instrumental instruction, teaching theories and basic principles underlying the development of the child are discussed in class and made clear through observation of music teaching in the Peabody Practice School. All important texts and more recent approaches are studied and evaluated in terms of a composite course of study. For Education credit only. One-half course each quarter.

### 379. METHODS AND PRINCIPLES OF PIANO TEACHING.

A course for teachers of piano. Modern piano methods, correct habits of study and performance, selection, and organization of materials. Technical and interpretive exposition of new and



standard teaching compositions and studies from Grade I through early advanced materials. Students will be expected to play assigned material in class for practical application of principles. Notation, rhythm, sight reading, ear training, technique, materials, memorizing, the beginner, relation of theoretic study to piano work will be thoroughly discussed. For Education credit only. See Education 379. One course.

441. PHILOSOPHY OF EDUCATION AND MODERN EDUCATION TRENDS.

Prerequisite: Education 325 or 445. This course contains the changing conception of educational goals; how these conceptions developed and changed; the present basis of such conceptions; and recent trends in educational practices. One course.

445. STUDENT TEACHING AND DIRECTED OBSERVATION IN HIGH SCHOOL.

Prerequisites: Education 104 or 304, Education 105 or 305. Education 343, or a methods course in the particular subject taught, and an average of two quality points for each course credit. This course consists of directed observation of best teaching practices and supervised teaching in secondary school situations. The course consists of observation and teaching under supervision; requires class meetings, conferences, assigned readings and reports. One to three courses.

469. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

Prerequisite: Health 100 and 215 or 325, 329, 330, or equivalents. Education 104 or 304 and Education 105 or 305. Study of materials, programs, procedures, and development of course of study for secondary schools. One-half course.

470. METHODS OF TEACHING THE SOCIAL STUDIES.

Prerequisites: Education 104 or 304, and Education 105 or 305. The methods of teaching the Social Studies in the junior and senior high schools. One course.

471. THE HOME ECONOMICS CURRICULUM.

Prerequisites: Education 104 or 304 and Education 105 or 305. A study of Home Economics Education as a means of carrying out the objectives of general education. Selection of units of work suitable for meeting the needs of the secondary school pupil in the home and the community. Also includes a study of Home Economics content in the elementary school. Includes directed observation. One course.

## 472. METHODS OF TEACHING HOME ECONOMICS.

Prerequisites: Education 104 or 304, Education 105 or 305, and Education 471. Problems involved in the teaching of Home Economics in the public schools. Study of types of teaching procedures, activities, and instructional materials suitable for the secondary school. Includes directed observation. One course.

473. METHODS OF TEACHING HIGH SCHOOL  
MATHEMATICS.

Prerequisites: Mathematics 301, Mathematics 322, Education 104 or 304, and Education 105 or 305.

This is a course designed to give prospective teachers of Mathematics in high school a comprehensive view of that field. The work proceeds along these lines: a study of the relation of Mathematics to the entire curriculum; the objectives of Mathematics teaching; a critical evaluation of the usual contents of the high school course; organization of materials and methods; directed observation. One course.

475. PHYSICAL EDUCATION METHODS IN SECONDARY  
SCHOOLS.

Prerequisites: Education 104 or 304 and Education 105 or 305. A concentrated study of the materials and methods of Physical Education for the high school. Offered only during summer school for teachers in service. Five periods a week. One course.

## 476. THE TEACHING OF SECRETARIAL SUBJECTS.

Prerequisites: Education 104 or 304 and Education 105 or 305. Subject matter taught in the commercial curriculum in high schools; methods of instruction; tests and measurements; lesson plans; examination of commercial text books. One course.

477. PRINCIPLES, MATERIALS, AND METHODS IN HEALTH  
EDUCATION.

Prerequisites: Education 104 or 304 and Education 105 or 305. This course is concerned with the study of the principles of health education, with evaluation of health materials and methods, with the development of tentative health units and courses of study. Required of all majors in school health education. This course should be taken parallel with or as a prerequisite for student teaching of Health. One course.

## 480. THE TECHNIQUE OF GUIDANCE.

Prerequisites: Education 325, 355, or 445. This course attempts to give students a knowledge of and skill in modern

techniques in guidance. The place of guidance in a school program is considered, and the reasons for our principles of guidance outlined. One course.

#### 490. AIMS AND OBJECTIVES OF THE CURRICULUM.

Prerequisites: Education 104 or 304 and Education 105 or 305, and at least one other Education course. This course aims to develop the ability to organize and use integrated curricula to meet the needs of children, youths, and adults, based on a sound philosophy of education and knowledge of curriculum building. One or two courses.

#### 491. CURRICULUM CONSTRUCTION.

Prerequisite: Education 490 or the equivalent. This is a laboratory course in which students will be expected to work out, with guidance from the instructor, a curriculum to be used next year. Each student will work on her own particular problem. Each student must have available the adopted texts and supplementary books for the teaching she will do next year, and all curricular requirements of her particular school system.

### DEPARTMENT OF ENGLISH

MR. WYNN, MR. DAWSON, MISS GLASS, MRS. NOAH,  
MISS SCOTT, MISS SMITH, MISS STEELE,  
MISS WEST.

A major in the department of English will include six courses in addition to English 101. English 311 and 312 are required of all English majors.\* Students who expect to teach high school English should take at least one of the courses in American literature—341, 350, or 360. Three other courses may be selected from the list given below.

Any four courses, in addition to 101, will satisfy the requirements for a minor in English. English 101 and English 102 are offered only as Junior College courses.

#### A. GRAMMAR AND COMPOSITION.

A remedial course designed for those students who show by placement tests or otherwise that their knowledge of the fundamentals of grammar and composition is inadequate for admission to English 101. No credit.

\*English 311 and 312 should be taken by English majors before advanced work is begun.

**101. GENERAL COLLEGE COMPOSITION.**

This course is concerned with the problems of making language effective, and therefore, emphasizes accurate wording, well contrived sentences, and sound organization of ideas. One course.

**102. GENERAL COLLEGE COMPOSITION.**

Continuation of English 101 with special emphasis upon narration and description. Extensive analysis of models of the best prose style. Weekly themes. One course.

**214. CHILDREN'S LITERATURE.**

A study of literature suitable for children (fables, myths, nature stories); story-telling; dramatization. This course is designed for those who expect to teach in grades from one to seven. One course.

**281. APPRECIATION AND INTERPRETATION OF LITERATURE.**

This course lays the foundation for an understanding and enjoyment of the literature written in English. One course.

Required of sophomore B.S. students and of sophomore A.B. students who do not expect to major in English.

**308. SPOKEN ENGLISH.**

A course in the fundamentals of speech designed to aid the student in voice improvement. The classroom is the laboratory for practice in public speaking and in oral interpretation. Individual conferences. One course.

**311. SURVEY OF ENGLISH LITERATURE.**

A survey of the periods in English literature from its beginning to 1760. One course.

**312. SURVEY OF ENGLISH LITERATURE.**

A continuation of the preceding course from 1760 to the present time. One course.

**321. SHAKESPEARE.**

An introductory study of Shakespeare and the growth of his dramatic art. The course comprises the interpretation of several of his major plays, supplementary reading in the background material, class dramatization, and term papers. One course.



## 322. SHAKESPEARE.

Continuation of English 321 with intensive study of additional plays. One course.

## 323. PLAY PRODUCTION.

An introductory course in dramatics in which characterization, stage technique, make-up, stage craft, lighting, costuming, and play selection will be studied. One-act plays will be produced by the class. One course.

## 324. ADVANCED COMPOSITION.

Designed for students who desire to give special attention to any type of writing—the drama, the essay, the short story, or even the longer forms. One course.

## 325. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL.

For Education credit only. See Education 467.

## 326. THE SCHOOL NEWSPAPER.

Planned primarily for those who may need to assist students in the publication of school newspapers, and for those who desire to learn methods of school publicity. Teachers of English will also find this course helpful with their work in composition. One course.

## 327. ENGLISH GRAMMAR.

A comprehensive study of present-day English grammar. Some attention will also be given to its historic development; however, most stress will be placed on its functional aspect—in speech, writing, literary appreciation. Also practical problems of teaching grammar in elementary and high schools. One course.

## 329. NEWS WRITING.

A general survey of fundamental principles of news gathering and news writing. Newspaper plants will be used for laboratory practice in editing and correcting copy, and for proof reading. One course.

## 331. THE SHORT STORY.

A study of the history and technique of the short story. Extensive reading and analysis of both American and foreign short stories. The writing of an original short story is required. One course.

## 332. THE NOVEL.

Representative novels will be read, and the development of the novel as a type of literature will be studied. One course.



## 333. FEATURE WRITING.

In this course special attention will be given to feature writing, the human interest story, and the personality sketch. One course.

## 334. THE NEWSPAPER IN THE MODERN WORLD.

An approach to the problems of the newspaper from the contemporary angle. A study of the problems of free speech, suppression of news, coloring of news, etc., from the standpoint of the news consumer. The course will call for considerable feature writing as well as study of contemporary books and articles on the newspaper. One course.

## 336. BIOGRAPHY.

A chronological study of English biography. Additional study of foreign biography in translation. Special attention is given to Boswell's "Life of Johnson." One course.

(Not offered 1939-1940.)

## 341. SOUTHERN LITERATURE.

Deals with the poets, essayists, novelists, and orators of the South from colonial days to the present. Will be conducted somewhat on the seminar plan; students will report regularly on the results of their reading. One course.

## 344. CONTEMPORARY LITERATURE.

A somewhat intensive study of the chief writers in British and American literature since 1900 in the fields of fiction and poetry. One course.

## 350. AMERICAN LITERATURE.

The study of American literature from the beginning to about 1860. One course.

## 360. AMERICAN LITERATURE.

The study of the period between 1860 and the present time. The New England decline, the development of the short story, and the progress of realism will be considered. One course.

## 362. ADVANCED PLAY PRODUCTION.

A continuation of English 323 with special emphasis on the directing of plays. (Open only to students who have had the first course in play production.) One course.

## 375. EXPRESSION.

Private study of voice and diction, platform decorum, and interpretation of literature. One-third course each quarter.

## 437. THE ROMANTIC PERIOD.

Both poets and prose writers of the Romantic period will be studied. One course.

## 438. TENNYSON AND BROWNING.

A study of Tennyson and Browning and their relation to the life and thought of the nineteenth century. One course.

## 446. THE MODERN DRAMA.

The best plays of the modern period will be studied in order to appreciate the growth, development, and prevailing tendencies of European and American Drama. One course.

## 449. THE ENGLISH LANGUAGE.

An historic study of the English language; its processes of growth; the romantic origin of words, and such aspects of modern English as idioms, slang, and dialects. One course.

(Not offered 1939-1940.)

## DEPARTMENT OF FRENCH

MR. MCGEE, MISS TURNER.

A major in French should include French 211, 212, 301, and three additional courses in French of senior college level.

## 101. ELEMENTARY FRENCH.

Fundamentals of grammar and pronunciation, composition, simple conversation, and reading of easy prose. One course.

## 102. ELEMENTARY FRENCH.

Prerequisite: French 101 or the equivalent (ordinarily one year of high school French). Continuation of French 101, with added drill in rapid reading. One course.

## 211. INTERMEDIATE FRENCH.

Prerequisite: French 101 and 102 or two years of high school French. Reading of Modern French prose, review of grammar, and drill in oral and written use of the language. One course.

## 212. INTERMEDIATE FRENCH.

Prerequisite: French 211 or the equivalent. Continuation of French 211. One course.

## 217. SCIENTIFIC FRENCH.

Prerequisite: French 212 or the equivalent. Reading of

scientific articles in French. The course is designed especially to meet the needs of students seeking the B.S. degree. One course. (Omitted 1939-40.)

### 301. FRENCH CIVILIZATION.

Prerequisite: French 212 or the equivalent. Study of the intellectual and artistic achievements of France, and appraisal of her sociological development, of her distinctive contributions to world civilization, and of her position in the contemporary world. Extensive reading in both French and English. One course.

### 304. FRENCH SOURCES OF OPERAS.

The reading in French of the prose works from which some popular operas have been drawn: Manon Lescaut, Carmen, etc. Prerequisite: a fair reading knowledge of French. One course.

