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CALENDAR 1941-1942

FALL QUARTER, 1941

September 23, Tuesday	—4:00 p. m., First faculty meeting.
September 23, Tuesday	—New students arrive on campus.
September 23-27, Tuesday-Saturday	—Freshman orientation and registration.
September 25, Thursday	—Arrival of upperclassmen.
September 26-27, Friday-Saturday	—Registration of upperclassmen.
September 29, Monday	—Class work begins.
October 6, Saturday	—Last day to register for full credit.
December 16-19, Tuesday-Friday	—Fall Quarter examinations.
December 19, Friday	—1:00 p. m., Christmas vacation begins.

WINTER QUARTER, 1942

January 5, Monday	—Students return to campus. Registration of students not in college previous quarter.
January 6, Tuesday	—Class work begins.
January 12, Monday	—Last day to register for full credit.
March 18-21, Wednesday-Saturday	—Winter Quarter examinations.

SPRING QUARTER, 1942

March 26, Thursday	—Students return to campus. Registration of students not in college previous quarter.
March 27, Friday	—Class work begins.
April 2, Thursday	—Last day to register for full credit.
June 8-11, Monday-Thursday	—Spring Quarter examinations.

SUMMER QUARTER, 1942

FIRST TERM

June 15, Monday	—Registration.
June 16, Tuesday	—Registration continues until 12:00 noon.
June 16, Tuesday	—Class work begins at 12:00.
June 19, Friday	—Last day to register for full credit.
July 17-18, Friday-Saturday	—Examinations.
July 18, Saturday	—Commencement.

SECOND TERM

July 20, Monday	—Registration.
July 21, Tuesday	—Registration continues until 12:00 noon.
July 21, Tuesday	—Class work begins at 12:00.
August 21-22, Friday-Saturday	—Examinations.
August 22, Saturday	—Commencement.

Special fee of one dollar for filing schedule with the Dean of Instruction after the hour for classes to begin any quarter.

BOARD OF REGENTS

UNIVERSITY SYSTEM OF GEORGIA STATE CAPITOL, ATLANTA

OFFICERS OF THE REGENTS

<i>Chairman</i>	SANDY BEAVER
<i>Vice-Chairman</i>	E. ORMONDE HUNTER
<i>Chancellor</i>	S. V. SANFORD
<i>Vice-Chancellor</i>	J. C. DIXON
<i>Secretary</i>	L. R. SIEBERT
<i>Treasurer</i>	W. WILSON NOYES

EUGENE TALMADGE, Atlanta	Ex-Officio during term of Governor
<i>Ex-officio</i>	
JOHN J. CUMMINGS, Donalsonville	Concurrent with term of Governor
<i>State at Large</i>	
L. W. ROBERT, JR., Atlanta	Term expires July 1, 1942
<i>State at Large</i>	
T. JACK LANCE, Young Harris	Term expires July 1, 1942
<i>State at Large</i>	
W. S. MORRIS, Augusta	Term expires July 1, 1946
<i>State at Large</i>	
K. S. VARN, Waresboro	Term expires July 1, 1946
<i>State at Large</i>	
E. ORMONDE HUNTER, Savannah	Term expires July 1, 1945
<i>First Congressional District</i>	
MRS. SUSIE T. MOORE, Tifton	Term expires July 1, 1947
<i>Second Congressional District</i>	
GEORGE C. WOODRUFF, Columbus	Term expires July 1, 1943
<i>Third Congressional District</i>	
LUCIEN P. GOODRICH, Griffin	Term expires July 1, 1947
<i>Fourth Congressional District</i>	
CLARK HOWELL, Atlanta	Term expires July 1, 1943
<i>Fifth Congressional District</i>	
MILLER R. BELL, Milledgeville	Term expires July 1, 1947
<i>Sixth Congressional District</i>	
R. D. HARVEY, Lindale	Term expires July 1, 1947
<i>Seventh Congressional District</i>	
JULIAN STRICKLAND, JR., Valdosta	Term expires July 1, 1943
<i>Eighth Congressional District</i>	
SANDY BEAVER, Gainesville	Term expires July 1, 1945
<i>Ninth Congressional District</i>	
JOE I. JENKINS, Hartwell	Term expires July 1, 1943
<i>Tenth Congressional District</i>	

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 R. 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, Miss McVey, Miss Nelson, Miss Brooks, Mr. Swearingen, Mr. Walden, Mr. Wynn.

POLICIES AND PROGRAM-EMPHASIS COMMITTEE: President Wells, Dean Taylor, Miss Louise Smith, Mr. Charles Taylor, Miss Bolton, Miss English.

FACULTY-STUDENT RELATIONS COMMITTEE: President Wells, Miss Ethel Adams, Registrar Scott, Dean Taylor, Miss Mallory, Miss Tait, Mr. Little, Mr. Massey, Mr. Dawson.

LIBRARY COMMITTEE: Miss Hallie Claire Smith, Miss Satterfield, Mr. Morgan, Dean Taylor, Mr. Little, Mr. Swearingen, Mr. Lindsley, Miss Johnson, Miss English.

ENTRANCE AND CREDITS COMMITTEE: Dean Taylor, Registrar Scott, Mr. Walden.

NEWS AND PUBLICITY: Mr. Wynn, Mrs. Hines, Mr. Capel, Miss Meaders.

LOAN AND TRUST FUNDS COMMITTEE: Mr. Thaxton, Registrar Scott, Mr. Fowler, Mr. Little.

ENTERTAINMENT COMMITTEE: Mr. Noah, Mr. Dawson, Mr. Dewberry, Miss West, Mr. Swearingen, President of College Government.

PICTURE SHOW: Mr. Thaxton.

NYA AND STUDENT AID COMMITTEE: Mr. Dewberry, Miss Ethel Adams, Mr. Little, Mrs. Terry, Registrar Scott.

COMMENCEMENT COMMITTEE: Mr. Little, Miss Harper, Miss Scott, Miss Johnson, Mrs. Martin, Mrs. Beaman.

STUDENT PUBLICATIONS COMMITTEE: Mr. Wynn, Miss Ethel Adams, Miss Maxwell, Miss Padgett, Mr. Fowler.

FACULTY

- GUY HERBERT WELLS.....*President*
 A.B., Mercer, 1915
 M.A., Columbia University, 1925
 LL.D., Mercer, 1934
- MARGARET ABERCROMBIE.....*Instructor in Home Economics
 Education*
 B.S., University of Georgia, 1931
 M.A., Columbia University, 1938
- AUSTELLE ADAMS.....*Instructor in French and Critic
 and Librarian*
 A.B., Georgia State College for Women, 1930
 M.A., University of Georgia, 1936
- ETHEL A. ADAMS.....*Dean of Women*
 B.S., Piedmont College, 1901
 M.A., Columbia University, 1939
- LOIS GENEVIEVE ADAMS.....*Associate Professor
 of Home Economics*
 B.S., University of Illinois, 1928
 M.A., Columbia University, 1938
- MRS. W. H. ALLEN.....*Assistant Professor of Pianoforte*
 Graduate New England Conservatory of Music
 B.Mus., Boston University, 1934
 M.A., Columbia University, 1938
- MARY LEE ANDERSON.....*Principal Peabody High School
 and Critic in History*
 A.B., Georgia State College for Women, 1927
 M.A., Columbia University, 1931
- LOLITA ANTHONY.....*Instructor and First Grade Critic*
 B.S., Peabody College, 1928
 M.A., Peabody College, 1936
- LYDIA A. BANCROFT.....*Instructor in Art*
 Diploma, Pratt Institute, 1905
 B.S., Columbia University, 1930
 M.A., Columbia University, 1930

- JASPER LUTHER BEESON.....*President Emeritus*
 A.B., University of Alabama, 1889
 M.A., University of Alabama, 1890
 PH.D., John Hopkins University, 1893
 LL.D., University of Alabama, 1929
- ALICE E. BLAIR.....*Associate Professor of Home Economics*
 B.S., Columbia University, 1915
 M.A., Columbia University, 1938
- LILA BLITCH.....*Instructor in Latin and English and Critic*
 A.B., Hollins College, 1922
 M.A., University of Maryland, 1935
- PAUL J. BOESEN.....*Associate Professor of Latin*
 A.B., Creighton University, 1927
 M.A., Peabody College, 1930
- EURI BELLE BOLTON.....*Professor of Education and Psychology*
 B.S., Peabody College, 1923
 M.A., Peabody College, 1924
 PH.D., Peabody College, 1930
- MARY BACON BROOKS.....*Associate Professor of Education*
 B.S., Georgia State College for Women, 1925
 M.A., University of North Carolina, 1932
- L. R. G. BURFITT.....*Professor Emeritus of Education*
 B.S., Columbia University, 1911
 M.A., Columbia University, 1928
- MARY KATHARINE BUTTS.....*Instructor and Fifth Grade Critic*
 A.B., Georgia State College for Women, 1928
 M.A., Columbia University, 1932
- SALLIE CALDWELL.....*Supervisor of Cadet Teachers*
 A.B., Peabody College, 1921
 M.A., Columbia University, 1929
- *W. C. CAPEL.....*Associate Professor of Social Science*
 A.B., Washington and Lee, 1932
 M.A., Columbia University, 1933
- ANNAFREDDIE CARSTENS.....*Instructor in Music Education*
 B.Mus., Detroit Conservatory of Music, 1920
 A.B., University of Washington, 1932
 M.A., University of Washington, 1935

*Resigned February 1, 1941.

- IVA CHANDLER.....*Assistant Dean of Women and
Instructor in Social Science*
A.B., Georgia State Woman's College, 1929
M.A., Columbia University, 1938
- J. WILSON COMER.....*Associate Professor of Home Economics*
B.S., University of Georgia, 1935
- MRS. MILDRED JOHNSON COOPER.....*Instructor and
Third Grade Critic*
B.S., Georgia State College for Women, 1934
M.A., Columbia University, 1938
- LOUISE LANDIS CROWDER.....*Instructor in Home Economics*
B.S., Georgia State College for Women, 1937
- FRANCIS POTTER DANIELS.....*Professor Emeritus of Latin*
A.B., University of Michigan, 1895
M.A., University of Missouri, 1897
PhD., University of Missouri, 1905
- EDWARD DAWSON.....*Associate Professor of English*
A.B., Vanderbilt University, 1934
M.A., Vanderbilt University, 1935
Ph.D., Vanderbilt University, 1937
- MARY JANE DOBYNS.....*Instructor in Art and Critic*
A.B., MacMurray College, 1938
M.A., Columbia University, 1939
- *MRS. INEZ D. DOLVIN.....*Instructor and Second Grade Critic*
B.S., Georgia State College for Women, 1935
M.A., Columbia University, 1936
- MRS. FERN ELLISON DORRIS.....*Associate Professor of Geography*
B.S., Peabody College, 1927
M.A., Peabody College, 1928
- MILDRED ENGLISH.....*Superintendent of Peabody School*
B.S., Peabody College, 1921
M.A., Peabody College, 1926
Ed.D., Columbia University, 1940
- DOROTHY ERICSSON.....*Instructor in Art*
A.B., Washburn College, 1938
M.A., Peabody College, 1939

*On leave, Columbia University, 1940-41.

- BETTY FERGUSON-----*Reference Librarian*
A.B., Randolph-Macon, 1919
M.A., George Washington University, 1921
A.B. in Library Science, University of North Carolina, 1939
- MIRIAM FULLBRIGHT-----*Instructor in English and Critic*
A.B., Furman University, 1936
M.A., Furman University, 1937
- NAN GARDNER-----*Instructor in Music*
B.S., Georgia State College for Women, 1939
- RUTH GILLMORE-----*Instructor in Physical Education*
A.B., The Woman's College of the University of North Carolina,
1940
- KATHERINE FAVER GLASS-----*Instructor in Library Science*
A.B., LaGrange College, 1933
A.B. in Library Science, Emory University, 1934
- HELEN IONE GREENE-----*Assistant Professor of Social Science*
A.B., Georgia State College for Women, 1928
M.A., Emory University, 1930
- JULIA MABRY HARPER-----*Associate Professor of Home Economics*
B.S., Georgia State College for Women, 1924
M.A., Columbia University, 1929
- FANNIE B. HARRINGTON-----*Associate Professor*
of Secretarial Training
A.B., Bowling Green College of Commerce, 1932
M.A., Western Kentucky State Teachers College, 1935
- CLARA WHORLEY HASSLOCK-----*Associate Professor*
of Home Economics
A.B., University of Nashville, 1905
M.A. and M.S. in Education, Columbia University, 1912
- WILLIAM S. HICKEY-----*Instructor and Fourth Grade Critic*
A.B., St. Johns University, 1932
M.A., Columbia University, 1937
- MRS. NELLE WOMACK HINES-----*Public Relations*
Diploma in Music, Georgia State College for Women, 1906
- M. K. MACMILLAN-HIRES-----*College Physician*
M.D., Medical Department, University of Georgia, 1931
- MAGGIE JENKINS-----*Assistant Professor of Music and Critic*
B.S., Georgia State College for Women, 1929
M.A., Columbia University, 1938

- ELIZABETH JENNINGS-----*Instructor in Physical Education*
B.S., Georgia State College for Women, 1935
M.A., Columbia University, 1939
- AMANDA JOHNSON-----*Professor of History*
A.B., University of Minnesota, 1906
M.A., University of Minnesota, 1907
PH.D., University of Chicago, 1925
- MARY SUE JOHNSON-----*Instructor in Home Economics*
B.S., Tennessee State Teachers College, 1938
M.S., University of Tennessee, 1939
- NEVA GEORGE JONES-----*Instructor in Home Economics*
B.S., Georgia State College for Women, 1929
- DAN JORDAN-----*Instructor in Biology*
A.B., East Carolina Teachers College, 1935
M.A., Peabody College, 1938
- *W. T. KNOX-----*Associate Professor of Education*
A.B., Mercer University, 1910
M.A., University of North Carolina, 1938
- ANNA LABOON---*Assistant in Mathematics and Science and Critic*
A.B., Georgia State College for Women, 1939
- NAOMI LAURA LEYHE-----*Instructor in Physical Education
and Critic*
B.S., University of Illinois, 1935
M.S., Wellesley College, 1938
- LUTHER CAMPBELL LINDSLEY-----*Professor of Chemistry*
A.B., William and Mary College, 1907
PH.D., Cornell University, 1922
- HARRY A. LITTLE---*Professor of Education and Teacher Training*
A.B., Hendrix College, 1919
M.A., Peabody College, 1928
PH.D., Columbia University, 1934
- MRS. J. G. LOWE-----*Instructor in Home Economics
and Critic.*
B.S., Georgia State College for Women, 1921
M.S., University of Georgia, 1939

*On leave, University of Chicago, 1940-41.

- LEO LUECKER..... *Instructor in English*
A.B., Tarkio College, 1937
- J. LOUISE McDANIEL..... *Instructor in Mathematics and Critic*
B.S., Georgia State College for Women, 1933
M.A., University of North Carolina, 1936
- MRS. H. E. McGEE..... *Instructor in Science and Critic*
A.B., LaGrange College, 1932
M.S., University of Georgia, 1935
- MRS. CECILIA BASON McKNIGHT..... *Associate Professor*
of Education
A.B., Flora MacDonald, 1909
M.A., Columbia University, 1926
Ph.D., Columbia University, 1937
- JESSIE M. McVEY..... *Professor of Home Economics*
B.S., Columbia University, 1925
M.A., Columbia University, 1931
- CYNTHIA MALLORY... *Secretary of Voluntary Religious Activities*
A.B., Scarritt, 1936
- GERTRUDE BRADLEY MANCHESTER *Professor of*
Physical Education
A.B., University of Oregon, 1924
M.A., University of Wisconsin, 1926
Ph.D., New York University, 1935
- LENA MARTIN..... *Associate Professor of Chemistry*
A.B., Tennessee College, 1921
M.S., Emory University, 1925
- HERBERT N. MASSEY..... *Associate Professor of Sociology*
A.B., Mercer University, 1915
M.A., University of Chicago, 1925
- MARY THOMAS MAXWELL..... *Instructor in English*
A.B., Wesleyan
M.A., Columbia University, 1936
- MARGARET INMAN MEADERS..... *Executive Secretary*
of the Alumnae Association
A.B., Georgia State College for Women, 1926
A.B.J., University of Georgia, 1936
- JOHN WILLIAM MORGAN... *Associate Professor of Social Science*
A.B., Mercer University, 1923
M.A., University of Georgia, 1934
Ph.D., Columbia University, 1940

- CLARA E. MORRIS-----*Assistant Professor of Home Economics*
B.S., Georgia State College for Women, 1922
M.A., Peabody College, 1932
- REGINA MYERS-----*Instructor in Secretarial Training*
B.S., Central Missouri State Teachers College, 1935
M.A., Missouri University, 1936
- ALICE NAPIER-----*Professor Emeritus of Mathematics*
B.S., Peabody College, 1927
M.A., Peabody College, 1931
- MRS. LOUISE HATCHER NELSON---*Instructor and Sixth Grade Critic*
A.B., Georgia State College for Women, 1934
M.A., University of Georgia, 1937
- MRS. RUTH JORDAN NELSON---*Supervisor of Student Teachers*
B.S., Georgia State College for Women, 1933
M.A., Columbia University, 1937
- SARA LOUISE NELSON-----*Associate Professor of Mathematics*
B.S., Georgia State College for Women, 1926
M.S., Cornell University, 1930
PH.D., Cornell University, 1939
- MAX NOAH-----*Professor of Music*
A.B., Iowa State Teachers College, 1927
M.A., Columbia University, 1932
- LLOYD OUTLAND-----*Instructor in Music*
A.B., Earlham College, 1931
M.A., Teachers College, Columbia, 1935
- MAMIE PADGETT-----*Professor of Art*
Diploma, Pratt Institute, 1919
B.S., Georgia State College for Women, 1923
M.A., Columbia University, 1930
- GRACE POTTS-----*Instructor in Physical Education*
B.S., North Texas State Teachers College, 1930
M.A., Texas State College for Women, 1939
- LOIS CATHARINE PITTARD-----*Instructor in Piano*
B.Mus., Wesleyan Conservatory, 1937
- MRS. ANNIE JOE RAY-----*Instructor in Health*
B.S., Georgia State College for Women, 1930
- DOROTHY RIVERS-----*Assistant in English and History and Critic*
A.B., Georgia State College for Women, 1937

