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**BULLETIN**  
**GEORGIA STATE COLLEGE**  
**FOR WOMEN**  
**MILLEDGEVILLE, GA.**

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VOLUME XXX

MAY 15, 1945

NUMBER 10

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CATALOG 1944-1945  
ANNOUNCEMENTS 1945-1946

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Entered at the Post Office at Milledgeville, Georgia, April, 1915, as  
second-class matter, under Act of Congress, August 24, 1912.  
Issued semi-monthly except during August and September.

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378.758

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1944-45

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# CALENDAR 1945-1946

## FALL QUARTER, 1945

- September 17, Monday----- 4:00 p. m., First faculty meeting.
- September 17, Monday----- New students arrive on campus.
- September 18-22,  
Tuesday-Saturday ----- Freshman orientation and registration.
- September 20, Thursday----- Arrival of upperclassmen.
- September 21-22,  
Friday-Saturday ----- Registration of upperclassmen.
- September 24, Monday----- Class work begins.
- September 29, Saturday----- Last day to register for full credit.
- December 17-20,  
Monday-Thursday ----- Fall quarter examinations.
- December 20, Thursday----- 1:00 p. m. Christmas vacation begins.

## WINTER QUARTER, 1946

- January 2, Wednesday----- Students return to campus.  
Registration of students not in college  
previous quarter.
- January 3, Thursday----- Class work begins.
- January 5, Saturday----- Classes meet on regular schedule.
- January 9, Wednesday----- Last day to register for full credit.
- March 16-20,  
Saturday-Wednesday ----- Winter quarter examinations.
- March 20, Wednesday----- 1:00 p. m., Spring vacation begins.

## SPRING QUARTER, 1946

- March 26, Tuesday-----Students return to campus.  
Registration of students not in college  
previous quarter.
- March 27, Wednesday-----Class work begins.
- April 2, Tuesday-----Last day to register for full credit.
- June 7-11,  
Friday-Tuesday -----Spring quarter examinations.
- June 13, Thursday-----Commencement.

## SUMMER QUARTER, 1946

### FIRST TERM

- June 17, Monday-----Registration.
- June 18, Tuesday-----Classes begin.
- July 22-23,  
Monday-Tuesday -----Examinations.

### SECOND TERM

- July 24, Wednesday-----Registration.
- July 25, Thursday-----Classes begin.
- August 27-28,  
Tuesday-Wednesday -----Examinations.
- August 29, Thursday-----Commencement.

# BOARD OF REGENTS

## UNIVERSITY SYSTEM OF GEORGIA

State Capitol, Atlanta

MARION SMITH, Atlanta	Term Expires January 1, 1946
<i>State at Large</i>	
ALBERT S. HARDY, Gainesville	Term Expires January 1, 1950
<i>State at Large</i>	
FRANK M. SPRATLIN, Atlanta	Term Expires January 1, 1946
<i>State at Large</i>	
EARL B. BRASWELL, Athens	Term Expires January 1, 1949
<i>State at Large</i>	
POPE F. BROCK, Atlanta	Term Expires January 1, 1948
<i>State at Large</i>	
J. L. RENFROE, Statesboro	Term Expires January 1, 1948
<i>First Congressional District</i>	
EDWARD R. JERGER, Thomasville	Term Expires January 1, 1947
<i>Second Congressional District</i>	
CASON J. CALLAWAY, Hamilton	Term Expires January 1, 1951
<i>Third Congressional District</i>	
C. J. SMITH, Newnan	Term Expires January 1, 1949
<i>Fourth Congressional District</i>	
RUTHERFORD L. ELLIS, Atlanta	Term Expires January 1, 1947
<i>Fifth Congressional District</i>	
MILLER R. BELL, Milledgeville	Term Expires January 1, 1950
<i>Sixth Congressional District</i>	
ROY N. EMMET, SR., Cedartown	Term Expires January 1, 1952
<i>Seventh Congressional District</i>	
S. PRICE GILBERT, Sea Island	Term Expires January 1, 1950
<i>Eighth Congressional District</i>	
SANDY BEAVER, Gainesville	Term Expires January 1, 1952
<i>Ninth Congressional District</i>	
WILLIAM S. MORRIS, Augusta	Term Expires January 1, 1951
<i>Tenth Congressional District</i>	

### OFFICERS OF THE REGENTS

Chairman	MARION SMITH
Vice-Chairman	SANDY BEAVER
Chancellor	S. V. SANFORD
Secretary	L. R. SIEBERT
Treasurer	W. WILSON NOYES



## STANDING COMMITTEES OF THE FACULTY

---

**EXECUTIVE:** President Wells, Dean Taylor, Dean Adams, Mr. Morgan, Miss Hallie Claire Smith, Miss Nelson, Mr. Stokes, Miss McVey, Miss Brooks.

**FACULTY COMMITTEE ON STUDENT RELATIONS:** President Wells, Dean Taylor, Dean Adams, Mr. Outland, Miss Manchester, Mr. Knox, Miss Greene, Mr. Stokes (Representative of Student Council).

**PROGRAMS AND POLICIES:** President Wells, Dean Taylor, Miss Louise Smith, Mr. Little, Mr. Noah.

**PUBLIC LECTURES—STUDENT ACTIVITIES FUND:** Dean Taylor, Chairman; Miss Greene, Miss Maxwell, Betty Boyd, Josephine Hunt, Annette Hodges, Janet Fowler, Jane Harrell.

**STUDENT AID AND LOAN FUNDS:** Mr. Dewberry, Miss Chandler, Dean Adams, Dean Taylor.

**ENTERTAINMENT:** Mr. Noah, Mr. Boesen, Miss West, Miss Scott, Mr. Dewberry, President of College Government.

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

**STUDENT PUBLICATIONS:** President Wells, Mr. Dewberry, Miss Maxwell, Miss Meaders, Mr. Boesen, Mr. Wynn, Dean Adams.

**COMMENCEMENT:** For caps and gowns, processional, procedure, etc.: Mr. Little, Mr. Boesen, Miss Johnson, Miss Harper, Miss Scott; for decorations: Mrs. Beaman, Mrs. Martin.

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

**FACULTY ADVISERS FOR STUDENT COUNCIL:** Mr. Stokes and Miss Meaders.

**FACULTY ADVISERS FOR UPPER COURT:** Mrs. Stokes and Miss Louise Smith.

## OFFICERS OF ADMINISTRATION

---

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 and Registrar*

SARA LOUISE NELSON, B.S., M.S., Ph.D.  
*Assistant Registrar*

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

J. H. DEWBERRY, B.S.  
*Treasurer and Business Manager*

## FACULTY

---

- GUY HERBERT WELLS..... *President*  
 A.B., Mercer, 1915  
 M.A., Columbia University, 1925  
 LL.D., Mercer, 1934
- MARGARET ABERCROMBIE..... *Assistant Professor of Home  
 Economics Education*  
 B.S., University of Georgia, 1931  
 M.A., Columbia University, 1938
- AUSTELLE ADAMS..... *Assistant Professor of Library Science*  
 A.B., Georgia State College for Women, 1930  
 M.A., University of Georgia, 1936  
 B.S., in Library Science, Peabody College, 1944
- ETHEL A. ADAMS..... *Dean of Women*  
 B.S., Piedmont College, 1901  
 M.A., Columbia University, 1938
- 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 Piano*  
 Graduate New England Conservatory of Music  
 B.Mus., Boston University, 1934  
 M.A., Columbia University, 1938
- \* MARY LEE ANDERSON *Principal Peabody High School, Assistant  
 Professor of Education, and Critic in History*  
 A.B., Georgia State College for Women, 1927  
 M.A., Columbia University, 1931
- LOLITA ANTHONY..... *Assistant Professor and First Grade Critic*  
 B.S., Peabody College, 1928  
 M.A., Peabody College, 1936
- LYDIA A. BANCROFT..... *Assistant Professor of Art*  
 Diploma, Pratt Institute, 1905  
 B.S., Columbia University, 1930  
 M.A., Columbia University, 1930
- MRS. BARBARA PAGE BEISWANGER..... *Associate Professor of  
 Physical Education*  
 B.S., University of Oregon, 1925  
 M.A., Ohio Wesleyan University, 1931  
 Ph.D., New York University, 1944

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\* Resigned, May 1, 1945

- GEORGE W. BEISWANGER.....*Professor of Philosophy and  
Humanities*  
A.B., Carthage College, 1922  
B.D., Hamma Divinity School, Ohio, 1925  
M.A., State University of Iowa, 1927  
Ph.D., State University of Iowa, 1928
- SARA BELL.....*Librarian, Peabody High School*  
A.B., Georgia State College for Women, 1938  
A.B., Library Science, Emory University, 1944
- PAUL J. BOESEN.....*Associate Professor of Latin*  
A.B., Creighton University, 1927  
M.A., Peabody College, 1930  
Ph.D., Vanderbilt University, 1941
- EURI BELLE BOLTON.....*Professor of Education and Psychology*  
B.S., Peabody College, 1923  
M.A., Peabody College, 1924  
Ph.D., Peabody College, 1930
- JAMES C. BONNER.....*Professor of History*  
A.B., University of Georgia, 1926  
M.A., University of Georgia, 1936  
Ph.D., University of North Carolina, 1943
- MARY BACON BROOKS.....*Associate Professor of Education*  
B.S., Georgia State College for Women, 1925  
M.A., University of North Carolina, 1932
- ELSIE HAZEL CALHOUN.....*Instructor and Fourth Grade Critic*  
B.S., State Teachers College, Radford, Virginia, 1932  
M.A., George Peabody College, 1942
- PAUL CARROLL.....*Professor of Education*  
A.B., Wofford College, 1921  
M.A., Peabody College, 1943
- IVA CHANDLER.....*Administrative Secretary of Personnel*  
A.B., Georgia State Womans College, 1929  
M.A., Columbia University, 1938
- GRACE STEVENSON CHAPIN.....*Assistant Professor of Physical  
Education*  
B.S., University of Tennessee, 1938
- DAISY E. COBB.....*Instructor in Secretarial Training*  
B.S., Alabama College, 1938
- MRS. JOSEPHINE VICKERY COMER.....*Instructor in Home  
Economics*  
B.S., H.E., Georgia State College for Women, 1935

- MRS. JEANNETTE A. CONRAD... *Assistant Professor of Physical Education and Critic*  
 A.B., Centre College, 1933  
 M.A., Peabody College, 1941
- MARY EMILY COTTINGHAM..... *Secretary of Voluntary Religious Activities*  
 A.B., Duke University
- VIRGINIA DANIEL... *Assistant Professor in Secretarial Training*  
 B.S., Georgia State College for Women, 1933
- FRANCIS POTTER DANIELS..... *Professor Emeritus of Latin*  
 A.B., University of Michigan, 1895  
 M.A., University of Missouri, 1897  
 Ph.D., University of Missouri, 1905
- MRS. INEZ D. DOLVIN..... *Assistant Professor and Second Grade Critic*  
 B.S., Georgia State College for Women, 1935  
 M.A., Columbia University, 1936
- MRS. FERN ELLISON DORRIS... *Assistant Professor of Geography*  
 B.S., Peabody College, 1927  
 M.A., Peabody College, 1928
- MANLY A. EAKINS..... *Professor of Economics and Secretarial Training*  
 B.S., Furman University, 1931  
 M.A., University of North Carolina, 1939
- MILDRED ENGLISH..... *Superintendent of Peabody School*  
 B.S., Peabody College, 1921  
 M.A., Peabody College, 1926  
 Ed.D., Columbia University, 1940
- MRS. ETHEL FAIRFIELD... *Assistant Professor and Kindergarten Critic*  
 B.S., Peabody College, 1940  
 M.A., Peabody College, 1943
- MRS. GRACE VINSON FAVER..... *Assistant Professor of Art and Critic*  
 B.S., North Texas State Teachers College, 1940  
 M.A., Teachers College, Columbia University, 1944
- ELIZABETH GRIEVE FERGUSON..... *Reference Librarian*  
 A.B., Randolph-Macon, 1919  
 M.A., George Washington University, 1921  
 A.B., in Library Science, University of North Carolina, 1939
- \*BERNICE FREEMAN..... *Instructor in Social Science and Critic*  
 A.B., Bessie Tift College, 1930  
 M.A., University of North Carolina, 1932

---

\*On leave, Columbia University.