### 311. ADVANCED GRAMMAR AND PHONETICS.

Prerequisite: French 212 or the equivalent. Systematic and detailed study of grammar and pronunciation with ample drill in each. The course is designed especially for prospective teachers of French. One course.

### 312. CONVERSATIONAL FRENCH.

Prerequisite: French 212 or the equivalent, and one other course above the intermediate level (preferably French 311). Intensive drill in oral French, correction of defects in pronunciation, original compositions in spoken French. Designed especially for prospective teachers of French. One course.

### 321. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.

Prerequisite: French 212 or the equivalent. Survey of the principal literary landmarks of the classical period. One course.

### 322. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY.

Prerequisite: French 212 or the equivalent. French 321 is a desirable preliminary to this course. Continuation of the study of French classical literature in the eighteenth century. One course.

### 323. FRENCH LITERATURE OF THE NINETEENTH CENTURY.

Prerequisite: French 212 or the equivalent. French 321 and French 322 are desirable preliminaries to this course. Survey of the literature of the last century with emphasis on the Romantic period. One course.

## 326. MODERN FRENCH LYRIC POETRY.

Prerequisite: French 212 or the equivalent. Study of French lyric poetry from Lamartine to the present. One course.

## 327. EARLY MODERN FRENCH POETRY.

Prerequisite: French 212 or the equivalent. Study of French poetry preceding the nineteenth century. One course.

## 421. DRAMA OF THE CLASSICAL PERIOD.

Prerequisite: French 212 or the equivalent, and one course in French literature, preferably French 321 or 322. Study of dramatic production in France during the seventeenth and eighteenth centuries. One course.

## 422. DRAMA OF THE NINETEENTH CENTURY.

Prerequisite: French 212 or the equivalent, and one course in French literature, preferably French 323 or 421. One course.

## 423. CONTEMPORARY FRENCH DRAMA.

Prerequisite: French 212 or the equivalent, and two courses in French literature. Study of dramatic production in France in the twentieth century, with particular emphasis on the post-war period. One course.

## 433. PRESENT-DAY LITERARY ACTIVITY IN FRANCE.

Prerequisite: French 212 or the equivalent and two courses in French literature. The course deals with post-war movements in fiction, poetry, drama, and journalism. One course.

## 434. THE EARLY FRENCH NOVEL.

Prerequisite: French 212 or the equivalent and one course in French literature. Study of the novel in France from its earliest manifestations through the eighteenth century. One course.

## 435. THE NOVEL SINCE 1800.

Prerequisites: French 212 or the equivalent and one course in French literature. Study of the great masterpieces of the French novel in the nineteenth and twentieth centuries. One course.



**DEPARTMENT OF GEOGRAPHY**

**MRS. DORRIS.**

No major is offered in Geography.

**300. PRINCIPLES OF GEOGRAPHY.**

This course is devoted to a study of man's physical environment, with a view of developing a definite knowledge and appreciation of the relationships between human activities and environmental activities. Topics: weather and climate, climatic and natural vegetable regions, land forms, earth materials and their uses, water bodies. One course.

**301. ECONOMIC GEOGRAPHY OF THE UNITED STATES.**

A study of the relations of physical and economic conditions to the production and trade in the important agricultural, forest, mineral, and industrial products of the nation. Transportation and foreign trade, and special emphasis on the region aspect of commodities. One course.

**315. GEOGRAPHIC MATERIALS.**

See Education 362.

**317. GEOGRAPHY OF NORTH AMERICA.**

A regional study of the continent, emphasizing the principal economic activities of the inhabitants of distinctive human use regions in relation to the earth environment of each area. One course.

**321. GEOGRAPHY OF SOUTH AMERICA.**

Designed to give a better understanding and appreciation of our Latin American neighbors through the study of their geographic background and of how this environment leads to special problems. One course.

**322. POLITICAL GEOGRAPHY.**

Selected problems in economic, social, and political geography which arise from the expansion of great powers, the existence of colonial empires, the rivalry of nations in trade and industry, and their competition in exploring the resources and peoples of the "backward" sections of the world. One course.

**323. PHYSIOGRAPHY.**

The origin and physiographic history of various types of land forms, processes by which geologic agents modify the surface of the earth, and the influence of physiographic features upon mankind. One course.



**324. GEOGRAPHY OF EUROPE.**

The economic activities with consequent political and social attitudes of the inhabitants of the several European countries. Special attention is given to the important industrial districts and chief urban centers in Great Britain, France, and Germany. One course.

**326. ECONOMIC GEOGRAPHY OF FOREIGN COUNTRIES.**

A survey of selected nations and groups of nations, in which the essential character and outstanding industries of each area are discussed, and an effort is made to point out the contribution of each land to world economy. One course.

**328. GEOGRAPHY OF GEORGIA.**

Georgia—the unit. A consideration of the natural regions: physiographic, climatic, soil, vegetative, and their influence upon man's occupancy of the region. A survey of the major industries by which the inhabitants utilize the various resources, and the development of transportation, manufacturing, and commerce. One course.

**415. CONSERVATION OF NATURAL RESOURCES.**

History of the conservation movements; the need of conservation; the public domain and its disposal; classification of the lands and their utilization; soil and soil conservation; irrigation; swamp reclamation; conservation of forests; water power programs; the use of our inland waterways; wild life; conservation of mankind; conservation in manufacturing; planning as a phase of conservation. One course.

**427. GEOGRAPHY OF THE SOUTH.**

A course dealing with the special problems of the South. Type regions are discussed, and an effort is made to point out the contributions of each land to world economy. One course.

**432. GEOGRAPHIC INFLUENCES ON AMERICAN HISTORY.**

The major adjustments of American society to those earth conditions and resources which have helped shape the economic, social, and political development of the nation; relations between the rising American people and its environment at stated periods of time. One course.

**GEOLOGY**

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**MISS TRAWICK**

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See Chemistry 321. An introductory course without science prerequisites.

**DEPARTMENT OF HEALTH**

MRS. WOOTTEN, MISS MARSTON, MRS. RAY, MISS SMITH.

Health Education is an applied science which should lead toward the fine art of living. Therefore, the Health Department is fundamentally a service department concerned primarily with the physical, mental, emotional, and social problems and adjustments of each student in college. It offers basic training in health and safety for the individual in the home, the school, and the community. A few students with ability and good personalities may major in Health.

All majors in the Health Department are required to take a minor in Biology and at least two courses in Chemistry. Some students should have a minor in Chemistry; others may choose a second minor in Physical Education, Home Economics, Sociology, or some other field. With flexibility allowed in the choice of a second minor, basic vocational training may be secured for the following professions—school and public health education, teaching, marriage, social welfare, and nursing.

A major in health should include:

I. The following six courses beyond the freshman and sophomore requirements in Health:

Health 320—Family Health (Marriagecraft and Mothercraft).

Health 321—Anatomy.

Health 329— $\frac{1}{2}$  c—First Aid.

Health 330—Health Service.

Health 340—Public Health.

Health 428— $\frac{1}{2}$  c—Mental Hygiene.

Health 460—Administration of School Health and Public Health Education Programs.

Education 477—(see Health 455).

**100. AN ORIENTATION COURSE IN HEALTH.**

An orientation course in applied personal, racial, home, and community health. Required of all freshmen. Five times a week any quarter, and summer school. One course.

**200. AN INTRODUCTION TO PUBLIC HEALTH PROBLEMS.**

An introductory course in public health given from the citizenship point of view. Required of sophomore secretarial majors. Any quarter. One-half course.

## 215. SCHOOL HEALTH PROBLEMS.

A study of school health problems relating to healthful school living, school health service, with a brief introduction to health instruction in the elementary or the secondary school. (Elementary and secondary sections arranged for election by students.) Required of all sophomores not taking 200. Any quarter. One-half course.

## 320. FAMILY HEALTH—MARRIAGECRAFT AND MOTHER-CRAFT.

A course in preparation for successful marriage and happy family relationships, with emphasis on: (1) racial health, heredity, and environment, (2) problems of modern youth and the modern family, (3) an introduction to human embryology, pre-natal care, and infant care. Required of all majors. One course.

## 321. ANATOMY OF THE HUMAN BODY.

This course includes the study (1) of the skeletal, muscular and nervous systems, and (2) of the study of the head and viscera. Three lectures and two laboratories per week. Required of majors. Junior year. One course.

## 325. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL.

For Education credit only.  
See Education 363.

## 329. FIRST AID.

The study, practice, and application of the standard and accepted principles of First Aid. This course qualifies the student for the standard certificate from the American Red Cross when all requirements are met satisfactorily. Required of all majors. Lay instructor's course certified by special arrangement with the American Red Cross. One-half course. (See Health 335.)

## 330. HEALTH SERVICE.

This course is concerned with the place and scope of modern health service in schools, health examinations of school children and the follow-up program. The course is designed to give actual experience in this work with special emphasis on the part of the classroom teacher in a health service program. One course.

## 334. HOME NURSING.

Principles and practices of home nursing and care of the sick and injured in the home. Two lectures and one laboratory

per week. Alternate schedule with Health 329 in even years. One-half course.

### 335. SAFETY EDUCATION.

This course deals with two principal phases of safety work: (1) the study of the facts, principles and problems of safety education; (2) the teaching of safety education in all grades of the elementary and secondary schools. Alternate schedule with Health 329 gives the student opportunity for a whole course in Safety and First Aid. One-half course.

### 340. PUBLIC HEALTH.

This course includes a study of the principles of sanitary science and their application to problems of the home and the community. Field trips, surveys, and laboratory required. One course.

### 341. PUBLIC HEALTH EDUCATION.

A study of that part of health education that takes place in the home and community. This course includes materials for and experience in developing broad public health education programs by use of illustrative materials, as posters, slides, motion pictures, programs, survey graphs, exhibits, health talks and plays, radio programs, newspaper publicity, etc. One-half course.

### 342. CLUBCRAFT AND CAMPCRAFT.

Principles and practices of parliamentary procedures. Study of Health and Safety Clubs, the Girl Scouts, Girl Reserves, Junior Red Cross, Four-H Clubs, and other established organizations dealing with the adolescent age is included. One-half course.

### 343. LEADERSHIP TRAINING FOR CAMP COUNSELING.

This course deals with specific problems of the camp counselor and camp executive. Each phase of the camp situation is studied in detail. Actual participation in the college camp during the term is required. Alternating with Health 342. One-half course.

### 425. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

For Education credit only.

See Education 469.

One-half course.

### 428. MENTAL HYGIENE.

Prerequisites: One course in Psychology, Health 100 and 215, or equivalent. Study of mental hygiene (1) as a problem in



personal health and (2) as a public health problem. May be taken as half course or to alternate with Health 440. One-half course.

440. SOCIAL HYGIENE.

A study of social hygiene planned for adult leadership. Includes wide parallel readings and round-table discussions of current and personal problems, of sex-social relationships in the home, in the school, and in the community. Alternate years and summer school. One-half course.

450. CHILD HEALTH.

Historical review of the modern child welfare program followed by an intensive study of the physical, mental, emotional, and social health problems of each age group. Especially planned for mature students, teachers, parents, and social workers. Alternate years, summer school. One course.

455. PRINCIPLES, MATERIALS, AND METHODS IN HEALTH EDUCATION.

One course. For Education credit only. See Education 477.

460. ADMINISTRATION OF SCHOOL AND PUBLIC HEALTH EDUCATIONAL PROGRAMS.

Prerequisites: Health 100, 215, or 315, 330, 425 or equivalents. The presentation of school health education administration with due attention to basic principles, state responsibility, legal aspects, personnel, health service, special problems, facilities, equipment, maintenance, finances, office management, etc. Especially planned for majors, superintendents, and principals. One course.



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**DEPARTMENT OF HISTORY AND POLITICAL  
SCIENCE**

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MISS JOHNSON, MR. SWEARINGEN

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A major in the Department of History and Political Science should include History 311, 312, 329, and three additional courses in the department.

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311. **MEDIEVAL EUROPEAN HISTORY.**

A rapid survey of ancient nations with special reference to their contribution to civilization, followed by a study of political, economic, social, and religious conditions and institutions of the medieval age. One course.