- WILLIAM R. RIVES-----*Instructor in Secretarial Training*
 B.S., Louisiana Polytechnic Institute, 1938
 M.B.A., Louisiana State University, 1940
- MABEL ROBINSON-----*Instructor and Seventh Grade Critic*
 A.B., University of Georgia, 1939
 M.A., University of Georgia, 1940
- *HENRY HARPER ROGERS-----*Assistant Professor of Physics*
 B.S., North Carolina State College, 1928
 M.A., Duke University, 1929
 PH.D., Pennsylvania State College, 1934
- MABEL T. ROGERS-----*Associate Professor of Physics*
 PH.B., Alfred University, 1907
 M.A., Columbia University, 1916
- VIRGINIA SATTERFIELD-----*Librarian*
 B.S., Peabody College, 1926
 B.S. in Library Science, Columbia University, 1928
 M.S. in Library Science, Columbia University, 1936
- EDWIN HOBART SCOTT-----*Registrar*
 B.S., Massachusetts Agriculture College, 1906
 A.B., Boston University, 1906
 M.S., Dartmouth, 1914
 Sc.D., University of Georgia, 1928
- **KATHERINE KIRKWOOD SCOTT-----*Associate Professor of English*
 B.S., Columbia University, 1916
 M.A., Columbia University, 1921
- LORETTA SHOOK-----*Instructor in Commerce and Critic*
 B.S., Ohio University, 1937
- ELIZABETH SKINNER-----*Instructor and Kindergarten Critic*
 B.S., Georgia State College for Women, 1934
 M.A., Columbia University, 1938
- MRS. ANN S. SMITH-----*Assistant Professor of Home Economics*
 B.S., Georgia State College for Women, 1924
 M.S., University of Georgia, 1932
- CHARLES W. SMITH-----*Professor of French and Spanish*
 A.B., Central College, 1916
 B.S., Central Missouri State Teachers College, 1923
 M.A., University of South Dakota, 1927
 PH.D., Peabody College, 1933

*On leave, U. S. Army, Spring, 1941.

**On leave, Columbia University, Fall and Winter, 1940-41.

- HALLIE CLAIRE SMITH.....*Associate Professor of English*
 A.B., LaGrange College, 1909
 M.A., Emory University, 1926
- SARA LOUISE SMITH.....*Associate Professor of Health*
 B.S., Georgia State College for Women, 1925
 M.A., Columbia University, 1930
- ANNETTE STEELE.....*Associate Professor of English*
 A.B., Transylvania College, 1911
 M.A., University of Illinois, 1916
- JAMES STOKES.....*Professor of Biology*
 B.S., University of Georgia, 1922
 M.S., University of Wisconsin, 1928
 PH.D., University of Chicago, 1937
- MACK BUCKLEY SWEARINGEN.....*Professor of History
 and Social Science*
 A.B., Millsaps College, 1922
 M.A., University of Chicago, 1923
 PH.D., University of Chicago, 1932
- BLANCHE TAIT.....*Assistant Professor of Biology*
 B.S., Georgia State College for Women, 1927
 M.A., Peabody College, 1930
- CHARLES T. TAYLOR.....*Professor of Economics and
 Secretarial Training*
 B.S., University of Arizona, 1931
 M.A., Duke University, 1937
 PH.D., Duke University, 1940
- HOY TAYLOR *Dean of Instruction and Professor of Social Science*
 A.B., Duke University, 1906
 M.A., Columbia University, 1913
 PH.D., Peabody College, 1931
- MRS. SARA JORDAN TERRY.....*Assistant Professor of
 Secretarial Training*
 B.S., Georgia State College for Women, 1928
 M.A., Columbia University, 1938
- OSCEOLA ALVIN THAXTON.....*Professor of Education*
 A.B., Mercer, 1901
 M.A., Columbia University, 1904
- KATE THRASH.....*Professor Emeritus of Secretarial Training*
 Diploma, Georgia State College for Women, 1924

- ETHEL TISON-----*Instructor in Physical Education*
A.B., Louisiana State University, 1940
- JESSIE TRAWICK-----*Assistant Professor of Chemistry*
B.S., Georgia State College for Women, 1924
M.S., Emory University, 1932
- PATTIE MANGUM TURNER-----*Associate Professor of French*
A.B., The Woman's College of the University of North Carolina,
1925
M.A., Columbia University, 1926
- MARY LYLE VINCENT-----*Assistant Librarian*
B.S., University of Texas, 1928
A.B. in Library Science, Texas State College for Women, 1935
- EARL WALDEN-----*Professor of Mathematics*
A.B., Hendrix College, 1922
M.A., University of Colorado, 1925
PH.D., University of Illinois, 1934
- LILLIAN EDNA WEST-----*Assistant Professor of English*
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
- LOUISE WHITLOW-----*Instructor in Secretarial Training*
A.B., Western Kentucky Teachers College, 1927
M.A., Peabody College, 1931
- MRS. KATHLEEN W. WOOTTEN-----*Professor of Health*
A.B., Sullins College, 1910
M.A., Columbia University, 1930
- WILLIAM THOMAS WYNN-----*Professor of English and*
Sub-Director of the Division of General Extension
A.B., Emory University, 1900
M.A., Peabody College, 1920
LITT.D., Central University, 1928

GENERAL INFORMATION

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

The one major purpose of education is the development of a well-rounded personality. A good College will not neglect any phase of such a program. The Georgia State College for Women recognizes its obligations to its students in this respect and attempts to accomplish its purpose through emphasis on three major divisions of the field of human learning and activity. These broad general fields are: general culture, effective citizenship, and vocational competence.

Liberal Culture

Man has accumulated a vast store of knowledge about the world. This has been achieved through a painful and tedious process extending over the whole period of the life of man. It is not possible for any individual to explore the field of science in a lifetime, but every person is at least entitled to an introduction to some of the principles and fruits of scientific progress. Every person should certainly have a chance to understand that we live in a world that obeys natural law. Lacking such understanding people are doomed to live in an atmosphere of superstition and fear.

A knowledge of the emotional nature, its modes of expression and means of satisfaction, is a proper field of education. The great in art, music, and literature are no less inventions than the steam engine and the radio. Not many will be creators or inventors in art but all can, with the proper environment, become aware of its values and live richer and fuller lives as consumer participants. The College must attend carefully to the task of seeing to it that students are introduced to the esthetic world in all its aspects.

Citizenship

The world is much more complex than it was even a generation ago. Scientific progress, industrial development, and commercial enterprise have created new human problems. Simple individualism is less and less possible. No one any longer lives by himself and unto himself. All are dependent and all have social obligations. An awareness of the problems of social relationship and a knowledge of the attempts at their solution are absolutely essential qualities for citizenship. New political, economic, and social problems arise with each new year. People who understand and who are disposed to meet the situation with a faith based on a concept of a long view of justice and fairness are essential to the survival of modern society. The college attempts through the field of social science to bring students into an awareness of the nature of their environment and to help them to form such attitudes as will make them active and positive members of society.

Vocational Preparation

Not all of life is in knowing and living. The third major objective is to prepare to do something. No matter what else he is or has, man must have bread. Every worthy citizen contributes to the society from which he draws his support. It becomes, therefore, the duty of the College to help its students to perform some useful work. They should be able to earn their living. The Georgia State College for Women has long made it a special task to help young women prepare to teach any subject or level of public school work. More recently a four-year college program in secretarial training has been introduced. Now splendid preparation is provided for those who wish to become stenographers and secretaries. In smaller numbers G. S. C. W. students are preparing for almost any work ordinarily done by women. The capable College graduate of today has the necessary educational background to learn to do the work of her choice.

General Progress

Though it seems necessary to speak of Culture, Citizenship, and Vocational Preparation separately, it is not to be understood that any one stands alone. Education is a unit. An educated person has touched life and culture at many points, all of which converge in character. There is no such thing as a good teacher ignorant of citizenship, or a good citizen unable to perform some useful work, nor can any one lead a well-rounded and satisfying life without an acquaintance with the cultural arts.

Though the objectives of college education change but slowly, the procedures are always undergoing modification. New approaches are being tried, new courses are being introduced, and new requirements are being set up. But whatever the change, the purpose is always to approach a little nearer the goal of a well-rounded program for every student.

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.

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.

NESBIT WOODS

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.

LAKE LAUREL

The College has recently purchased and developed into a recreation park a tract of about 100 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 chap-erons 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 administrative offices, the Science and Home Economics laboratories, the training school, the nursery school, and the class work of the College.

Instructional Buildings

PARKS HALL is situated at the southwest corner of the main group of College buildings. It contains the offices of the President, the Dean of Instruction, the Dean of Women, the Registrar, and the Bursar on the first floor. The second and third floors contain the Biology, Chemistry, and Physics laboratories and lecture rooms. It also has classroom space for History, Geography, and Sociology. It is named for Dr. M. M. Parks, former President of the College.

THE RICHARD B. RUSSELL AUDITORIUM is the assembly room for all major college gatherings. The main floor and balcony together have a seating capacity of 1,327. The stage is well lighted and equipped for any kind of stage performance. It contains a modern sound motion picture projector and a concert organ. It is named for the late Chief Justice Russell, who was for many years Chairman of the Board of Trustees of the College.

CHAPPELL HALL is the home of the Home Economics depart-

ment. It has two large foods laboratories, three clothing laboratories, lecture rooms, conference rooms, offices, etc. It is named in honor of Dr. Joseph H. Chappell, first President of the College.

ARTS HALL is primarily an instructional building. It has classrooms for foreign languages, English, Mathematics, Art, etc. It also houses the work of the Secretarial Training department.

EDUCATION BUILDING, formerly used by the Peabody Elementary School, now provides space for the Education and Placement offices and rooms for Education classes. It contains the curriculum materials room.

THE PEABODY HIGH SCHOOL building is in the middle of the campus and has space and equipment for the high school department of the Peabody School.

THE PEABODY ELEMENTARY SCHOOL is a new building and houses the elementary grades of the Peabody School. It contains an auditorium with a seating capacity of 450. Both the Peabody buildings are named for George Peabody, philanthropist, who contributed generously to the cause of education in the South after the War Between the States.

THE HEALTH-PHYSICAL EDUCATION BUILDING is one of the newest and largest buildings on the campus. It has a standard size tiled swimming pool with showers and dressing rooms. The large gymnasium and several smaller rooms are used for instruction in Physical Education and in Health. The building is also used for dances and other social functions. It contains the cafeteria which also has private dining rooms for special luncheon and dinner parties. The College Post Office is in this building also.

THE ANTHONY PORTER MUSIC HALL was built partly by funds donated by the late Mrs. Louise Minis as a home for the Music department. It contains rooms for band and orchestra practice, and for both class and individual instruction in Music. It has about 15 practice rooms equipped with new pianos. It was erected in memory of the late Anthony Porter of Savannah.

Residence Halls

The College plant contains ten dormitory buildings with a capacity to accommodate about 1,400 students. The rooms are all modern, convenient, and comfortable. Most of the rooms are arranged in two-room suites with connecting baths. All residence halls contain parlors and recreation rooms for the entertainment of guests.

ATKINSON HALL was the first dormitory built on the main campus. The ground floor is used for a dining room and has a seating capacity of about 1,200. The upper floors are dormitory rooms, housing sophomores and juniors. The building was named for the

late Governor W. Y. Atkinson, who introduced the bill into the legislature that chartered the College.

TERRELL HALL contains the original building known as Terrell Proper and the more recent Annexes A, B, and C. The Annexes are arranged in two-room suites with a connecting bath for each suite. The whole Terrell cluster is used for freshmen. The original building was named for the late Governor Joseph M. Terrell.

BELL HALL is composed of Bell Proper and Bell Annex. All rooms have a connecting bath for each suite of two rooms. Sophomores and juniors live in Bell Proper and freshmen in Bell Annex. The building was named in honor of Mr. Miller S. Bell, long a member of the Board of Trustees of the Georgia State College for Women and until his death a member of the Board of Regents of the University System.

ENNIS HALL is just across Hancock Street from the main campus. It accommodates about 150 students in two-room and connecting bath suites. There is a large recreation room on the ground floor. It is named for Honorable Howard Ennis of Milledgeville.

MANSION HALL accommodates about 75 students. It is on the corner near the old Governor's Mansion.

MAYFAIR HALL is a wooden structure on the corner of Clarke and Hancock Streets. It is occupied by about 60 sophomore and junior students.

BEESON HALL is a two-story and basement dormitory fronting Montgomery Street. It has several apartments open to members of the faculty and student accommodations for about 75 girls. It is used by sophomores and juniors. The building was named for President and Mrs. J. L. Beeson.

SANFORD HALL is the newest dormitory. It fronts on Greene Street and adjoins Nesbit Woods Park. It has accommodations for about 175 students. It also has a dining room to take care of all the students who live in it. Beginning next year it will be used as the senior dormitory.

The College holds leases on two beautiful homes just off the campus which are used for HOUSE RESIDENCES IN HOME ECONOMICS.

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.

Parks Memorial Hospital

Parks Memorial Hospital was built largely by the contributions of friends of former President Parks and of the College. It has modern equipment for clinical diagnosis and treatment of ordinary diseases. It has a capacity of about 50 beds.

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 used as a home for the President of the College. It is being equipped with furniture in keeping with the history of the building.

The College Cafeteria

The College Cafeteria is located in the Health and Physical Education building, 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, but not more than four of the fifteen units may be in vocational subjects such as Home Economics, Commercial subjects, etc.

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 thirteen 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, or for additional work after twenty courses have been completed.

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, and lyceum attractions. The student activity fee includes the charge for the support of the three major college organizations, for the major class expenses, and for the publication of the Colonnade, the Corinthian, and the Spectrum. These fees are uniform for all students who register for work in any of the three academic quarters. They are the only fees paid to the College by students who do not live in dormitories.

A room reservation fee of \$3.00 is required once in the academic year of all students who live in dormitories. It is in addition to all other fees and is not credited to any other purpose.

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. The rooms usually accommodate three persons each.

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. The rooms accommodate two students each.

CLASSIFICATION AND ROOMS

To facilitate the administration of regulations and to provide for the best development of morale and *sprit 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.

Seniors live in Sanford Hall. This dormitory provides both rooming and dining facilities for the class.

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

SCALE OF CHARGES

	<i>Group I</i>	<i>Group II</i>	<i>Group III</i>
Reservation fee (once a year)-----	\$ 3.00	\$ 3.00	\$ 3.00
Matriculation fee (each quarter)---	25.00	25.00	25.00
Student activity fee (each quarter)	2.50	2.50	2.50
Board (each quarter)-----	60.00	69.00	73.50
	<hr/>	<hr/>	<hr/>
Total first quarter-----	\$ 90.50	\$ 99.50	\$104.00
	<hr/>	<hr/>	<hr/>
Total three quarters-----	\$265.50	\$292.50	\$306.00

Out-of-state students pay a tuition fee of \$25.00 each quarter in addition to the above.

All charges are due and payable quarterly in advance.

Summer school charges are approximately half the quarterly charge for each six weeks.

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

Charge for Extra Services

Diploma fee for two-year diploma	\$ 2.00
Diploma fee for Bachelor's Degree (paid in quarter of graduation)	5.00
Private instruction in Piano, Organ, Violin, Voice, or Expression, two lessons a week, each quarter	18.00
Practice rental fee for Voice, each quarter	1.00
Practice rental fee for Piano, each quarter	2.00
Practice rental fee for Organ, per hour	.10
Special charge for class instruction in instruments, each quarter	9.00
Rental fee for instruments, group instruction or private, each quarter	3.00
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 \$25.00 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 additional time in attendance. 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 (\$75) 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 loaned 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 Loan Fund, No. 1

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.

The Alice Walker Shinholser Memorial Loan Fund, No. 2

This fund was provided for in the will of the late Mrs. Clara B. Walker. It amounts to about \$1,200 and the principal is lent to students according to college regulations.

The Beeson Loan Fund

This fund was provided by Dr. J. L. Beeson, former President of the College. The principal is lent to worthy students. 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 Education 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 \$1,500 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 Education 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.

The Fannie Trammell Student Loan Fund

This fund was established in 1940 by a donation from the Georgia Chapter of the Daughters of the American Revolution. The principal, which amounts to about \$4,000, is kept intact and the interest is lent to worthy students.

Atlanta Alumnae Loan Fund

This fund was initiated in 1941 by the Atlanta Chapter of the G. S. C. W. Alumnae. The principal is available for loans to students under the usual College regulations.

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 room, the offices, the Library, and the mimeographing and reproduction rooms is done by part-time student employees. The pay usually ranges from twenty-one dollars a quarter up to two 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 while attending 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 are those paid directly from College funds.

SPECIAL SERVICES TO STUDENTS*Concert Series*

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

The following artists appeared on the program in 1940-41:

Nino Martini, Tenor.