- ORIS GLISSON.....*Instructor in Home Economics*  
B.S., University of Georgia, 1934
- ALBERTA GOFF.....*Assistant Professor of Music*  
B.S., University of Cincinnati, 1938  
M.A., Peabody College, 1941
- HELEN IONE GREENE.....*Associate Professor of Social Science*  
A.B., Georgia State College for Women, 1928  
M.A., Emory University, 1930
- JULIA MABRY HARPER.....*Associate Professor Emeritus of Home Economics*  
B.S., Georgia State College for Women, 1924  
M.A., Columbia University, 1929
- CLARA WHORLEY HASSLOCK.....*Associate Professor of Home Economics*  
A.B., University of Nashville, 1905  
M.A., and M.S. in Education, Columbia University, 1912  
Ph.D., Peabody College, 1943
- 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
- THEODOSIA HOTCH.....*Catalog Librarian*  
A.B., Georgia State College for Women, 1932  
B.S., Peabody College, 1934
- MARY JOYCE BANKS IRELAND.....*Assistant Professor of Health*  
B.S., Georgia State College for Women, 1926  
M.A., Peabody College, 1931
- AUGUSTA C. JENKINS.....*Instructor and Third Grade Critic*  
A.B., University of Georgia, 1938
- MAGGIE JENKINS.....*Assistant Professor of Music*  
B.S., Georgia State College for Women, 1929  
M.A., Columbia University, 1938
- AMANDA JOHNSON.....*Professor of History*  
A.B., University of Minnesota, 1906  
M.A., University of Minnesota, 1907  
Ph.D., University of Chicago, 1925
- NEVA GEORGE JONES.....*Associate Professor of Home Economics*  
B.S., Georgia State College for Women, 1929  
M.S., University of Georgia, 1944

- RENA JUNKINS.....*Instructor and Fifth Grade Critic*  
 B.S., Alabama Polytechnic Institute, 1932  
 M.A., Peabody College, 1941
- MRS. GUSSIE TABB KING *Assistant Professor of Home Economics*  
 B.S., Georgia State College for Women, 1921  
 M.A., Columbia University, 1930
- W. T. KNOX.....*Professor of Education*  
 A.B., Mercer University, 1910  
 M.A., University of North Carolina, 1938
- CHRISTINE LANCASTER.....*Assistant Professor and Seventh  
 Grade Critic*  
 A.B., Allegheny College, 1931  
 M.A., Teachers College, Columbia University, 1942
- LUTHER CAMPBELL LINDSLEY.....*Professor of Chemistry*  
 A.B., William and Mary College, 1907  
 Ph.D., Cornell University, 1922
- BETTY LIPPMAN.....*Assistant Professor of Physical Education*  
 B.S., Weman's College, University of North Carolina, 1941
- \*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.....*Assistant Professor of Home Economics and  
 Critic*  
 B.S., Georgia State College for Women, 1921  
 M.S., University of Georgia, 1939
- BERNICE BROWN McCULLAR...*Assistant Professor of English  
 and Critic*  
 A.B., Georgia State College for Women, 1930  
 M.A., Mercer University, 1944
- SARA B. McGEE.....*Instructor in English and Critic*  
 A.B., Bessie Tift College, 1932  
 M.A., Peabody College, 1942
- MRS. CECELIA 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  
 Ed.D., New York University, 1943

\* On leave: special educational coordination, U. S. Army, 1944-5

- MARTHA BATTLE MACLIN..... *Instructor and Sixth Grade Critic*  
 A.B., Union University, 1939  
 M.A., George Peabody College, 1941
- GERTRUDE BRADLEY MANCHESTER..... *Professor of*  
 A.B., University of Oregon, 1924 *Physical Education*  
 M.A., University of Wisconsin, 1926  
 Ph.D., New York University, 1935
- CHARLOTTE E. MANKEY..... *Professor of Distributive Education*  
 B.S., Carnegie Institute of Technology, 1939  
 M.S., Retailing, New York University, 1944
- HERBERT N. MASSEY..... *Associate Professor of Sociology*  
 A.B., Mercer University, 1915  
 M.A., University of Chicago, 1925
- MARY THOMAS MAXWELL..... *Assistant Professor of English*  
 A.B., Wesleyan, 1926  
 M.A., Columbia University, 1936
- MARGARET INMAN MEADERS..... *Executive Secretary of the*  
*Alumnae Association and Assistant Professor of Journalism*  
 A.B., Georgia State College for Women, 1926  
 A.B.J., University of Georgia, 1936
- ERNESTINE MELTON..... *Assistant Professor of Secretarial*  
 A.B., Newberry College, 1929 *Training*  
 M.A., Columbia University, 1941
- SHELBY MITCHAM..... *Associate Professor of Home Economics*  
 B.S., North Texas State Teachers College, 1934  
 M.S., Iowa State College, 1940
- \*W. E. MOORE..... *Professor of English*  
 A.B., Furman University  
 M.A., Columbia University
- JOHN WILLIAM MORGAN..... *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
- ALICE NAPIER..... *Professor Emeritus of Mathematics*  
 B.S., Peabody College, 1927  
 M.A., Peabody College, 1931

\* On leave: University of Chicago



- SARA LOUISE NELSON.....*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
- LYDA G. NOURSE *Assistant Professor of Social Studies and Critic*  
 A.B., Western Kentucky State Teachers College, 1937  
 M.A., Peabody College, 1942
- LLOYD OUTLAND.....*Assistant Professor of Music*  
 A.B., Earlham College, 1931  
 M.A., Columbia University, 1935
- MAMIE PADGETT.....*Professor of Art*  
 Diploma, Pratt Institute, 1919  
 B.S., Georgia State College for Women, 1923  
 M.A., Columbia University, 1930
- LOIS CATHARINE PITTARD.....*Assistant Professor of Piano*  
 B.Mus., Wesleyan Conservatory, 1937  
 M.Mus., American Conservatory of Music, 1942
- NELLE M. QUARTERMAN.....*Instructor in Commerce and Critic*  
 B.S., Georgia State College for Women, 1938
- WILLIAM A. RICHARDS.....*Associate Professor of Secretarial Training*  
 B.S., Eastern Kentucky State Teachers College, 1937  
 M.A., University of Kentucky, 1940
- 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.....*Professor of Biology and Sub-Director  
 of the Division of General Extension*  
 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*  
 B.S., Columbia University, 1916 *of English*  
 M.A., Columbia University, 1921
- W. G. SINK.....*Professor of Chemistry and Physics*  
 A.B., Catawba College, 1934  
 Ph.D., University of North Carolina, 1940
- 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
- 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
- MRS. TOM HALL SMITH.....*Assistant Professor of Science and Critic*  
 B.S., Georgia State College for Women, 1927  
 M.A., Columbia University, 1931
- JAMES STOKES.....*Professor of Biology*  
 B.S., University of Georgia, 1922  
 M.S., University of Wisconsin, 1928  
 Ph.D., University of Chicago, 1937
- LOUISE McDANIEL STOKES.....*Assistant Professor of Mathematics*  
 B.S., Georgia State College for Women, 1933  
 M.A., University of North Carolina, 1936
- ROSALIE SUTTON.....*Instructor in Mathematics and Critic*  
 B.S., Georgia State College for Women, 1936
- BLANCHE TAIT.....*Assistant Professor of Biology*  
 B.S., Georgia State College for Women, 1927  
 M.A., Peabody College, 1930
- HOY TAYLOR.....*Dean of Instruction, Registrar and Professor*  
 A.B., Duke University, 1906 *of Social Science*  
 M.A., Columbia University, 1913  
 Ph.D., Peabody College, 1931

- KATE THRASH.....*Professor Emeritus of Secretarial Training*  
 Diploma, Georgia State College for Women, 1924
- JESSIE TRAWICK.....*Associate 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., Woman's College, University of North Carolina, 1925  
 M.A., Columbia University, 1926
- LILLIAN EDNA WEST.....*Assistant Professor of Speech*  
 A.B., Bessie Tift College, 1926  
 M.A., Columbia University, 1934
- ALETHEA HELEN WHITNEY.....*Assistant Professor of Physical*  
 B.S., University of Tennessee, 1938  
 M.S., University of Tennessee, 1944  
*Education*
- MRS. KATHLEEN W. WOOTTEN.....*Professor of Health*  
 A.B., Sullins College, 1910  
 M.A., Columbia University, 1930
- WILLIAM THOMAS WYNN.....*Professor of English*  
 A.B., Emory University, 1900  
 M.A., Peabody College, 1920  
 Litt.D., Central University, 1928

# GENERAL INFORMATION

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## HISTORY OF THE COLLEGE

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

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

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

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

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

## THE WAR EMERGENCY

In general, the type of educational program G.S.C.W. has pursued in the past still seems best for most students. In spite of war and what must follow, people are likely to continue to have the same intellectual and cultural interests. Much the same kinds of professional and vocational work will have to be done, and the home, the community, and the state, will have to go on much as they have for many generations. In many cases the emphasis is being changed, but the essential content is much the same. However, the College is on the alert, and when new courses or new programs appear desirable changes will be made as fast as the occasion warrants.

## INTERCOLLEGIATE RELATIONS

The Georgia State College for Women is fully accredited 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 Association of Colleges and Secondary Schools of the Southern States.
3. The Southern Association of Colleges for Women.
4. 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 owns a recreation park consisting 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 grounds. Chaperons are provided when the park is used.

## THE PLANT

The College has more than 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 and Registrar, the Dean of Women, and the Treasurer 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. The building 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 department. It has two large food 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 ANTHONY PORTER FINE ARTS HALL** was built largely by funds donated by the late Mrs. Louise Minis, as a home for the fine arts departments of Music and Art. It contains a small auditorium, a band room, offices, classrooms, and piano practice rooms. It was erected in memory of the late Anthony Porter of Savannah.

#### INA DILLARD RUSSELL LIBRARY

The library, named in honor of the wife of the late Chief Justice Russell who for many years was Chairman of the Board of Trustees of the College, was dedicated in 1932.

#### 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.

#### MILLER MEMORIAL HALL

The Miller Memorial Hall is located at the corner of Wayne and Montgomery Streets, just one block from the main campus. This is a new fireproof building. The basement houses the college laundry. The main floor is equipped for general recreation purposes. The site for this building was donated by Mrs. S. J. Stubbs, Sr.

#### RESIDENCE HALLS

The college plant contains ten dormitory buildings with a capacity to accommodate about 1,100 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 hall 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 the Bell cluster. 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.

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

### 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
<b>Total</b> .....	<b>15 units</b>

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, and Commercial subjects. In other words, a student should present at least three academic units in addition to those specified above.

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 specific course and major and minor requirements 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 junior college 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, and laboratory fees. The student activity fee includes the charge for the support of the three major college organizations, for the major class expenses, for the publication of the Colonnade, the Corinthian, and the Spectrum, and for the concert and lecture series. 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.

## BOARDING STUDENTS

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 two classes of dormitory accommodations, as follows:

*Group I*

This group includes the third floor of Atkinson, the fourth floor of Ennis, Mansion, third floor of Sanford and Terrell Proper. These dormitories have community baths and toilets on all floors. Most of the rooms accommodate two or more students.

*Group II*

This group includes Beeson, the first and second floors of Atkinson, the first, second, and third floor of Ennis, Bell Hall, and Annex, first and second floors of Sanford, Mayfair, and Terrell Annexes. Most of these rooms are arranged in suites of two rooms with connecting bath. The rooms usually accommodate two persons.

## CLASSIFICATION AND ROOMS

To facilitate the administration of regulations and to provide for the best development of morale and *esprit de corps* among the student body, beginning freshmen are assigned exclusively to one group of dormitories. These are Terrell Proper and Terrell Annexes, 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.

Sophomores and Juniors will be housed in Beeson Hall, Bell Hall, Ennis, Atkinson, Mayfair, and Mansion Halls.



## SCALE OF CHARGES

Payments due at the first of each quarter.

	<i>Group I</i>	<i>Group II</i>
Matriculation fee.....	\$ 25.00	\$ 25.00
Student Activity fee.....	4.00	4.00
Room, Board, Laundry, Ordinary Medical and Hospital Service.....	87.00	97.50
Total for one quarter.....	\$116.00	\$126.50
Total for three quarters.....	\$348.00	\$379.50

Each student that lives in a college dormitory pays a room reservation fee of \$3.00 the first academic quarter she enrolls each year. This should be paid as soon as formal approval of admission is given.

Students who are residents of other states are required to pay \$50.00 matriculation and the student activity fee at the beginning of each quarter instead of the \$25.00 listed for Georgia students. Students who live outside the state but claim exemption from out of state matriculation fee must present a certified statement that their parents or guardian have paid taxes in the State of Georgia during the year prior to their entrance.

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 or 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....	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 during the first ten days of a quarter will be eligible for a refund of the matriculation fee paid for the quarter less \$5.00. A student who withdraws after ten days but within the first half of a quarter will be eligible for a refund of one-half of the matriculation fee paid for the quarter less \$5.00. A student who withdraws after the expiration of the first half of a quarter is not eligible for any refund on the matriculation fee except in case of illness certified by the college physician, which illness necessitates withdrawal from the college. This refund, in case of illness, will be \$5.00 provided the withdrawal occurs 21 days before the end of the quarter. A student is ineligible for refunds on matriculation during the last 21 days of the quarter.

No refunds will be made for student activities fee paid each quarter.

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. A student withdrawing from the College will be charged \$1.10 a day for board from the beginning of the quarter until the time of withdrawal or for the first thirty days of the quarter. If a student withdraws after thirty days from the beginning of the quarter she shall be charged \$1.10 a day for board for the first thirty days and \$8.00 for each week thereafter during the quarter until time of withdrawal.

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

Approved refunds will be made within fifteen days after date of withdrawal.

Refund regulations are subject to revision 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.

#### TRUST FUNDS

Through the generosity of friends or benevolent organizations 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 the faculty. Following is a brief statement about each fund.

##### *G. S. C. W. Alumnae Association Fund*

The fund was established by the Alumnae Association in 1930. The proceeds of the fund are lent to worthy students, preference being given to upper classmen and daughters of the Alumnae. It is administered by a committee of which Miss Clara Morris is chairman.

##### *Atlanta G. S. C. W. Alumnae Loan Fund*

This fund was established in 1941 by the Atlanta Chapter of the G.S.C.W. Alumnae. The principal and interest are available for loans to worthy students.

##### *Earl Bailey Loan Fund*

In 1908 Mr. Earl Bailey, a resident of Atlanta, began laying aside small amounts to aid in the education of needy and worthy young girls. Before his death the fund had amounted to \$401.70. Available to any Georgia girl in need of assistance.

##### *Beeson Loan Fund*

During the time between November 5, 1930 and January 1, 1939 Dr. J. L. Beeson set aside amounts totaling \$1,116.97 as a perpetual loan fund to members of the senior class. Principal and interest can be lent as accumulated.

##### *Callie Christie Belle D. A. R. Loan Fund*

This fund was established by the Hawkinsville Chapter of the Daughters of the American Revolution in memory of Mrs. Belle. It is to be used to assist worthy young women from Pulaski County.

*Philo Sherman Bennett Loan Fund*

This fund was allotted to the college several years ago by Mrs. W. J. Bryan of Lincoln, Nebraska, from the estate of Mr. Bennett. The interest is available for loans each year.

*The Lizzie Dennard Wimberly Bridge 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.

*The Corrie Hoyt Brown Loan Fund*

In 1919 Mr. George M. Brown, who was born in the Executive Mansion in Milledgeville, made a substantial donation to the College to be used as a loan fund in memory of his wife, Corrie Hoyt, and daughter, Corrie Hoyt Brown. Both principal and interest are to be re-loaned from year to year. Preference is given to residents of Atlanta and of Baldwin and Liberty Counties.

*The J. Harris Chappell Memorial Loan Fund*

This fund was established by the faculty and students of the College as a memorial to Dr. Chappell. It is to be used for seniors of character and ability. It is administered by Miss Alice Napier.

*Class Loan Funds*

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

*Faculty Loan Fund*

The fund was originally established by the faculty in 1903-4. For a number of years it was increased by voluntary assessments on salaries. In more recent times it has been augmented by donations from several senior classes.

*Felton Fund*

This fund was established by Mrs. Rebecca L. Felton in 1932. The original amount was \$6,000.00, one-half of which is to be used for students at G.S.C.W., and the other half at the University at Athens. It is administered by the First National Bank of Atlanta.