312. **EUROPEAN HISTORY, 1789-1870.**

A study of the causes leading to the development of modern states, the political organization of Europe in the eighteenth century, the rise of the reform spirit, the French Revolution and its results, the age of reaction, and the industrial and social transformation. One course.

317. **ANCIENT HISTORY.**

A survey of the history of ancient nations with special reference to their contribution to civilization. One course. Alternate years. (Of value to students majoring in Art and Latin.)

321. **HISTORY OF ENGLAND, I.**

A general survey of English History from the earliest time to the reign of the Hanovers. One course. Alternate years.

322. **AMERICAN HISTORY TO 1820.**

A study of the Colonial Era, Revolutionary Period, Period of the Confederation and the Constitution, and the administrations to 1820.

323. **AMERICAN HISTORY FROM 1820 TO 1870.**

A continuation of History 322. A study of the rise of the slavery issue, the Civil War and Reconstruction. One course.

324. **HISTORY OF ENGLAND, II.**

From the reign of the Hanovers to the present, with special emphasis on contemporary England. One course.

325. **METHODS OF TEACHING THE SOCIAL STUDIES.**

For Education credit only. See Education 470.

## 327. THE RENAISSANCE AND THE REFORMATION.

A study of the forces leading to the rise, the spread, and the influence of the Renaissance and the Reformation. One course. Alternate years.

## 328. THE FRENCH REVOLUTION.

A study of France and Europe in the eighteenth and nineteenth centuries to the Congress of Vienna. One course. Alternate years.

## 329. RECENT EUROPEAN HISTORY.

A study of those forces in European history which led to the World War, the World War, its results, and the reconstruction period which follows. One course.

## 400. THE WORLD TODAY.

A study of present day world conditions and of the forces which have led to them; also an examination of the present policies of the great world powers and of their significance. One course. Alternate years.

## 432. HISTORY AND GOVERNMENT OF GEORGIA.

A study of the economic, social, political, and constitutional history of the state, with emphasis on her part in national affairs. One course.

## 433. THE UNITED STATES AND LATIN AMERICA.

A general course in the study of Central and South American countries, their political, economic, and social development, with special reference to the political and economic relations of the United States with Latin America. One course.

## 443. AMERICAN HISTORY FROM 1870 TO PRESENT TIME.

A detailed study of recent United States history covering the issues following the reconstruction period from 1870 to the present time. One course.

## 444. THE COLONIAL ERA.

This is an intensive study of the history of the American colonies. One course.

## 445. THE STORY OF THE FAR EAST.

With particular emphasis on its relation to Europe and the United States. One course.

## 447. HISTORY OF THE SOUTH.

This traces the story of the Southern States which later formed the Confederacy from their founding through Recon-

struction Era, with special emphasis on their economic and cultural civilization. One course. Alternate years.

### POLITICAL SCIENCE

#### 321. COMPARATIVE GOVERNMENT.

A study of the philosophical basis for government, with a comparison of the government of the United States with the important governments of the world. One course.

#### 322. AMERICAN DIPLOMACY.

A historical study of the foreign relations of the United States, of diplomatic personalities and events, and of the American contribution to international law. One course.

#### 324. AMERICAN GOVERNMENT, THE NATION.

A detailed study of the Federal Constitution, its historical background, the main features of the government, modifications through historical development, by interpretation, amendments, etc. One course.

#### 326. AMERICAN GOVERNMENT. THE STATE.

A study of the government of state, county, township, and city; political parties, party machinery, courts, and judicial procedure. One course.

#### 421. POLITICAL THOUGHT AND POLITICAL PARTIES.

A rapid survey of the development of political thought as to the contribution of the ancient, medieval, and modern world thereto. A more detailed study of the origin, growth, and development of political thought in the United States. One course.

### DEPARTMENT OF HOME ECONOMICS

MISS McVEY, MISS HASSLOCK, MISS HARPER, MISS MORRIS,  
MRS. OWENS, MRS. SMITH, MISS HOLT, MISS BLAIR,  
MISS ADAMS, MISS LOLLAR, MISS SCANLON.

#### 100. HOME ECONOMICS FOR MODERN LIVING.

A course planned to meet the needs of the individual for a more satisfactory adjustment to modern living situations. A service course for students taking a B.S. in Education or the Normal Diploma, who have had less than one year of home economics in high school. One course.

**111. CLOTHING FOR THE INDIVIDUAL.**

A study of the aesthetic and economic principles involved in the selection of clothing for the individual. Application of these principles in basic ensembling. Fundamental principle of costume construction in making of ensemble. For Home Economics majors. Three lectures and two two-hour laboratory periods. One course.

**211. FAMILY CLOTHING PROBLEMS.**

Prerequisite: Art 100 and Home Economics 111. Consumer problems of the family in meeting clothing needs. Includes the application of fundamental principles of construction through the making of a tailored garment. Three lectures and two two-hour laboratory periods. One course.

**220. FOOD FOR THE FAMILY.**

Planning an adequate diet to meet the nutritional needs of the family. Includes a study of food products and consumer problems of selection. Practical experience in food purchasing, preparation and simple serving. For Home Economics majors. Three lectures and two two-hour laboratory periods. One course.

**313. CLOTHING APPRECIATION.**

A consumer education course in clothing selection. Includes a study of principles of design and economic problems involved in meeting the clothing needs of the individual. Service course for non-majors. One-half course.

**314. PRACTICAL HOME FURNISHING.**

Prerequisite: Art 100. Parallel: Art 400. A study of the practical problems of decorating the home of modest means. Application in home management house and other home economics units. For Home Economics majors. One lecture and two two-hour laboratory periods. One-half course.

**321. NUTRITION AND DIETETICS.**

Prerequisite: Chemistry 324. Principles of normal human nutrition. Application of practical feeding problems to the individual. Calculation and preparation of dietaries. For Institutional Management majors. Three lectures and two laboratory periods. One course.

**324. PRINCIPLES OF NUTRITION.**

Prerequisite or parallel: Chemistry 324. A study of the elementary principles of nutrition. Food selection in its relation to health. Food plans to meet the essentials of an adequate



diet. For General and Home Economics Education majors. One course.

### 325. NUTRITION PROBLEMS.

A study of the nutritional needs of the individual student, with emphasis on positive health through proper diet. Service course for non-majors. One-half course.

### 326. ADVANCED FOODS.

Prerequisite: Home Economics 220 and 324. Prerequisite or parallel: Chemistry 324. A continuation of the study of food selection and preparation, with emphasis on marketing and costs of meals. Individual and group planning and serving of meals. Two lectures and two three-hour laboratory periods. One course.

### 328. EXPERIMENTAL COOKERY.

Prerequisite: Home Economics 326, Chemistry 324. Investigation and study of the scientific principles involved in cookery processes. Understanding of basic proportions for standard recipes and evaluation of common food products. For Institutional Management majors. One course.

### 331. PROBLEMS IN HOME MANAGEMENT.

Prerequisite: Home Economics 326 and Economics 304. A study of the principles of scientific management as applied to the home. Emphasis is placed on the problems of group living, and special attention is given to the effective use of time, money, energy, and equipment. For Home Economics General and Educational majors. One course.

### 341. QUANTITY COOKERY AND CAFETERIA MANAGEMENT.

Prerequisite: Home Economics 324, 326. Practical experience in menu planning, food purchasing, and the preparation of large quantity recipes. Organization and management of food service in School Cafeteria. One lecture and four two-hour laboratory periods. One or one-half course.

### 402. DEMONSTRATION METHODS.

Prerequisites: Subject matter courses in various areas of Home Economics content. Demonstrations given and evaluated. Professional demonstrations observed. Equipment and techniques studied. Personal qualifications and abilities of demonstrators considered and standards established. Admission by permission of department head. Three lectures and two two-hour laboratory periods. One course.



## 410. COSTUME DESIGN.

Prerequisite: Art 100, Home Economics 111, 211, 412. A study of Historic Costume, National dress and current events as inspirations for the different cycles of fashion. Three or four original designs made up for the individual. Three lectures and two two-hour laboratory periods. One course.

## 412. DRESS DESIGN.

Prerequisites: Home Economics 211, Art 100. Creative design and originality in the adaptation of patterns and in the designing and modeling of garments for children and adults. For Home Economics General and Education majors. Three lectures and two two-hour laboratory periods. One course.

## 416. TEXTILE ECONOMICS.

Prerequisite: Home Economics 211 and Economics 304. A study of the buying problems which confront the consumer. Includes a consideration of social and economic forces affecting production and consumption; standardization, and marketing practices. For General Home Economics majors. One course.

## 421. MEAL PLANNING AND TABLE SERVICE.

Prerequisite: Home Economics 326 and Chemistry 324. Meal preparation and methods of table service as they apply to informal and formal meals. Service for special occasions. One course.

## 424. ADVANCED NUTRITION.

Prerequisite: Chemistry 432 and Home Economics 321. A study of nutrition in normal and pathological conditions. Recent developments in nutrition. Selected problems. For Institutional Management majors. One course.

## 425. DIET AND DISEASE.

Prerequisites: Chemistry 432 and Home Economics 424. A study of impaired digestive or metabolic conditions. Adaptation of the diet to meet the conditions existing in those diseases, the prevention or treatment of which is largely influenced by diet. For Institutional Management majors. Three lectures and two two-hour laboratory periods. One course.

## 430. HOUSING PROBLEMS.

Prerequisite recommended: Economics 304. A study of the development of housing and the effect of the problem involved on the home life and character of people and community. Service course for non-majors; elective for majors. One course.

## 432. HOUSE RESIDENCE.

Prerequisite or parallel: Home Economics 331 and Home Economics 326. Problems of living together in the home. Practical application of management problems. Residence during six-week period. Open to Home Economics Education and General Majors of senior rank. One-half course.

## 443. INSTITUTIONAL ORGANIZATION AND ADMINISTRATION.

Principles of scientific management of such large food and living units as the hospital, school lunch room, student residence, and commercial units. Emphasis on business organization, employer and employee relationships, and keeping of records. Field trips to various types of institutions. Open to Institution majors of senior rank. One course.

## 444. ADVANCED INSTITUTION ORGANIZATION AND MANAGEMENT.

Prerequisite: Home Economics 443. An advanced study of special managerial problems. Training and practical experience in the food service department of the College. One lecture and four two-hour laboratory periods. One course.

## 451. CHILD GUIDANCE.

A study of the physical, mental, and social development of the young child with special reference to the influence of family life. For Home Economics majors of senior rank. Also, a service course for non-majors. One course.

## 453. OBSERVATION OF CHILDREN.

The nursery school will be used for study of the growth and development of children of pre-school age. Hours to be arranged. One-half course.

## 454. INDEPENDENT STUDY.

Problems for further study selected from any concentration area of Home Economics. Registration for this course by permission of the director of the department and by the approval of the professor in the field of investigation chosen. Open to senior majors. One course or one-half course.

## 460. THE HOME ECONOMICS CURRICULUM.

For Education credit only. See Education 471.

## 462. METHODS OF TEACHING HOME ECONOMICS.

For Education credit only. See Education 472.

## HUMANITIES

### LANGUAGE AND LITERATURE STAFF.

#### 200. SURVEY OF THE HUMANITIES.

A brief survey of Classical, Medieval, and Renaissance literature, with some attention to architecture, sculpture, and Renaissance painting. The course is based on the intensive study of a number of the greatest authors and masterpieces to be found in these literatures. Required of all sophomore candidates for a degree. One course.

#### 201. SURVEY OF THE HUMANITIES.

A continuation of Humanities 200, covering the modern European literatures. One course.

## JOURNALISM

### MR. CAPEL.

See the following:

English 326—The School Newspaper

English 329—News Writing

English 334—The Newspaper in the Modern World

## DEPARTMENT OF LATIN

### MR. BOESEN, MR. DANIELS.

A major in Latin should include Latin 211, 212, 311, 312, 328, and one additional course of senior college level.

#### 106. LATIN REVIEW.

A thorough review of the fundamentals of the language for those who have had two years of Latin in high school. Extensive reading in easy prose. One course.