Maria Gambarelli, Dancer.

Mieczyslaw Munz, Pianist.

Michigan Little Symphony Orchestra.

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 borne by the College 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 "International Relations."

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 education 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 the school systems of Atlanta and Moultrie 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 credit are given for the quarter.

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.

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

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 the 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 "Y" sponsors the Institute of Human Relations and the Institute of Personal Relations each year. Through these institutes outstanding leaders are brought to the campus for lectures and conferences.

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.

The Alumnae Association

In an effort to centralize alumnae activities and to strengthen the bond between students and alumnae, the Alumnae Association and the College maintain a local Alumnae Office with a full-time executive secretary. Through an extensive annual program students learn college traditions, history, purposes, etc. Students are urged to visit the Alumnae Office to read, to relax, to study. Informal student-teas are held frequently; magazines are furnished for students; annual Parents' Day, sponsored by the Granddaughters Club, is supervised by the alumnae; and alumnae activities during Commencement have their headquarters at the local office.

The Phoenix

The Phoenix is an honor society established in 1939. Members are selected from the senior class on the basis of scholarship. Not more than seven per cent of any class may be selected.

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 group. 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 counseling 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 alumnae to keep in touch with it and use its facilities in finding the positions most suited to their qualifications.

GENERAL COLLEGE REGULATIONS

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 condition. Parents are asked to cooperate with the College in upholding this regulation.

Vaccination

Students are required to present evidence of successful vaccination for smallpox within the past five years, or evidence of a revaccination following an older take. They are also required to present evidence of immunization against typhoid. A three-shot treatment within three years or an annual one-shot treatment following an earlier complete treatment will be satisfactory. It is also recommended that students have a Schick test for diphtheria before coming to college.

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.

Minimum Class Attendance

To receive credit in a course a student must attend three-fourths of the regularly scheduled class meetings. This is true no matter what the reasons for non-attendance are. Students who withdraw before three-fourths of the term is completed will receive no credit, and students will not be admitted to any course after one-fourth of the quarter has elapsed.

Scholarship and Extra-Curricular Activities

To be eligible to hold a major office in a student organization, to participate in off-campus activity which is sponsored by the college, or to receive work assignments under N.Y.A. or college assistance, a student must have made an average of "C" in the quarter preceding the activity. An average of "C" is defined as an average of 2 quality points per course taken with no failure.

ACADEMIC REGULATIONS

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 five absences and one point for each two absences thereafter. A student who in any quarter has enough unexcused absences to amount to five quality points will have one-half course deducted from her credit. A student who incurs more than fifteen unexcused absences in any quarter is subject to immediate dismissal from college. A student's net points for any quarter is the total 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 classifications 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 reports and recording grades. Letter grades with numerical 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
- WF — Withdrawal from course
- 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

A student who makes an average of 4.4 quality points in a full program of not less than three courses for any quarter shall have her name placed on the dean's list for the following quarter; provided that a student doing cadet or apprentice teaching may qualify for the dean's list by making the proper average on two courses.

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. However, a student who is on the dean's list may register for four courses and a student who has made an average of 3.5 points 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 may re-establish eligibility in summer work as indicated in No. 7 below.
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. Such student must earn credit in not less than two courses with a quality grade of not less than 4 points in the first quarter she is back in college to be eligible to re-register for the following quarter. A student ineligible the second time for courses or points may be readmitted only at the discretion of the committee on admissions.
7. A student who is deficient in courses or points at the end of the spring quarter may re-establish eligibility by earning credit in two courses with four quality points in a six weeks summer 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. 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, 1941, and thereafter. Students who had begun their work prior to the fall of 1941 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 requirement 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 College recommends that students preparing to qualify for professional elementary certificates take the Education courses described in the requirements for the B.S. in Education for Elementary Teachers. Since preparation for teaching in elementary grades involves a great deal more than taking the required number of courses in Education, the attention of students is called to the other subjects listed in the requirements for the Elementary Education Degree, such as Public School Art, Public School Music, Nature Study, and Children's Literature.

A student may qualify for a provisional elementary certificate, on the two-year, three-year, or graduation level, by taking three general courses in Education. Introduction to Education, Psychology for Teachers, and a course in general 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 approved courses in Education. The College recommends those

listed elsewhere in this catalog in the requirements for the B.S. in Education for High School Teachers Degree.

A student may qualify for a provisional high school teacher's certificate by taking three general courses in Education. 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 by the State Department of Education of Georgia.

UPPER AND LOWER DIVISIONS

The work of the College is divided mainly into junior college and senior college divisions. It is not considered good educational practice for immature junior college students to take work in the same classes with more experienced students with two or more years of college credit.

Courses are numbered to show the level at which they are to be taken. Courses numbered 100 to 299 are junior college courses and should be taken by students only within their first two years in college. Courses numbered 300 to 499 are senior college courses and should be taken by students with two or more years of college credit.

A student with credit for less than sixteen courses must have written permission from the Dean of Instruction to take a senior college course. A student with credit for more than twenty-three courses must have written permission from the Dean of Instruction to take a junior college course. Failure to secure such permission may mean the loss of credit in work taken out of order.

JUNIOR COLLEGE

The College believes that ideally the work of the first two years of college should be devoted to the acquirement of a general cultural background of information. Young women are seldom ready to choose a vocation or a field of special interest until they have had the opportunity to explore fields of knowledge.

The College has set up a general program for the first two years which is intended to introduce students to the nature of their physical environment by providing general courses in physical and biological sciences. These courses include brief introductions to physics, astronomy, chemistry, geology, and biology. Students are introduced to their social environment through the courses in social studies. These courses contain a brief treatment of economics and government in this very complex modern world. The cultural and esthetic phase of life is approached through the study of the humanities, including the literary classics, the masterpieces of art and music that have survived out of the past. Students who have explored these various fields have a foundation on which to build later specialization.

JUNIOR COLLEGE CONSTANTS

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.

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	
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	$\frac{1}{2}$ course
Physical Education 100, Sports	1 course
Physical Education 200, Sports or	
Physical Education 215, Teaching of Physical Education ..	$\frac{1}{2}$ 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 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 major, minor, and special requirements for the degree for which she applies.

Any irregular student who has reached senior college level through work in another institution or in this institution without having taken

*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.

***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 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.

A student who takes a Normal Diploma and then continues any of the programs for the B.S. in Education degree will fulfill the requirements listed for her particular program. If she applies for any other degree, she will be required to take the two courses in Humanities or two senior college courses in literature and one course in senior college science.

A student who takes a Secretarial Diploma and then continues for a B.S. in Secretarial Training degree will fulfill the program described on page 82.

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

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.

Music	1 course
220— $\frac{1}{2}$ cr.—Fundamentals of Music for the Elementary Teacher	
221— $\frac{1}{2}$ cr.—Methods in Public School Music for the Elementary Teacher.	
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
Art 215—Public School Art.....	1 course
Biology 215—Nature Study.....	1 course
Education	4 courses
105—Introduction to Educational Psychology	
328 or 334—Materials and Methods	
325—Supervised Teaching	
355—Directed Observation in the Elementary School	
Health 215—Health Education.....	$\frac{1}{2}$ course
Physical Education 215—Physical Education Methods.....	$\frac{1}{2}$ course
Elective	1 course
Total	10 courses

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 expecting to remain four years in college should follow the four-year course leading to the degree of Bachelor of Science in Secretarial Training.

FRESHMAN YEAR

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

SOPHOMORE YEAR

Social Studies 200, Contemporary Georgia-----	1 course
Stenography -----	6 courses
221, 222, 223, Shorthand	
226, 227, Typing	
217, Business English	
Office Training 205, Office Practice-----	1 course
Commerce 307, Business Law-----	1 course
Health 200, Public Health-----	$\frac{1}{2}$ course
Physical Education 200, Recreation Activity -----	$\frac{1}{2}$ course
<hr/>	
Total -----	10 courses

SENIOR COLLEGE

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.

For the system of course numbering and the order in which courses should be taken, see page 55.

MAJOR AND MINOR PROGRAMS

Students who expect to complete the requirements for the Bachelor of Arts Degree, the Bachelor of Science Degree, or the Bachelor of Science in Education Degree for High School Teachers must choose either a division major or a departmental major and a departmental minor. Before registering for the beginning of the junior year, the student must choose her fields of major and minor concentration and must work out with the heads of the departments concerned her major and minor programs. Any subsequent change in the major or minor program must have the approval of the head of the department in which the change is made. Before the student qualifies for any of the degrees mentioned above, the heads of her major and minor departments must certify to the registrar's office that she has completed satisfactory major and minor programs.

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.

DEPARTMENTAL MINORS

Minors may be taken in any departments offering major programs, and also in the following fields or departments:

Geography	Political Science
Journalism	Psychology
Library Science	Speech
Physics	

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 301, 302, 322, 431.

Chemistry 101, 102.

Mathematics 301, 322, 323.

Physics 301, 302.

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 301, 302.
Political Science 321, 324.
Sociology 301, 452.

SPECIAL MAJOR PROGRAMS

Students majoring in Elementary Education, Music 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.
Curriculum for High School Teachers.
Curriculum for Elementary Teachers.
Curriculum for Public School Music Teachers.
Curriculum for Physical Education Teachers.
Bachelor of Science in Home Economics.
Curriculum for Home Economics Education.
Curriculum for Institutional Management.
Curriculum for General 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 56.	
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 (not to be taken by students who expect to major in English.)	
Home Economics	1 course
313—Clothing Appreciation	
or	
325—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
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Electives sufficient to complete	38 courses

A student who expects to qualify for a professional teacher's certificate should take the education courses prescribed for one of the education degree groups.

REQUIREMENTS BY YEARS

FRESHMAN YEAR

Biology 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
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10 courses	

SOPHOMORE YEAR

Chemistry 100	1 course
Physics 100	1 course
English 281 (Except for English Majors)	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 56.

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 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
(Not to be taken by students who expect to major in English.)

Home Economics	1 course
313—Clothing Appreciation	
or	
325—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	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
	10 courses

SOPHOMORE YEAR

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 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 56.

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 in the High School

✗ 455—Directed Observation in the High School

306—The School and Society

or

A special Methods course in the student's major
department.

Departmental Major -----6 courses

and

Departmental Minor -----4 courses

or

Division Major -----10 courses

Art 429—Art Appreciation-----1 course

Biology -----1 course

301—General Plant Biology

English -----2 courses

308—Spoken English

314—Young Peoples' Literature

Health 333—First Aid and Home Nursing-----1 course

or

Music 450—Music Appreciation-----1 course

Elective -----3 or 4 courses

Total -----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 104	1 course
Home Economics 100, or elective	1 course
Physical Education 100	1 course
Elective	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
English 314	1 course
English 308	1 course
Major	3 courses
Minor	2 courses
	<hr/>
	9 courses

SENIOR YEAR

Education 445	1 course
Education 455	1 course
Minor	2 courses
Art 429	1 course
Biology 301	1 course
Health 333	
or	
Music 450	1 course
Elective	2 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 56.	
English	4 courses
102—General College Composition	
or	
324—Advanced Composition	
214—Children's Literature	
281—Appreciation and Interpretation of Literature	
308—Spoken English	
Biology	1 course
215—Nature Study	
Art	2 courses
215, 316—Public School Art	
Music	2 courses
220—½ cr. Music Fundamentals for the Elementary Teacher	
221—½ cr.—Methods in Public School Music for the Elementary Teacher	
322—½ cr.—Music Fundamentals for the Elementary Teacher	
323—½ 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.)	
Geography 300—Principles of Geography.....	1 course
Psychology 323—Psychology of Childhood	1 course
Education	6 courses
104 or 304—Introduction to Education	
105 or 305—Introduction to Educational Psychology	
328—Materials and Methods of Teaching in the Lower Elementary Grades	
or	
334—Materials and Methods of Teaching in the Upper Elementary Grades	
325—Student Teaching	
355—Directed Observation in the Elementary Grades	
306—The School and Society	
Electives	7 or 8 courses

38 courses

A student who takes a Normal Diploma and then continues her work for a B.S. in Education for Elementary Teachers' Degree may satisfy the junior college requirements in science by taking one senior college science course. Biology 301, Geology (Chemistry 321), or Astronomy (Physics 311) is recommended.

Any student who had practice teaching in her sophomore year or one who has not had recent teaching experience will be required to take Education 441 or do cadet teaching in her senior year.

REQUIREMENTS BY YEARS

FRESHMAN YEAR

Biology 100	-----	1	course
Health 100	-----	1	course
English 101, 102	-----	2	courses
Mathematics 100	-----	1	course
Social Science 101, 102	-----	2	courses
Education 104	-----	1	course
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
Music 220-221	-----	1	course
Art 215	-----	1	course
English 214	-----	1	course
Health 215	-----	$\frac{1}{2}$	course
Physical Education 215	-----	$\frac{1}{2}$	course
		<hr/>	
		10	courses

JUNIOR YEAR

English 281	-----	1	course
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
		<hr/>	
		9	courses

SENIOR YEAR

Psychology 323	-----	1 course
Geography 300	-----	1 course
Education 325	-----	1 course
Education 355	-----	1 course
Minor	-----	2 courses
Elective	-----	3 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 56, with the exception of Mathematics 100.

English -----1 course
102—General College Composition

French -----1 course
444—Modern Language, Reading and Pronunciation

Home Economics -----1 course
313—Clothing Appreciation
or
325—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 -----14½ courses
257-258-259—1½ crs.—Ear Training and Sight
Singing
260-261-262—1½ crs.—Elementary Harmony
363-364-365—1½ crs.—Advanced Harmony
279-280—1 crs.—Choral and Orchestral Conducting
340-341-342—1½ crs.—History of Music
213-214-215—1 cr.—Beginning Instrumental Classes
116-117-118—1 cr.—Voice Class
366-367-368—1½ crs.—Keyboard Harmony
Applied Music in Piano, Voice, Organ, Violin, Viola,
Cello, or Wind Instruments—4 crs.

Education -----6 courses
304—Introduction to Education

✓ 305—Introduction to Educational Psychology	
✓ 328 or 334 or 343—General Methods	
✓ Music 325—½ cr.—Public School Music: Methods for the Primary Grades	
Music 326—½ cr.—Public School Music: Methods for the Intermediate Grades	
Music 328—½ cr.—Public School Music: Methods for Junior and Senior High Schools	
Music 329—½ cr.—Problems in Music Education	
325 or 445—Supervised Teaching	
Elective	3½ or 4½ courses
	<hr/> 38 courses

For description of a major or minor in Applied Music, which may be taken with an A.B. degree, see Department of Music, Page 126.

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 257, 258, 259	1½ courses
Applied Music. Private Instruction in Piano, Organ, Voice, Violin, Viola, Cello, or Wind Instrument	1 course
	<hr/> 9½ courses

SOPHOMORE YEAR

Chemistry 100	1 course
Physics 100	1 course
Health 215	½ course
Physical Education 215	½ course
Music 116, 117, 118	1 course
Music 213, 214, 215	1½ courses
Music 260, 261, 262	1½ courses
Music 279, 280	1 course
Music 340, 341, 342	1½ courses
Applied Music. Private Instruction in Piano, Organ, Voice, Violin, Viola, Cello, or Wind Instrument	1 course
	<hr/> 10½ courses

JUNIOR YEAR

Humanities 200, 201	2 courses
Education 304	1 course
Education 305	1 course
Education 328 or 334 or 343	1 course
Music 325, 326, 328	1½ courses

Music 363, 364, 365-----	1½ courses
Social Science 200-----	1 course
Applied Music. Private Instruction in Piano, Organ, Voice, Violin, Viola, Cello, or Wind Instrument-----	1 course
	<hr/> 10 courses

SENIOR YEAR

Education 325 or 445-----	1 course
French 444 -----	1 course
Music 329 -----	½ course
Music 366, 367, 368-----	1½ courses
Applied Music. Private Instruction in Piano, Organ, Voice, Violin, Viola, Cello, or Wind Instrument-----	1 course
Elective -----	3 courses
	<hr/> 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 minor in Biology. Students may select another minor in such fields as Health, English, Language, History, Psychology, etc.

Following are the requirements:

Junior College -----	13 courses
The junior college constant requirements described on page 56.	
Physical Education -----	6 courses
312—1 cr.—Theory and Practice of Formalized Activities	
313—½ cr.—Technique of Sports	
314—½ cr.—Technique of Sports	
331—½ cr.—Tests and Measurements in Physical Education	
322—1 cr.—Kinesiology	
423—1 cr.—Recreational Leadership	
430—½ cr.—History and Principles of Physical Education	
433—1 cr.—Organization and Administration of Physical Education	
Biology -----	4 courses
301—General Plant Biology	
302—General Animal Biology	
311—Physiology	
433—Comparative Anatomy	
Health 333—First Aid and Home Nursing-----	1 course

Home Economics	1 course
313—Clothing Appreciation	
or	
325—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	6 courses
104—Introduction to Education	
105—Introduction to Educational Psychology	
334—Special Materials and Methods of Teaching in the Upper Elementary Grades	
or	
343—Conduct of High School Teaching	
Physical Education 310—½ cr.—Theory and Practice of Plays and Games	
Physical Education 311—½ cr.—Theory and Practice of Rhythmical Activities	
325—Student Teaching and Directed Observation in Elementary School	
or	
445—Student Teaching and Directed Observation in High School	
355—Directed Observation in Elementary Grades	
or	
455—Directed Observation in the High School	

Elective	7 or 8 courses
	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 Campcraft, Handicraft, Camp Leadership and Organization, Nature Study, and Water Sports will be offered.