#### *Home Economics Club Loan Fund*

This fund was established in 1936. Its purpose is to assist worthy girls in getting an education, preference being given to students majoring in home economics. Loans are made by the Loan Committee on recommendation of the Home Economics Department.

#### *History Club Loan Fund*

The original donation to this fund was made by the History Club in 1934. It is to be used at the discretion of the Loan Committee of the College.

#### *Knights Templar Educational Foundation*

The National Order of the 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 several students in the junior or senior class of the Georgia State College for Women part of the money necessary to pay their college expenses. It is administered by the Knights Templar Educational Foundation, 16 Baker Street, N. E., Atlanta.

#### *Thomas E. Mitchell Educational Fund of the University of Georgia*

In 1926 Dr. Thomas E. Mitchell of Columbus made a donation of \$125,000 to a fund, the proceeds of which are to be used for loans to students of some of the units of the University System of Georgia. Students of the Georgia State College for Women participate in these loans. Loans are made through the Loan Committee of the College.

#### *The Morel Funds*

In 1934 Miss Elizabeth Morel, a former member of the faculty, gave \$1,500 to establish a loan fund to be known as the 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 Sylvester Mumford Loan Fund*

The fund was established in 1936 as a perpetual memorial to Mr. and Mrs. Sylvester Mumford by their daughter. It is to be used in helping worthy young women of Georgia obtain an education at the Georgia State College for Women.

*Alice Walker Shinholser Memorial Fund No. 1*

This fund was established in 1925 by Mr. John W. Shinholser in memory of his deceased wife, Alice Walker Shinholser. Both principal and interest are lent to worthy girls in the senior class.

*Alice Walker Shinholser Memorial Fund No. 2*

This fund was provided for in the will of the late Mrs. Clara B. Walker. It became available in 1940. The income is to be lent according to the usual college regulations.

*The Anna Brown Small Loan Fund*

This fund was established in 1912 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 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 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.

*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 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.

### 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 rooms is done by part-time student employees. Self-help students are usually able to earn from about \$37.50 to \$50.00 a quarter. All work jobs are reserved for those who have made good records in high school and who continue to do satisfactory work in college.

### SPECIAL SERVICES TO STUDENTS

#### CONCERTS

Through the cooperation of the College, special student fees and the citizens of Milledgeville, a number of high class concerts are presented each year. In the past such artists as James Melton, Norman Cordon, Albert Spalding, Nino Martini, Rose Bampton, and Josephine Antoine have given performances. Tentative arrangements have been made to bring the Washington National Symphony for a performance in the winter of 1946.

#### LECTURES

The lecture series is supported entirely by funds derived from the student activity fee. It is administered by a joint committee of faculty and students. During the past year, the speakers included Robert St. John, Larry Allen, and Maurice Hindus. Robert P. Tristram Coffin spent a whole week delivering lectures and reading his own poetry. It is the purpose of the committee to bring the best talent available to the campus.

#### INSTITUTES AND CONFERENCES

Each year the YWCA invites to the College a number of speakers to discuss various phases of human and personnel relations. Some years the speakers are grouped into an institute of three or four days and other years they are distributed throughout the year. The speakers invited are specialists in their fields and furnish students through assembly groups and private conferences the opportunity to get help in their own personal problems.

#### LIBRARY SERVICE

The library, with its growing collection of book and non-book materials, is the center of instructional activities of the College. At the present time, it contains more than 35,000 volumes, 20,000 pamphlets, and receives regularly 225 magazines and newspapers. The

students have free access to the stacks and most of the books are available for an unlimited loan period.

Recreational reading is encouraged and many titles of current interest are purchased. The Beeson Reading Room is furnished informally and includes fiction and a phonograph and records for the student's use. Special displays, such as hobbies, war souvenirs, and special collections of books, are exhibited from time to time in the Beeson Room.

Instruction in the use of the library is available to students and it is the aim of the librarians and student assistants to give as much individual help as the reader desires. A printed handbook, showing the organization of the book collections and services available in the library, is distributed to readers.

Special collections in the library include an outstanding Georgia library of books by and about Georgians and a unique collection of books and manuscripts by Georgia women writers. There is also the Alberta Telfair Gould collection of travel books and a small but growing collection of autographed copies of books. The War Information Library contains 15,000 pamphlets on the present war and plans for peace after the war.

The library is open twelve hours each day except Sunday and is for the use of students and faculty of the College, including the Peabody School. Reference service is available to town people and teachers and students in other local schools.

#### 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.

#### THE NURSERY SCHOOL

A nursery school is operated on the campus. It is not directly under the control and management of the College but is accessible and is used for observation and practice teaching by college students.

#### APPRENTICE CENTERS

The State Board of 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 condi-



tions. A student teacher spends a quarter at the teaching center working under the supervision of a supervisor and receives credit for three courses.

#### CADET TEACHING

The College has a working arrangement with the school system of Atlanta 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.

#### THE COLLEGE LAUNDRY

The College Laundry is owned and operated for the benefit of the students and employees of the College. The charge for student laundry is included in the board fees charged. Employees pay regular commercial rates for laundry work done. Both students and employees pay regular commercial rates for dry cleaning service.

### THE COLLEGE CAFETERIA

The College Cafeteria is located in the Health and Physical Education building, and is managed by a trained dietitian. It is open for service all day, including regular meals, special diets, and parties. Students may obtain board here at a small additional cost.

### THE UNION

The College Union is located in the basement of Parks Hall. It contains offices for the College Government Association and a study hall and lounge for day students. The College postoffice provides lock boxes for all students, and all student mail is delivered through this office.

The lunch and sandwich stand enjoys a generous patronage between classes. The Union also contains a bookstore for the accommodation of the students.

### 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 E. H. Scott, Sub-Director, Georgia State College for Women, Milledgeville, Ga.

1910-1911  
1912-1913  
1914-1915

1916-1917  
1918-1919  
1920-1921  
1922-1923

1924-1925  
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1954-1955

1956-1957  
1958-1959  
1960-1961  
1962-1963

1964-1965  
1966-1967  
1968-1969  
1970-1971

## 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. 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.

### HOUSE CODES

Members of the sophomore and junior classes organize themselves into house code groups in dormitory units. They plan and administer their own regulations.

Through experience in code and house groups students have the opportunity to assume a large measure of responsibility for their own conduct.



### 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 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. To be eligible for selection a student must be in highest seven percent of her class.

### PI GAMMA MU

The Pi Gamma Mu is a national honor society in social science. A chapter is maintained on the campus and those students making highest grades in the social sciences are elected in their junior or senior years.

### ALPHA PSI OMEGA

Alpha Psi Omega is a national honorary dramatic fraternity. The local chapter, The Theta Beta Cast, was established in 1940 for the purpose of providing an honor society whereby the outstanding work done by students in the various branches of the College Theatre may be recognized and rewarded.

### OMICRON PI KAPPA

Omicron Pi Kappa is a local honorary home economics fraternity organized for the purpose of recognizing and rewarding outstanding work, professional attitude toward achievement, and leadership ability of students in various divisions of home economics. This local group has petitioned membership in Phi Upsilon Omicron, national fraternity for home economics.

### 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.

### THE BULLETIN

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.

### STUDENT PUBLICATIONS

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 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 Recreation 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 qualifications 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 in which they may expect to succeed best 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

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## RESIDENCE IN DORMITORIES

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

## WHAT TO BRING

The dormitory rooms are furnished with heavy furniture—beds, tables, chairs, etc. Students should bring their own linens. The following articles are suggested: one double spread, one pair of double blankets, four double sheets, four pillow cases, eight towels, and two laundry bags. Rugs and ornamental articles are also furnished by the student according to her own needs and taste. All pieces of laundry should be clearly marked with *laundry* indelible ink. Window curtains can better be purchased after arrival.

## 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 housemother 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.

Classes do not meet ordinarily on Saturday. With special permission from parents, students will be permitted to go home or visit elsewhere a limited number of week-ends. The present plan for 1945-6 is for two week-ends away for freshmen and three for upperclassmen each quarter. This is subject to modification if transportation facilities require less travel.

It is not expected that students will make it a practice of missing classes for trips off the campus, but in case such absences do occur they will count as double penalty absences.

College ought to be a serious business and parents are urged to cooperate with the administration in discouraging frequent or unnecessary trips for any purpose.

### 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.

### 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 at the particular time 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 and thirty-five cents for meals.

### 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.

A Schick test for diphtheria is also recommended.

Smallpox and typhoid immunizations should be completed before the student enters college. A form is provided for a report by the family physician. However, if for any reason the immunizations cannot be completed at home, they will be done by the hospital staff after entrance.

### 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. Unexcused absences in excess of four class periods any quarter 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 REQUIREMENTS FOR EXTRA-CURRICULAR ACTIVITIES

To be eligible to hold an office in a student organization, to participate in off-campus activity which is sponsored by the College, or to receive work assignments under 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.

### TRANSCRIPT OF RECORD

One full transcript of work and credit recorded will be furnished without charge. A fee of one dollar (\$1) will be charged for any additional single copy. When two or more copies are requested at the same time, the charge for each carbon will be fifty cents.

CHAPTER I

The first part of the history of the United States is the history of the colonies. The colonies were first settled by Englishmen in 1607, and they grew in number and power until the Revolution of 1776.

SECTION I

The first English colony in America was founded in 1607 at Jamestown, Virginia. It was founded by a group of men sent by the Virginia Company of London. The colony was the first permanent English settlement in America.

SECTION II

The second English colony was founded in 1620 at Plymouth, Massachusetts. It was founded by a group of men called the Pilgrims, who were seeking religious freedom.

The third English colony was founded in 1633 at Roanoke, North Carolina. It was founded by a group of men sent by the Virginia Company of London. The colony was the first English settlement in the South.

SECTION III

The fourth English colony was founded in 1636 at Providence, Rhode Island. It was founded by a group of men called the Pilgrims, who were seeking religious freedom.

# 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 approximately six weeks each.

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. Classes do not meet on Saturday.

## 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. Class absences incurred on week-end trips away from the campus are counted as double absences. 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 an average of "C" on the work taken in this institution.

### 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 term, she comes within one course and two quality points of the standard for such class. The minimum standards for class affiliation and student classification are as follows:

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

Students are classified at the beginning of each term.

### GRADING SYSTEM

Grades are assigned and recorded in letters with the following evaluations:

- A—Excellent
- B—Above average
- C—Average
- D—Lowest passing grade
- F—Failure
- WF—Withdrawal from course
- X—Incomplete

### INCOMPLETE GRADES

An "X" or "incomplete" grade may be assigned when the student, because of illness or other acceptable reason, is unable to take the

final examination or to complete some minor part of the course by the end of the term.

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 with 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 teaching may qualify for the dean's list by making the proper average in 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 may be required to 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 the three quarters of an academic year to receive credit 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 working from twelve to eighteen hours a week will not be allowed to take more than the normal college program.

A student working more than eighteen hours a week will be allowed an academic load of not more than two and one-half courses.

A student employed for approximately half time will not be allowed to take more than two courses.

Any person employed for a full time job may take a maximum of one course any quarter.

A student will not be permitted to carry less than a normal load of three courses without special permission from the Dean of Instruction.

A student will not be allowed to drop a course for which she is registered without special permission from the Dean of Instruction.

### 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.
- 3a. Students failing to meet eligibility requirements because of failures in courses at the end of fall and winter quarters may, by special permission, be permitted to remain in college on probation the following 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 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. A student who is ineligible to return to a college which she has been attending will be ineligible to transfer to the Georgia State College for Women until such ineligibility is removed.

## 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. Fifteen courses should be done in senior college numbers, at least twelve of which must be done after the student attains senior standing.
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 of 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 fulfillment of the course requirement for the degree.



6. May not receive credit for more than nine courses taken by class 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.
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 on all the courses taken in residence toward the fulfillment 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, 1945 and thereafter. Students who had begun their work prior to the fall of 1945 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.

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\*The two-year diploma will be discontinued after September 1, 1946.



## 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 at present 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 the 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 Conduct of High School Teaching.

An average grade of "C" in all college work or two points per course, is required by the State Department of Education of Georgia.

The first of these is the fact that the United States is a young nation, and that its history is still in the making. It is a nation of immigrants, and its people are still in the process of assimilating the various cultures and customs of the different groups that have come to this country. This has led to a rich and diverse heritage, but it has also led to a certain degree of social and economic inequality. The second of these is the fact that the United States is a large and powerful nation, and that its actions have a significant impact on the rest of the world. This has led to a certain degree of isolationism, but it has also led to a certain degree of internationalism. The third of these is the fact that the United States is a democratic nation, and that its people have a strong belief in the rights of the individual. This has led to a certain degree of freedom, but it has also led to a certain degree of chaos.

The fourth of these is the fact that the United States is a nation of pioneers, and that its people have a strong belief in the value of hard work and self-reliance. This has led to a certain degree of success, but it has also led to a certain degree of hardship. The fifth of these is the fact that the United States is a nation of opportunity, and that its people have a strong belief in the possibility of a better life. This has led to a certain degree of optimism, but it has also led to a certain degree of pessimism. The sixth of these is the fact that the United States is a nation of progress, and that its people have a strong belief in the value of innovation and change. This has led to a certain degree of advancement, but it has also led to a certain degree of uncertainty.

The seventh of these is the fact that the United States is a nation of diversity, and that its people have a strong belief in the value of tolerance and acceptance. This has led to a certain degree of unity, but it has also led to a certain degree of conflict. The eighth of these is the fact that the United States is a nation of hope, and that its people have a strong belief in the possibility of a brighter future. This has led to a certain degree of courage, but it has also led to a certain degree of despair.

The ninth of these is the fact that the United States is a nation of faith, and that its people have a strong belief in the power of religion and spirituality. This has led to a certain degree of strength, but it has also led to a certain degree of weakness. The tenth of these is the fact that the United States is a nation of love, and that its people have a strong belief in the value of compassion and kindness. This has led to a certain degree of happiness, but it has also led to a certain degree of sadness. The eleventh of these is the fact that the United States is a nation of justice, and that its people have a strong belief in the value of fairness and equality. This has led to a certain degree of peace, but it has also led to a certain degree of war. The twelfth of these is the fact that the United States is a nation of freedom, and that its people have a strong belief in the value of liberty and independence. This has led to a certain degree of progress, but it has also led to a certain degree of regression.