#### 211. INTERMEDIATE LATIN.

Prerequisite: Latin 106 or four years of high school Latin. The reading of selected books of Vergil's Aeneid with continued review of fundamental linguistic techniques. One course.

#### 212. INTERMEDIATE LATIN.

Prerequisite: Latin 211 or its equivalent. A continuation of Latin 211. One course.

301. LANGUAGE AND LANGUAGES.

A course devoted to the structure and characteristics of language in general and to the various languages in particular. Open to all advanced students of language and of the several languages taught in the College, including English. One course.

311. LATIN PROSE OF THE CLASSICAL PERIOD.

Readings in the prose writers pertinent to the decline of the democratic ideal and the rise of dictatorship. One course.

312. LATIN POETRY OF THE CLASSICAL PERIOD.

Selections from Catullus, Horace, and the Elegiac poets; society in the Late Republic and under Augustus. One course.

321. JUVENAL.

A study of the origin and development of satire; Roman life under the Empire. One course.

322. LATIN DRAMA.

The origin, development, and characteristics of Latin Comedy; readings in the plays of Plautus and Terence. One course.

326. SURVEY OF LATIN POETRY.

A general course in the history of Latin poetry. One course.

328. LATIN COMPOSITION.

This course is designed to give the review in grammar and the practice in composition necessary for the teacher of Latin. Latin correspondence with students of other institutions stressed. Open to those who have had four courses in the language. One course.

428. THE LATIN EPIGRAM.

The origin and development of the epigram as a literary type; readings in the Epigrams of Martial. One course.

431. VERGIL.

Study of the pastoral and didactic types; the Eclogues and Georgics of Vergil. One course.

432. LUCRETIVUS.

Careful study of selections from the *De Rerum Natura* of Lucretius with lectures on the relation of his scientific theories to those of the present day. One course.



**LIBRARY SCIENCE**

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MISS GLASS.

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The courses in Library Science are planned to train teacher-librarians for small schools in accordance with the requirements of the Southern Association of Colleges and Secondary Schools. Twelve hours in Library Science is the minimum accepted for a teacher-librarian.

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454. REFERENCE AND BIBLIOGRAPHY.

The aims of this course are to provide the student with a working knowledge of essential reference books on special subjects. Assigned readings, problems, and discussions. One course.

455. CATALOGUING AND CLASSIFICATION.

Instruction and practice in the elementary principles of cataloguing and classifying books. Supervised problems and discussions. One course.

456. ADMINISTRATION OF SCHOOL LIBRARIES.

This course includes lectures and problems on the organization of school libraries; planning and equipment; budgets and appropriation; purchase of books and supplies. One course.

457. PRACTICE WORK.

Prerequisites: Library Science 454, 455, 456. A field course which gives the student actual experience in various departments of the library. One-half course.

458. READING GUIDANCE AND BOOK SELECTION FOR  
YOUNG PEOPLE.

Study of the principles used in evaluating and selecting books for the school library. Class discussion of books read and examined. One course.

English 214 will be counted for credit toward a Library Science minor.

**DEPARTMENT OF MATHEMATICS**

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MR. WALDEN, MR. GARRETT, MISS MCDANIEL,  
MISS NAPIER, MISS NELSON.

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A major in the department of Mathematics should include Mathematics 301, 322, 323, 431, and two other courses numbered above 300.



## 100. FUNCTIONAL MATHEMATICS.

The purpose of this course is to furnish the student in the junior college those facts and processes of mathematics which are necessary for the proper understanding of other required courses and for the intelligent reading of newspapers and magazines. Topics from algebra, statistics, and finance are studied. One course.

## 110. HOME ECONOMICS MATHEMATICS.

This course is required of all students who expect to take a degree in Home Economics. The topics studied will be determined by the needs of the students as found by tests and conferences.

## 301. PLANE TRIGONOMETRY.

In addition to trigonometric functions and equations, this course stresses the solution of the general triangle with the use of logarithms and vectors and hence is important not only to the Mathematics major but also necessary as a foundation course for majors in the physical sciences. (A student who has had trigonometry in high school should not take this course.) One course.

## 312. BUSINESS MATHEMATICS.

The first part of this course comprises the topics generally known as Business Arithmetic. The second part includes the more important topics of the mathematics of finance, such as compound interest, annuities, sinking funds, amortization, bonds, and insurance. One course.

## 322. COLLEGE ALGEBRA.

This course deals with permutations and combinations, complex numbers, theory of equations, determinants, partial fractions, series, ratio, proportion, and variation. One course.

## 323. ANALYTIC GEOMETRY.

Prerequisites: Mathematics 301 and 322. This course includes the study of coordinate systems; locus of an equation; the straight line; the circle; conic sections; tangents; normals; transformation and rotation of axes; polar equations; and higher plane curves. One course.

## 325. METHODS OF TEACHING HIGH SCHOOL MATHEMATICS.

For Education credit only. See Education 473.

## 331. ELEMENTS OF STATISTICS.

This course presents the fundamental notions of statistical analysis in a way that can be comprehended by students who

have but little training in Mathematics and yet in such a way that they can be studied to advantage by those who are specializing in Mathematics. One course.

431. DIFFERENTIAL CALCULUS.

Prerequisites: Mathematics 323. This course includes a study of derivatives; rates; maxima and minima; radius and circle of curvature; and various applications of derivatives. One course.

432. INTEGRAL CALCULUS.

Prerequisite: Mathematics 431. This course will cover the derivation of the fundamental formulas of integration with application to problems of the length of curves, areas, and volumes. One course.

433. ADVANCED CALCULUS.

This is a second course in Calculus. Emphasis is placed on the conditions under which the theorems and processes of Calculus are correct. One course.

(Not offered in 1939-40.)

450. INTRODUCTION TO HIGHER ALGEBRA.

The purpose of this course is to introduce the student to the meaning of an Algebraic proof and to some of the basic ideas of Algebra such as matrix, group and invariant. One course.

470. INTRODUCTION TO HIGHER GEOMETRY.

The aim of this course is to give the student some of the basic ideas and methods of Higher Geometry. The geometries associated with the projective group and the group of circular transformations will be studied. One course.

(Not offered in 1939-40.)

## DEPARTMENT OF MUSIC

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MR. NOAH, MRS. ALLEN, MISS CARSTENS, MISS CROOK,  
MISS JENKINS, MR. MEEK, MISS PITTARD,  
MISS TUCKER.

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The major in Music Education is designed for those students who plan to be teachers or supervisors of Public School Music. When taken as a part of the program described on page 68 it becomes a part of the program for the Bachelor of Science in Education for Public School Music Teachers and Supervisors.

## APPLIED MUSIC

**MUSICIANSHIP DEVELOPMENT.** A high degree of musicianship is an essential factor in significant teaching, whether the vehicle of expression be a simple rote song or a complicated movement from a symphony. The serious study of applied music, in which the personal experience of re-creating great music in an artistic manner is the foremost activity, is recognized as one of the most effective means of developing good musicianship. With this purpose in mind, students who are permitted to elect music as the teaching field are required to study applied music during four years of college.

**PIANO REQUIREMENT.** The Music major must have had several years previous study in piano before entering college, in order to complete the requirements in piano. Any student who is efficient in piano may have the privilege of taking an examination, after one year of study, before the Music faculty committee and become exempt from any further study in piano.

**AIM AND DESIGN OF APPLIED MUSIC COURSES.** Credit in Applied Music is based upon performance standards and satisfactory progress as determined through individual examination conducted by a committee of the Music faculty. For every one-half hour private lesson, one hour daily practice is required.

The courses in applied Music are designed to prepare students for public performance and successful teaching. It includes thorough ground work with emphasis upon tone quality and purity of intonation. All violin students are encouraged to gain a working knowledge of viola as a valuable part of the preparation of any violinist and are given opportunity to play it in the orchestra and ensemble groups.

103-203-303-403—Piano—One course credit for the year.

105-205-305-405—Voice—One course credit for the year.

107-207-307-407—Violin, Viola, Cello—One course credit for the year.

109-209-309-409—Organ—One course credit for the year.

110-210-310-410—Woodwinds: Flute, Oboe, Clarinet,  
Bassoon, Saxophone.

Brass Winds: French Horn, Trumpet,  
Trombone, Baritone.

116-117-118. CLASS VOICE INSTRUCTION.

Fall and winter quarters: The fundamentals of breathing, vowels, consonants, phrasing, tone, posture, diction, interpretation, and their application to the simple song classics are taught.

Spring quarter: Two, three, and four part music is studied. Part singing, choral conducting, selection of materials for various choral and ensemble singing. One course credit for the year.

213. BEGINNING BRASS INSTRUMENTS.

Fall quarter. Each instrument in the brass family is taken up in turn by the members of the class. Much attention is given to the correlation of the instruments in each family. The specific playing problems as well as fine instructional materials suitable for use in private work or classes made up of the one instrument are studied.

214. BEGINNING WOODWIND INSTRUMENTS.

Winter quarter. This course gives students opportunity to become familiar with the instruments by actually playing with the various members of the woodwind family.

215. BEGINNING STRINGED INSTRUMENTS.

Spring quarter. Violin, Viola, Cello, String Bass are studied. Aside from the playing knowledge of the instruments, which includes fundamental bowings and positions, there is an exposition of teaching methods and exploration in stringed instrument materials. One course credit for the year.

Note: Music 213, 214, and 215 are required of all Music majors in order that they may gain a general knowledge and facility on all the instruments of the orchestra and band. All Music majors are encouraged to specialize on one instrument and to play in the band and orchestra.

Instruments may be rented from the College for \$3.00 per quarter. The course may be taken with or without credit.

## THEORY

220. MUSIC FUNDAMENTALS FOR THE ELEMENTARY TEACHER.

This course deals with music notation, time values, rhythmic beats, scales, intervals, simple modulations. Music reading with Sol-Fa syllables. Elements of conducting. Principles of musical interpretation. Brief description of the instruments of the band and orchestra. One-half course.

260. MUSIC TERMINOLOGY.

Fall quarter. This course deals with the definition, pronunciation, spelling, and derivation of all terms ordinarily used



by the musician. The emphasis is upon absolute accuracy in the use of musical terms. One-half course.

261. BEGINNING HARMONY.

Winter quarter. Major and minor scales, intervals, primary triads and their inversions, dominant seventh chords and inversions, passing tones, cadences, original work in period form. Keyboard training in which problems similar to the written work are solved at the piano. One-half course.

262. HARMONY.

Spring quarter. Secondary chords, simple modulation, Bach Chorales, hymn tune, easy suspensions, dominant ninth and inversions, secondary seventh chords and original work in primary forms. The keyboard training includes modulation by the dominant seventh, transposition and harmonization of easy melodies and basses by sight. One-half course.

273. EAR TRAINING AND SIGHT SINGING.

Fall quarter. A study of tonal relationships, simple rhythms, melodies in both the major and minor modes, with melodic dictation. One-half course.

274. EAR TRAINING AND SIGHT SINGING (Continued).

Prerequisite: Music 273. Winter quarter. More difficult rhythms, melodic and simple harmonic dictation, and the study of folk songs. One-half course.

275. EAR TRAINING AND SIGHT SINGING (Continued).

Prerequisite: Music 274. Spring quarter. Two-part dictation and harmonic progressions, including passing tones, simple alterations, suspensions and simple modulations, emphasizing the sight reading and more complex tonal relationships. One-half course.

316-317-318. ADVANCED INSTRUMENT CLASSES.

Classes in any one specific instrument are offered to students who plan to teach these instruments in the grades or in high school. The course in Violin, Viola, or Violoncello includes thorough ground work in bowing and finger technique, and every effort is made to develop a mastery of the technique and style peculiar to the instrument. The class instruction in Woodwind and Brasswind instruments includes a thorough training in proper tone production, tonguing, breathing, fingering, phrasing, transposition, interpretation, and all elements which lead to artistic performance. \$9.00 per quarter. One-third course each quarter.



**322. MUSIC FUNDAMENTALS FOR THE ELEMENTARY TEACHER.**

This course deals with singing of the Sol-Fa syllables in more difficult rhythms, in all major and minor keys. Two and three-part singing chromatics, modulations, and complex rhythmic problems. Dictation emphasizing the tendency of tones individually and their significance in groups. General principles in constructive listening to music. Conducting and organizing of glee clubs, orchestras. Forms in music instrumental and vocal. One-half course.