A student may qualify for a Bachelor of Science degree by taking two or three courses in a foreign language and English 102 and 281 in addition to the required courses in the above program.

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 301, 302-----	2	courses
Education 105 -----	1	course
Health 215 -----	$\frac{1}{2}$	course
Health 333 -----	1	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 $\frac{1}{2}$	courses

JUNIOR YEAR

Biology 311 -----	1	course
Biology 433 -----	1	course
Education 334 or 343 -----	1	course
Physical Education 310-----	$\frac{1}{2}$	course
Physical Education 311-----	$\frac{1}{2}$	course
Physical Education 312-----	1	course
Physical Education 313-----	$\frac{1}{2}$	course
Physical Education 314-----	$\frac{1}{2}$	course
Physical Education 322-----	1	course
Elective -----	2	courses
	<hr/>	
	9	courses

SENIOR YEAR

Education 325 or 445-----	1	course
Education 355 or 455-----	1	course
Physical Education 423-----	1	course
Physical Education 433-----	1	course
Physical Education 331-----	$\frac{1}{2}$	course
Physical Education 430-----	$\frac{1}{4}$	course
Elective -----	3 $\frac{1}{4}$	courses
	<hr/>	
	8 $\frac{1}{2}$	courses

BACHELOR OF SCIENCE IN HOME ECONOMICS

Three curricula are set up for this degree. They are built around particular phases of home and community life and vocational employment. They are highly specialized and all the courses are selected because of their particular bearing on the central purpose of the program.

The curricula are:

- Curriculum for Home Economics Education
- Curriculum for Institutional Management
- Curriculum for General Home Economics

CURRICULUM FOR HOME ECONOMICS EDUCATION

The requirements for this program 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.

Following are the course requirements:

Biology	2 courses
100—Human Biology	
320—Microbiology	
English	1 course
101—College Composition	
Health	1½ courses
100—Orientation Course in Health	
200 (½)—Introduction to Public Health Problems	
or	
215 (½)—School Health Problems	
Physical Education	1½ courses
100—Physical Education Activities for Freshmen	
200 (½)—Physical Education Activities for Sophomores	
or	
215 (½)—Physical Education for the Elementary and Junior High School	
Art	1½ courses
100—Elementary Color and Design	
400 (½)—Art in the Home	
Social Studies	3 courses
101-102—Introductory General Course	
200—Contemporary Georgia Problems	
Mathematics	1 course
110—Home Economics Mathematics	
Humanities	2 courses
200-201—Survey of the Humanities	
Physics	1 course
104—Household Physics	

Chemistry -----	3 courses
101-102—General Chemistry	
324—Organic Chemistry	
Education -----	6 courses
104—Introduction to Education	
105—Introduction to Educational Psychology	
306—The School and Society	
472—Methods of Teaching Home Economics	
445—Student Teaching and Directed Observation in High School	
*455—Directed Observation in the High School	
Economics -----	1 course
304—Consumer Economics	
Sociology -----	1 course
428—The Family	
Home Economics -----	10½ courses
111—Clothing for the Individual	
211—Family Clothing Problems	
220—Food for the Family	
314 (½)—Practical Home Furnishing	
324—Principles of Nutrition	
326—Advanced Foods	
331—Problems in Home Management	
341 (½)—School Lunch	
412—Dress Design	
432 (½)—House Residence	
451—Child Guidance	
466—Problems of Rural Home Living	
Elective -----	2 courses
	<hr/>
	38 courses

REQUIREMENTS BY YEARS

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

*Students who do their practice teaching in apprentice centers omit Education 455 and take two courses credit in Education 445.

SOPHOMORE YEAR

Social Studies 200	1 course
Humanities 200, 201	2 courses
Chemistry 101, 102	2 courses
Physics 104	1 course
Education 105	1 course
Home Economics 211	1 course
Home Economics 220	1 course
Health 200 or 215	$\frac{1}{2}$ course
Physical Education 200 or 215	$\frac{1}{2}$ course
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	10 courses

JUNIOR YEAR

Biology 320	1 course
Chemistry 324	1 course
Economics 304	1 course
Sociology 428	1 course
Home Economics 324, 326, 331, 451	4 courses
Elective	1 course
	<hr/>
	9 courses

SENIOR YEAR

Art 400	$\frac{1}{2}$ course
Home Economics 314 ($\frac{1}{2}$ cr.), 341 ($\frac{1}{2}$ cr.), 412, 432 ($\frac{1}{2}$ cr.), 466	$3\frac{1}{2}$ courses
Education 306, 445 (2 cr. Apprentice Teaching), or 445 and 455 (Peabody School), 472	4 courses
Elective	1 course
	<hr/>
	9 courses

CURRICULUM FOR INSTITUTIONAL MANAGEMENT

The requirements for this major comply with those which are offered by the American Dietetic Association as of August, 1940.

Students graduating with a major in Institutional Management from this institution are accepted as student dietitians in hospitals accredited by the A. D. A. They are also accepted in the institutions accredited by the A. D. A. offering advanced work in food administration.

Following are the course requirements:

Biology	3 courses
100—Human Biology	
311—Physiology	
320—Microbiology	
English	1 course
101—College Composition	

Health	1½ courses
100—Orientation Course in Health	
200 (½)—Introduction to Public Health Problems	
Physical Education	1½ courses
100—Physical Education Activities for Freshmen	
200 (½)—Physical Education Activities for Sophomores	
Art	1 course
100—Elementary Color and Design	
Social Studies	3 courses
101-102—Introductory General Course	
200—Contemporary Georgia Problems	
Mathematics	1 course
110—Home Economics Mathematics	
Humanities	2 courses
200-201—Survey of the Humanities	
Physics	1 course
104—Household Physics	
Chemistry	5 courses
101-102—General Chemistry	
324—Organic Chemistry	
431—Commercial Methods of Food Analysis	
432—Food and Physiological Chemistry	
Education	1 course
105—Introduction to Educational Psychology	
Economics	1 course
304—Consumer Economics	
Commerce	1 course
210—Accounting for Institutional Management Majors	
Sociology or Psychology Elective.....	1 course
Home Economics	12 courses
111—Clothing for the Individual	
220—Food for the Family	
321—Nutrition and Dietetics	
326—Advanced Foods	
328—Experimental Cookery	
341—Quantity Cookery	
421—Meal Planning and Table Service	
424—Advanced Nutrition	
425—Diet and Disease	
443—Institutional Organization and Administration	

444—Advanced Institution Organization and Management	
446—Marketing	
Elective	2 courses
	<hr/>
	38 courses

REQUIREMENT BY YEARS

FRESHMAN YEAR

Social Studies 101, 102	2 courses
Biology 100	1 course
Health 100	1 course
English 101	1 course
Education 105	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	$\frac{1}{2}$ course
Physical Education 200 or 215	$\frac{1}{2}$ course
Secretarial Training 210	1 course
Home Economics 326	1 course
	<hr/>
	10 courses

JUNIOR YEAR

Biology 311	1 course
Biology 320	1 course
Chemistry 324, 432, 431	3 courses
Economics 304	1 course
Home Economics 321	1 course
Elective	2 courses
	<hr/>
	9 courses

SENIOR YEAR

Home Economics 328, 341, 421, 425, 424, 443, 444, 446	8 courses
Sociology or Psychology Elective	1 course
	<hr/>
	9 courses

CURRICULUM FOR GENERAL HOME ECONOMICS

This course is planned for the student who wishes training in home-making. It also provides a background of training for fields of specialization other than teaching and institutional management. Courses are provided for the students desiring to serve in the fields of home service, through home demonstration, commercial demonstration, and other agencies for which specific training is needed, and a curriculum adequate to meet the requirements is planned with the advice of the director of the department.

A similar arrangement is made for those desiring to go into the field of clothing retail.

Following are the course requirements:

Biology	2 courses
100—Human Biology	
320—Microbiology	
English	2 courses
101—College Composition	
308—Spoken English	
Health	1½ courses
100—Orientation Course in Health	
200 (½)—Introduction to Public Health Problems	
Physical Education	1½ courses
100—Physical Education Activities for Freshmen	
200 (½)—Physical Education Activities for Sophomores	
Art	1½ courses
100—Elementary Color and Design	
400 (½)—Art in the Home	
Social Studies	3 courses
101-102—Introductory General Course	
200—Contemporary Georgia Problems	
Mathematics	1 course
110—Home Economics Mathematics	
Humanities	2 courses
200-201—Survey of the Humanities	
Physics	1 course
104—Household Physics	
Chemistry	2 courses
101-102—General Chemistry	
Education	1 course
104—Introduction to Education	

Economics -----	1 course
304—Consumer Economics	
Sociology -----	1 course
428—The Family	
Psychology -----	1 course
448—Introduction to Mental Hygiene	
or	
463—The Psychology of Personality	
Home Economics -----	8 courses
111—Clothing for the Individual	
211—Family Clothing Problems	
220—Food for the Family	
314 ($\frac{1}{2}$)—Practical Home Furnishing	
324—Principles of Nutrition	
326—Advanced Foods	
331—Problems in Home Management	
432 ($\frac{1}{2}$)—House Residence	
451—Child Guidance	
Elective -----	8 $\frac{1}{2}$ courses
	—
	38 courses

RECOMMENDED ELECTIVES FOR VARIOUS FIELDS OF CONCENTRATION IN GENERAL HOME ECONOMICS

CLOTHING:

Home Economics

- 410—Costume Design
- 412—Practical Dress Design
- 454—Independent Study (in field of textile and clothing economics)

Art:

- 429—Art Appreciation

Psychology

- 420—Psychology of Vocational Adjustment
- 421—Applied Psychology

Secretarial Training

- 310—Retail Selling

HOME SERVICE:

Home Economics

- 328—Experimental Cookery
- 454—Independent Study (in the field of foods and nutrition)

Psychology:

420—Psychology of Vocational Adjustment

421—Applied Psychology

Secretarial Training:

310—Retail Selling

REQUIREMENT BY YEARS

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
	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 211	1	course
Home Economics 220	1	course
Health 200 or 215	$\frac{1}{2}$	course
Physical Education 200 or 215	$\frac{1}{2}$	course
Elective	1	course
	10	courses

JUNIOR YEAR

Biology 320	1	course
Economics 304	1	course
Home Economics 324, 326, 331, 451	4	courses
Elective	3	courses
	9	courses

SENIOR YEAR

Art 400	$\frac{1}{2}$	course
Psychology 448 or 463	1	course
Sociology 428	1	course
Home Economics 314 ($\frac{1}{2}$ cr.), 432 ($\frac{1}{2}$ cr.)	1	course
Elective	$5\frac{1}{2}$	courses
	9	courses

BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

The course is designed to provide the technical training and general background necessary for a business career or the technical and professional training necessary for high school teaching of the commercial subjects. Sufficient electives are provided for those preparing for a business career to enable them to concentrate in a field outside the department in which their major interest lies.

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

Junior College	13 courses
The junior college constant requirements described on page 56.	
English	1 course
102—College Composition	
Economics	3 courses
301—Economic Principles	
302—Economic Problems	
One elective	
Mathematics	1 course
312—Business Mathematics	
Commerce	5 courses
101-102—Accounting Principles	
231—Introduction to Business	
307—Business Law	
310—Retail Selling	
Stenography	7 courses
417—Business English	
321a, 321b, 322a, 322b, 323a, 430—Shorthand	
or	
421a, 422a, 423a, 430—Shorthand	
326a, 326b, 327a, 327b, 328a—Typewriting	
or	
426a, 427a—Typewriting	
Office Training	1 course
405—Office Practice	
Elective	7 courses

38 courses

A student who has received a Secretarial Diploma and who applies for the Bachelor of Science in Secretarial Training will be required to take two courses in Humanities and three upper division courses

in the Division of Science and Mathematics or Home Economics, not more than one course of which may be in Home Economics. Mathematics 312 will not be accepted as a Science substitute.

Students who expect to teach commercial subjects in high school should take six courses in Education and one course in Advanced Accounting. The following courses in Education are recommended: 104, 105, 343, 476, 445, 455.

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

REQUIREMENT 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
Commerce 231	1 course
Social Studies 101, 102	2 courses
Physical Education 100	1 course
	<hr/>
	10 courses

SOPHOMORE YEAR

Humanities 200, 201	2 courses
Physics 100	1 course
Commerce 101, 102, 307	3 courses
Mathematics 312	1 course
Social Studies 200	1 course
Health 200	$\frac{1}{2}$ course
Physical Education 200	$\frac{1}{2}$ course
Elective	1 course
	<hr/>
	10 courses

JUNIOR YEAR

Economics 301, 302	2 courses
Stenography 417	1 course
Stenography 321a, 321b, 322a	$1\frac{1}{2}$ courses
Stenography 326a, 326b, 327a	$1\frac{1}{2}$ courses
Elective	3 courses
	<hr/>
	9 courses

SENIOR YEAR

Commerce 310	1 course
Stenography 322b, 323a, 430	2 courses
Stenography 327b, 328a	1 course
Office Training 405	1 course
Economics	1 course
Elective	3 courses
	<hr/>
	9 courses

ACADEMIC DIVISIONS

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 TEACHER 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 LANGUAGES 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*.
Commerce, Stenography, Office Training.
- VII. DIVISION OF SOCIAL SCIENCES, Mr. Swearingen, *Chairman*.
Economics, Geography, History, Political Science, Psychology, Social Studies, Sociology.

DEPARTMENTS OF INSTRUCTION AND COURSE OFFERINGS

The work of the College as organized in courses and departments is described on the following pages. For regulations as to the order in which courses must be taken, see page 55.

Unless otherwise designated, all courses listed carry credit for one course each (three and one-third semester hours or five quarter hours).

DEPARTMENT OF ART

MISS PADGETT, MISS BANCROFT, MISS ERICSSON

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 100 or 307, 215, 316, 429, and two additional courses in Art.

100. ELEMENTARY COLOR AND DESIGN.

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.

215. PUBLIC SCHOOL ART.

This course includes the study of the place of Art in the program of the school from the standpoint of appreciation through creative expression and discussions. Problems in color and design from the standpoint of age, interests, and attainment level of children carried out in cut paper, opaque and transparent water color, clay, finger painting, manuscript writing, stitchery. Required readings on:

1. Art of children of different countries.
2. Famous works of art.
3. What is art.

4. Children's illustrators with emphasis on beautifully illustrated books.

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.

310. POTTERY AND MODELING.

Approached from the standpoint of developing an appreciation for what is really beautiful in form, decoration, color and types of glazes. Preparation of clay: shaping through hand, wheel mold; glazing—grinding and applying through spraying, dipping, brushing; reading and discussions on the development of pottery, past and present.

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 as block printing, batik, stitchery.

324. INTERIOR DECORATION.

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

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 and dress accessories. The application is made by block printing, batik, tie dying, simple weaving, and embroidery. Three laboratory periods. One-half course.

332. 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 of still life, landscape, and the human

figure. Principles of perspective. Discussion of works of outstanding artists of the past and present. Two lectures and three laboratory periods.

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, china, silver, glass, pottery, and textiles are discussed. Three lectures. Required in senior year of Home Economics majors. One-half course.

422. ART STRUCTURE.

Principles of design applied to problems in linoleum block printing and leather work, weaving, stitchery, book binding. Three laboratory periods. One-half course.

424. ADVANCED INTERIOR DECORATION.

Continuation of 324, with more opportunity for solution of individual problems. Three lectures and two laboratory periods.

429. ART APPRECIATION.

This course consists of an appreciative and analytic study of the world's masterpieces in painting, sculpture, and architecture, and art principles as related to everyday living. Five lectures.

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 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, MR. JORDAN, MISS TAIT

A major in Biology should include Biology 301, 302, 322, 431, and two additional senior college courses. A minor should include Biology 301, 302, 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.

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.

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

301. 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.

302. GENERAL ANIMAL BIOLOGY.

Life processes, principles and phenomena with special reference to animal forms. This course parallels Biology 301. Three lectures and two laboratory periods.

311. PHYSIOLOGY.

Study of the general principles of Physiology with special references to the human body. Three lectures and two laboratory periods.

312. PROBLEMS IN DEVELOPMENT, HEREDITY AND EUGENICS.

This course is an introduction to the general principles of developmental relationships, inheritance, and eugenics. It is designed as background material for students in the social sciences, psychology, and for general culture. Five lectures.

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.

322. BOTANY.

Prerequisite: Biology 301. 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.

323. FIELD BOTANY.

Prerequisite: Biology 301. Field observation, collection, identification and ecological studies of the local flora. Two lectures and three laboratory periods.

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 collection, preparation, and preservation of materials commonly used in laboratory instruction. Three lectures and two laboratory periods.

431. INVERTEBRATE ZOOLOGY.

Prerequisite: Biology 302. A survey of the invertebrate animals, with detailed study of such type forms as serve to illustrate important general concepts relative to animal life. Three lectures and two laboratory periods.

433. VERTEBRATE ZOOLOGY.

Prerequisite: Biology 302. Classification, comparative anatomy, and adaptations of a selected series of vertebrate animals. Three lectures and two laboratory periods.

434. FIELD ZOOLOGY.

Prerequisite: Biology 302. Field observation, collection, identification, and ecological studies of the local fauna. Two lectures and three laboratory periods.

440. GENETICS.

Prerequisites: Biology 301 and 302. A study of the physical basis of inheritance, the laws of heredity, and their relation to man. Four lectures and one laboratory period.

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.

DEPARTMENT OF CHEMISTRY

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

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

A major in Chemistry of Foods should include Chemistry 101, 102, 324, 432, 431, and one elective.

100. SURVEY COURSE IN CHEMISTRY AND GEOLOGY.

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

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.