The thirteenth of these is the fact that the United States is a nation of hope, and that its people have a strong belief in the possibility of a better world. This has led to a certain degree of optimism, but it has also led to a certain degree of pessimism. The fourteenth of these is the fact that the United States is a nation of faith, and that its people have a strong belief in the power of religion and spirituality. This has led to a certain degree of strength, but it has also led to a certain degree of weakness.

## GENERAL DEGREE PROGRAMS

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The work of the College is divided mainly into junior college and senior college levels. 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.

### GENERAL EDUCATION

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 field of special interest until they have had the opportunity to explore several 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 and 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, 102, College Composition.....	2 courses
**Mathematics 100.....	1 course
Health 100, Introductory Course.....	1 course
Health 200, Public Health, or	
Health 215, Teaching of Health.....	½ course
Physical Education 100, Sports.....	1 course
Physical Education 200, Sports, or	
Physical Education 215, Teaching of Physical Education.....	½ course
<hr/>	
Total.....	14 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.

### IRREGULAR JUNIOR COLLEGE PROGRAMS

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.

Students transferring from other colleges with less than twenty courses will ordinarily be required to take special "junior college

\*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.

constants" or other junior college courses until they have completed a twenty course junior college program. Exceptions may be made on the written approval of the Dean of Instruction.

Resident students who become irregular in their programs must complete the "junior college constants" or approved substitutes in order to comply with the requirements for any degree. Certain variations are made for Home Economics and Music degrees and for the two year Normal and Secretarial diplomas.

Freshmen and sophomores who are not fulfilling the requirements for one of the two-year diplomas of 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 the courses omitted later without credit.

### MAJOR AND MINOR PROGRAMS

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 major may be taken in a division or a department, or it may be part of a general program for a special degree.

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	Speech

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

#### DEPARTMENTAL MINORS

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

Geography	Philosophy
Journalism	Political Science
Library Science	Psychology

#### 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 201, 222, 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 six additional courses must be selected from the remaining departments. Usually it will be preferable to select two courses from each of three departments, but variations may be made on the approval of the head of the social science division.

The basic courses are listed below:

- Economics 301.
- Geography 300, 301.
- History 301, 302.
- Philosophy.
- Political Science 324.
- Psychology 301.
- Sociology 301.

## SPECIAL MAJOR PROGRAMS

Students majoring in Elementary Education, Music Education, Physical Education, Home Economics, and Business Administration do not take majors in the ordinary sense. Each of these programs requires a grouping of subjects from several departments. These programs are described on the following pages.

## 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 Health Education Teachers.
  - Curriculum for Physical Education Teachers.
- Bachelor of Science in Music Education.
- Bachelor of Science in Home Economics.
  - Curriculum for Home-Making Education.
  - Curriculum for Institutional Management.
  - Curriculum for General Home Economics.
- Bachelor of Science in Business Administration.
  - Curriculum for Distributive Education.
  - Curriculum for General Business.
  - Curriculum for 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.....	14 courses
The constant junior college requirements described on page 58.	
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 281—Appreciation and Interpretation of Literature (not to be taken by students who expect to major or minor in English).....	1 course
Departmental Major.....	6 courses
Departmental Minor.....	4 courses
or	
Division Major.....	10 courses
Elective .....	7-9 courses
	—
	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

## BACHELOR OF SCIENCE

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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 (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.....	½ course
Physical Education 200 or 215.....	½ 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 68.

## 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.

Following are the requirements for the Bachelor of Science Degree:

Junior College..... 14 courses

The constant junior college requirements described on page 58.

Foreign Language..... 2 or 3 courses

Two college courses in one foreign language, based on two units of high school work in the same language, will satisfy the requirements. If the student prefers to take a language in which she has presented less than two high school units, three courses will be required.

Science .....	3 courses
Two of these courses must be a double course in Biology, Chemistry, or Physics. The other course may be any senior college course in Science or Mathematics.	
English 281—Appreciation and Interpretation of Literature .....	1 course
Departmental Major .....	6-9 courses
Departmental Minor .....	4 courses
or	
Division Major .....	10 courses
Elective .....	5-8 courses
	—
	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 Sciences 200 .....	1 course
Science (Biology, Chemistry, Physics) .....	2 courses
Health 200 or 215 .....	$\frac{1}{2}$ course
Physical Education 200 .....	$\frac{1}{2}$ course
Elective .....	1 course
	—
	10 courses



*Junior and Senior Years*

In these two years students will take courses to satisfy their major or 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 68.

**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 provided:

- Curriculum for High School Teachers.
- Curriculum for Elementary School Teachers.
- Curriculum for Health Education 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 and who do not care to take foreign language or science. It offers the opportunity for two or more large majors or the equivalent in other academic subjects.

Following are the requirements:

Junior College .....	14 courses
The junior college constant requirements described on page 58.	
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 301—General Plant Biology .....	1 course
English 281—Appreciation and Interpretation of Literature .....	1 course
Speech 308—Spoken English .....	1 course
Health 333—First Aid and Home Nursing or	
Music 450—Music Appreciation .....	1 course
Elective .....	3 courses
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Total .....	38 courses

## REQUIREMENTS BY YEARS

*Freshman Year*

Biology 100 .....	1 course
Chemistry 100 .....	1 course
Education 104 .....	1 course
English 101, 102 .....	2 courses
Health 100 .....	1 course
Mathematics 100 .....	1 course
Social Science 101, 102 .....	2 courses
Physical Education 100 .....	1 course
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	10 courses

*Sophomore Year*

Physics 100 .....	1 course
Education 105 .....	1 course
English 281 .....	1 course
Social Science 200 .....	1 course
Humanities 200, 201 .....	2 courses
Speech 308 .....	1 course
Health 215 .....	$\frac{1}{2}$ course
Physical Education 200 .....	$\frac{1}{2}$ course
Major .....	2 courses
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	10 courses

*Junior Year*

Biology 301 .....	1 course
Education 343 .....	1 course
Education 306 .....	1 course
Major .....	3 courses

Minor .....	2 courses
Elective .....	1 course
	<hr/>
	9 courses

*Senior Year*

Art 429 .....	1 course
Education 445 .....	1 course
Education 455 .....	1 course
Health 333 or	
Music 450 .....	1 course
Major .....	1 course
Minor .....	2 courses
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 .....	14 courses
The junior college constant requirements described on page 58.	
English .....	2 courses
214—Children's Literature	
281—Appreciation and Interpretation of Literature	
Speech 308—Spoken English .....	1 course
Biology 215—Nature Study .....	1 course
Art 215, 316—Public School Art .....	2 courses
Music .....	2 courses
220— $\frac{1}{2}$ —Music Fundamentals for the Elementary Teacher	
221— $\frac{1}{2}$ —Methods in Public School Music for the Elementary Teacher	

322—½—Music Fundamentals for the Elementary Teacher	
323—½—Methods in Public School Music for the Elementary Teacher	
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	
Minor	4 courses
Elective	4 courses
	38 courses

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 or additional practice 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
Music 220	½ course
Music 221	½ course
Physical Education 100	1 course
	10 courses

*Sophomore Year*

Physics 100	1 course
Chemistry 100	1 course
Education 105	1 course
Humanities 200-201	2 courses
Social Science 200	1 course
Art 215	1 course
English 214	1 course
English 281	1 course
Health 215	½ course
Physical Education 215	½ course
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	10 courses

*Junior Year*

Biology 215	1 course
Art 316	1 course
Music 322-323	1 course
Speech 308	1 course
Education 328 or 334	1 course
Education 306	1 course
Minor	2 courses
Elective	1 course
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	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
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	9 courses

*Normal Diploma*

The Normal Diploma will be discontinued after September 1, 1946. Students who have already begun the diploma program will follow the requirements listed in the 1943-44 catalog.



*Curriculum for Health Education Teachers*

This curriculum is intended to prepare students to teach Health Education in both elementary and high schools and to serve as health coordinators in a school system. The student should take, in addition to other required work, a minor in Biology, and two courses in Chemistry. Students may select another minor in the fields of Chemistry, Physical Education, Sociology, Psychology, or other related subjects.

Following are the requirements:

Junior College .....	14 courses
The junior college constant requirements described on page .....	
Health Education .....	6 courses
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	
Biology .....	4 courses
301—General Plant Biology	
302—General Animal Biology	
311—Physiology	
320—Microbiology	
Physical Education .....	2 courses
310 ( $\frac{1}{2}$ ), 311 ( $\frac{1}{2}$ )	
or	
312 ( $\frac{1}{2}$ ), 313 ( $\frac{1}{2}$ )	
or	
313 ( $\frac{1}{2}$ ), 314 ( $\frac{1}{2}$ )	
423—Recreation Leadership	
Education .....	6 courses
104—Introduction to Education	
105—Introduction to Educational Psychology	
343—Conduct of High School Teaching	
445—Student Teaching and Directed Observation in High School	
455—Directed Observation in the High School	
477—Principles, Materials, and Methods in Health Education	
Elective .....	6 courses
Total .....	38 courses

## REQUIREMENTS BY YEARS

*Freshman Year*

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

*Sophomore Year*

Biology 301, 302 .....	2 courses
Education 105 .....	1 course
Humanities 200, 201 .....	2 courses
Physics 100 .....	1 course
Social Science 200 .....	1 course
Health 215 .....	½ course
Physical Education 215 .....	½ course
Elective .....	2 courses
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	10 courses

*Junior Year*

Biology 311, 320 .....	2 courses
Education 343 .....	1 course
Health 320, 321, 333 .....	3 courses
Physical Education 310, 311 .....	1 course
Elective .....	2 courses
	<hr/>
	9 courses

*Senior Year*

Education 445, 455, 477 .....	3 courses
Health 330, 340, 428 .....	3 courses
Physical Education 423 .....	1 course
Elective .....	2 courses
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	9 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 constants described on page 58, except Chemistry 100.	
Physical Education .....	7 courses
312—Theory and Practice of Formalized Activities	
313—Technique of Sports I	
314— $\frac{1}{2}$ —Technique of Sports I	
315— $\frac{1}{2}$ —Orthopedic and Remedial Physical Education	
331— $\frac{1}{2}$ —Tests and Measurements in Physical Education	
322—1—Kinesiology	
423—1—Recreation Leadership	
430— $\frac{1}{2}$ —History and Principles of Physical Education	
433—1—Organization and Administration of Physical Education	
Biology .....	4 courses
301—General Plant Biology	
302—General Animal Biology	
311—Physiology	
433—Vertebrate Zoology	
Chemistry 101, 102 .....	2 courses
Health .....	2 courses
321—Anatomy of the Human Body	
333—Home Nursing and First Aid	
Education .....	7 courses
104—Introduction to Education	
105—Introduction to Educational Psychology	
334—Materials and Methods of Teaching in the Upper Elementary Grades	
or	
343—Conduct of High School Teaching	
Physical Education 310—Theory and Practice of Plays and Games	
Physical Education 311—Theory and Practice of Rhyth- mical Activities	
325—Student Teaching in Elementary School	
or	
445—Student Teaching in High School	

355—Directed Observation in Elementary Grades	
or	
455—Directed Observation in the High School	
Elective .....	3 courses
	<hr/>
	38 courses

As further experience and study in recreational activities, all major students are expected to participate judiciously in the voluntary intra-mural program offered by the Recreation Association.

#### *Freshman Year*

Biology 100 .....	1 course
Chemistry 101, 102 .....	2 courses
English 101, 102 .....	2 courses
Health 100 .....	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 104, 105 .....	2 courses
Health 215 .....	½ 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
	<hr/>
	10½ courses

#### *Junior Year*

Biology 311 .....	1 course
Biology 433 .....	1 course
Education 334 or 343 .....	1 course
Health 321 .....	1 course
Physical Education 310 .....	1 course
Physical Education 311 .....	1 course
Physical Education 312 .....	1 course
Physical Education 313 .....	1 course

Physical Education 314 .....	½ course
Physical Education 315 .....	½ course
	—
	9 courses

*Senior Year*

Education 325 or 445 .....	1 course
Education 355 or 455 .....	1 course
Physical Education 322 .....	1 course
Physical Education 423 .....	1 course
Physical Education 433 .....	1 course
Physical Education 331 .....	½ course
Physical Education 430 .....	½ course
Elective .....	3 courses
	—
	9 courses

**BACHELOR OF SCIENCE IN MUSIC EDUCATION**

The requirements in this curriculum are largely built around the Music Education major described below. A minor must be selected from any one of the departments such as: Speech, English, Language, History, Science, Psychology, and Art.\*

The following are the requirements:

Junior College .....	11 courses
The Junior college constant requirements described on page 58 with the following exception: Any one of the four sciences (Math., Chem., Physics, Biology) is required.	
Education .....	7 courses
304—Introduction to Education	
305—Introduction to Educational Psychology	
334 or 343—General Methods	
325 or 445—2—Supervised Teaching	
Music 325—Public School Music: Methods for the Primary and Intermediate Grades	
Music 326—Public School Music: Methods for the Junior and Senior High Schools	
Music .....	16½ courses
257 258 259—1½—Ear Training and Sight Singing	
282-283-284—1½—Advanced Ear Training and Sight Singing	
260-261-262—1½—Elementary Harmony	
363-364-365—1½—Advanced Harmony	

\*For a major or a minor in applied Music see pages 133 and 134.



366-367-368—1½—Keyboard Harmony	
379-380-381—3—Conducting	
340-341—1—History of Music	
116-117-118—1—Class Voice and Choral Interpretation	
213-214-215—1—Beginning Instrumental Classes	
Applied Music—3—Piano, Voice, Organ, Violin, or Stringed, Brass and Woodwind Instruments	
Minor	4 courses
	<hr/>
	38½ courses

REQUIREMENTS BY YEARS

*Freshman Year*

Science	1 course
Health 100	1 course
English 101, 102	2 courses
Social Science 101, 102	2 courses
Physical Education 100	1 course
Music 213, 214, 215	1 course
Music 257, 258, 259	1½ courses
Applied Music	1 course
Private Instruction in Piano, Organ, Voice, Violin, Viola, Cello, or Wind Instrument	
	<hr/>
	10½ courses

*Sophomore Year*

Education 104, 105	2 courses
Health 200 or 215	½ course
Physical Education 200	½ course
Music 116, 117, 118	1 course
Music 260, 261, 262	1½ courses
Music 282, 283, 284	1½ courses
Music 340, 341	1 course
Music 379	1 course
Applied Music	1 course
Private Instruction in Piano, Organ, Voice, Violin, Viola, Cello, or Wind Instrument	
	<hr/>
	10 courses

*Junior Year*

Education 334 or 343	1 course
Music 325, 326	2 courses

Music 363, 364, 365	1½ course
Music 366, 367, 368	1½ courses
Music 380	1 course
Minor	1 course
Applied Music	1 course
Private Instruction in Piano, Organ, Voice, Violin, Viola, Cello, or Wind Instruments	
	— 9 courses

#### *Senior Year*

Education 325 or 445	2 courses
Social Science 200	1 course
Music 381	1 course
Humanities 200, 201	2 courses
Minor	3 courses
	— 9 courses

Note—All music majors must play piano well enough to play easy pieces and accompaniments for assembly singing. One or two years of piano study at college level with an examination to be approved by the music faculty is required.