**363. ADVANCED HARMONY.**

Fall quarter. All the essentials of advanced harmony embracing alterations, various modulations by means of altered chords, analysis and the use of all non-harmonic tones, song forms and original work. Keyboard training parallels the written work. One-half course.

**364-365. FORM AND ANALYSIS.**

Winter and spring quarters. Elements of musical form from the motive and primary forms through the composite forms. Among the materials to be analyzed are: Mendelssohn, "Songs Without Words"; Chopin, Mazurkas and selected works; Mozart and Beethoven, Sonatas; Bach, Fugues and similar works. This course is designed to prepare the student for independent writing and to develop a more musicianly understanding of the problems of interpretation. Advanced work in keyboard training. One-half course each quarter.

**370-371-372. COMPOSITION.**

Prerequisite: Music 365. This course is offered in private lessons only and is adapted to individual needs, due account being taken of the student's talent, aptitude, and time, the common aim being the development of a composer's technique and the formation of musical ideas. The student is guided in writing variously for unaccompanied and accompanied voices and in scoring for the string quartet and other chamber music combinations. Analysis of important works is understood to be a part of their training. One-half course each quarter.

**MUSIC AND MUSIC EDUCATION****221. METHODS IN PUBLIC SCHOOL MUSIC FOR THE ELEMENTARY TEACHER.**

For Education credit only. See Education 261. One-half course.

## 279-280-281. CHORAL AND ORCHESTRAL CONDUCTING.

A practical course in conducting with the main emphasis upon acquiring skill in actually using the baton. Consideration is given to the various problems of the conductor as a school music supervisor, as a community chorus or orchestral conductor, the church choir, program making, efficiency in the rehearsal, interpretation and technical problems, followed by score reading. The student has numerous opportunities for practice during the regular class periods, and at the end of the course has the experience of conducting a regular band and symphony orchestra. One-half course each quarter.

## 323. METHODS IN PUBLIC SCHOOL MUSIC FOR THE ELEMENTARY TEACHER.

For Education credit only. See Education 364. One-half course.

## 325-326. ELEMENTARY SCHOOL MUSIC.

For Education credit only. See Education 377-378. One-half course each quarter.

## 327. METHODS AND PRINCIPLES OF PIANO TEACHING.

For Education credit only. See Education 379. One course.

## 328. THE TEACHING OF MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.

Spring quarter. This course includes (a) the study of the organization of materials for classes in the junior and senior high schools, (b) the courses possible in vocal and instrumental and appreciation, (c) the technique of teaching tone production and ensemble singing, (d) organization, management, balance of chorus classes, classification of voices, (e) clerical and classroom routine, (f) preparation and presentation of glee clubs and orchestra programs, (g) festival participation. One-half course.

## 329. PROBLEMS IN MUSIC EDUCATION.

Problems relating to the organization and supervision of school music. This course summarizes and evaluates the work done in the previous Music Education courses and in student teaching. It has three distinct advantages: (a) it gives the student a unified view of Music Education before he enters the teaching field, (b) it enables the student to share with the members of his class the problems which he has encountered in his teaching and to seek possible solutions for the same, and, (c) it provides an opportunity for study of special phases of Music not possible in the first three courses. A survey of History of Public School Music in America, the present school

music curriculum. Criteria for evaluation of music teaching. One-half course.

340-341-342. HISTORY OF MUSIC.

A survey of music among primitive peoples, early church music, development of music from ancient times to the present with emphasis on the classic, romantic, and modern music. Much of the music of the great composers of all periods is studied through recordings. One-half course each quarter.

450. MUSIC APPRECIATION.

Fall and winter quarters. By means of illustrations, this course aims to teach the fundamental principles of intelligent listening and to build a repertoire of music which should be the possession of every cultured person. No previous knowledge of music is required. The endeavor will be to increase the enjoyment of music rather than to build up a body of facts concerning it. One-half course.

451. MUSIC APPRECIATION.

Prerequisite: Music 450. A continuation of 450. Spring quarter. One-half course.

### MUSIC ORGANIZATIONS

210-211-212. MILLEDGEVILLE COLLEGE A CAPPELLA CHOIR.

Members of the Choir are chosen by a series of tests. Boys from the Georgia Military College are included in the Choir. Compositions from the best composers are memorized and sung without accompaniment. Tours through various states of the east and south are made every year. The Choir rehearses three hours per week, learning the various numbers of the program and working them out in minute detail. One course credit for the year.

217, a, b, c. THE COLLEGE SYMPHONY ORCHESTRA.

The College maintains a student orchestra of symphonic instrumentation. This organization offers excellent opportunity for practical training in playing the best orchestral works. The orchestra is heard every year in symphony programs and there are also a limited number of out-of-town engagements. Membership is opened to sufficiently advanced students in string and wind instruments, and no tuition charge is made. The orchestra meets regularly twice a week throughout the school year. One course credit for the year.

## 218, a, b, c. THE COLLEGE CONCERT BAND.

This organization offers fine opportunities for the students to play band instruments and is frequently heard throughout the year in concert. The best of band literature is studied. No tuition charge is made. One course credit for the year.

## AEOLIAN GLEE CLUB.

The Aeolian Glee Club is a vocal organization for girls only. Three and four part arrangements of the best classics and outstanding composers for women's voices are studied. Choir procedures, diction, tone production, rhythmic problems, sight reading are carefully considered. This group takes a trip of several days, has opportunity to broadcast over WSB each season, and fills many engagements nearby and on the campus.

## ALLEGRO CLUB.

This organization is made up of students studying private lessons in piano, violin, organ, voice, and expression. The members meet the second and fourth Monday nights of each month to appear in recital before each other. The purpose is to give opportunity to all students to develop their talents to appear in public.

**DEPARTMENT OF PHYSICAL EDUCATION**

MISS MANCHESTER, MISS ANDREWS, MISS COLVIN,  
MISS JENNINGS, MISS REDDEN.

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For the special curriculum leading to a Bachelor of Science in Education for teachers of Physical Education see page 71.

## 100. a, b, c. PHYSICAL EDUCATION ACTIVITIES FOR FRESHMAN WOMEN.

Selected and adapted to special interests and needs. The following activities are offered: *Sports*, including soccer, hockey, volley ball, basketball, baseball, archery, golf, tennis, horseback riding, swimming, and the simpler recreational games of badminton, deck tennis, table tennis, and shuffle-board; *Rhythmic Activities*, including tap dancing, social dancing, folk dancing, creative dancing; *Gymnastic Activities*, including group developmental gymnastics, stunts, apparatus work, and individual or corrective gymnastics for organic and postural cases. Three periods a week throughout the year. One-third course each quarter.



200. PHYSICAL EDUCATION ACTIVITIES FOR SOPHOMORE WOMEN.

Selected and adapted to interests and needs. For activities offered, see Physical Education 100 a, b, c. Two periods a week throughout the year. One-half course.

210. a, b, c. ADVANCED PRACTICE IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 100. This course takes the place of Physical Education 200 and aims to offer special intensive instruction in the Physical Education activities. Open only to those sophomores anticipating Physical Education as a major or minor. Five periods a week throughout the year. One-third course each quarter.

215. PHYSICAL EDUCATION FOR THE ELEMENTARY AND HIGH SCHOOL.

Prerequisite: Physical Education 100. A study of the principles, materials, and methods involved in the organization and teaching of Physical Education on the elementary and high school level, supplemented by observation and practice teaching. Offered primarily for non-major undergraduate students planning to teach in the elementary or high schools. Two periods a week throughout the year. One-half course.

300. ADVANCED SWIMMING AND LIFE SAVING.

Instruction and practice in advanced swimming strokes and practical diving; theory and practice of Red Cross Life Saving with the official test at the end of the course. The course will also include safety measures for swimming. One-half course.

310. PLAYS AND GAMES.

The study and practice of play activities characteristic of the elementary and junior high school grades and suitable for use in the gymnasium and on the playground. Includes also a study of age characteristics from the standpoint of physical development and play interests, and of the problems of playground organization and administration. Five periods a week. One-half course.

423. RECREATIONAL LEADERSHIP.

A critical analysis of the problem of recreation and the creative use of leisure time. Includes a study of the philosophy and historical development of play and recreational expressions, agencies, leadership, and organization in the community and nation today. Five periods a week. One course.



425. PHYSICAL EDUCATION FOR THE HIGH SCHOOL TEACHER IN SERVICE.

For Education credit only. See Education 475.

430. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.

A study of the historical background, principles and objectives of Physical Education in its relationship to Education as a whole. Three periods a week. One-half course.

433. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION.

Prerequisite: Physical Education 310, 311, 312, and 430.

A critical analysis of the problems involved in the organization and administration of the total Physical Education program, with special emphasis upon such problems as facilities, equipment, program, leadership, administrative devices, departmental policies, organization, and relationships. Five periods a week. One course.

311. THEORY AND PRACTICE OF RHYTHMICAL ACTIVITIES.

Prerequisite: Physical Education 210. The study and practice of dance forms in the Physical Education program, including child rhythms, folk, social, and creative dancing. Special study will be made of the principles and philosophy underlying the dance as an educational force, its related art forms, and its development and organization in the curriculum today. Five periods a week. One-half course.

312. THEORY AND PRACTICE OF FORMALIZED ACTIVITIES.

Prerequisite: Physical Education 210. The study and practice of the principles and techniques involved in the organization and presentation of formalized activities, including gymnastics, stunts, and tumbling, apparatus work. The course will conclude with a review and summary of methods in the planning, organization, and teaching of the physical education activities. Five periods a week. One course.

322. KINESIOLOGY AND BODY MECHANICS.

Prerequisite: Health 321. A study of the joint and muscular action involved in fundamental body movements and the common motor activities in Physical Education. Includes also a study of the faulty postural conditions of back and feet, and of certain other muscular and organic abnormalities, with a consideration of their treatment through individual exercise and massage. Five periods a week. One course.

325. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL  
TEACHER IN SERVICE.

For Education credit only. See Education 365.

331. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 322. The analysis and practice of procedures for determining organic fitness and motor capacities and abilities as they relate to participation in the Physical Education activities. Special attention will be given to aptitude and achievement tests of general and specific motor abilities. Supplemented by clinical laboratory experience. Three periods a week. One-half course.

## DEPARTMENT OF PHYSICS

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MR. ROGERS, MISS ROGERS.

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No major is given in Physics.

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100. PHYSICAL SCIENCE SURVEY.

This course is intended to give the student a view of the rapid development in the fields of Physics and Astronomy, stressing the theoretical and experimental basis for this development. One course.

104. HOUSEHOLD PHYSICS.

This course is designed for those who wish the household application of Physics, especially adapted to students in Home Economics. Emphasis is given to the subject of heat, electricity, and light. Four lectures and one laboratory period per week. One course.

301. ELEMENTARY PHYSICS.

This course, together with Physics 302, is designed to fulfill the requirements of the majors in Mathematics and Science. Mechanics, heat, and sound are the branches dealt with in Physics 301, with stress being placed on the fundamental elements of the science. The practical and cultural phases will be developed. Three lectures and two laboratory periods per week. One course.

302. ELEMENTARY PHYSICS (Continued).

Prerequisite: Physics 301. This course will deal with light, electricity, and magnetism and continues a course in Elementary Physics. Three lectures and two laboratory periods per week. One course.

**311. DESCRIPTIVE ASTRONOMY.**

This is an introductory general course in descriptive Astronomy, designed to give the student an understanding of the solar system, the relative motion of its members, and their relation to the sidereal universe. Much of the laboratory time is used in familiarizing the student with the best known constellations. Four lectures and one laboratory period per week. One course.

**324. GENERAL PHYSICS.**

Prerequisites: Physics 301 and 302. This course completes Elementary Physics and is essential to prospective teachers of Mathematics or Physics. The mathematical development of the material studied in Physics 301 and Physics 302 is stressed, and modern developments in Physics are studied. Three lectures and two laboratory periods per week. One course.