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.

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.

320. CHEMISTRY OF MINERALS.

A laboratory course covering the determination of common min-

erals 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.

321. INTRODUCTION TO GEOLOGY.

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

322. QUANTITATIVE ANALYSIS.

Gravimetric and volumetric analysis. Two lectures and three laboratory periods.

324. ORGANIC CHEMISTRY.

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

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.

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.

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.

431.a, b. COMMERCIAL METHODS OF FOOD ANALYSIS.

- a. Three laboratory periods. One-half course.
- b. Three laboratory periods. One-half course.

432. FOOD AND PHYSIOLOGICAL CHEMISTRY.

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

442. MICROSCOPIC QUALITATIVE ANALYSIS.

An advanced course in qualitative analysis requiring the use of the microscope. Six laboratory periods. One course.

444. ORGANIC PREPARATIONS.

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

445. ADVANCED INORGANIC CHEMISTRY.

Three lectures and two laboratory periods covering the chemistry of all of the elements of the Periodic Table.

DEPARTMENT OF ECONOMICS

MR. CHARLES 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.

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.

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 policies, factors affecting consumers' choice, agencies protecting the consumer.

305. ECONOMIC DEVELOPMENTS IN MODERN EUROPE.

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

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.

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. (Offered 1941-42 and alternate years.)

437. MONEY AND BANKING.

Prerequisite: Economics 301. The origin, development, and changes in the money and banking systems of the United States. (Offered 1941-42 and alternate years.)

441. ECONOMIC HISTORY OF THE UNITED STATES.

A history of the American people, with special emphasis on the industrial, commercial, and financial development. (Not offered 1941-42.)

450. HISTORY OF ECONOMIC THOUGHT.

Prerequisite: Economics 301. A study of the background of present day economic thought. Some attention is given to the predecessors of Adam Smith, but particular emphasis is given to Smith and those following him.

DEPARTMENT OF EDUCATION

MR. LITTLE, MISS BOLTON, MISS BROOKS, MISS BURFITT,
MISS CALDWELL, MR. KNOX, MRS. MCKNIGHT,
MRS. NELSON, 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 laboratory school and

in cadet teaching. Two courses is the maximum allowed for teaching in the college laboratory 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, or any methods course.

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 three or more years of teaching experience.

104. INTRODUCTION TO EDUCATION.

This is recommended as the first Education course and is required of all students preparing to teach. Its purpose is to give students a broad over-view of the educational field and of teaching as a profession; to help students decide whether or not they wish to enter the teaching profession, and if so, what particular branch; to give students an understanding of educational terms and educational material and to help them secure such a background as will help them in their future professional training.

105. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.

This course is a study of children and the ways in which they learn, and the teacher's part in the total development of children. It provides a basis for the acquisition of skills in teaching and for that reason precedes the methods courses.

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.

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.

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; 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.

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

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.

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.

325. STUDENT TEACHING AND PARTICIPATION IN THE ELEMENTARY SCHOOL.

Prerequisites: Education 328 or 334, and an average of two quality points for each course credit. This course consists of actual teaching in typical elementary school situations under supervision. When done on the campus it is accompanied by Education 355, Directed Observation in the Elementary School. 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.

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

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. 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.

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

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. 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.

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.

343. CONDUCT OF HIGH SCHOOL TEACHING.

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. This course seeks to develop, through class work and observation in the high school, the ability in the student to select and effectively use the teaching procedures, methods, and materials best suited to given high school situations.

351. METHODS OF TEACHING READING.

Prerequisites: 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.

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.

355. DIRECTED OBSERVATION IN THE ELEMENTARY GRADES.

Prerequisites: A methods course. This course is to be taken parallel with student teaching. Its purpose is to help students gain an understanding of the elementary school through regular guided observation in all its classes. It gives opportunity for the careful study and evaluation of teaching procedures. It provides a connecting link between methods courses and active teaching. Definite readings which serve as a background for understanding the observations are required.

362. GEOGRAPHIC MATERIALS. (Formerly Geography 315)

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.

363. AN ADVANCED COURSE IN HEALTH EDUCATION. (Formerly Health 325)

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. Alternate schedule with Health 330. One-half course.

365. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL. (Formerly Physical Education 325)

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.

441. PHILOSOPHY OF EDUCATION AND 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.

445. STUDENT TEACHING AND PARTICIPATION 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 teaching in actual secondary school situations under supervision. When done on the campus, it is accompanied by Education 455, Directed Observation in the High School. One to three courses.

455. DIRECTED OBSERVATION IN THE HIGH SCHOOL.

Prerequisite: A methods course. This course is to be taken par-

allel with student teaching. Its purpose is to help students gain an understanding of the high school through regular guided observation in all its classes. It gives opportunity for the careful study and evaluation of teaching procedures. It provides a connecting link between methods courses and active teaching. Definite readings which serve as a background for understanding the observations are required.

467. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL. (Formerly English 325)

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. This course is concerned with the building of the curriculum, the materials of instruction, and modern methods of presentation.

469. HEALTH EDUCATION IN THE SECONDARY SCHOOL. (Formerly Health 425)

Prerequisites: Health 100 and 215, or equivalents; Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. Study of materials, programs, procedures, and development of course of study for secondary schools. One-half course.

470. METHODS OF TEACHING THE SOCIAL STUDIES. (Formerly History 325)

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. The methods of teaching the Social Studies in junior and senior high schools.

472. METHODS OF TEACHING HOME ECONOMICS. (Formerly Home Economics 462)

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. 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.

473. METHODS OF TEACHING HIGH SCHOOL MATHEMATICS. (Formerly Mathematics 325)

Prerequisites: Mathematics 301, Mathematics 322, Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. 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.

475. PHYSICAL EDUCATION METHODS IN SECONDARY SCHOOLS. (Formerly Physical Education 425)

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. 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.

476. THE TEACHING OF SECRETARIAL SUBJECTS. (Formerly Secretarial Training 431)

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. Subject matter taught in the commercial curriculum in high schools; methods of instruction; tests and measurements; lesson plans; examination of commercial text books.

477. PRINCIPLES, MATERIALS, AND METHODS IN HEALTH EDUCATION. (Formerly Health 455)

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. 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.

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.

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.

DEPARTMENT OF ENGLISH

MR. WYNN, MR. DAWSON, MR. LUECKER, MISS MAXWELL, 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 102, 311, and 312 are required of all English majors. These should be taken by English majors before advanced work is begun. Students who expect to teach high school English should take at least one of the courses in American literature—341, 350, or 360. Two other courses of senior college rank may be selected.

A minor in English will include English 102, at least two courses in senior college literature, and one additional course, which may be in either Speech or Journalism.

For a course in Methods of Teaching English in the High School, see Education 467.

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.

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.

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.

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.

281. APPRECIATION AND INTERPRETATION OF LITERATURE.

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

Required of sophomore B.S. students and of sophomore A.B. students who do not major or minor in English.

300. MECHANICS OF THE NEWSPAPER.

This is a semi-laboratory course dealing with the use of printing machinery, types, printing costs, and the like. The class will use the college print shop as a laboratory.

308. SPOKEN ENGLISH.

The purpose of the course is to correct voice and speech defects; to improve speech for everyday life; and to give the students a foundation for oral interpretation and public speaking.

309. PUBLIC SPEAKING.

Presentation and criticism of original speeches; study of the occasional speech; psychology of audience behavior; application of principles of persuasion and suggestion; practical use of parliamentary procedure.

310. ORAL INTERPRETATION.

A study of the technique of expression and impression. Presentation of material with reference to the novel, short story, drama, and poetry. Prerequisite, English 308.

311. SURVEY OF ENGLISH LITERATURE.

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

312. SURVEY OF ENGLISH LITERATURE.

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

314. LITERATURE FOR THE HIGH SCHOOL.

A study of required and supplementary reading materials for the high school. This course is designed to acquaint all high school teachers with the literature suitable for the needs and interests of their pupils.

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.

322. SHAKESPEARE.

Continuation of English 321 with intensive study of additional plays.

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.

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.

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.

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.

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.

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.

332. THE NOVEL.

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

333. FEATURE WRITING.

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

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.

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."

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.

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.

350. AMERICAN LITERATURE.

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

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.

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.)

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.

438. TENNYSON AND BROWNING.

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

442. LITERATURE OF THE OLD TESTAMENT.

The literature of the Old Testament is studied to gain an appreciation and understanding of the great movements as recorded. Special emphasis will be given to the narrative and poetic books.

446. MODERN DRAMA.

A study of movements and trends in the modern theatre, from Isben to O'Neill.

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.

DEPARTMENT OF FRENCH

MR. SMITH, MISS TURNER

A major in French should include French 211, 212, and four additional courses in French of the senior college level. French 212 or the equivalent is a prerequisite for all senior college courses. The selection of courses of the senior college level should be made only with approval of the head of the Department.

101. ELEMENTARY FRENCH.

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

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.

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.

212. INTERMEDIATE FRENCH.

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

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. This course is designed especially for prospective teachers of French.

312. FRENCH PHONETICS AND CONVERSATION.

An intensive drill in oral French, correction of defects in pronunciation by the systematic study and application of phonetics, original compositions in spoken French. Designed especially for prospective teachers of French.

321. SURVEY OF FRENCH LITERATURE.

A study of the chief authors and the principal literary landmarks from the beginnings to 1800.

322. SURVEY OF FRENCH LITERATURE.

French 321 is a desirable preliminary to this course. A study of outstanding authors and literary masterpieces since 1800.

326. MODERN FRENCH LYRIC POETRY.

A study of French lyric poetry from Lamartine to the present.

327. EARLY FRENCH POETRY.

A study of French poetry preceding the nineteenth century.

421. DRAMA OF THE CLASSICAL PERIOD.

A study of the dramatic production in France during the seventeenth and eighteenth centuries.

422. DRAMA OF THE NINETEENTH CENTURY.

A rather intensive study of the trends, authors, and masterpieces of the period.

423. CONTEMPORARY FRENCH DRAMA.

A study of dramatic production in France in the twentieth century with particular emphasis on the post-war period.

434. THE EARLY FRENCH NOVEL.

A study of the novel in France from its earliest manifestations through the eighteenth century.

435. THE NOVEL SINCE 1800.

A study of the great masterpieces of the French novel in the nineteenth and twentieth centuries.

436. THE FRENCH ROMANTIC MOVEMENT.

A comprehensive study of French romanticists and their works. Lectures, reading, and reports.

437. THE FRENCH SHORT STORY.

A survey of the "conte" and the "nouvelle" from the beginnings to the present. Discussion of authors, reading, and reports.

444. MODERN LANGUAGE READING AND PRONUNCIATION.

A course designed for music majors. Translation and pronunciation of German and French with some attention to Italian. (N.B. No credit is given for this course in fulfillment of the language requirements of the college).

DEPARTMENT OF GEOGRAPHY

MRS. DORRIS

No major is offered in Geography.

For a course in Geographic Materials, see Education 362.

300. PRINCIPLES OF GEOGRAPHY.

This course is devoted to a study of man's physical environment, with a view to developing a definite knowledge of physical and social factors in geographic relationships. Emphasis is placed upon man's response to his environment; also an over-view is given of the Eastern and of the Western Hemisphere.

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.

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.

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.

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.

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.

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.

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.

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.

GEOLOGY

MISS TRAWICK

See Chemistry 321. An introductory course without science prerequisites.

DEPARTMENT OF HEALTH

MRS. WOOTTEN, 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 the following six courses beyond the freshman and sophomore requirements in Health:

Health 320—Social Hygiene, Marriage, and Mothercraft

Health 321—Anatomy

Health 333—First Aid and Home Nursing

Health 330—Health Service

Health 340—Public Health and Public Health Education

Health 428—Mental Hygiene

and

Education 477—Principles, Materials, and Methods in Health Education.

A minor in Health should include four courses beyond the fresh-

man and sophomore requirements in Health. (Minors will be set up for majors in the fields of Biology, Chemistry, Home Economics, Physical Education, etc.)

For courses in Health Education, see Education 363, Education 469, and Education 477.

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.

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. SOCIAL HYGIENE—MARRIAGE AND MOTHERCRAFT.

This course includes preparation for successful marriage and happy family relationships, with emphasis on (1) physical, mental, emotional, social, and racial health—eugenics and eugenics, (2) problems of modern youth and the modern family, (3) an introduction to human embryology, pre-natal care, and infant care. Wide parallel readings and round-table discussions of current problems on sex-social relationships in the home, in the school, and in the community are an integral part of the 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.

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.

333. FIRST AID AND HOME NURSING.

This course includes the study, practice, and application of the standard and accepted principles of First Aid and Home Nursing. It qualifies the student for the standard certificate in first aid from the American Red Cross when all requirements are met satisfactorily. Lay Instructor's course certified by special arrangement with the American Red Cross. May not be taken for credit by students who have previously had Health 329 or 334.

335. SAFETY EDUCATION.

This course presents all the phases of safety programs—education, legislation, and engineering with emphasis (1) on the study of the facts, principles, and problems of school and public safety education, and (2) on the teaching of safety education in all grades of the elementary and secondary schools.

340. PUBLIC HEALTH AND PUBLIC HEALTH EDUCATION.

This course includes (1) a study of the principles of sanitary science and their application to problems of the home and the community; (2) a study of local, state, and federal public health legislation and programs; and (3) materials for and experience in developing broad public health education programs. Field trips, surveys, public health education programs, and laboratory required.

342. HEALTH AND SAFETY FOR CLUBS AND CAMPS.

Study of Health and Safety Clubs and Councils, the Girl Scouts, Girl Reserves, Junior Red Cross, Four-H Clubs, and other established organizations dealing with the health, development, and safety of the adolescent age.

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.

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.

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.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

MR. SWEARINGEN, MISS GREENE, MISS JOHNSON, MR. HOY TAYLOR

A major in the Department of History must include History 301, 302, 307, 308, and at least two other courses. When practical, one of these two other courses should be in English History and another in Political Science. Students who intend to major in History or Social Studies may when possible take 301 and 302 in the sophomore year.

A minor in the Department of History consists of four courses, but it must be emphasized that these may not be any four courses selected at random; they must be selected on the advice of the head of the History Department and approved by the head of the Department in which the major is taken.

A minor in Political Science may be taken. This consists of four courses, which may include History 432 and Social Studies 405.

For a course in Methods of Teaching the Social Studies, see Education 470.

All courses numbered in the 300's are given every year.

301. MODERN EUROPE, I.

A survey of European history, beginning with the Renaissance and Reformation and extending to 1715. (This course may not be taken for credit by students who have had the course listed as History 311 in the old catalog.)

302. MODERN EUROPE, II.

A continuation of 301, carrying the study to 1870. (This course may not be taken for credit by students who have had the course listed as History 312 in the old catalog.)

307. THE UNITED STATES, I.

A survey of the history of the United States to the administration of Andrew Jackson. (This course may not be taken for credit by students who have had the course listed as History 322 in the old catalog.)

308. THE UNITED STATES, II.

A continuation of 307, carrying the study to the contemporary period. (This course may not be taken for credit by students who have had the course listed as History 323 in the old catalog.)

315. ENGLAND, I.

A survey of the history of England from the earliest times to the reign of the Hanovers. (This course may not be taken for credit by students who have had the course listed as History 321 in the old catalog.)

316. ENGLAND, II.

A continuation of 315, with especial emphasis on contemporary England. (This course may not be taken for credit by students who have had the course listed as History 324 in the old catalog.)

The following courses, 401 through 432, are normally given in alternate years. They will be given more frequently when possible.

401. ANCIENT HISTORY.

A survey of ancient history and civilization, of especial value to students interested in the Humanities, Art, and Latin. (This course may not be taken for credit by students who have had the course listed as History 317 in the old catalog.)

402. MEDIEVAL HISTORY.

A survey of medieval history and civilization. (This course may not be taken for credit by students who have had the course listed as History 311 in the old catalog.)

411. MODERN EUROPE, III.

A study of European history since 1870, with especial emphasis on the World War and the post-war period. (This course may not be taken for credit by students who have had the course listed as History 329 in the old catalog.)

421. THE UNITED STATES, III.

A study of the United States in the twentieth century, with especial emphasis on the period since the World War. (This course

may not be taken for credit by students who have had the course listed as History 443 in the old catalog.)

422. THE SOUTH.

Prerequisite: History 307.

A study of the history and civilization of the southern states. (This course may not be taken for credit by students who have had the course listed as History 447 in the old catalog.)

423. 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 especial reference to the political and economic relations of the United States with Latin America. (This course may not be taken for credit by students who have had the course listed as History 433 in the old catalog.)

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.

The following courses, 415 through 445, are given at irregular intervals whenever possible.

415. 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. (This course may not be taken for credit by students who have had the course listed as History 327 in the old catalog.)

417. THE FRENCH REVOLUTION.

A study of France and Europe in the eighteenth and nineteenth centuries to the Congress of Vienna. (This course may not be taken for credit by students who have had the course listed as History 328 in the old catalog.)

445. THE STORY OF THE FAR EAST.

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

POLITICAL SCIENCE

MR. HOY TAYLOR

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.

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.

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.

DEPARTMENT OF HOME ECONOMICS

MISS McVEY, MISS ADAMS, MISS BLAIR, MR. COMER, MISS CROWDER
MISS HARPER, MISS HASSLOCK, MISS JONES, MISS JOHNSON, MRS. LOWE
MISS MORRIS, MISS SEABAUGH, MRS. SMITH

For a major in Home Economics, see special requirements for B. S. in Home Economics degree on page 73.

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. Open to all non-majors.