### 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 in Home Making Education
- Curriculum in Institutional Management
- Curriculum in General Home Economics

#### *Curriculum for Home Making 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 Making Education by the State Department of Vocational Education.

Following are the course requirements:

Biology .....	2 courses
100—Human Biology	
320—Microbiology	
English .....	2 courses
101, 102—College Composition	
Health .....	1½ courses
100—Orientation Course in Health	
215—½—School 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	
Humanities 200-201—Survey of the Humanities .....	2 courses
Physics 104—Household Physics .....	1 course
Chemistry .....	3 courses
101, 102—General Chemistry	
324—Organic Chemistry	
Education .....	6 or 7 courses
104—Introduction to Education	
305—Introduction to Educational Psychology	
343—General Methods	
472—Methods of Teaching Home Economics	
445—Student Teaching and Directed Observation in High School	
*455—Directed Observation in the High School .....	1 course
Economics 204—Consumer Economics .....	1 course
Sociology 428—The Family .....	1 course
Home Economics .....	10½ courses
107—Introduction to the Study of Family Life	
111—Clothing for the Individual	
220—Food for the Family	
(Two of the three listed above.)	

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

314— $\frac{1}{2}$ —Practical Home Furnishing
324—Principles of Nutrition
326—Advanced Foods
331— $\frac{1}{2}$ —Problems in Home Management
341— $\frac{1}{2}$ —School Lunch
412—Dress Design
432—House Residence
451—Child Guidance
466—Problems of Rural Home Living

Elective .....	1 or 2 courses
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	38 courses

## REQUIREMENTS BY YEARS

*Freshman Year*

Social Studies 101, 102 .....	2 courses
Biology 100 .....	1 course
Health 100 .....	1 course
English 101, 102 .....	2 courses
Art 100 .....	1 course
Home Economics 107, 111, 220 (Two of these three) .....	2 courses
Physical Education 100 .....	1 course
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	10 courses

*Sophomore Year*

Social Studies 200 .....	1 course
Humanities 200, 201 .....	2 courses
Chemistry 101, 102 .....	2 courses
Physics 104 .....	1 course
Education 104 .....	1 course
Economics 204 .....	1 course
Home Economics 211 .....	1 course
Health 200 or 215 .....	$\frac{1}{2}$ course
Physical Education 200 .....	$\frac{1}{2}$ course
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	10 courses

*Junior Year*

Biology 320 .....	1 course
Chemistry 324 .....	1 course
Education 305 .....	1 course

BACHELOR OF SCIENCE IN HOME ECONOMICS 79

Education 343 .....	1 course
Home Economics 324, 326, 451 .....	3 courses
Sociology 428 .....	1 course
Elective .....	1 course
	—
	9 courses

*Senior Year*

Art 400 .....	½ course
Home Economics 314—½, 331—½, 341—½, 412, 432, 466 .....	4½ courses
Education 445 (3—Apprentice Teaching), or 445 and 455 (Peabody School), 472 .....	3 or 4 courses
Elective .....	0 or 1 course
	—
	9 courses

*Curriculum for Institutional Management*

The requirements for this major comply with those which are offered by the American Dietetic Association as of 1944.

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

The curriculum in institutional management prepares students for managerial positions in cafeterias, school lunch programs, residence halls, as well as for hospital dietitians. It is recommended that students gain practical experience through hospital or other employment in some food service during the summer between the junior and senior years. On completion of this curriculum, students should plan to serve an internship of six months to a year in a hospital or other organization approved by the A.D.A. in order to become fully qualified dietitians.

Following are the course requirements:

Biology .....	3 courses
100—Human Biology	
311—Physiology	
320—Microbiology	
English .....	2 courses
101, 102—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 100—Elementary Color and Design .....	1 course
Social Studies .....	3 courses
101, 102—Introductory General Course	
200—Contemporary Georgia Problems	
Humanities 200-201—Survey of the Humanities .....	2 courses
Physics 104—Household Physics .....	1 course
Chemistry .....	5 courses
101, 102—General Chemistry	
324—Organic Chemistry	
431—Commercial Methods of Food Analysis	
432—Food and Physiological Chemistry	
Education 305—Introduction to Educational Psychology ...	1 course
Economics 204—Consumer Economics .....	1 course
Secretarial Training 210—Accounting for Institutional Management Majors .....	1 course
Sociology or Psychology Elective .....	1 course
Home Economics .....	12 courses
111—Clothing for the Individual or 313—Clothing Problems	
107—Introduction to the Study of Family Life	
220—Food for the Family (Two of the above.)	
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 Institutional Organization and Manage- ment	
446—Food Purchasing	
Elective .....	2 courses
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	38 courses

REQUIREMENTS BY YEARS

*Freshman Year*

Social Studies, 101, 102	2 courses
Biology 100	1 course
Health 100	1 course
English 101, 102	2 courses
Education 105	1 course
Art 100	1 course
Home Economics 111 or 313	1 course
Physical Education 100	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 or 107	1 course
Health 215	½ course
Physical Education 200	½ course
Secretarial Training 210	1 course
Home Economics 326	1 course
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	10 courses

*Junior Year*

Biology 311	1 course
Biology 320	1 course
Chemistry 324, 432, 431	3 courses
Economics 204	1 course
Home Economics 321, 443	2 courses
Elective	1 course
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	9 courses

*Senior Year*

Home Economics 328, 341, 421, 424, 425, 444, 446	7 courses
Sociology or Psychology Elective	1 course
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 101, 102—College Composition .....	2 courses
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	
Humanities 200, 201—Survey of the Humanities .....	2 courses
Physics 104—Household Physics .....	1 course
Chemistry 101, 102—General Chemistry .....	2 courses
Education 104—Introduction to Education .....	1 course
Economics 204—Consumer Economics .....	1 course
Sociology 428—The Family .....	1 course
Psychology—Elective .....	1 course

Home Economics -----	8 courses
107—Introduction to the Study of Family Life	
111—Clothing for the Individual	
220—Food for the Family	
(Two of the above.)	
211—Family Clothing Problems	
314—½—Practical Home Furnishing	
324—Principles of Nutrition	
326—Advanced Foods	
331—Problems in Home Management	
432—½—House Residence	
451—Child Guidance	
Elective -----	8½ courses
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	38 courses

*Recommended Electives for Various Fields of Concentration  
in General Home Economics*

CLOTHING:

Home Economics

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

Art 429—Art Appreciation

Psychology

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

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

## REQUIREMENTS BY YEARS

*Freshman Year*

Social Studies 101, 102 .....	2 courses
Biology 100 .....	1 course
Health 100 .....	1 course
English 101, 102 .....	2 courses
Art 100 .....	1 course
Home Economics 107, 111, 220 (Two of these) .....	2 courses
Physical Education 100 .....	1 course
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	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
Economics 204 .....	1 course
Health 215 .....	½ course
Physical Education 200 .....	½ course
Education 104 or Elective .....	1 course
	<hr/>
	10 courses

*Junior Year*

Biology 320 .....	1 course
Home Economics 324, 326, 451 .....	3 courses
Elective .....	5 courses
	<hr/>
	9 courses

*Senior Year*

Art 400 .....	½ course
Psychology 448 or 463 .....	1 course
Sociology 428 .....	1 course
Home Economics 314—½, 331—½, 432 .....	2 courses
Elective .....	4½ courses
	<hr/>
	9 courses



## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

This is the degree which includes the program for preparation for work in commercial and industrial fields. Much of the college work is highly specialized, but room is left for a generous amount of general education.

Three curricula are provided as follows:

- Curriculum in Distributive Education
- Curriculum in Secretarial Training
- Curriculum in General Business

### CURRICULUM IN DISTRIBUTIVE EDUCATION

This program is built primarily to satisfy the needs of those students who are interested in some phase of merchandising. It provides a background for employment in department stores and other merchandising establishments. It also provides for employment as coordinator in the state office for distributive education and for teaching distributive education in high schools.

Following are the requirements:

Junior College .....	11 courses
The Junior college constant requirements described on page ... with the exception of Chemistry 100, Physics 100, and Mathematics 100.	
Art .....	2½ courses
100—Elementary Color and Design	
324—Interior Decoration	
326—½—Lettering	
Chemistry 101, 102—General Chemistry .....	2 courses
Economics 301—Principles of Economics .....	1 course
Education .....	2 courses
104—Introduction to Education	
305—Educational Psychology	
Home Economics 217—Textiles .....	1 course
Mathematics 312—Business Mathematics .....	1 course
Physics 104—Household Physics .....	1 course
Secretarial Training .....	2 courses
325—½, 326—½, Typewriting	
417—Business Correspondence	

Distributive Education .....	7½ courses
111—Salesmanship	
251—Non-Textiles	
352—Store Management	
353—Advertising and Sales Promotion	
354—History of Costume	
461—Buying and Marketing	
462—½, Display	
465—Methods of Teaching Retailing	
Elective .....	7 courses
	—
	38 courses

*Suggested Electives*

General Business 101, 102, 207  
 Secretarial Training 422, 423, 427  
 Art 429  
 Journalism and English electives  
 Education electives

**STORE EXPERIENCE**

A certain amount of store experience will be required of Distributive Education majors. All students should work at least one quarter immediately preceding their senior year in college. The College will assist students in arranging for cooperative store work.

**REQUIREMENTS BY YEARS**

*Freshman*

Biology 100 .....	1 course
English 101, 102 .....	2 courses
Education 104 .....	1 course
Health 100 .....	1 course
Social Studies 101, 102 .....	2 courses
Art 100 .....	1 course
Distributive Education 110 .....	1 course
Physical Education 100 .....	1 course
	—
	10 courses

*Sophomore*

Humanities 200, 201 .....	2 courses
Chemistry 101, 102 .....	2 courses
Physics 104 .....	1 course

Social Studies 200	1 course
Health 200	½ course
Home Economics 217	1 course
Distributive Education 251	1 course
Physical Education 200	½ course
Elective	1 course
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	10 courses

*Junior*

Economics 301	1 course
Education 305	1 course
Art 324	1 course
Secretarial Training 325, 326	1 course
Mathematics 312	1 course
Distributive Education 352, 353, 461	3 courses
Elective	1 course
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	9 courses

*Senior*

Secretarial Training 417	1 course
Art 326	½ course
Distributive Education 462—½, 354, 465	2½ courses
Elective	5 courses
	<hr/>
	9 courses

## CURRICULUM FOR SECRETARIAL TRAINING

This program is designed primarily for those who wish to become secretaries, stenographers, or other clerical workers. It requires the development of a high degree of skill in shorthand, typing, and the use of office machines.

Following are the requirements:

Junior College	14 courses
The junior college constant requirements described on page 58.	
Economics	3 courses
301—Principles of Economics	
302—Current Economic Problems	
One elective	
Mathematics 312—Business Mathematics	1 course

General Business.....	4 courses
101, 102—Accounting Principles	
207—Business Law	
231—Introduction to Business	
Secretarial Training.....	8 courses
417—Business Correspondence	
320— $\frac{1}{2}$ , 321— $\frac{1}{2}$ , 422, 423, 424—Shorthand	
325— $\frac{1}{2}$ , 326— $\frac{1}{2}$ , 427—Typewriting	
203— $\frac{1}{2}$ , 204— $\frac{1}{2}$ —Office Practice	
Elective .....	8 courses
	—
	38 courses

Students preparing for a business career may use their electives to concentrate in a minor field of their special interest outside the Department of Business Administration. The selection of electives should be made in consultation with the head of the Department of Business Administration.

Students preparing to teach business education in high school will need to use part or all of their electives for fulfilling the professional requirements for a teacher's certificate. The Georgia Professional certificate may be obtained upon the completion of six approved courses in Education. The following courses are recommended for meeting the State requirements:

#### Education

- 104 or 304—Introduction to Education
- 105 or 305—Introduction to Educational Psychology
- 343—Conduct of High School Teaching
- 476—The Teaching of Secretarial Subjects  
(Distributive Education 465 should be taken by students preparing to teach distributive education in high school.)
- 445—Student Teaching in the High School
- 455—Directed Observation in the High School

A provisional high school certificate may be obtained upon the completion of three approved courses in Education. Students preparing to teach should consult the head of the Department of Education.

### REQUIREMENTS BY YEARS

#### *Freshman Year*

Biology .....	1 course
Chemistry 100 .....	1 course
English 101, 102.....	2 courses

Health 100	1 course
Mathematics 100	1 course
General Business 231	1 course
Social Studies 101, 102	2 courses
Physical Education 100	1 course
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	10 courses

*Sophomore Year*

Humanities 200, 201	2 courses
Physics 100	1 course
General Business 101, 102, 207	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*

Secretarial Training 320— $\frac{1}{2}$ , 321— $\frac{1}{2}$	1 course
Secretarial Training 325— $\frac{1}{2}$ , 326— $\frac{1}{2}$	1 course
Secretarial Training 417	1 course
Economics 301, 302	2 courses
Elective	4 courses
	<hr/>
	9 courses

*Senior Year*

Secretarial Training 422, 423, 424	3 courses
Secretarial Training 427	1 course
Secretarial Training 403	$\frac{1}{2}$ course
Secretarial Training 404	$\frac{1}{2}$ course
Economics Elective	1 course
Elective	3 courses
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	9 courses

## TWO-YEAR SECRETARIAL CERTIFICATE

The courses required for the Secretarial Certificate are arranged to give the student the secretarial skills during the first two years along with a limited background of business information and general college culture. It is intended as a terminal two-year program course. Students who plan to attend college until the four-year program is completed should



not take this course and risk forgetting their skills, but they should follow the regular four-year secretarial program leading to the Bachelor of Science in Business Administration.