**326. EXPERIMENTAL PHYSICS.**

More time will be given to laboratory work in this course. The subject matter studied will be determined by the needs of the class. One course.

## PSYCHOLOGY

MISS BOLTON.

**301. INTRODUCTION TO GENERAL PSYCHOLOGY.**

This course gives a general introduction to the problems of individual adjustment in social relationships. One course.

**323. PSYCHOLOGY OF CHILDHOOD.**

See Education 323.

**420. PSYCHOLOGY OF VOCATIONAL ADJUSTMENT.**

An analysis of the factors which determine success in vocational activities. One course.

**421. APPLIED PSYCHOLOGY.**

Techniques and methods used in the analysis of psychological problems of industry, commerce, education, and social work. One course.

**442. THE PSYCHOLOGY OF ADOLESCENCE.**

This course deals with the physical, the emotional, the intellectual, the moral, and religious development of the adolescent as determining factors in his social adjustment. One course.

## 444. INTELLIGENCE AND MENTAL TESTS.

Study of the practice in using intelligence and mental tests. One course.

## 443. TECHNIQUES AND PROCEDURES OF GUIDANCE.

This course deals with the principles of and the psychological techniques and methods of educational guidance. One course.

## 448. INTRODUCTION TO MENTAL HYGIENE.

A study of conflicts in mental adjustment and the resulting maladjustments in behavior. The relations to normal behavior and the principles of mental hygiene are emphasized. One course.

## 452. INTRODUCTION TO SOCIAL PSYCHOLOGY.

An introduction to the psychological analysis of the influences of social groups and institutions upon individual development and adjustment. One course.

## 463. THE PSYCHOLOGY OF PERSONALITY.

The analysis of personality and social adjustments will be emphasized in the course. The following problems will be considered: personality types; the measurement of personality traits; motivation factors in behavior; emotional, temperamental, and character traits. One course.

### SECRETARIAL TRAINING

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MR. TAYLOR, MISS HARRINGTON, MRS. TERRY, MISS  
THRASH, MISS WHITLOW, MISS BLACKBURN.

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### ACCOUNTING

## 101. ACCOUNTING PRINCIPLES.

This course is planned to give the student an understanding of the fundamental principles of the subject. Theory of debits and credits, the trial balance, preparation of various business forms and simple statements, adjustments and closing entries. One course.

## 102. ACCOUNTING PRINCIPLES.

Partnership problems, controlling accounts, columnar journals, accruals, depreciation, working sheets, statements and closing entries. One course.



**303. ACCOUNTING ADVANCED.**

Practical work will be given in addition to the more advanced principles of Accounting, with emphasis on special corporation accounts and the use of the voucher system. Corporate stocks, bonds, sinking funds and surplus, classification of accounts, analysis and interpretation of statements. One course.

**SECRETARIAL SUBJECTS****205-405. OFFICE PRACTICE.**

This course trains students for employment in a modern business office. It includes secretarial duties and responsibilities, office techniques, filing systems, office machines, and office appliances. Field trips to modern business offices. Employment procedures. One course.

**217-417. BUSINESS ENGLISH.**

Theory and practice in the use of correct, forceful English in writing business letters and reports. One course.

**231. INTRODUCTION TO BUSINESS.**

The course is designed to acquaint students with the functions and practice of modern business, with the economic institutions that aid in the operation of individual business units, and with the social implications of business enterprise. One course.

**307. BUSINESS LAW.**

A study of contracts, agency, negotiable instruments, and sales, with some attention to personal property, security relations, and real property. One course.

**310. RETAIL SELLING.**

The course is designed to acquaint the student with the types of retailing, operation of retail agencies, records, credits, pricing, advertising, and salesmanship. The course is designed for the general student and for teachers in distributive education. One course.

**406. BUSINESS MACHINES.**

Training in the use of duplicators, calculating machines, listing machines, dictating machines, billing and bookkeeping machines, the addressograph, standard makes of typewriters, and other office machines and appliances. Purchase and upkeep, costs of office equipment and supplies. One course.

**430. ADVANCED SECRETARIAL TRAINING.**

This will be a combination course with emphasis on the correlation of advanced Shorthand, advanced Typewriting, and business letter writing. Special emphasis will be placed upon skill in transcription. One course.

**431. THE TEACHING OF SECRETARIAL SUBJECTS.**

For Education credit only. See Education 476.

**SHORTHAND**

Credit is not given in Shorthand toward any degree or diploma except Bachelor of Science in Secretarial Training and the Secretarial Diploma.

All students presenting high school credit in Shorthand will be required to take a comprehensive placement examination covering the work of Shorthand Principles. Those who show a sufficient mastery of the subject will be excused from Shorthand 221. Others must enroll in Shorthand 221a-421a.

**221-421. SHORTHAND PRINCIPLES.**

A study of the principles of Gregg Shorthand as given in the Gregg Shorthand Manual, with corresponding work in Speed Studies. One course.

**222-422. SHORTHAND PRINCIPLES.**

Continuation of above. Tests on the principles conclude the study of each unit, with frequent dictation tests. One course.

**223-423. SHORTHAND ADVANCED.**

Constructive dictation with a view to the making of a perfect transcript. One course.

**221a-421a. SHORTHAND MANUAL REVIEW.**

An intense review of the principles of Gregg Shorthand for those who have previously studied shorthand. One course.

**222a-422a. SHORTHAND INTERMEDIATE.**

A continuation of above with early introduction to transcription. One course.

**223a-423a. SHORTHAND ADVANCED.**

Constructive dictation with a view to the making of a perfect transcription. A greater speed is developed than in Shorthand 223. One course.

### TYPEWRITING

Credit is not given in Typewriting toward any degree or diploma except Bachelor of Science in Secretarial Training and the Secretarial Diploma.

All students presenting high school credits in Typewriting will be required to take a comprehensive placement examination covering the first quarter's work. Those who show sufficient mastery of the subject will be excused from Typewriting 226. Others must enroll in Typewriting 226a-426a.

#### 226-426. TYPEWRITING BEGINNING.

The mechanism and technique of operating the typewriter and beginning letter writing. One course.

#### 227-427. TYPEWRITING ADVANCED.

The aim of this course is to teach the most advanced letter writing and legal forms; to develop the highest speed possible for each individual student. One course.

#### 226a-426a. TYPEWRITING REVIEW.

The aim of this course is to review intensely the technique of operating the typewriter and to begin an early development of letter writing for those who have previously studied Typewriting. One course.

#### 227a-427a. TYPEWRITING ADVANCED.

The aim of this course is to teach the most advanced letter writing and legal forms; to develop the highest speed possible for each individual student. A higher degree of skill is required in this course than in 227-427. One course.

The course designated by two numbers, as 205-405, will be counted as the lower number when given primarily to junior college students and as the higher number when given primarily to senior college students.

### SOCIAL STUDIES

MR. HOY TAYLOR, MR. CAPEL, MISS GREENE, MR. MORGAN.

#### 101-102. INTRODUCTORY GENERAL COURSE.

This is a two-term survey course in the social studies. It is required of all freshmen in the University System. The purpose of the course is to give the student an understanding of the social aspects of contemporary civilization. It begins with a

study of pre-industrial society of the late seventeenth century, and traces the changes that have transformed civilization into the highly complicated pattern of the twentieth century. This background is used to supply perspective and understanding of the contemporary political, economic, and social life. Double course.

200. CONTEMPORARY GEORGIA PROBLEMS.

This is a course in contemporary problems in Georgia. It attempts to inquire into the State's population tendencies, to study its agricultural, industrial, and commercial resources, and to analyze its governmental organization and problems. Required of all sophomores. One course.

## DEPARTMENT OF SOCIOLOGY

MR. MASSEY.

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A major in the Department of Sociology should include Sociology 301, 428, 452, and three additional courses in Sociology.

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301. INTRODUCTION TO SOCIOLOGY.

A course designed to orientate the student in the field of sociology, make him aware of the more fundamental concepts employed in the study of society, and more prepared to engage in the special studies to be undertaken later. A first course, especially recommended for those who have had little or no background in the subject. One course.

322. CHILD WELFARE.

A study of the social forces and factors operating in child life. One course.

323. SOCIAL CONTROL.

A study of forces and methods of control in modern society. Custom, public opinion, religion, and law are emphasized. One course.

324. CRIMINOLOGY.

A study of causes and conditions producing crime, and of modern attempts to find remedial measures. One course.

325. COMMUNITY LIFE.

An attempt to help the student see and interpret the social forces in the local community. One course.



327. RURAL SOCIOLOGY.

The rural people; physical, mental, and social characteristics. Cultural conditions. The rural mind. Psychological attitudes. Rural social institutions: the home, school, church, club, and lodge. Play and recreation. Sanitation and health. Incomes and standards of living. One course.

428. THE FAMILY.

Study of the origin and development of the family, the dis-integrating tendencies, and society's obligation to this institution. One course.

452. ANTHROPOLOGY.

An attempt to introduce the student to the fundamentals of human culture. One course.

453. SOCIAL ETHICS.

An attempt to study the evolution of certain socioethical principles and their application to contemporary society. One course.

454. CURRENT SOCIAL PROBLEMS.

A study of modern society and such social problems as population, health, race, the family, crime, public opinion, and war and peace. One course.

**DEPARTMENT OF SPANISH**

MR. SALLEY.

A major in Spanish should include Spanish 211, 212, 320, 328, 329, and 434.

101. ELEMENTARY SPANISH.

Careful drill in pronunciation, conversation, fundamentals of Spanish grammar, irregular verbs, and composition. One course. Winter quarter.

102. ELEMENTARY SPANISH.

Prerequisite: Spanish 101 or equivalent. Continuation of Spanish 101. One course. Spring quarter.

211. INTERMEDIATE SPANISH.

Prerequisite: Spanish 102 or equivalent. Reading of modern Spanish literature, composition, dictation, and conversation. One course. Fall quarter.

## 212. INTERMEDIATE SPANISH.

Prerequisite: Spanish 211 or equivalent. Continuation of Spanish 211. One course. Winter quarter.

## 313. ADVANCED GRAMMAR AND COMPOSITION.

Prerequisite: Spanish 212 or equivalent. Systematic and detailed study of grammar, oral and written composition, some attention to the history of the language. One course.

## 320. INTRODUCTION TO SPANISH LITERATURE.

Prerequisite: Spanish 212 or equivalent. Class lectures and discussions of the important monuments of Spanish literature from the beginnings to the end of the Siglo de Oro. Reading of masterpieces. One course.

## 328. SPOKEN SPANISH.

Prerequisite: Spanish 212 or equivalent. Oral Spanish for class-room and practical use, with emphasis on the development of conversational facility. One course.

## 329. MODERN SPANISH LITERATURE.

Prerequisite: Spanish 212 or equivalent. A general survey of Spanish literature from the end of the Siglo de Oro through modern times. Class lectures and discussions of important figures. Reading of masterpieces. One course.

## 434. SPANISH-AMERICAN LITERATURE.

Prerequisite: Spanish 212 or equivalent. A general survey of the literatures of Argentina, Uruguay, Chile, Peru, and Bolivia. Class lectures and discussions of important figures. Reading of representative works. One course.

## 435. SPANISH-AMERICAN LITERATURE.

Prerequisite: Spanish 212 or equivalent. A general survey of the literatures of Ecuador, Colombia, Venezuela, Mexico, Cuba, Republica Dominicana, Puerto Rico, and Central America. Class lectures and discussions of important figures. Reading of representative works. One course.

## **SPEECH**

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MISS WEST.