111. CLOTHING FOR THE INDIVIDUAL.

A study of the aesthetic, economic, and hygienic principles involved in the selection of clothing for the individual. Application of these principles in basic ensembling. Fundamental principles of costume

construction in making of ensemble. For Home Economics majors. Three lectures and two two-hour laboratory periods.

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.

220. FOOD FOR THE FAMILY.

A study of the underlying principles of scientific knowledge regarding food preparation for family use and the consumer problems of selection, cost, purchasing care, preservation and storage of foods to meet the nutritional and economic needs of the family. Equipment, materials and results of work are evaluated and standards established. For Home Economics majors. Three lectures and two two-hour laboratory periods.

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.

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.

324. PRINCIPLES OF NUTRITION.

Prerequisites: Chemistry 324. The fundamental principles of nutrition and the relation of food selection to health. The study of adequate diets for individual and families. For General and Home Economics Education majors.

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.

326. ADVANCED FOODS.

Prerequisite: Home Economics 220 and 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.

328. EXPERIMENTAL COOKERY.

Prerequisite: Home Economics 326, Chemistry 432. 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.

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 Education majors.

341. QUANTITY COOKERY.

Prerequisite: Home Economics 324, 326. Practical experience in handling food materials in large quantities, including menu planning and food purchasing. The department school cafeteria is used as a laboratory. Organization and management of food service in school cafeteria. One or one half course.

410. COSTUME DESIGN.

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

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.

421. MEAL PLANNING AND TABLE SERVICE.

Prerequisite: Home Economics 326 and Chemistry 432. Meal

preparation and methods of table service as they apply to informal and formal meals. Service for special occasions.

424. ADVANCED NUTRITION.

Prerequisites: 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.

425. DIET AND DISEASE.

Prerequisites: Chemistry 432, Home Economics 424, and Biology 311. 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.

428. LANDSCAPE GARDENING.

Principles and practice in landscaping home and school grounds and study of the material necessary for their development. The course will include practical work. Three lectures and two laboratory periods.

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.

432. HOUSE RESIDENCE.

Prerequisite or parallel: Home Economics 331. Problems of living together in the home. Practical application of management problems. Residence during six weeks' period. Open to all 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. Required of Institution majors of senior rank.

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. Required of Institution majors. One lecture and four two-hour laboratory periods.

446. MARKETING.

Prerequisite: Home Economics 413. A study of the market organization; the wholesale market functions and the purchase of food for institutional use. Special emphasis is placed upon those factors which determine quality, grade and cost. Open to Institution majors of senior rank. Three lectures and two laboratory periods.

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.

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, with permission of Home Economics Director. One course or one-half course.

466. PROBLEMS OF RURAL HOME LIVING.

Prerequisites: Education 104 or 304, Education 105 or 305. A study of how the home economist may assist rural people in solving some of their persistent home living problems, including planning, producing, and preserving food to meet the dietary needs of the family; rural home improvement and beautification; agencies and organizations dealing with rural people; and some of the social and economic factors affecting living. Laboratories provide experience and observation in rural communities and on farms. Three lectures and two laboratory periods.

HUMANITIES

LANGUAGE AND LITERATURE STAFF

200. SURVEY OF THE HUMANITIES.

A reading and lecture course designed to introduce the student to the great masterpieces of Classical, Medieval and Renaissance literature and art. Required of all sophomore candidates for a degree.

201. SURVEY OF THE HUMANITIES.

A continuation of Humanities 200, covering the modern period.

JOURNALISM

MR. CAPEL

A student may complete a minor in Journalism by taking four of the courses listed below, or by taking three of them and English 324. It is recommended that students who expect to enter the field of Journalism after leaving college take a major in Social Science or in English, together with the Journalism minor.

See the following:

English 300—Mechanics of the Newspaper

English 326—The School Newspaper

English 329—News Writing

English 333—Feature Writing

English 334—The Newspaper in the Modern World

LANDSCAPE GARDENING

See Home Economics 428.

DEPARTMENT OF LATIN

MR. BOESEN, MR. DANIELS

A major in Latin should include Latin 211, 212, 313 or 314, 328, and two additional courses 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.

211. INTERMEDIATE LATIN.

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

212. INTERMEDIATE LATIN.

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

313. LATIN PROSE OF THE CLASSICAL PERIOD.

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

314. LATIN POETRY OF THE CLASSICAL PERIOD.

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

321. JUVENAL.

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

322. LATIN DRAMA.

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

326. SURVEY OF LATIN POETRY.

A general course in the history of Latin poetry.

328. LATIN COMPOSITION.

This course is designed to give the review in grammar and the practice in composition necessary for the teacher of Latin. Open to those who have had four courses in the language.

431. VIRGIL.

Study of the pastoral and didactic types; the Eclogues and Georgics of Virgil.

432. LUCRETIVS.

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.

LIBRARY SCIENCE

MISS GLASS

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 requirement for a teacher-librarian.

454. REFERENCE AND BIBLIOGRAPHY.

The aim of this course is to provide the student with a working knowledge of the school library as an information laboratory, with special reference to the selection and use of books, periodicals, and other materials to supplement the Georgia curriculum. Assigned readings, problems, and discussions.

455. CATALOGUING AND CLASSIFICATION.

Instruction and practice in the elementary principles of cataloging and classifying books. Supervised problems and discussions.

456. ADMINISTRATION OF SCHOOL LIBRARIES.

This course is planned to give the teacher-librarian the techniques needed for planning and organizing the library and making it function in the school. Includes directed observation and field work designed to give the student practical experience. It is recommended that this course be taken after 454 and 455.

458. READING GUIDANCE AND BOOK SELECTION FOR CHILDREN AND YOUNG PEOPLE.

Study of the principles used in evaluating and selecting books, magazines, and other materials for the school library; and of methods used to stimulate reading. Class discussion of books read and examined.

DEPARTMENT OF MATHEMATICS

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

A major in the department of Mathematics must include Mathematics 201, 222, 323, 340, 341, and one course numbered above 400.

A minor in Mathematics must include one course in calculus.

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.

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.

201. 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 such a course in high school and can satisfactorily pass an examination will be excused from this course.

222. COLLEGE ALGEBRA.

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

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.

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.

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.

340. ELEMENTARY CALCULUS.

Prerequisite: Mathematics 323. This course includes a study of derivatives; maxima and minima; definite and indefinite integrals; and applications of derivatives and integrals. (This course may not be taken for credit by a student who has had the course listed as Mathematics 431 in the old catalog.)

341. ELEMENTARY CALCULUS.

Prerequisite: Mathematics 340. This is a continuation of Mathematics 340 and includes a careful derivation of the fundamental formulas of integration; differential equations; successive differentiation and integration; series; and physical and geometric applications of derivatives and integrals. (This course may not be taken for credit by a student who has had the course listed as Mathematics 432 in the old catalog.)

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.

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.

(Not offered in 1941-42.)

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 projected group and the group of circular transformations will be studied. (Not offered in 1941-42.)

DEPARTMENT OF MUSIC

MR. NOAH, MRS. ALLEN, MISS CARSTENS, MISS GARDNER,
MISS JENKINS, MR. OUTLAND, MISS PITTARD.

MAJOR IN MUSIC EDUCATION

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 69 it becomes a part of the program for the Bachelor of Science in Education for Public School Music Teachers and Supervisors.

MAJOR IN APPLIED MUSIC

A major in applied music may be taken with an A.B. degree. It is of special interest to students who expect to give private instruction in music or who want to study music for its cultural value.

Following are the requirements for the major:

Applied Music (Piano, Organ, Violin, Voice) ----- 4 courses
Music ----- 9 courses

257, 258, 259—1½ cr.—Ear Training and Sight Singing

260, 261, 262—1½ cr.—Harmony

363, 364, 365—1½ cr.—Advanced Harmony, Form and

Analysis

279, 280—Choral and Orchestral Conducting

340, 341—History of Music

366, 367, 368—1½ cr.—Keyboard Harmony

327—Methods and Principles of Piano Teaching

MINOR IN APPLIED MUSIC

A student may take a minor in applied music by completing the following:

Applied Music (Piano, Voice, Organ, Violin) ----- 4 courses
Music ----- 4 courses

257, 258, 259—1½ cr.—Ear Training and Sight Singing

260, 261, 262—1½ cr.—Harmony

340, 341—History of Music

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 recreating great music in an artistic manner is the foremost activity, and 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 their 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 must take an examination, after one year of study, before the Music faculty committee in order to 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.

The following courses in Applied Music are given through private instruction.

103-203-303-403—Piano

105-205-305-405—Voice

107-207-307-407—Strings: Violin, Viola, Cello, Bass

109-209-309-409—Organ

110-210w-310-410-Winds: Wood—Flute, Oboe, Clarinet, Bassoon, Saxophone.

Brass—French Horn, Trumpet, Trombone, Baritone Mellophone, Bass Tuba.

Any of the above courses continued through the year carry one course credit.

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 STRINGED INSTRUMENTS.

Fall 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.

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 BRASS INSTRUMENTS.

Spring quarter. Each instrument in the brass family is taken up in turn by 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. 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.

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 groundwork 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. One course credit for the year.

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

THEORY

220. FUNDAMENTALS OF MUSIC FOR THE ELEMENTARY TEACHER.

This course gives training in the fundamentals of music necessary for teachers and chorus directors. Music notation, time values, major and minor scales, music reading, elements of conducting, and instruments of the orchestra are some of the topics discussed. Required for

Normal Diploma and to be taken parallel with Music 221. One-half course.

257. EAR TRAINING AND SIGHT SINGING.

This course gives systematic training in the fundamentals of music theory. A study of tonal relationships, simple rhythms, sight singing and dictation of simple melodies. Fall quarter. One-half course.

258. EAR TRAINING AND SIGHT SINGING (Continued).

Continuation of Music 257. This course gives more extensive training in sight singing and ear training through singing and dictation of more difficult melodies and more difficult rhythms. Winter quarter. One-half course.

259. EAR TRAINING AND SIGHT SINGING (Continued).

Continuation of Music 258. This course emphasizes sight reading of more complex tonal relationships; harmonic melodies and rhythmic dictation in major and minor modes. Spring quarter. One-half course.

260. HARMONY I (Beginning).

An introduction to the language of music. Elementary terms, scales, intervals, chords, cadence, and harmonization of melodies. Fall quarter. One-half course.

261. HARMONY II (Intermediate).

Harmonization of melody using inversions, dominant sevenths, secondary chords. An inspection of various types of harmonization used in different periods of western music. Winter quarter. One-half course.

262. HARMONY III.

An introduction to the higher forms of chord structure. Secondary sevenths and chords of the ninth. Beginning of modulation. Spring quarter. One-half course.

322. FUNDAMENTALS OF MUSIC FOR THE ELEMENTARY TEACHER.

Prerequisites: Music 220. This course gives training in the fundamentals of music necessary for teachers, choir and chorus directors. Sight reading of more difficult melodies and rhythms, chromatics, two part singing transposition, conducting, biography of musicians, and an introduction to form in music are some of the problems of the course. Required for B.S. in Education for Elementary Teachers and to be taken parallel with Music 323. One-half course.

363. ADVANCED HARMONY I.

Higher forms of chord structure. Altered chords. Modulation. Original work analyzed. Fall quarter. One-half course.

364. ADVANCED HARMONY II.

Harmony as an outline of form. Harmonic rhythm. Cadence. Harmonization in larger forms. Analysis of original composition. Winter quarter. One-half course.

365. FORM AND ANALYSIS.

The outline of music as revealed by rhythm, harmony, counter point, melody, and tone color. A study is made of representative instrumental and vocal masterpieces selected from all periods of western music. Spring quarter. One-half course.

366-367-368. KEYBOARD HARMONY.

A study of Harmony in its relation to the keyboard in the following ways: The playing of a chord in combination with all other chords of a key, harmonization of melodies in four-part harmony, and free piano style and improvisation. Also transposition of melodies, chords, and piano pieces. 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.

An intensive study of materials, procedures and the development of principles and practical devices for the teaching of music in the public schools. Development of creative rhythms and songs. Nature of the child voice, its care and training. Typical lessons are planned and presented in class. Fundamentals for the basis of music appreciation. Integration through relating all musical experiences to each other and with the various phases of the general curriculum. This method course is organized with the hope that music may never be

an isolated experience in the child's life. Required for the Normal Diploma and to be taken parallel with Music 220. Carries Education credit. 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.

Prerequisite: Music 221. This course offers a study of the values and aims of school music problems and musical literature. Specifically stressing devices for tonal development. Development of rhythmic sense. Two and three-part singing. Program selection. Elementary Festival. Changing voice. Knowledge of the elementary principles of conducting. Piano and recorded literature is used in stressing the characteristics of folk and patriotic music, orchestral instruments, various vocal and instrumental forms. After a study of the foregoing, the relations between music and the whole curriculum is made by dividing the class into groups according to the individual needs. Members of each group lay emphasis on materials and methods of the levels in which they are particularly interested. These are presented to the class and analyzed. Required for the B.S. in Education for Elementary Teachers and to be taken parallel with Music 322. Carries Education credit. One-half course.

325. PUBLIC SCHOOL MUSIC. (Methods for the Primary Grades.)

For Music majors only. Methods of teaching Music in the primary grades one, two, and three. This course is for Music majors and special Music teachers, dealing with the present trends in Music Education, practices, and directing of Music in these grades. A study of the musical literature, the best methods of presenting the rote, observation, reading song procedures is made. The child voice, its treatment and unification. Rhythmic training. Appreciation to be taught in primary grades. Creative Music. Lesson planning and teaching done in class. Study is made of the leading Music series in use. Stress placed on the state adopted text. Carries Education credit. One-half course.

326. PUBLIC SCHOOL MUSIC. (Methods for the Intermediate Grades.)

For Music majors only. A study of objectives, methods, and materials of Music Education in grades four, five, and six. 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. Program selection. The Elementary Festival and its function to the school are stressed. The technique of the "listening lesson", acquainting the student with the musical literature suitable for the grades and methods of presentation. Carries Education credit. One-half course.

327. 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 interpretative 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. Carries Education credit.

328. PUBLIC SCHOOL MUSIC METHODS. (Methods for the Teaching of Music in the Junior and Senior High Schools.)

For Music majors only. 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 club and orchestra programs, (g) festival participation. Carries Education credit. One-half course.

329. PROBLEMS IN MUSIC EDUCATION.

For Music majors only. 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 she enters the teaching field, (b) it enables the student to share with the members of her class the problems which she has encountered in her teaching and to seek possible solutions for the same, and (c) provides an opportunity for the 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. Carries Education credit. 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 and one-half courses credit.

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 course credit.

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.

210-211-212. THE AEOLIAN GUILD SINGERS.

The Aeolian Guild Singers is a vocal organization for girls only. 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. The group takes a trip of several days, has opportunity to broadcast over WSB each season, and fills many engagements throughout the state and on the campus. One course credit for the year.

210-211-212. THE CECILIAN SINGERS.

A vocal organization for girls. The purpose is through the singing of much beautiful music, both sacred and secular, by recognized composers of all periods, to enrich one's cultural background and increase one's enjoyment of same. 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 work. 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.

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 GILLMORE, MISS JENNINGS
MISS POTTS, MISS TISON

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 FRESHMEN.

Selected and adapted to students' interests and needs. The following activities are offered: *Sports*, including soccer, hockey, volley ball, basketball, badminton, bowling, archery, golf, tennis, horseback riding, softball, swimming, and the simpler recreational games of aerial darts, horseshoes, croquet, deck tennis, table tennis, and shuffleboard; *Rhythmical Activities*, including tap dancing, social dancing, folk dancing, and modern dancing; *Gymnastic Activities*, including group developmental gymnastics, self-testing activities, and individual

^{*}Credit will be given in either Music 217 or Music 218, but not in both.

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 SOPHOMORES.

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 JUNIOR 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 junior high school level, supplemented by observation and practice teaching. Offered primarily for non-major undergraduate students planning to teach in the elementary or junior 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. THEORY AND PRACTICE OF 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. Carries Education credit. Five periods a week. One-half 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 modern 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. Carries Education credit. Five periods a week. One-half course.

312. THEORY AND PRACTICE OF FORMALIZED ACTIVITIES.

Prerequisite: Physical Education 210 and 322. The study and practice of the principles and techniques involved in the organization and presentation of individual and group gymnastics, including: *First*, a study of faulty postural conditions of back and feet, and of certain other muscular and organic abnormalities with a consideration of their treatment through individual corrective exercises and massage; *second*, a study of the content and methods of developmental gymnastics and self-testing activities as they may be used to meet the fundamental body needs of larger teaching groups.

313, 314. THE TECHNIQUE OF SPORTS.

Prerequisite: Physical Education 100 and 210 (or 200). A critical study and practice of the principles and techniques involved in the organization and administration of the highly organized major sports—including basketball, field hockey, soccer, volley ball, badminton, soft ball, archery, golf, swimming, and tennis. Four periods a week, Fall and Spring Quarters. One-half course each quarter.

322. KINESIOLOGY.

Prerequisite: Biology 433. A study of the joint and muscular action involved in fundamental body movements and the common motor activities in Physical Education.

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 by general and specific motor abilities. Supplemented by clinical laboratory experience. Three 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 recreation, the scope of recreational expressions, supporting and controlling agencies, the program, leadership, and organization in the community and nation today.

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, 313, and 314.

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, organizations, and relationships.

DEPARTMENT OF PHYSICS

MR. ROGERS, MISS ROGERS

No major is given in Physics.

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.

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. Not to count toward a minor in Physics after 1941-42; until then only with consent of head of department.