The following courses are required:

*Freshman Year*

Social Studies 101, 102, Introductory Courses .....	2 courses
Mathematics 100, Functional Mathematics .....	1 course
English 101, 102, General College Composition .....	2 courses
Geography 130, Economic Geography .....	1 course
Secretarial Training 120— $\frac{1}{2}$ , 121— $\frac{1}{2}$ —Shorthand .....	1 course
Secretarial Training 125— $\frac{1}{2}$ , 126— $\frac{1}{2}$ —Typewriting .....	1 course
Health 100 .....	1 course
Physical Education 100, Sports .....	1 course
—	—
	10 courses

*Sophomore Year*

General Business 101, 102, Accounting .....	2 courses
Social Studies 200, Contemporary Georgia .....	1 course
Secretarial Training 217, Business Correspondence .....	1 course
General Business 207, Business Law .....	1 course
Secretarial Training 222, 223, Shorthand .....	2 courses
Secretarial Training 227, Typewriting .....	1 course
Secretarial Training 203, Office Procedures .....	$\frac{1}{2}$ course
Secretarial Training 204, Office Machines .....	$\frac{1}{2}$ course
Health 200, Public Health .....	$\frac{1}{2}$ course
Physical Education 200, Recreation Activity .....	$\frac{1}{2}$ course
—	—
	10 courses

SECRETARIAL DIPLOMA

Students who complete the two-year secretarial program by the August commencement in 1946 will receive the secretarial diploma. After that date the two-year diploma will be discontinued and a two-year certificate will be given privately instead.

*Senior College Requirements for Students With the Secretarial Certificate*

A student who completes the requirements for the two-year Secretarial Certificate and then continues her work for a Bachelor of Science in Business Administration must fulfill the junior college requirements in Humanities and Science. It will also be her responsibility to maintain her skills in shorthand and typewriting during the junior and senior years. To assist in maintaining these skills

she will be expected to audit Secretarial Training 423 during her junior year and take Secretarial Training 424 during her senior year, for the purpose of developing further skill in these subjects.

Following are the requirements for the last two years:

Humanities 200, 201—Introduction to Literature, Art and Music .....	2 courses
Mathematics 312—Business Mathematics .....	1 course
Economics .....	3 courses
301—Principles of Economics	
302—Current Economic Problems	
Elective in Economics	
Secretarial Training .....	1 course
423—Shorthand Dictation and Transcription—Audit	
424—Shorthand Dictation and Transcription	
Science or Mathematics .....	3 courses
Select three of the following:	
Biology 301, General Plant Biology	
Biology 302, General Animal Biology	
Chemistry 321, Introduction to Geology	
Physics 311, Descriptive Astronomy	
Mathematics 331, Elements of Statistics	
Elective .....	8 courses
	—
	18 courses

#### CURRICULUM FOR GENERAL BUSINESS

Students who wish to follow a business career but who do not wish to become stenographers or to enter retailing should take this program. It provides for a considerable amount of latitude in the selection of courses, allowing the opportunity for a strong major in economics.

Following are the requirements:

Junior College .....	14 courses
The junior college constant requirements described on page —	
Economics .....	5 courses
301—Principles of Economics	
302—Current Economic Problems	
Three electives	

Mathematics .....	2 courses
312—Business Mathematics	
331—Elements of Statistics	
Political Science .....	2 courses
324—American National Government	
428—Government and Business	
Secretarial Training .....	2 courses
325— $\frac{1}{2}$ , 326— $\frac{1}{2}$ —Typewriting	
417—Business Correspondence	
General Business .....	5 courses
101, 102—Accounting Principles	
207—Business Law	
303—Intermediate Accounting	
231—Introduction to Business	
Elective .....	8 courses
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	38 courses

#### REQUIREMENTS BY YEARS

For the first two years, the curriculum for General Business is the same as that for Secretarial Training.

##### *Junior Year*

Secretarial Training 325— $\frac{1}{2}$ , 326— $\frac{1}{2}$ .....	1 course
Secretarial Training 417 .....	1 course
General Business 303 .....	1 course
Economics 301-302 .....	2 courses
Economics Elective .....	1 course
Political Science 324 .....	1 course
Elective .....	2 courses
	<hr/>
	9 courses

##### *Senior Year*

Political Science 428 .....	1 course
Mathematics 331 .....	1 course
Economics Elective .....	2 courses
Elective .....	5 courses
	<hr/>
	9 courses

## U. S. CADET NURSING CORPS

The College has an agreement with the Milledgeville State Hospital and the Macon Hospital to provide academic instruction for one or two quarters for prenursing students under the United States Cadet Nursing program. Young women wishing to take advantage of this program should contact one of the above hospitals for information and admission.

*First Term*

English 1-N, English Composition .....	3 term hours
Chemistry 1-N, Chemistry for Nurses .....	4 term hours
Biology 1-N, Microbiology for Nurses .....	3 term hours
Sociology 1-N, The Nurse and Society .....	3 term hours
Psychology 1-N, The Problems of Adjustment .....	3 term hours
Physical Education 1-N, Physical Activity .....	1 term hour
	—
Total .....	17 term hours

*Second Term*

Biology 2-N, Physiology .....	3 term hours
Health 2-N, Anatomy .....	3 term hours
Home Economics 2-N, Diet and Food Preparation .....	3 term hours
Nursing 1-N, Professional Adjustment .....	1 term hour
Nursing 2-N, Nursing Arts .....	4 term hours
Physical Education 2-N, Physical Activity .....	1 term hour
Elective .....	2 term hours
	—
Total .....	17 term hours





## ACADEMIC DIVISIONS

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

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

- I. DIVISION OF TEACHER EDUCATION, Mr. Little, *Chairman*.  
Education, Health, Library Science, Physical Education,  
Training School.
- II. DIVISION OF FINE ARTS, Mr. Noah, *Chairman*.  
Art, Music.
- III. DIVISION OF HOME ECONOMICS, Miss MeVey, *Chairman*.  
Home Economics.
- IV. DIVISION OF LANGUAGES AND LITERATURE, *Chairman*.  
English, French, Humanities, Latin, Spanish.
- V. DIVISION OF MATHEMATICS AND NATURAL SCIENCE, Mr. Stokes,  
*Chairman*.  
Biology, Chemistry, Mathematics, Physics.
- VI. DIVISION OF BUSINESS ADMINISTRATION, Mr. Eakins, *Chairman*.  
Business Administration.
- VII. DIVISION OF SOCIAL SCIENCES, Mr. Morgan, *Chairman*.  
Economics, Geography, History, Philosophy, Political Science,  
Psychology, Social Studies, Sociology.



## DEPARTMENTS OF INSTRUCTION AND COURSE OFFERINGS

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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 57.

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

### ART

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MISS PADGETT, MISS BANCROFT

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

A major in Art with a Bachelor of Science in Education degree should include Art 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.

Three lectures and two laboratory periods.

**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. Three lectures and two laboratory periods.

**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. Three lectures and two laboratory periods.

**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.

**326. LETTERING.**

Required of Distributive Education majors, elective for others. Emphasis on file design in lettering and the development of sufficient skill to letter quickly and effectively show cards, announcements, and posters. Study of various tools and styles of lettering. Three laboratory periods. One-half course.

**329. LETTERING AND POSTER DESIGN.**

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

**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.

**350. ART IN THE SCHOOL.**

A course in applied appreciation for teachers, principals and superintendents. Study of color and its effect on us; its use with regard to type and location of building. Color schemes made to meet different needs. Experience, if practical, in painting a room, refinishing furniture, picture selection and hanging with much emphasis on selection, flower arrangement, bulletin board arrangement, exhibitions and their arrangement. Three discussion and two 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 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

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MISS ROGERS

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

### BIOLOGY

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MR. STOKES, MR. SCOTT, MISS TAIT

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A major in Biology should include Biology 301, 302, 322, 431, and two to four 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 Home Economics, 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.

### BUSINESS ADMINISTRATION

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MR. EAKINS, MISS COBB, MISS DANIEL, MISS MANKEY,  
MISS MELTON, MR. RICHARDS, MISS THRASH

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Other courses related to business will be found in the Departments of Economics, Geography, Mathematics, and Political Science. Courses carrying double numbers are recorded as the lower number when taken by freshmen and sophomores and as of the higher when taken by juniors and seniors.

### DISTRIBUTIVE EDUCATION

## 111. SALESMANSHIP.

A study of the various techniques necessary to successful selling in a retail store. The course revolves around the idea of helping the customer buy, and stresses the necessity of a constructive attitude, a thorough knowledge of merchandise and the store, and an understanding of people. The practical work includes selling demonstrations in class, "shopping," acting as salesclerks in retail stores, and a field trip through a department store.

**251. NON-TEXTILES.**

A study of merchandise which is not of a textile nature: the study of furs, jewelry, shoes, handbags, and gloves. The second part of the course treats of merchandise information concerning house furnishings—glass, china, and furniture. The course gives a good knowledge of merchandise information and is useful to consumers in general, as well as distributive education majors.

**352. STORE MANAGEMENT.**

Prerequisite: Distributive Education 111. Modern methods of management in retail stores and the organization of the various departments within the store are included in this course. A detailed study is made of the credit and accounting department, the adjustment department, the receiving department, the personnel department, the merchandising department, and the display department.

**353. ADVERTISING AND SALES PROMOTION.**

A comprehensive study of the advertising field including direct advertising, indirect advertising, advertising by mail, and newspaper and magazine advertising. Supplementary work includes a comparison of the advertisements from various newspapers, writing of advertising copy, and the making of a complete page advertising layout for a newspaper. The course also provides a good study for people majoring in any business subjects.

**354. HISTORY OF COSTUME.**

A survey of costume from Egyptian times to modern times. The first part of the course includes costume of the Egyptians, Greeks, Romans, Eastern Countries, Franks, and French costume through the Middle Ages, Renaissance, Louis XIII, Louis XIV, Louis XV, Louis XVI, and Napoleonic times. In the second part of the course American costume from 1800 to modern times is studied. Famous people, political events, and artists as they influence fashion are also studied along with the costume.

**461. BUYING AND MARKETING.**

Prerequisite: Distributive Education 111. This course contains information necessary for a buyer in a retail store. It treats retail outlets, merchandise organization, determination of what to buy, customer wants and surveys, model stocks and buying plans, merchandise resources, resident buying, terms, and discounts, legal aspects of ordering, brands and price maintenance.

## 462. DISPLAY.

An art course dealing with the fundamentals of display both for interior and window display. The classes are held in display laboratory using actual fixtures found in a store. Groups of students set up merchandise displays, and a class period is spent in sketching. Miniature shadow box displays are made by each member of the class. One-half course.

## 465. METHODS OF TEACHING RETAILING.

This course deals with the material and information necessary for the teaching of retailing in the distributive program either in the high school or as a state coordinator teaching "in service" classes in a retail store. It contains units on lesson planning, illustrative material, analyzes the needs of the people to be trained and considers the program to be carried out.

## GENERAL BUSINESS

## 101. ACCOUNTING PRINCIPLES.

Planned to give the student an understanding of the fundamental principles of accounting as applied to professional and personal service enterprises. Theory of debits and credits, the trial balance, preparation of various business forms and simple statements, opening, adjusting, and closing entries. Three lectures and two laboratory periods.

## 102. ACCOUNTING PRINCIPLES.

A continuation of 101, covering partnership and corporation problems, controlling accounts, columnar journals, accruals, depreciation, working sheets, statements, and closing entries. Three lectures and two laboratory periods.

## 207. BUSINESS LAW.

A study of contracts, negotiable instruments, agency relations, labor relations, bailments, common carriers, sales agreements, and property ownership. Attention is given to the general nature of law and courts.

## 210. INSTITUTIONAL ACCOUNTING.

A course designed for Home Economics majors to develop a basic understanding of the principles of accounting and their application to the financial records of such food service enterprises as the: school cafeteria, college residence hall, tearoom, city club, nutrition department of a hospital, and home. Three lectures and two laboratory periods. (Offered in 1945-46 and alternate years.)



**231. INTRODUCTION TO BUSINESS.**

A course designed to give the student a basic understanding of what business is and how it operates, covering such business activities as finance, personnel, production, marketing. Emphasis is placed upon the development of a business vocabulary.

**303. INTERMEDIATE ACCOUNTING.**

Emphasis on special corporation accounts, and 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.

**SECRETARIAL TRAINING****A. PERSONAL TYPEWRITING.**

A non-credit course for non-secretarial students.

**B. TYPEWRITING.**

A non-credit course for secretarial training students with previous training who are not qualified to enter Secretarial Training 227. This is the first course usually taken by students with a year or more of typewriting in high school. This course may be taken in addition to the regular student program.

**120-320. SHORTHAND PRINCIPLES.**

A study of the principles of Gregg shorthand and the development of a fair degree of skill in reading and writing from printed shorthand. Not open to students with a year or more of shorthand in high school. One-half course.

**121-321. SHORTHAND PRINCIPLES.**

A continuation of Secretarial Training 120. One-half course.

**125-325. TYPEWRITING.**

The development of correct typewriting techniques and the application of typewriting skill to letter writing. One-half course.

**126-326. TYPEWRITING.**

A continuation of Secretarial Training 125 with further application to letter writing, manuscripts, and tabulation problems. Minimum skill for completion: 35 words a minute. One-half course.

**203-403. OFFICE PROCEDURES.**

Secretarial duties and responsibilities; Library Bureau 40-period course in correspondence filing. Three class periods. One-half course.

**204-404. OFFICE MACHINES.**

Introduction to the use of adding, calculating, posting, dictating, duplication machines, and visual filing. Two laboratory periods. One-half course.

**206-406. ADVANCED OFFICE MACHINES.**

Specialization in the development of skill in the operation of two or more office machines.

**217-417. BUSINESS CORRESPONDENCE.**

Prerequisites: English 101 and Secretarial Training 227. Theory and practice in the use of correct, forceful English in writing business letters and reports.

**222-422. SHORTHAND.**

Prerequisite: Secretarial Training 227 or a one-year high school course. A review of shorthand principles and an introduction to simple new-matter dictation. Minimum skill for completion: 60 words a minute for five minutes.

**223-423. SHORTHAND DICTATION AND TRANSCRIPTION.**

Prerequisite: Secretarial Training 227. The development of skill in taking new matter dictation, with emphasis placed on mailable transcripts. Minimum skill for completion: 80 words a minute for five minutes. Three class periods and two laboratory periods.