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See the following:

English 308—Spoken English

English 323—Play Production

English 362—Advanced Play Production

English 375—Expression

# GRADUATES IN 1938

## JUNE CLASS

### BACHELOR OF ARTS

Mary Glenn Allaben	Thomson
Sara Esther Allen	Shellman
Elyce Bedingfeld	Wadley
Sara Louise Bell	Sandersville
Elyte Vaughan Burge	Oxford
Joan Butler	Savannah
Lucy Mary Caldwell	Smyrna
Mary Elizabeth Chandler	Milledgeville
Sarah Ruth Cheney	Macon
Lucile Chitty	Douglas
Ruth Helen Cowan	Augusta
Elva LaFaye Dickson	Higgston
Mary Edge	Doerun
Margie Frances Edwards	Griffin
Vallie Enloe	Senoia
Margaret Elizabeth Fowler	Warrenton
Anna Lee Gasque	Atlanta
Eolyne Elizabeth Greene	Macon
Edith Wilson Harber	Atlanta
TeCoah Lewis Harner	Waynesboro
Mary Augusta Harrell	Eastman
Lois Wright Hatcher	Milledgeville
Flora Belle Haynes	Camak
Jennye Ruth Hill	Mayfield
Mary Elizabeth Hogg	College Park
Mary Jane Hook	Alpharetta
Elizabeth Jackson	Bostwick
Virginia Mae Joiner	Vidalia
Sarah Gwendolyn Jones	Washington
Mary Carolyn Kethley	Decatur
Mary Edna Lancaster	Cochran
Lois Louise McDaniel	Duluth
Louise Virginia McNeal	Ellaville
Reba Mann	Abbeville
Annie Maxwell	Danville
Ethel Louise Mitchell	Smithville
Sarabelle Montford	Thomasville
Mary Louisa Noyes	Atlanta
Mary Elizabeth Olive	Talbotton
Mary Charlotte Payne	Monticello

Dorothy Perkins	Millen
Adeline Elizabeth Preston	Douglas
Reese Ragsdale	Hiram
Eva Lucille Ring	Philomath
Frances Elizabeth Roberts	Dawson
Mildred Royal	Chattanooga, Tenn.
Mary Elizabeth Smith	Cedartown
Frances Constance Stovall	Thomson
Grace Annette Talley	Villa Rica
Ruth Thomas	Newnan
Alice Virginia Videtto	Augusta
Nena Lorene Wood	Powder Springs

### BACHELOR OF SCIENCE IN GENERAL SCIENCE

Leila Wash Balkcom	Georgetown
Elizabeth Lang Donovan	Sandersville
Druellyn Gibbs	Rutledge
Anna Bell Ham	Milledgeville
Martha M. Koebley	Decatur
Mary Sue Lindsey	Irwinton
Mary Hunt Marchant	Chipley
Mary Frances Mize	Griffin
Beryl Wemyss Pope	Barwick
Helen Jane Price	Milledgeville
Margaret Sanders	Arlington
Edna Smith	Andersonville
Claudine Ward	Hazlehurst
Rebecca Smith Willson	Newborn
Robbie Lou Wilson	Pineview

### BACHELOR OF SCIENCE IN EDUCATION

Virginia Elizabeth Adams	Thomaston
Annie Louise Britt	Stone Mountain
Dorothy Elizabeth Brown	Unadilla
Jessie McIntosh Champion	Elberton
Ora Jane Chapman	Woodstock
Esther Chatfield	Thomasville, N. C.
Mary Jessaline Cole	Tallapoosa
Virginia Cooper	Milledgeville
Mary Carolyn Davison	Columbus
Mary Elizabeth De Shong	Stone Mountain
Margaret Ethridge	Milledgeville
Margaret Dowling Garbutt	Albany
Ruth Gilland	Villa Rica



Mary Gordon Green	Decatur
Madie Aileen Holton	Davisboro
Emma Lloyd Jenkins	Columbus
Ruby McLemore Jones	Baxley
Hazel Lorraine Lane	Thomasville
Dorothy Vernon Little	Cornelia
Sara Martin	Bronwood
Rebecca Mize	Griffin
Beth Morrison	Thomson
Bernice Miller Newsome	Soperton
Florence Crane Norvell	Savannah
Hettie Owen	Miami, Fla.
Martha Frances Paulk	Ocilla
Mary Floyd Pennington	Milledgeville
Rachel Walker Persons	Monticello
Frances Elizabeth Roane	Atlanta
Sara Frances Rowan	McDonough
Augusta Smith	Haddock
Katherine F. Smith	Palmetto
Mary Brent Smith	Roberta
Marguerite Spears	Mansfield
Juanita Sumner	Americus
Christian Joyce Wilkes	Lyons
Mary Ruth Williams	Stapleton
Mildred Zeagler	Sylvania

**BACHELOR OF SCIENCE IN HOME ECONOMICS**

Frances Elizabeth Adair	Carnesville
Louise Alford	Milledgeville
Cleo Freeman Bacon	Augusta
Martha Barnett	Milledgeville
Evelyn Virginia Colquitt	Thomaston
Ada Cromartie	Boston
Gussie Dickson	Fitzgerald
Dorothy Gordon Eubanks	Augusta
Marguerite Walters Furlow	Americus
Ruth Greene	Perry
Alice Daphne Hall	Sparks
Genevieve Clarke Hill	Decatur
Sara Hodges	Ludowici
Virginia Ann Holder	Jefferson
Sara Elizabeth Jones	Jesup
Julia Caughman Kaminer	Lexington, S. C.
Elizabeth Ray Lucas	Reynolds
Rebecca Lundy	Boston

Frances Eugenia McCrary	Hawkinsville
Sara Jane Minter	Hapeville
Annie Moore	Milledgeville
Clara Mae Moorman	Douglas
Helen Morgan	Pineview
Margarette E. Powell	Villa Rica
Elizabeth Crawford Roberts	Thomson
Betty Shell	Griffin
Vivian Nelle Stanford	Adel
Elizabeth Taylor	Bainbridge
Annie Rebecca Teasley	Hartwell
Glennis Maidee Thornton	Jackson
Louise Treadwell	Forsyth
Lucy Wagner	Newborn
Polly Wansley	Carnesville
Jennie Rose Warner	Lexington, S. C.
Sue White	Roberta
Sarah Wicker	Warrenton
Rubye Mae Wills	Atlanta
Gladys Leona Wilson	Davisboro
Mana Youmans	Tifton

### BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

Mayme Eunice Allen	Jacksonville, Fla.
Martha Jeane Armour	Columbus
Eleanor Powell Berry	Villa Rica
Dorothy Marie Botdorf	Decatur
Sara Geraldine Chambless	Waycross
Susie Frances Dowis	Lawrenceville
Nancy Roxy Anne Griffin	Ochlochnee
Virginia Adams Kirkland	Metter
Thelma Mozelle Ledford	Clayton
Jane Little	Milledgeville
Martha Hugh Lowe	Thomson
Ann Elizabeth Manning	Barnwell, S. C.
Mary Frances Manning	Barnwell, S. C.
Willena E. Nolan	Senoia
Lautrelle Prince	Godfrey
Nelle Moncrief Quarterman	Waycross
Eleanor Belle Smith	Augusta
Anita Tennille	Hardwick
Mary Sue Thomason	Atlanta
Mary Caroline Turner	Carrollton

NORMAL DIPLOMA

Maria Isabel Adams	Dry Branch
Annie Laurie Alford	Columbus
Frances Editha Barnes	Milledgeville
Nellie Estelle Barrett	Zebulon
Frances Ludell Barrineau	Cairo
Miriam Brinson	Millen
Mary Rayford Broome	Summerville
Anna Deille Brown	Hillsboro
Nancy Antionette Butts	Hamilton
Evelyn Irene Cawthon	Atlanta
Mary Irene Christopher	Sharpsburg
Mabel Cunningham	Oconee
Margaret L. Dailey	Rossville
Charlene Dumas	Culloden
Winifred Evans	Ogeechee
Helen Marjorie Futch	Nashville
Rebecca Grace	Elko
Miriam Edna Harris	Hapeville
Anna Heath	Butler
Grace Hightower	Bainbridge
Vera Napier Hooten	Milledgeville
Grace Beatrice Hoover	Irwinton
Margaret Corcoran Kennon	Columbus
Mary Elizabeth King	Brinson
Mary Louise King	White Plains
Mary Virginia Lord	Toombsboro
Alma McLean	Lumber City
Elizabeth Annette Malcom	Social Circle
Jane Marie Mathews	Meansville
Charlotte S. Nolan	Senoia
Lorena Payne	Danielsville
Edith Louise Pekor	Columbus
Mary E. Ricker	Blythe
Margaret Ray Robinson	Americus
Lorene Rooks	Arlington
Margaret Lucille Sandifer	Adrian
Harriet Perry Seagraves	Fayetteville
Katherine Elizabeth Smith	Greensboro
Marian Frances Standard	Thomson
Annah Dee Stokes	Waycross
Malisse Strange	Eatonton
Eleanor Harriet Summerour	Duluth
Sara Bernice Wade	Montrose
Cleo Walden	Wrens
Joyce L. Ward	Powder Springs

## SECRETARIAL DIPLOMA

Lois Regina Allan	Blue Ridge
Shirley Kaye Beasley	Atlanta
Celeste Braziel	Rochelle
Sara Frances Brittain	Columbus
Polly Elizabeth Burns	Carrollton
Evelyn Louise Comer	Gray
Vera Culberson	Jefferson
Mildred Talula Dorris	Douglasville
Marie Evans Fisher	Milledgeville
Sara Elizabeth Flanigan	Columbus
Nellie Jo Flynt	Thomaston
Martha Miriam Fors	Jesup
Sybil Maude Fraker	Dalton
Mary Gaines	Cartersville
Agnes Gibson	Milledgeville
Neva Dealphia Hampton	Colbert
Laura Estelle Harrison	Sapelo Island
Nell Alberta Henderson	Griffin
Dorothy Hicks	Dublin
Melissa Horne	Columbus
Virginia Rivers Howard	Thomson
Martha Ruth Huckaby	Douglasville
Josephine Sibley Jennings	Milledgeville
Catherine Johnson	Lawrenceville
Mary Blanche Johnson	Royston
Editha Lanier	Cobbtown
Jane Lankford	Cordele
Olivia Lawrence	Godfrey
Frankie Williams Lee	Rochelle
Dorothy Evelyn McCorvey	Unadilla
Helen Tenella McMichael	Jackson
Maria Dendy Maret	Hartwell
Louise Stapleton Moore	Sidney, Ohio
Betty Morris	Washington
Madeline Maude Murphy	Atlanta
Myrl Patrick	Hazlehurst
Christine Elizabeth Phillips	Sparta
Helen Reeve	Calhoun
Mary Latimer Rudolph	Gainesville
Lavinia May Scott	Milledgeville
Marjorie Moate Scott	Milledgeville
Ruth Moore Sellers	Chatsworth
Emily L. Shealy	Milledgeville
Celeste Elizabeth Sigman	Social Circle
Sara Julia Stanford	Columbus



Suzanne Talbot .....	Newnan
Anne Traylor .....	Decatur
Ada Ruth Underwood .....	Bronwood
Nancy Evelyn Veal .....	Carrollton
Grace White .....	Atlanta
Louise Wynn .....	Columbus

**JULY CLASS**

**BACHELOR OF ARTS**

Elloweene Bessent .....	Warwick
Elna Mae Capel .....	Molena
Evelyn Joan Howard .....	Wrens
Elizabeth Ethel Mills .....	Hapeville
Corinne Mae Pace .....	Marietta
Helen Rowan Prince .....	Decatur
Neva Gladys Raley .....	Mitchell
Nellie Mae Shuman .....	Coolidge
Virginia Stanton .....	Newborn
Kathryn Murray Tedder .....	Marlow
Mary Louise Turner .....	Woodbury

**BACHELOR OF SCIENCE IN GENERAL SCIENCE**

Annella Brown .....	Dublin
Jane Morgan Haddock .....	Haddock
Virginia Hodges .....	Dublin

**BACHELOR OF SCIENCE IN EDUCATION**

Clara Yates Addy .....	Greenwood, S. C.
Bessie Adams Burton .....	Milledgeville
Cornelia Callaway .....	Washington
Marguerite Cassels .....	Ailey
Mary Lela Chapman .....	Crawfordville
Fay Crow .....	Camilla
Mary Elizabeth Elliott .....	McDonough
Frances Evelyn Fleeman .....	Winterville
Jocquelyn Garrard .....	Roberta
Lois Eliza Harper .....	Tignall
Grace Walker Harris .....	Roberta
Hazel Holsenbeck .....	Monticello
Ella Florence Hook .....	Flemington
Martha Frances Jones .....	Dawson
Marie Sewell Kennard .....	Cave Springs
Emma Dale McClure .....	Canton
Marguerite McCommons .....	Greensboro

Sara Carolyn Penland.....	Ellijay
Reba Perry.....	Monticello
Gertrude Pierce.....	Dublin
Cola Maxine Pope.....	Flovilla
Louise Pritchett.....	Macon
Cynthia Elizabeth Purdom.....	Blackshear
Sara Lee Reid.....	Chipley
Flora Robison.....	Jackson
Marguerite Rollins.....	Dalton
Marcia Slappey.....	Atlanta
Alice Louise Stevens.....	Americus
Maggie Stewart.....	Scott
Lurline Elizabeth Thompson.....	Covington
Julia Mulligan Turner.....	Stoneville, N. C.
Hazel Jeannette Westbrook.....	Dalton
Effie McGarity Wilson.....	Hemp, N. C.