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 upon the fundamental elements of the science. The practical and cultural phases will be developed. Three lectures and two laboratory periods per week.

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.

310. PHYSICS OF SOUND.

General course in the production, transmission, and reception of sound with special emphasis on musical sound. Mathematical development by arithmetical and algebraical methods only. Required for Music majors and of high value for Speech and Physics majors. Four lectures and one laboratory period per week.

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. Some 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. Not to count toward a minor in Physics after 1941-42; until then only with consent of head of department.

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.

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.

POLITICAL SCIENCE

MR. HOY TAYLOR

See Department of History and Political Science.

PSYCHOLOGY

MISS BOLTON

301. INTRODUCTION TO GENERAL PSYCHOLOGY.

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

323. PSYCHOLOGY OF CHILDHOOD.

See Education 323.

420. PSYCHOLOGY OF VOCATIONAL ADJUSTMENT.

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

421. APPLIED PSYCHOLOGY.

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

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.

443. TECHNIQUES AND PROCEDURES OF GUIDANCE.

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

444. INTELLIGENCE AND MENTAL TESTS.

Study of the practice in using intelligence and mental tests.

447. CLINICAL DIAGNOSIS AND EDUCATION OF EXCEPTIONAL CHILDREN.

This course deals with techniques of diagnosing problems of adjustment of, and with principles of teaching and guiding, exceptional children. Problems of the juvenile delinquent and the emotionally maladjusted child, of the physically handicapped, and of the superior and especially gifted child will be dealt with. Three lectures and two laboratory periods.

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.

452. INTRODUCTION TO SOCIAL PSYCHOLOGY.

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

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.

SECRETARIAL TRAINING

MR. CHARLES TAYLOR, MISS HARRINGTON, MISS MYERS, MR. RIVES
MISS SHOOK, MRS. TERRY, MISS THRASH, MISS WHITLOW

COMMERCE

101. ACCOUNTING PRINCIPLES.

The 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. Three lectures and two laboratory periods.

102. ACCOUNTING PRINCIPLES.

Partnership problems, controlling accounts, columnar journals, accruals, depreciation, working sheets, statements, and closing entries. Three lectures and two laboratory periods.

210. ACCOUNTING FOR INSTITUTIONAL MANAGEMENT.

Principles and current procedure in accounting and business in such food service enterprises as a tearoom, a school cafeteria, the nutrition department of a hospital, a city club, and a college residence hall. Students have opportunity to make complete accounting records, food-control records, financial statements and reports with analyses, budgets, and food cost reports. Three lectures and two laboratory periods.

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.

303. INTERMEDIATE ACCOUNTING.

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, social security accounts. Three lectures and two laboratory periods.

304. ADVANCED ACCOUNTING.

The applications of accounting to income and Social Security taxes, the fundamentals of cost accounting, analysis of accounting state-

ments and auditing, and theory of accounts. Three lectures and two laboratory periods.

307. BUSINESS LAW.

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

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.

320. ORGANIZATION AND FINANCING OF BUSINESS ENTERPRISE.

The course is organized from the point of view of the general student and investor rather than from the point of view of the financial expert. It is designed to acquaint the student with the structure of modern business organization, securities issued, credit instruments, problems of financial institutions, investment programs, and government control of business. For majors and non-majors.

STENOGRAPHY

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

All students presenting high school credits or business college training in Shorthand or 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 the first course. Others must enroll in the special "a" sections provided.

Courses designated with two numbers as 217-417 will be counted as the lower number when taken primarily by junior college students, and as the higher number when taken primarily by senior college students.

217-417. BUSINESS ENGLISH.

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

221. SHORTHAND PRINCIPLES.

A study of the principles of Gregg Shorthand as given in the Gregg Shorthand Manual together with corresponding supplementary work.

221a-421a. SHORTHAND MANUAL REVIEW.

An intensive review of the principles of Gregg Shorthand for those who have previously studied shorthand.

222. SHORTHAND PRINCIPLES.

Continuation of 221. Tests on the principles conclude the study of each unit, with frequent dictation tests.

222a-422a. SHORTHAND INTERMEDIATE.

Continuation of 221a with early introduction to transcription. Five lectures and five transcription periods.

223. SHORTHAND ADVANCED.

Constructive dictation with a view to making of a perfect transcript. Five lectures and five transcription periods.

223a-423a. SHORTHAND ADVANCED.

Constructive dictation with a view to making the perfect transcript. A greater speed is developed than in 223. Five lectures and five transcription periods.

226. TYPEWRITING BEGINNING.

The mechanism and technique of operating the typewriter and beginning letter writing. Five class and five laboratory periods.

226a-426a. TYPEWRITING REVIEW.

The aim of this course is to review intensively the technique of operating the typewriter and to begin an early development of letter writing for those who have previously studied Typewriting. Five class and laboratory periods.

227. 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. Five class and five laboratory periods.

227a-427a. TYPEWRITING ADVANCED.

Continuation of 226a. The aim of the course is to teach the most advanced letter writing and legal forms, advanced types of tabulation, and to develop the highest speed possible for each individual student. A higher degree of skill is required in this course than in 227.

321a. SHORTHAND.

Principles of Gregg Shorthand for upper classmen who have not previously studied the subject. One-half course.

321b. SHORTHAND.

Continuation of 321a. One-half course.

322a. SHORTHAND.

Continuation of 321b. One-half course.

322b. ADVANCED SHORTHAND.

Introduction to transcription. Three class periods and three transcription periods per week. One-half course.

323a. ADVANCED SHORTHAND.

Continuation of 322b. Three class periods and three transcription periods per week. One-half course.

326a. TYPEWRITING.

Correct technique and practice in operating the typewriter. For upper classmen who have never previously studied typewriting. Five classes per week. One-half course.

326b. TYPEWRITING.

Continuation of 326a with introduction to letter writing. Five classes per week. One-half course.

327a. TYPEWRITING.

Continuation of 326b with introduction to tabulation and manuscript writing. Five classes per week. One-half course.

327b. ADVANCED TYPEWRITING.

Continuation of 327a. Emphasis upon the development of speed with accuracy and upon typing problems of the business office. Five class periods per week. One-half course.

328a. ADVANCED TYPEWRITING.

Continuation of 327a. Five class periods per week. One-half course.

430. ADVANCED TRANSCRIPTION.

A combination course with emphasis on the correlation of Advanced Shorthand and Advanced Typewriting, and business letter writing.

Special emphasis is placed upon skill in transcription. Five classes and five transcription periods.

OFFICE TRAINING

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. Three lectures and two laboratory periods.

406. BUSINESS MACHINES.

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

SOCIAL STUDIES

MR. SWEARINGEN, MISS CHANDLER, MRS. DORRIS, MISS GREENE
MISS JOHNSON, MR. MASSEY, MR. MORGAN
MR. HOY TAYLOR

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 preindustrial 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.

405. CURRENT ECONOMIC, SOCIAL, AND POLITICAL TRENDS.

A critical reading of current newspapers, magazines, and books, with an attempted interpretation of the meaning of present-day happenings and consideration of their implications for the future.

DEPARTMENT OF SOCIOLOGY

MR. MASSEY, MR. MORGAN

A major in the Department of Sociology should include Sociology 301, 428, 452, and three additional courses in Sociology.

301. INTRODUCTION TO SOCIOLOGY.

A course designed to orient 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.

322. CHILD WELFARE.

A study of the social forces and factors operating in child life.

323. SOCIAL CONTROL.

A study of forces and methods of control in modern society. Custom, public opinion, religion, and law are emphasized.

324. CRIMINOLOGY.

A study of causes and conditions producing crime, and of modern attempts to find remedial measures.

325. COMMUNITY LIFE.

An attempt to help the student see and interpret the social forces in the local community.

326. SOCIAL CHANGE.

This course deals with the nature and types of social change as well as with the biological, technological, and cultural factors underlying social change.

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. Income and standards of living.

428. THE FAMILY.

Study of the origin and development of the family, the disintegrating tendencies, and society's obligation to this institution.

452. ANTHROPOLOGY.

An attempt to introduce the student to the fundamentals of human culture.

453. SOCIAL ETHICS.

An attempt to study the evolution of certain socioethical principles and their application to contemporary society.

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.

DEPARTMENT OF SPANISH

MR. SMITH

A major in Spanish should include Spanish 211, 212, and four additional courses in Spanish of senior college level. Spanish 212, or the equivalent, is a prerequisite for all senior college courses.

101. ELEMENTARY SPANISH.

Careful drill in pronunciation, conversation, fundamentals of Spanish grammar, irregular verbs, and composition.

102. ELEMENTARY SPANISH.

Prerequisites: Spanish 101, or equivalent. Continuation of Spanish 101.

211. INTERMEDIATE SPANISH.

Prerequisite: Spanish 102, or equivalent. Reading of modern Spanish literature, composition, dictation, and conversation.

212. INTERMEDIATE SPANISH.

Prerequisite: Spanish 211, or equivalent. Continuation of Spanish 211.

313. ADVANCED GRAMMAR AND COMPOSITION.

A systematic and detailed study of grammar, oral and written composition, some attention to the history of the language.

320. SURVEY OF SPANISH LITERATURE.

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.

328. SPOKEN SPANISH.

Oral Spanish for class-room and practical use, with emphasis on the development of conversational facility.

329. SURVEY OF SPANISH LITERATURE.

A study of Spanish literature from the end of the *Siglo de Oro* through modern times. Class lectures and discussions of important figures. Reading of masterpieces.

434. SPANISH-AMERICAN LITERATURE.

A general survey of the literatures of Spanish-American countries. Class lectures and discussion of important figures. Reading of representative works.

436. SPANISH POETRY.

A survey of Spanish lyric poets and their principal works. Some time is devoted to Spanish versification.

438. SPANISH-AMERICAN CULTURE AND CIVILIZATION.

A general survey of the literature, government, education, industries, and products of Spanish-American countries. Some attention is given to important historical events and to the commercial and political relations between our country and Spanish-America.

SPEECH

MISS WEST, MR. LUECKER

A student may complete a minor in Speech by taking four of the Speech courses listed below, or by taking three Speech courses and one course in senior college English.

See the following:

English 308—Spoken English

English 309—Public Speaking

English 310—Oral Interpretation

English 323—Play Production

English 362—Advanced Play Production

English 375—Expression.

GRADUATES IN 1940

JUNE CLASS

BACHELOR OF ARTS

Annie Elizabeth Adams	Weston
Martha Miller Adams	Davisboro
Martha Newton Adams	Cordele
Ruby Lillian Beck	Lakemont
Ruth Eloise Bowlan	Barwick
Lydia Jeanette Bryan	Moultrie
Martha Evelyn Carpenter	Toccoa
Alice Dean Carruth	Roswell
Catherine Cavanaugh	Savannah
Ethel Louise Clark	Macon
Emily Dennard	Pineview
Emily Louise Dillashaw	Cochran
Alma Grey Elliott	Clayton
Hilda Fortson	Elberton
Laurie Elizabeth Fuller	Columbus
Kathryn K. Greene	Macon
Sara Henderson	Savannah
Margaret Virginia Holland	Dublin
Mary Etta Humphreys	Moultrie
Claudine Clark Hutchins	Savannah
Marguerite W. Jernigan	Atlanta
Frances Elizabeth Joiner	Hawkinsville
Mary Wyleen Jolley	Tifton
Ann Jones	Macon
Ann Elizabeth Kendrick	Atlanta
Virginia Ruth Kennington	Ochlochnee
Martha Rosine King	Rome
Eva Ruth Lake	Perkins
Lois Wall McCrory	Jeffersonville
Rose Lucille MacDonell	Savannah
Lou Ella Meaders	Toccoa
Joyce Vrene'e Mickle	Franklin
Sara Jones Milligan	Augusta
Nora Charlotte Morgan	Decatur
Frances Elizabeth Nunn	Commerce
Bridget Palmer	Brunswick
Carolyn Phillips Payne	Monticello
Martha E. Pool	Macon
Mary Jeanette Pool	Macon

Christine Rachels	Warthen
Martha Elizabeth Respass	Decatur
Mrs. Dixie Chambless Selman	Kansas City, Mo.
Gladys Shirley	Clayton
Rosalie Elizabeth Shouse	Milledgeville
Lucy Eugenia Shy	Milledgeville
Louise Stanley	Decatur
Olga Anita Stephens	Sparta
Dorothy Margaret Taylor	Milledgeville
Margaret Walters	Martin
Margaret Frances Weaver	Ducktown, Tenn.
Callie Bell Webb	Americus
Blanche Elaine Wells	Milledgeville
Kathryn Wicker	Warrentown
Georgia Wilkes	Lyons
Eula Heard Windham	Tifton
Saralyn Wooten	Lumber City

BACHELOR OF SCIENCE

Frances Marion Bennett	Jesup
Mary Lennell Berry	Cedartown
Grace Brown	Macon
K. Imogene Dean	Avalon
Mary Louise Ford	Utica, New York
Rosa Frances Gerald	Thomson
Frances May	Warthen
Eileen Frances Pendleton	Gate City, Virginia
Helen Viola Price	Savannah
Sara Thomasson	Carrollton
Sara Julia Weems	Cartersville

BACHELOR OF SCIENCE IN EDUCATION

Helen Armentine Alford	Marion, N. C.
Mary Ophelia Balkcom	Georgetown
Frances Editha Barnes	Milledgeville
Margaret Eleanor Bass	Appling
Mrs. Sara L. Williams Barrett	Charlotte, N. C.
Nancy Jane Beard	Milledgeville
Sarah Beck	Griffin
Evelyn Bradshaw	Norwood
Dorothy Swindle Bryan	Camilla
Virginia Louise Bussey	Thompson
Nancy Antoinette Butts	Hamilton
Loutrell Elizabeth Cavin	Menlo

Evelyn Irene Cawthon	Atlanta
Rubye Chambliss	Parrott
Lena Alberta Clarke	Atlanta
Neppie Julia Clarke	Atlanta
Frances R. Coats	Savannah
Nell Elizabeth Corry	Augusta
Mildred Ardel Deese	Fitzgerald
Sarah Ruth Dyer	Dawsonville
Mary Louise Ennis	Stone Mountain
Margaret E. Ewing	Atlanta
Mary Rita Ferguson	College Park
Mrs. Ruby Oxford Gammage	Bronwood
Rebecca Grace	Elko
Ophelia Moore Hardy	Washington
Mary Allen Harris	Wrens
Mary Anna Harris	Junction City
Miriam Edna Harris	Hapeville
Rubie Harris	Winter Garden, Fla.
Imogene Herrin	Winder
Mrs. Grace Trammell Higgins	Atlanta
Dorothy Holman	Conyers
Ammie Cathleen Hooten	McDonough
Grace Beatrice Hoover	Irwinton
Harriett Louise Hudson	Macon
Virginia La Frage Hudson	Dublin
Alice Everett Jamieson	Savannah
Mrs. Eva Holmes Johnson	Moultrie
Blanche Bell Jones	Middleton
Margaret Corcoran Kennon	Columbus
Jessie Kimsey	Blythe
Anne King	Reynolds
Myrtice Lanier	Summit
Mary Catherine Leach	Cochran
Mary Elizabeth Lewis	Milledgeville
Ruby Frances Lockhart	Folkston
Myrtle Laverne Luke	Ocilla
Grace McCurdy	Stone Mountain
Alice Elizabeth McDonald	Decatur
Frances McGarity	Jersey
Mrs. Ethel Baker McKown	Forrest Park
Mamie Carolyn Mandeville	Sylvester
Forest Mann	Sylvester
Mrs. Edythe D. Montgomery	Cave Springs
Frances Clair Moore	Forsyth
Charlotte Stakeley Nolan	Senoia

Mary Grace O'Hara	Fort Benning
Dorothy Peacock	Columbus
Edith Louise Pekor	Columbus
Mary James Pitts	Locust Grove
Louise Powell	Monticello
Melba Rackley	Uvalda
Mary Alford Redding	Marion, N. C.
Annelle Lucinda Rogers	Milledgeville
Sara Elizabeth Ross	Gray
Mrs. C. Wilson Smith	Douglas
Mrs. D. Baker Smith	Milledgeville
Jennie Lee Smith	Woodland
Katherine Elizabeth Smith	Greensboro
Ruth Steinheimer	Brooks
Margaret Sturgis	Warrenton
Anne Tanner	Fairburn
Mary Eugenia Timm	Augusta
Lillie Trammell	Morrow
Nellie Kate Wallace	Alpharetta
Joyce Lindley Ward	Powder Springs
Nancy Lucille Wells	Macon
Josephine Della Wheeler	Augusta
Grace Lee Williams	Devereux
Ruth Mansfield Williams	Miami, Fla.
Nell Williamson	Atlanta
Margaret Todd Willis	Marietta
Eula Jackson Woodward	Mountville

BACHELOR OF SCIENCE IN HOME ECONOMICS

Marjorie Montine Adamson	Atlanta
Anna Bertha Alston	Richland
Elizabeth Frances Atkinson	Colquitt
Mary Wiley Balentine	Egan
Jimmie Frances Bates	Dalton
Neoline Bobbitt	Vidalia
Sara Frances Bowles	Baconton
Ruth Perry Branton	East Point
Katherine Taluna Brown	Locust Grove
Mrs. Mary Adams Brown	Wrens
Peggie Eunice Browne	Empire
Dorothy Burroughs	Cairo
Martha Cole Donaldson	Chauncey
Harriet Dupree Gallaher	Montezuma
Zora Cathleen Garner	Buford
Leo Gurr	Bronwood