**227-427. TYPEWRITING.**

Prerequisite: A speed of 35 words a minute. A study of advanced office typewriting problems and the development of a marketable proficiency in the use of the typewriter at a sustained speed of 45 words a minute.

**424. SHORTHAND DICTATION AND TRANSCRIPTION.**

A continuation of Secretarial Training 223 towards high levels of skill in dictation and transcription. Minimum skills for completion: 100 words a minute for five minutes in dictation and 25 words a minute in transcription. Three class periods and two laboratory periods.

**430. ADVANCED SHORTHAND REVIEW.**

A refresher course in shorthand, dictation, and transcription, required of seniors who completed Secretarial Training 224 in their sophomore year.

**CHEMISTRY**

**MR. LINDSLEY, MR. SINK, MISS TRAWICK**

A major in Chemistry should consist of six to eight courses according to the interest and purpose of the student. It should include Chemistry 101, 102, 303, 322, and 327 and such additional courses as the instructor may recommend. In addition to chemistry, courses in biology, mathematics, and physics are recommended.

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

Since graduate schools require French or German, a student who wishes to do graduate work would be wise in selecting French as her foreign language.

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

A survey of the fundamentals of Chemistry and Geology with applications. 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 minerals and ores, with special emphasis on those of Georgia. Occasional lectures will be given on the history of their formation. The purpose is to give the teacher a working knowledge of her natural environment. Three lectures and two laboratory periods.

**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.

**341. CHEMICAL CALCULATIONS.**

A course dealing with gaseous volumes and weights at different pressures and temperatures, pH, concentrations and equilibrium, calculations in quantitative analysis, etc.

**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.

**ECONOMICS**

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**MR. EAKINS, MR. MORGAN**

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Geography 301 or 326 or Political Science 428 may be included as one of the six courses for a major in Economics.

Social Science 101, 102 and 200 or their equivalents are prerequisite to a major or minor in Economics.

**204. CONSUMER ECONOMICS.**

A study of personal and family money management, including such problems as budgeting, home operation, insurance, investment of savings, taxation, and agencies protecting the consumer. Standards of living and the problem of distribution of wealth are considered. Emphasis is placed upon consumer war problems. Elective for secretarial majors only by special permission of the head of the department.

**301. PRINCIPLES OF ECONOMICS.**

An introductory course in economics designed to develop a basic understanding of the principles underlying the activities of man in getting a living. Among the principles covered are those pertaining to the factors of production, price determination, interest, wages, and money. Consideration is given to banking, public finance, transportation, foreign trade, and labor relations.

**302. CURRENT ECONOMIC PROBLEMS.**

A study of the major economic problems confronting the American people today. Such problems may be taken up as agriculture, raw materials, labor, production, transportation, housing, and monetary problems. The problems of war, reconstruction, and peace.



## 306. LABOR PROBLEMS.

An analysis of the major problems and grievances of employers and employees. A case study of solutions in actual industry. Labor problems arising from total war.

## 311. MARKETING.

A study of the business activities involved in getting goods from the producer to the consumer, including marketing organization and operation; marketing functions; trade channels; services performed by middlemen and agencies; price maintenance; market research; problems relating to marketing costs; scientific marketing management.

## 435. PUBLIC FINANCE AND TAXATION.

A study of revenues and expenditures of the local, state, and federal governments. Emphasis is given to the types of taxation and their effects upon the public. (Offered in 1944-45 and alternate years.)

## 437. MONEY AND BANKING.

A study of the nature of money and of the development of banking in the United States. Consideration is given to the functions of money, the types of money used, early banking practices, modern banking, the Federal Reserve System, and Foreign exchange. (Offered in 1945-46 and alternate years.)

## EDUCATION

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MR. LITTLE, MISS BOLTON, MISS BROOKS, MR. KNOX,  
MRS. MCKNIGHT, MRS. NELSON

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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 68.

Six courses, as described on pages 65 and 68, 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 and who cannot do any of their lost nine courses during a regular academic quarter.

The courses in the department range from broadly general or background courses to highly specialized and functional courses. Ordinarily, students who qualify for professional teachers certificates in Georgia take three background and three functional courses.

The following are regarded as general courses: 104-304, 105-305, 306, 323, 327, 337, 441.

The following are regarded as functional: 319, 325, 351, 355, 445, 455, 469, 472, 475, 476, 477, 480.

The following are somewhat between the two extremes and may be regarded as either background or functional: 328, 334, 343, 490, 492.

#### 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.

**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 under supervision in typical elementary school situations. 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 FOR EARLY CHILDHOOD EDUCATION.

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 nursery school, kindergarten, and primary grades ability in the student to select and use effectively the teaching procedures, methods, and materials best suited to school situations for young children.

### 334. MATERIALS AND METHODS FOR LATER CHILDHOOD EDUCATION.

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 school situations for upper grade children.

### 337. ADVANCED EDUCATIONAL PSYCHOLOGY.

Prerequisites: 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.



## 355. DIRECTED OBSERVATION IN THE ELEMENTARY GRADES.

Prerequisite: 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 background for understanding the observations are required.

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

Prerequisites: Two education courses and Health 100 or equivalent, and two quality points for each course taken. Study of materials, programs, procedures, and development of activity units and tentative courses of study for elementary schools. Planned for majors and class room 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.

## 441. PHILOSOPHY OF EDUCATION AND EDUCATION TRENDS.

Prerequisites: Education 325 or 445. A study of philosophy from which modern education has developed and of 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 parallel with student teaching. Its purpose is to help students gain an understanding of the high school through regular guided observation in all



the 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.

472. HOME-MAKING EDUCATION IN THE SECONDARY SCHOOLS.

Prerequisite: Education 104, 105, or 305, 343; also an average of two quality points for each course passed prior to taking this course.

This course is concerned with the contribution home-making education can make to the secondary school and adult programs in the community. Special emphasis is placed on the problems of individuals and families in the present emergency and the adjustment of home-making curriculum to assist in the solving of these problems. Analysis and evaluation of teaching procedures, learning experiences and instructional materials for an effective home-making program.

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. 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 course.

## 492. A. B., WORKSHOP.

Employed teachers only, who can profit from this course, will be admitted to it. This course is an attempt to meet the needs that teachers have in their work of teaching. It centers around problems of their own choosing and activities that they plan under the guidance of the staff. It may be taken on the campus or in a local workshop sponsored by the college, and may carry elementary or high school credit.

## 493. NURSERY SCHOOL EDUCATION.

Prerequisites: Education 104 or 304, Education 105 or 305, and an average of two quality points for each course credit. This course provides for the study of children from two to five years of age, the experiences and conditions needed for their normal development and the equipment, materials, and procedures most useful in the nursery school situation.

## 495. CHILD GROWTH AND DEVELOPMENT

A study of the basic facts and principles relating to human growth and development from infancy through adolescence; and a consideration of the ways in which this information may be used in guiding physical, intellectual, social, emotional, æsthetic, and moral development.

### ENGLISH

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MR. WYNN, MISS ADAMS, MISS MAXWELL, MISS SCOTT, MISS SMITH

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A major in English will include six courses in addition to English 101. English 102, 311, 312, 350 and 360 are prescribed. The student will select one other course of senior college rank.

A minor in English will include English 102, at least two courses in senior college literature, and one additional course.

Humanities 200 and 201 or their equivalents are prerequisite to a major or minor in English.

#### 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 and poetic 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 one to seven. Not counted as part of a major or a minor program.

#### 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.

#### 311. SURVEY OF ENGLISH LITERATURE.

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

#### 312. SURVEY OF ENGLISH LITERATURE.

A continuation of the preceding course 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 high school teachers with the literature suitable for the needs and interests of their pupils. Not counted as part of a major or a minor program.

## 321. SHAKESPEARE.

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

## 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.

## 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, and literary appreciation.

## 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.

## 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 its beginning to the War Between the States.

## 360. AMERICAN LITERATURE.

A continuation of the preceding course to the present time.

## 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.

## 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.

## FRENCH

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MR. SMITH, MISS TURNER

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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 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.

## GEOGRAPHY

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MRS. DORRIS

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No major is offered in Geography.

A minor should include Geography 300 and three other courses in Geography.

## 130. INTRODUCTORY ECONOMIC GEOGRAPHY.

This course is designed to give students materials and principles of fundamental importance by a survey of basic geographic relationships, followed by a discussion of the production and distribution of the world's leading commercial products.

## 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.

## 310. GEOGRAPHY FOR THE AIR AGE.

This course attempts to show how the airplane has created and will continue to create a new economic and social geography and new geopolitics. Strategic Geography of the Great Powers is stressed.

## 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.

## 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.

## 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

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MISS TRAWICK

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See Chemistry 321. An introductory course without science prerequisites.

HEALTH

MRS. WOOTTEN, MRS. IRELAND, MISS SMITH

Health Education is an applied science which contributes materially to 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 to college living, to family and community life, to state, national, and world-wide citizenship.

Materials used by the Health Department are not limited to textbooks but include current bulletins, periodicals, and reports on every phase of public health and preventive medicine from state, national, and international sources. Classroom work is further enriched by models, charts, exhibits, lantern slides, silent and talking moving pictures, and lectures by specialists from State and County Departments of Health. Activities include research, laboratory work, field trips, surveys, use of various types of equipment, observation and practice teaching, and opportunities for observation and participation in county clinics.

For the special curriculum leading to the Bachelor of Science in Education for Health Education Teachers, see page 70.

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.

This course deals with the health problems of community living with special emphasis from the citizenship point of view.

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.

310. HEALTH EDUCATION IN GEORGIA.

This course is especially planned for Georgia teachers in service who have not had health training. It includes (1) the status of health education in Georgia, (2) health problems in Georgia, (3) basic

health facts, (4) school health materials and procedures, (5) careful survey of student's own personal, school and community health problems with practical suggestions for their solution. Summer School and correspondence.

### 320. SOCIAL HYGIENE--MARRIAGE AND MOTHERCRAFT.

This course includes preparation for successful marriage and successful family relationships, with emphasis on (1) eugenics and eugenics, (2) problems of modern youth and the modern family, in wartime and for the post war period, (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. (a. AND b) HOME NURSING AND FIRST AID.

This course includes the study, practice, and application of the standards 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. (333a or 333b may be taken separately for ½ course each by special permission.)

### 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, (2) on the teaching of safety education in the elementary and secondary schools, and (3) on military, industrial and civilian safety in wartime and in peacetime.



**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; (3) field trips, surveys, and experience in developing public health education programs.

**428. MENTAL HYGIENE.**

Prerequisites: One course in Psychology, Health 100 and 215, or equivalent. This course includes the study of mental hygiene (1) as a problem in personal health, (2) as a public health problem, and (3) as a war and post war problem.

**445. TOTAL FITNESS THROUGH HEALTH EDUCATION.**

This course presents health education's contribution to total fitness and makes an intensive study of the organization and administration of an integrated health program.

**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. (Planned for mature students, teachers, parents, and social workers.)

**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.

**470. HEALTH AND HUMAN RELATIONS.**

This course is planned for mature students, teachers, parents, social workers, and nurses. It presents current sex hygiene and sex education problems concerning health and human relations of the two sexes at different age levels. The aim of the course is to help youth or adult youth leaders to understand and appreciate the normal relations between the sexes, including biological or physical, psychological or mental, and social relations.

## HISTORY

MR. BONNER, MISS GREENE, MISS JOHNSON

A major in the Department of History should include History 301, 302, 307, 308, and at least two other courses. When practical, these additional courses should be selected from the following list: History 300, History 411, History 422, and Political Science. Students who intend to major in History or Social Studies may when possible take History 300, 301, or 302 in the sophomore year.

A minor in the Department of History consists of four courses, but these may not be in 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.

Social Science 101, 102, and 200 or their equivalents are prerequisite to a major or minor in history. Out-of-state students who plan to major in history may be allowed to substitute History 300 or History 422 for Social Science 200.

### 300. CLASSICAL CIVILIZATION.

A survey of the development of Greek, Roman, and early medieval European civilization, of especial value to students interested in Humanities, Arts, Philosophy, and the languages. Emphasis will be laid on the cultural achievements of Greece and Rome, on the indebtedness of modern civilization to the Mediterranean World, and upon the processes of transmission of classical culture to modern times in the fields of religion, philosophy, art, architecture, government, and law.

### 301. MODERN EUROPE, I.

A study of European history, beginning with a rapid survey of the late medieval period, and extending to 1715.

### 302. MODERN EUROPE, II.

A continuation of 301, carrying the study to 1900. (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 from the discovery of America to the end of the War Between the States. (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.)

## 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. THE MODERN WORLD.

Special attention is given to events and forces that led to the war of 1914 and to an examination of the conditions of the peace which culminated in the war of 1939.

## 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.)

## 422. HISTORY OF THE SOUTH.

A study of the history and civilization of the southern states. Lectures, readings, discussions, field trips. Attention will be given to the development of southern nationalism before 1860, and to the social and economic aspects of the plantation regime. An historical examination will be made of such basic factors in contemporary southern life as agrarian economy and racial dualism.

## 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.

## 445. THE STORY OF THE FAR EAST.

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

### HOME ECONOMICS

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MISS McVEY, MISS ADAMS, MRS. COMER, MISS GLISSON, MISS HARPER,  
MISS HASSLOCK, MISS JONES, MRS. KING, MISS MITCHAM,  
MISS MORRIS, MRS. SMITH

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For a major in Home Economics, see the list of special requirements for a B.S. Degree in Home Economics on pages 76 and 84.

## HOME ECONOMICS 107. INTRODUCTION TO STUDY OF FAMILY LIFE.

A non-technical course designed to acquaint the student with the relationship between family and group living and the development of individual members. Applications will be made that will aid the student in meeting the problems of her daily living in college.

## 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 to the construction and ensembling of a basic costume for the wardrobe. Three discussion and two two-hour laboratory periods.

**211. FAMILY CLOTHING PROBLEMS.**

Prerequisites: Art 100 and Home Economics 111. A study of the consumer problems involved in meeting family clothing needs, with especial emphasis on adjustments to be made in wartime. Includes a study of textiles and the application of fundamental principles of construction through the making of a tailored wool garment. Renovation of garments is encouraged. Three discussion and two two-hour laboratory periods.

**217. MERCHANDISE INFORMATION.**

A course on fibers and fabrics: history, properties, use and production; manufacturing processes from fiber to finished fabrics; textile terminology and trade names; identification, and testing of fibers; care of fabrics; new developments in fibers and fabrics.