### BACHELOR OF SCIENCE IN HOME ECONOMICS

Effie Mae Bagby.....	Dalton
Ferrel Evelyn Coker.....	Monroe
Mary Lillian Pike.....	Newnan
Martha Simonton.....	Greenville
Eleanor Swann.....	Covington
Martha Virginia Thomas.....	Griffin
Irene Jones Whitson.....	Gainesville

### BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

Lena Lovett.....	Wrightsville
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### NORMAL DIPLOMA

Louise Anderson.....	Fort Valley
Rosalie Smith Bringham.....	Dublin
Dorothy Lucile Holman.....	Conyers
Virginia Anne Horne.....	Macon
Edna Earle Pafford.....	Statenville
Marion Claire Pafford.....	Waycross
Irene Preston.....	Flovilla
Mary Faith Starr.....	Lithonia

### SECRETARIAL DIPLOMA

Lisbeth Reid Barnhill.....	Atlanta
Sara Frances Brookins.....	Milledgeville

**AUGUST CLASS**

**BACHELOR OF ARTS**

Daisy Lorraine Bone	Butler
Catherine Janet Cox	Macon
Edith Lane Crawford	Monticello
Martha Emmeline Davis	Cuthbert
Edna Merle Gibson	Columbus
Clara Shivers Hammond	Griffin
Sara Jackson	Barnesville
Sarah Elene Jones	Lakeland
Mrs. Davis L. Kight	Macon
Burnie Mallory	Clyo
Clara Morgan	Pineview
Virginia Quattlebaum	Unadilla
Edith Roberts Quick	Bingham, S. C.

**BACHELOR OF SCIENCE IN GENERAL SCIENCE**

Elizabeth Victoria Ballew	Savannah
Martha Elizabeth King	Rome
Sara Sue Simpson	Norcross

**BACHELOR OF SCIENCE IN EDUCATION**

Ruth Adams	Stapleton
Nellie E. Baker	Forest Park
Addine Virginia Bateman	Acree
Mary Abi Battle	Americus
Frances Judson Bonner	Madison
Eva Borom	Perry
Jewell Grace Bowdoin	Milledgeville
Dorothy Theodosia Bush	Barnesville
Olive Chambless	Luthersville
Nan Wicker Clements	Montezuma
Sue Cowan	Conyers
Adelaide Sikes Deariso	Sylvester
Martha Elizabeth Deariso	Albany
Elizabeth Parks Drake	Newnan
Martha Ethelyn Farris	McDonough
Virginia Marshall Frazier	Fairfax, Va.
Florence Melton Gammage	Vienna
Gussie Eudora Gregory	Sale City
Ruby Guice	Bremen
Alma Harrell	Quitman
Mary Eunice Hasty	Georgetown

Thelma Melissa Ivey.....	Milledgeville
Eugenia Jones .....	Macon
Emmie Bledsoe Lester.....	Georgetown
Sara Lillian McDonald.....	Newnan
Sara Gladys McFarland.....	Louisville
Florida Mathews McLendon.....	Lexington, N. C.
Mildred Frazier McWhorter.....	Hapeville
Helen C. Moseley.....	Byron
Annie C. Newton.....	Bluffton
Margaret Patrick.....	Quitman
Lois Peebles.....	Pitts
Louise Ross.....	Oakfield
Annie Sue Selfridge.....	Griffin
Georgia J. Stafford.....	White Oak
Wilhelmina Stafford.....	White Oak
Florine Stovall.....	Watkinsville
Mary Elizabeth Sumner.....	Lyons
Annie Monette Thompson.....	Milledgeville
Inez Gertrude Trapp.....	Marietta
Ruth Harley Young.....	Thomasville

#### BACHELOR OF SCIENCE IN HOME ECONOMICS

Wattis Beall.....	Eatonton
Margaret Estelle Burke.....	Atlanta
Milbria Ovella King.....	Laurel Hill, Fla.
Laura Alice Williams.....	Greenville

#### BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

Catherine Hopkins.....	Griffin
Tallulah Maurice Kinney.....	Milledgeville
Frances Morgan Resseau.....	Milledgeville

#### NORMAL DIPLOMA

Virginia Echols.....	Washington
Juanita C. Higgins.....	Waycross
Flora McFatter Hinson.....	Milledgeville
Sara Ruth Hodges.....	Tennille
Helen Kathryn Moss.....	Danburg
Evelina Knox Woods.....	Dublin
Helen Corine Wright.....	Sparta

#### SECRETARIAL DIPLOMA

Sarah Priscilla Bright.....	Milledgeville
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**REGISTRATION BY COUNTIES  
1938-39**

COUNTY	No. of Students	COUNTY	No. of Students
Appling	6	Decatur	12
Atkinson	1	DeKalb	54
Bacon	1	Dodge	5
Baker	1	Dooly	6
Baldwin	123	Dougherty	15
Banks	1	Douglas	2
Barrow	9	Early	4
Bartow	7	Effingham	4
Ben Hill	13	Elbert	14
Berrien	3	Emanuel	14
Bibb	43	Evans	2
Bleckley	8	Fannin	2
Brantley	6	Fayette	5
Brooks	12	Floyd	12
Bryan	1	Franklin	3
Bulloch	5	Fulton	98
Burke	14	Gilmer	3
Butts	14	Glascok	4
Calhoun	5	Glynn	9
Camden	1	Gordon	9
Candler	9	Grady	17
Carroll	13	Greene	10
Catoosa	1	Gwinnett	17
Charlton	2	Habersham	7
Chatham	42	Hall	17
Chattahoochee	3	Hancock	13
Chattooga	8	Haralson	8
Cherokee	4	Harris	1
Clark	5	Hart	6
Clay	7	Heard	5
Clayton	8	Henry	11
Clinch	3	Houston	7
Cobb	10	Irwin	2
Coffee	4	Jackson	15
Colquitt	22	Jasper	12
Columbia	11	Jeff Davis	2
Cook	5	Jefferson	18
Coweta	19	Jenkins	6
Crawford	3	Johnson	8
Crisp	15	Jones	7
Dawson	2	Lamar	3

COUNTY	No. of Students	COUNTY	No. of Students
Laurens .....	16	Seminole .....	5
Lee .....	6	Spalding .....	19
Liberty .....	3	Stephens .....	9
Lincoln .....	3	Stewart .....	4
Lowndes .....	3	Sumter .....	9
Lumpkin .....	1	Talbot .....	5
McDuffie .....	14	Taliaferro .....	4
McIntosh .....	1	Tatnall .....	7
Macon .....	16	Taylor .....	11
Madison .....	8	Telfair .....	8
Meriwether .....	16	Terrell .....	5
Miller .....	1	Thomas .....	18
Mitchell .....	16	Tift .....	10
Monroe .....	4	Toombs .....	15
Montgomery .....	3	Towns .....	1
Morgan .....	6	Treutlen .....	3
Murray .....	1	Troup .....	14
Muscogee .....	25	Turner .....	9
Newton .....	15	Twiggs .....	2
Oconee .....	3	Upson .....	14
Oglethorpe .....	11	Walker .....	5
Paulding .....	3	Walton .....	13
Peach .....	7	Ware .....	17
Pickens .....	3	Warren .....	11
Pierce .....	5	Washington .....	18
Pike .....	5	Wayne .....	11
Polk .....	9	Webster .....	2
Pulaski .....	6	Wheeler .....	8
Putnam .....	18	Whitfield .....	9
Quitman .....	5	Wilcox .....	9
Rabun .....	9	Wilkes .....	12
Randolph .....	12	Wilkinson .....	12
Richmond .....	30	Worth .....	18
Rockdale .....	7		
Schley .....	3		
Screven .....	6	Total Georgia Students	1556

**STUDENTS FROM OTHER STATES**

STATE	No. of Students
Alabama .....	2
Arkansas .....	1
Florida .....	15
Kentucky .....	1
Louisiana .....	1
Michigan .....	1
North Carolina .....	5
New Jersey .....	3
New York .....	2
South Carolina .....	4
Tennessee .....	2
Virginia .....	2
Washington, D. C. ....	1
Canal Zone .....	1
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Total out of State students.....	41
TOTAL REGISTRATION ACADEMIC YEAR.....	1597

**SUMMER SCHOOL—1938**

First term .....	958
Second term .....	528
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Total .....	1486

**PEABODY LABORATORY SCHOOL—1938-39**

Elementary .....	182
High School .....	228
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Total .....	410



GEORGIA STATE COLLEGE FOR WOMEN

SUMMER SCHOOL - SECOND TERM - 1939

Class schedule - Monday, July 24

First Period - 12:00 - 12:50  
 Third Period - 2:00 - 2:50  
 Fifth Period - 3:00 - 3:50

Regular Schedule of Classes	1 7:45 to 8:30	2 8:30 to 9:25	3 9:25 to 10:15	4 10:15 to 11:40	5 11:40 to 12:50	6 1:45 to 2:50	Instructor	Room
ART 215	X	X	X				Stewart	Arts 11
316				X	X	X	Stewart	Arts 11
BIOLOGY 101				X	X	X	Stokes	Parks 10
440	X	X	X				Stokes	Parks 10
CHEMISTRY 324				X	X	X	Trawick	Parks 30
EDUCATION 105					X	X	Cleveland	Ed. Bldg. 206
304	X	X					Cleveland	Ed. Bldg. 206
306					X	X	Little	Ed. Bldg. 213
328	X	X					Brooks	Ed. Bldg. 208
490(1)			X	X			Brooks	Ed. Bldg. 208
490(2)					X	X	Taylor, J.L.	Ed. Bldg. 204
491	X	X					Taylor, J.L.	Ed. Bldg. 204
ENGLISH 101			X	X			Maxwell	Arts 20
308					X	X	Maxwell	Arts 20
322					X	X	Smith, Hallie	Arts 21
331	X	X					Smith, Hallie	Arts 21
341			X	X			Wynn	Arts 22
GEOGRAPHY 322					X	X	Morgan	Parks 18
HEALTH 330					X	X	Smith, Louise	Health-Phy. Ed.
335 (2c)		X					Smith, Louise	Health-Phy. Ed.
HISTORY 329					X	X	Greene	Parks 20
HOME EC. 211	X	X	X				Owens	Chappell 7
313 (1c)				X			Owens	Chappell 7
324					X	X	Holt	Chappell 2
325 (1c)			X				Holt	Chappell 6
325				X	X	X	Smith, Mrs. Ann	Chappell 1
451	X	X					Smith, Mrs. Ann	Chappell 1
LIB. SCI. 454					X	X	Hagan	Library
457 (1c)			PRACTICE				Hagan	Library
458	X	X					Hagan	Library
MATHEMATICS 100					X	X	Walden	Arts 29
301			X	X			Walden	Arts 29
MUSIC 220-221					X	X	Carstens	Music Bldg.
322-323	X	X					Carstens	Music Bldg.
450 (2c)				X			Noah	Music Bldg.
PHYSICS 104	X	X					Trawick	Parks 38
POL. SCI. 324			X	X			Taylor, Hoy	Parks 22
SOC. SCI. 102	X	X					Massey	Parks 27
200	X	X					Greene	Parks 20
SOCIOLOGY 325	X	X					Morgan	Parks 21
428			X	X			Massey	Parks 27
TYPING (Non-credit)			X	(Other sections if desired)			Terry	Arts 4