Rachel Louise Hardin	Hastings, Fla.
Mae Hollinshead	Milledgeville
Amanda Hughes	Glenville
Ethel Eugenia Jackson	Ashburn
Carolyn Buff Jordan	Dublin
Mary Katherine Kirkland	Sylvester
Sarah Margaret Leard	Canon
Elizabeth Forbes Ledbetter	Decatur
Lavinia McCart	Conyers
Mary Beth Mainor	Macon
Melba Middlebrooks	Warwick
Margaret Pierce Moore	Americus
Helen Ruth Mumford	Atlanta
Margaret Murphy Pace	Hapeville
Frances Parker	Millen
Carolyn Parrish	Adel
Josephine Odessa Poythress	Savannah
Camilla Ruhamer Prather	Harlem
Annie Lou Price	Donovan
Uldeane Rice	Shellman
Joan Richardson	Toccoa
Lois Irelle Rister	Headland, Ala.
Julia Marguerite Roberts	Savannah
Ruth Roberts	Montezuma
Charlotte Elizabeth Sitton	Jackson
America Smith	Sycamore
Lydia Syposs Strickland	Duluth
Eunice Stubbs	Eatonton
Lillian Mabel Ware	Marshallville
Wlolene Wheeler	Warrenton
Shirley Wilcox	Wray
Mary Olga Williams	Thomasville
Mary Ruth Williams	Rocky Face
Glenda Eloise Wright	Athens
Ouida Louise Yarbrough	Macon
Mrs. Clarice Clark Youmans	Milledgeville

BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

Lois Regina Allan	Blue Ridge
Clove Patricia Arnau	Savannah
Sara Hardee Atkinson	Brunswick
Mabel Elizabeth Barrett	Social Circle
Sara Frances Brittain	Columbus
Emma Louise Brookshire	Winder
Helen Barker Capel	Molena

Vera Culberson	Jefferson
Celia Elizabeth Deese	Dublin
Martha Miriam Fors	Jesup
Helen Vivian Harris	Bethlehem
Julia Hayes	Waco
Ruby Juanita Hollis	Savannah
Virginia Rivers Howard	Trion
Hazel Elizabeth Jackson	Augusta
Catherine Johnson	Lawrenceville
Norene Frances Kitchens	Macon
Frances Layfield	Chipley
Frances Cornelia Lewis	Cartersville
M. Janet Miller	Chipley
Miriam Oliff Mincey	Claxton
Frances Elizabeth Scott	Forsyth
Martha Nelle Snipes	Ellaville
Nancy Evelyn Veal	Carrollton

NORMAL DIPLOMA

Louise Adams	Acworth
Kathryn Blake	Concord
Maurine Brown	Woodbury
Ruth Browning	Jackson
Leone Isobel Carnot	Dublin
Fredda Montine Cason	Waycross
Martha Washington Colvin	Lincolnton
Geraldine Covington	Canton
Helen DeLamar	Columbus
Margaret Dennison Fulcher	Hephzibah
Vivian Granade	Washington
Elizabeth Hollinshead	Milledgeville
Katheryn Elizabeth House	Washington
Ruby Mae Huddleston	Senoia
Mary Johnson	Senoia
Forest Mann	Sylvester
Louise Moore	Culverton
Nancy Carolyn Owen	Sycamore
Thelma Quattlebaum	McBean
Nancy Ragland	Atlanta
Mary Alford Redding	Marion, N. C.
Anne Ridley	Sylvester
Mary Catherine Sanders	Newnan
Audrey Kathryn Sandifer	Adrain
Catherine Smith	Sparta
Emily Mae Stokes	St. George
Hazel Lucene Story	Macon

Jeanette Sullivan	Camilla
Ella Ruth Thompson	Danielsville
Jewell Elizabeth Tillman	Surrency
Vivian B. Todd	Atlanta
Elizabeth Upshaw	Cartersville
Chappie Mae Vinson	Ty Ty
Roxie Gertrude Wallace	Rincon
Martha Hilda Williford	Greenville

SECRETARIAL DIPLOMA

Loree Bartlett	Atlanta
Molly Manning Bloodworth	Decatur
Mary Sims Blythe	Waycross
Betty Brown	Atlanta
Lucy Elizabeth Chambless	Glenwood
Barbara Ann Conn	Milledgeville
Mary Jo Crane	Lawrenceville
Martha Frances Darden	Macon
Geraldine Blanche Dennard	Milledgeville
Rosalyn Dick	Canton
Jeannette Dozier	Monticello
Mary Frances Echols	Washington
Ellen Oleen Ennis	Sandersville
Caroline Heyward Furman	Easley, S. C.
Mary Melba Griffis	Villa Rica
Myrtice Hawthorne	Gordon
Janette Hogg	Montezuma
Catherine Holloway	Augusta
Jane Edith Hudson	Macon
Ernestine Johnson	Garfield
Harriett Jones	LaFayette
Louise Keel	Milledgeville
Martha Elizabeth King	Milledgeville
Elizabeth Ann Lewis	Albany
Nena Linch	Eatonton
Elizabeth Hortense McDonald	Bethlehem
Annie Fairfield Manget	Albany
Alice Mann	Montgomery, Ala.
Mary Summers Mathis	Covington
Josephine Pearl Melton	Milledgeville
Mary Elizabeth Nall	Eatonton
Mary Ruth Powell	Fitzgerald
Roslyn Marianna Redman	Jackson
Mary Ruth Reid	Thomaston
Mary Anita Rountree	Dublin
Mary Frances Sheppard	Cordele

Jessie Merle Smith	Blakely
Sara E. Soissa	Savannah
Anne Strange	Waynesboro
Shirley Eleanor Swan	Upper Montclair, N. J.
Mary Ophelia Tuggle	Perry
Annette Turner	Thomaston
Fay Janis Verner	Norcross
Elizabeth Ethelyn Walker	Louisville
Mary Eleanor Wall	Elberton
Marjorie Kate Walton	Perry
Helen Paulk Wester	Fitzgerald
Marguerite A. Wilson	Pineview

JULY CLASS

BACHELOR OF ARTS

Jane Cranford Bell	Abbeville
Margaret Frances Booth	Cocoa, Fla.
Beulah Nelson Dowda	Smyrna
Pauline Elizabeth Harwell	Newborn
Hazel Morris	Sparta

BACHELOR OF SCIENCE

Annell Pierce	Ocilla
Ollirette Pierce	Ocilla

BACHELOR OF SCIENCE IN EDUCATION

Gussie Graham Adams	Fitzgerald
Annie Lenora Barrow	Coolidge
Elizabeth Blanchard	Appling
Kathleen Hancock Brooks	Bainbridge
Mrs. Beatrice Connors Brown	Little River, Fla.
Nelle Brown	Woodbury
Mabel Paralee Burns	Hiawassee
Rossie Eloise Culbreth	Moultrie
Davis Irene Dawson	Hinesville
Helen Browder English	Monroe, N. C.
Mary Pauline English	Oglethorpe
Julia Ewing	Covington
Mrs. Nancy White Glenn	Americus
Jewel Hancock	Blythe
Rosalie Hodges	Oconee
Julia Sloan Horne	Macon
Mary E. Huggins	Malabar, Fla.
Sarah Glass Johnson	DeLand, Fla.
Sproull Kennedy	Cartersville

Gladys Estelle Knight.....	Mansfield
Mrs. Ida Mae Langford.....	Americus
Charlotte McClure.....	Acworth
Virginia McLaughlin.....	Greenville
Catherine Elizabeth Martin.....	Oglethorpe
Evelyn Miller.....	Sarasota, Fla.
Grace Dancer Miller.....	Colquitt
Edith Orr Phillips.....	Hawkinsville
Clyde Pickard.....	Buena Vista
Gladys Scarborough Ragan.....	Eastman
Frances Louise Rice.....	Byron
Mary Catherine Smith.....	Stephens
Nelle Summerour.....	Duluth
Mrs. Ouida M. Tanner.....	Parrott
Belle Collette Taylor.....	Cleveland, Tenn.
Bessie Louise Taylor.....	Blythe
Mrs. P. H. Tripp.....	Fitzgerald
Beulah Underwood.....	Sparta
Ernestine Underwood.....	Mt. Vernon

BACHELOR OF SCIENCE IN HOME ECONOMICS

Eura Lee Barrow.....	Coolidge
L. Louise Cottle.....	Sylvester
Delia Jernigan.....	Donalsonville
Mary Alice Jones.....	Dawson
Johnnye McCall.....	Fitzgerald
Geraldine Lloyd Robinson.....	Fayetteville
Mabel Frances Starr.....	Cordele

BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

Lucille Grimes.....	Milledgeville
Ann L. Marchman.....	Camilla
Sarah Lee Strickland.....	Barney

NORMAL DIPLOMA

Clifford Williams Adams.....	Atlanta
Nellie J. Aultman.....	Warwick
Doris Margaret Dollar.....	Bainbridge
Evelyn Annette Dunn.....	Fitzgerald
Irma Evans.....	Ogeechee
Blanche Hooks.....	McRae
Helen Elizabeth Jones.....	Lake Wales, Fla.
Mary Ida Scarborough.....	Arnoldsville
Willie Rich Thornton.....	Elberton

SECRETARIAL DIPLOMA

Dorothy Jane Eley.....Winder

AUGUST CLASS

BACHELOR OF ARTS

Ruth AlmandMetter
 Katherine BowmanThomasville
 Mrs. Harold Byrd.....Snellville
 Jeanette DeLoachPortal
 Sara Jo Barron Powel.....Dublin
 Eleanor Mary Powers.....Savannah
 Mayodel WallHapeville
 Anne Leonard Weisiger.....Decatur

BACHELOR OF SCIENCE

Margaret Anne Boddiford.....Sylvania
 Mary Bernard Goette.....Savannah

BACHELOR OF SCIENCE IN EDUCATION

Annie Laurie Alford.....Columbus
 Jessie A. Anton.....Tampa, Fla.
 Clara Virginia Beall.....Irwinton
 Mildred Buie Bedingfield.....Rentz
 Sara Frances Benson.....Buena Vista
 Frances BridgesDawson
 Beulah BushVienna
 Margaret Vickery Camp.....Rome
 Margaret CarmichaelMoreland
 Katherine Lynette Carter.....Hapeville
 Ola Mildred Collier.....Woodland
 Miriam CraigColumbus
 Mary Elizabeth Durden.....Graymont
 Mrs. Alma Skipper Everett.....Irwinton
 Frances Rowan Goss.....Dry Branch
 Geraldine GravesDouglasville
 Hazel HardenReidsville
 Blanche Willis Harrell.....Chauncey
 Mrs. Eura Delle D. Henry.....Bronwood
 Mrs. Lois W. Hill.....Americus
 Mrs. Ira P. Holliman.....McIntyre
 Ann Virginia Holloway.....Savannah
 Ruth HopkinsChipley
 Marion McLeod Horn.....Boston
 Lucile Rountree Howell.....Augusta

Marguerite L. Hubbs	Dalton
Helen Elizabeth Huckaby	Douglasville
Doris Lucille Jenkins	Atlanta
Martha Rachel Johnson	Warrenton
Bertha Frances Kleckley	Oglethorpe
Margaret Ann Lofving	Augusta
Nina Mae McMahan	Oglethorpe
Mrs. Betty S. Marsh	Milledgeville
Jewell E. Mitchell	Rochelle
Mrs. Mabel Howard Mitchell	Cusseta
Mrs. Mary Noble Mozley	Austell
Eunice Elizabeth Murray	Bronwood
Clara Violet Nelms	Atlanta
Mary Frances O'Quinn	Milledgeville
Veva Madelyn Richards	Atlanta
Reba Webb Roberds	Villa Rica
Mary Emily Robinson	Oglethorpe
Islah Mai Hopkins Rorke	Covington
Emma Sue Ryals	Rhine
Jessie Aline Ryals	Eastman
Eugenia Sapp	Dalton
Frances Anna Eliza Scott	Columbus
Mrs. James R. Shell	Reynolds
Frances Simmons	Columbus
Marie Slade	Meansville
Mary Faith Starr	Lithonia
Willie Catherine Stewart	White Plains
Carolyn Elizabeth Thomas	Quincy, Fla.
Annie Tod	Reidsville
Louise Tod	Reidsville
Mary Agnes Tucker	Hapeville
Mrs. Annie P. Walker	Americus
Mrs. Cathleen Simmons Wells	Atlanta
La Nelle Westmoreland	Jefferson
Mary Emerson Wheeler	Norwood
Irma Irvin Willis	Omega

BACHELOR OF SCIENCE IN HOME ECONOMICS

Frances Buice	Buford
Edna Josephine Butler	Chatsworth
Carol Beatrice Butts	Eatonton
Mrs. Margaret N. Smith	Davisboro

BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

Laura Cathryn Cox	Milledgeville
Lucy Edna Gilliam	Hendersonville, N. C.
Mary Barr Shanibarger	Pine Castle, Fla.

NORMAL DIPLOMA

Marjorie Downs	Macon
Hazel Inglett	Grovetown
Betty Burkett Mims	Macon
Ethel Mae Hurtis Troup	Fitzgerald

SECRETARIAL DIPLOMA

Orion Elizabeth Bowdon	Covington
Nannette Harmon	Swainsboro
Florine Lynette Ray	Macon
Willie Miller Smith	Milledgeville

DEGREES AND DIPLOMAS GRANTED—1940

Bachelor of Arts	69
Bachelor of Science	15
Bachelor of Science in Education	183
Bachelor of Science in Home Economics	63
Bachelor of Science in Secretarial Training	30
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Total Degrees	360
Normal Diploma	48
Secretarial Diploma	53
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Total Diplomas	101
TOTAL	461

REGISTRATION BY COUNTIES

1940-41

County	No. of Students	County	No. of Students
Appling -----	3	Decatur -----	11
Atkinson -----	1	DeKalb -----	42
Bacon -----	1	Dodge -----	6
Baker -----	2	Dooley -----	17
Baldwin -----	102	Dougherty -----	14
Banks -----	1	Douglas -----	1
Barrow -----	5	Early -----	2
Bartow -----	9	Echols -----	1
Ben Hill -----	12	Effingham -----	2
Berrien -----	2	Elbert -----	7
Bibb -----	45	Emanuel -----	12
Bleckley -----	5	Evans -----	6
Brantley -----	1	Fannin -----	2
Brooks -----	5	Fayette -----	3
Bryan -----	3	Floyd -----	10
Bulloch -----	10	Forsyth -----	0
Burke -----	15	Franklin -----	4
Butts -----	5	Fulton -----	111
Calhoun -----	3	Gilmer -----	5
Camden -----	0	Glascokk -----	3
Candler -----	10	Glynn -----	10
Carroll -----	9	Gordon -----	5
Catoosa -----	1	Grady -----	7
Charlton -----	1	Greene -----	15
Chatham -----	19	Gwinnett -----	13
Chattahoochee -----	1	Habersham -----	6
Chattooga -----	2	Hall -----	12
Cherokee -----	4	Hancock -----	11
Clarke -----	3	Haralson -----	0
Clay -----	7	Harris -----	3
Clayton -----	2	Hart -----	10
Clinch -----	1	Heard -----	1
Cobb -----	12	Henry -----	13
Coffee -----	7	Houston -----	8
Colquitt -----	15	Irwin -----	5
Columbia -----	5	Jackson -----	13
Cook -----	0	Jasper -----	11
Coweta -----	20	Jeff Davis -----	2
Crawford -----	3	Jefferson -----	17
Crisp -----	11	Jenkins -----	3
Dade -----	0	Johnson -----	8
Dawson -----	0	Jones -----	11

County	No. of Students	County	No. of Students
Lamar	8	Screven	8
Lanier	1	Seminole	2
Laurens	12	Spalding	15
Lee	2	Stephens	2
Liberty	2	Stewart	2
Lincoln	9	Sumter	7
Long	0	Talbot	5
Lowndes	1	Taliaferro	4
Lumpkin	2	Tattnall	3
McDuffie	16	Taylor	11
McIntosh	2	Telfair	8
Macon	8	Terrell	5
Madison	5	Thomas	11
Marion	3	Tift	11
Meriwether	18	Toombs	16
Miller	5	Towns	1
Mitchell	11	Treutlen	8
Monroe	3	Troup	18
Montgomery	4	Turner	7
Morgan	10	Twiggs	2
Murray	1	Union	1
Muscogee	23	Upson	6
Newton	16	Walker	2
Oconee	7	Walton	10
Oglethorpe	5	Ware	18
Paulding	0	Warren	13
Peach	7	Washington	24
Pickens	3	Wayne	6
Pierce	4	Webster	2
Pike	1	Wheeler	13
Polk	6	White	2
Pulaski	9	Whitfield	5
Putnam	15	Wilcox	10
Quitman	3	Wilkes	16
Rabun	7	Wilkinson	17
Randolph	10	Worth	11
Richmond	23		
Rockdale	5	Total	
Schley	1	Georgia Students	1,366

STUDENTS FROM OTHER STATES

State	No. of Students	State	No. of Students
Alabama -----	1	New York -----	3
Arkansas -----	1	Ohio -----	2
Florida -----	9	North Carolina -----	3
Indiana -----	1	South Carolina -----	4
Louisiana -----	1	Virginia -----	1
Maryland -----	1	Washington, D. C. -----	1
Mississippi -----	1		
Missouri -----	1	Total Out of	
New Jersey -----	5	State Students -----	35

TOTAL REGISTRATION ACADEMIC YEAR ----- 1,401

SUMMER SCHOOL—1940

First term -----	883
Second term -----	369
Total -----	1,252

PEABODY LABORATORY SCHOOL—1940-41

Elementary -----	186
High School -----	208
Total -----	394