**220. FOOD FOR THE FAMILY.**

A study of the problems of family food in relation to producing and preserving foods; preparing and serving family meals. Special emphasis is placed on a study of consumer problems in providing food for the family during the present emergency. Three discussion and two two-hour laboratory periods.

**313. CONSUMER PROBLEMS IN CLOTHING.** A service course for non-majors.

Includes a study of the problems of clothing selection for the individual and family members. Special emphasis is placed on factors of buymanship in textiles and ready-to-wear; also selection of clothing appropriate for the individual and occasion.

**314. PRACTICAL HOME FURNISHINGS.**

Prerequisite: Art 100. Parallel: Art 400. A study of the practical problems of decorating the home and home economics environs. Practical application in the home management and other home economics units. Special emphasis is placed on the renovation of furnishings. Required of home economics majors. Open to non-majors with consent of instructor. One discussion 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 discussion and two two-hour laboratory periods.



**324. PRINCIPLES OF NUTRITION.**

Prerequisite or parallel: Chemistry 324. A study of the fundamental principles of nutrition in relation to health. Special emphasis is placed on a study of adequate diets for individuals and families for physical fitness. Required of General and Home Economics Education majors. Open to non-majors without prerequisite. Three discussions and two two-hour laboratory periods.

**326. ADVANCED FOODS.**

Prerequisites: Home Economics 220 and 324. Chemistry 324 prerequisite or parallel. A study of food selection and preparation with emphasis on planning, preparation and serving of low cost meals, using food alternates and rationed foods in accordance with the national and local program for rationing. Preservation and use of home-grown products stressed. Two discussions and two three-hour laboratory periods.

**328. EXPERIMENTAL COOKERY.**

Prerequisites: 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. Three discussion and two two-hour laboratory periods. For Institutional Management majors.

**331. PROBLEMS IN HOME MANAGEMENT.**

Prerequisites: Home Economics 326 and Economics 204. 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. One-half course.

**341. QUANTITY COOKERY.**

Prerequisites: Home Economics 324, 326. Practical experience in handling food materials in large quantities, including menu, planning, food purchasing and cost accounting. 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.**

Prerequisites: 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 discussion and two two-hour laboratory periods.

#### 412. DRESS DESIGN.

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

#### 421. MEAL PLANNING AND TABLE SERVICE.

Prerequisites: 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. Two discussion and two three-hour laboratory periods. For Institutional Management majors. Open to others with consent of instructor.

#### 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 320 and 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 discussion and two two-hour laboratory periods.

#### 430. HOUSING PROBLEMS.

Prerequisite recommended: Economics 204. 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 twelve weeks' period. Open to all majors of junior-senior rank. One course.

## 443. INSTITUTIONAL ORGANIZATION AND MANAGEMENT.

Principles of scientific management of such large food and living units as the hospital, school lunchroom, 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.

## 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 discussion and four two-hour laboratory periods.

## 446. FOOD PURCHASING.

Prerequisite: Home Economics 443. 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 discussion and two laboratory periods.

## 451. CHILD GUIDANCE.

A study of the physical, mental, emotional, and social development of the child with reference to the effect of family influence on its development. Some consideration is given to the training of high school students for child-care aids. For Home Economics majors. Also a service course for non-majors.

## 454. INDEPENDENT STUDY.

This course offers an opportunity for advanced study in any area of concentration in the home economics field. Registering for this course must have the approval of the Director of the Department and the instructor under whose supervision the work is taken. Open to home economics seniors with good academic standing. May be taken as one or one-half course.

## 466. PROBLEMS OF RURAL HOME LIVING.

A study of how the home economist may assist rural people in solving some of the persistent problems confronted by families in time of war and peace. The course includes the planning for, producing and preserving food to meet the dietary needs of the family. Laboratories provide practical experience in production and preservation on a family and community basis; also observation of practices

used by rural families in the solving of problems. Three discussion and two laboratory periods. Open to non-majors.

472. HOME-MAKING EDUCATION IN THE SECONDARY SCHOOL.

For description of course, see Department of Education.

## HUMANITIES

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MR. BOESEN AND STAFF

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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

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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.

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.

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.

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.

## 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.

LATIN

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MR. BOESEN, MR. DANIELS

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

## 101. ELEMENTARY LATIN.

Fundamentals of grammar, word study, pronunciation. Extensive reading in simple prose.

## 102. ELEMENTARY LATIN.

A continuation of Latin 101.

## 211. INTERMEDIATE LATIN.

Prerequisite: Latin 102 or two years of high school Latin. The reading of selected books of Vergil's Aeneid with continued drill in vocabulary and grammatical principles.

## 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 characteristic 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. VERGIL.

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

## LIBRARY SCIENCE

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MISS AUSTELLE ADAMS

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

### MATHEMATICS

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MISS NELSON, MRS. STOKES, MISS NAPIER

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A major in the department of Mathematics must include Mathematics 201, 222, 323, 340, 341, and one to three additional courses 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.

## 101. SOLID GEOMETRY.

This course includes lines and planes in space; dihedral and polyhedral angles; surfaces and volumes of polyhedrons, cylinders, cones, and spheres; the solution of numerous originals. Not offered in 1944-45.

## 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 science. 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 201 and 222. 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.)

## 360. THEORY OF EQUATIONS.

Prerequisite: Mathematics 340. The topics covered in this course are: Fundamental properties of polynomials, complex numbers, transformation and solution of equations, numerical equations, symmetric functions.

## 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.

## 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.

### MUSIC

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MR. NOAH, MRS. ALLEN, MISS GOFF, MISS JENKINS,  
MR. OUTLAND, MISS PITTARD

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### MUSIC EDUCATION

The requirements for the degree of Bachelor of Science in Music Education are described earlier in this catalog. This degree is intended for teachers of public school music and music supervisors in public schools.

### 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—Ear Training and Sight Singing  
 260, 261, 262—1½—Harmony  
 363, 364, 365—1½—Advanced Harmony, Form and  
 Analysis  
 379, 380, 381—1½—Choral and Orchestral Conducting  
 340, 341—1 cr.—History of Music  
 366, 367, 368—1½—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—Ear Training and Sight Singing  
 260, 261, 262—1½—Harmony  
 340, 341—1—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, 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 of previous study in Piano before entering college, in order to complete the requirements in piano. All majors are required to pass an examination in piano to suit the requirements in her field of specialization.

**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

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

105-205-305-405—Voice

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. Final credit is not given for less than a whole course.

**APPLIED MUSIC CERTIFICATES:** Any student who specializes in any particular instrument during her four years in college and completes the prescribed program will receive a certificate of proficiency in that instrument.

**REQUIREMENTS:** Pass a satisfactory examination at the end of the freshman and the sophomore years, and give a satisfactory senior public recital.

#### 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.

**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.

**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 instruments materials.

**214. BEGINNING WOODWIND INSTRUMENTS.**

Winter quarter. This course gives students opportunity to become familiar with the instruments by actually playing on 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 of the one instrument are studied. One course credit for the year.

**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 of the lower Elementary grades. 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.

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

Prerequisites: Music 220. This course gives training in the fundamentals of music necessary for teachers of upper elementary grades. Sight reading of more difficult melodies and rhythms, chromatics, two part singing, transportation, 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.

**257-258-259. FUNDAMENTALS OF MUSIC—EAR TRAINING AND SIGHT SINGING.**

This course gives systematic training in the fundamentals of music theory. A study of tonal relationships, rhythms, sightsinging, dictation in major and minor modes. Keys, scales, key-signatures, rest and active tones, intervals, chords, period-form, setting words to music. One and one-half courses.

**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.

**282-283-284. ADVANCED EAR TRAINING AND SIGHT SINGING.**

Prerequisite 257-258-259. Continuation of same. Application of harmony to melodic construction and harmonization, and the study of form; harmonic, interval and melodic dictation; singing of intervals, rhythms, chords and sight-reading. One and one-half courses.

**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, counterpoint, 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 this training. One-half course each quarter.

**MUSIC AND MUSIC EDUCATION****221. MUSIC IN THE LOWER GRADES.**

This course is designed to give the elementary teacher experience in the music activities of the lower grades. Teaching theories and basic principles underlying the musical development of the child are studied. Through directed observation in the Peabody School the student has the opportunity of seeing such theories in practical application. Much stress is put upon learning of songs and acquaintance with other music materials suitable for lower grades. Required for Normal Diploma and to be taken parallel with Music 220. Education credit. One-half course.

**323. MUSIC IN THE UPPER GRADES.**

Prerequisite: Music 221. This course is designed to give the elementary teacher a comprehensive picture of the music program as carried on in the upper grades of the modern elementary school. Stress is put upon teacher participation in musical activities as a means of personal enrichment as well as upon modern methods of teaching. Opportunity is given for directed observation of music teaching in the Peabody Elementary School. Required for the B.S. in Education for Elementary Teachers and to be taken parallel with Music 322. Carries credit in Education. One-half course.

**325. MUSIC IN THE ELEMENTARY SCHOOL.**

This course is for Music majors only. It includes careful analysis and evaluation of the music materials, methods and procedures used in the music program of the elementary school. One course.

**326. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.**

This course is for Music majors only. It includes a study of music materials for use in the various music organizations of the junior and senior high schools, an evaluation of these materials, and methods of presentation. Emphasis is put upon the development and maintenance of an adequate music program in the junior and senior high schools. One 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.

**379-380-381. CHORAL AND INSTRUMENTAL 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 has



the experience of conducting regular instrumental and choral groups.

A thorough study of composers, symphonies, operas, chamber music, arts songs, and various classic combinations will be made with emphasis on regular attendance at Allegro Club, recitals and concerts. One course credit in each of the sophomore, junior and senior years.

#### 340-341. 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 course credit.

#### 450. MUSIC APPRECIATION.

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.

A vocal organization for girls. Its purpose is to promote the enjoyment and intelligent appreciation of good music among its members and on the campus. This is accomplished through the singing of music by outstanding composers of various periods, sacred and secular, accompanied and unaccompanied. There are three one-hour rehearsals per week. An opportunity is given to appear in programs on the campus, in the churches of the city, and in other towns when transportation conditions permit. 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 every Wednesday night to appear in recital before each other. The purpose is to give opportunity to all students to develop their talents to appear in public.

## PHILOSOPHY

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MR. BEISWANGER

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## 410. INTRODUCTION TO ETHICS.

The chief moral issues, concepts and systems presented in relation to contemporary ethical problems.

## 411. GREEK PHILOSOPHY.

An introduction to Greek philosophical thought before and after Plato through a reading and analysis of selected Platonic dialogues (including *The Republic*).

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\*Credit will be allowed in either Music 217 or 218 but not in both.

## 412. INTRODUCTION TO MODERN PHILOSOPHY.

A first study of philosophic thought from the Renaissance to the post-Romanic period, with selected readings in the key philosophers and, for text, *The Making of the Modern Mind* by Randall.

## PHYSICAL EDUCATION

MISS MANCHESTER, MRS. BEISWANGER, MISS CHAPIN,  
MISS LIPPMAN, MISS WHITNEY

For the special curriculum leading to a Bachelor of Science in Education for teachers of Physical Education, see pages 77-79.

## 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, volleyball, basketball, badminton, bowling, archery, golf, tennis, hiking activities, softball, swimming, and the simpler recreation games of aerial darts, horseshoes, croquet, deck tennis, table tennis, and shuffleboard; *Rhythmical Activities*, including tap dancing, dancing, folk dancing, and modern dancing; *Gymnastic Activities*, including group developmental gymnastics, self-testing activities, and individual or corrective gymnastics for organic and postural cases. Three periods a week throughout the year. One-third course each quarter.

## 200. PHYSICAL EDUCATION ACTIVITIES FOR 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 PLAY 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.

### 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.

### P.E. 312. THEORY AND PRACTICE OF GYMNAS TIC ACTIVITIES

Prerequisites: Physical Education 210 and 322. A study of the content and methods of presentation of developmental gymnastics and self-testing activities as they may be used to meet the fundamental body needs of larger teaching groups.

### P.E. 313. THE TECHNIQUE OF SPORTS

Prerequisites: Physical Education 100 and 210. A critical study and practice of the principles and techniques involved in the organization and administration of the highly organized major sports including basketball, badminton, field hockey, soccer, volley ball. Three periods of lecture and two or three periods of assisting in college classes. Fall quarter.

**P.E. 314. THE TECHNIQUE OF SPORTS.**

Continuation of 313, with emphasis upon archery, golf, softball, swimming, and tennis. Spring quarter. Half course.

**P.E. 315. ORTHOPEDIC AND REMEDIAL PHYSICAL EDUCATION.**

Prerequisite: Physical Education 322. 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. Spring quarter. One half course.

**322. KINESIOLOGY.**

Prerequisite: Health 321. 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 of 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.**

Prerequisites: 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.



**PHYSICS**

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**DR. SINK, MISS ROGERS**

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Students may elect Physics as a minor. On sufficient demand a major will be offered. Students desiring a major should take Physics 301 and 302 in the sophomore year. Those desiring only a minor may wait until their junior year.

**100. SURVEY COURSE IN PHYSICS AND ASTRONOMY.**

The purpose of this course is to acquaint the student with the more important laws and facts of physics in relation to their applications in life. In the astronomy section, the material selected for study is mainly concerning the solar system, and the uses of astronomy in navigation.

**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.

**301. GENERAL 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. GENERAL PHYSICS (Continued).**

Prerequisite: Physics 301. This course will deal with light, electricity, and magnetism and continues a course in General Physics. Three lectures and two laboratory periods 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. It includes one laboratory period a week. Some of the laboratory periods are in the evening.

## 324. ATOMIC PHYSICS.

A study of the structure of the atom and its relationship to such kindred subjects as radioactivity and nuclear reactions, radiation theories, line spectra, X-rays, and photoelectric effects. Five lectures per week. One course.

## 326. MAGNETISM AND ELECTRICITY.

Lectures, problems and demonstrations in the theory of magnetism and electricity. This study will include chemical and thermal effects, electrolysis, voltaic cells, magnetic field, induction, theory of common electrical instruments and an introduction to electronics.

## POLITICAL SCIENCE

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MR. TAYLOR

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A minor in political science should include Political Science 324 and three additional courses. One of the four courses required may be from the department of history or of economics.

## 324. AMERICAN NATIONAL GOVERNMENT.

A general survey of the government of the United States. The origin and development of the national constitution will be studied. Attention will be paid to the actual machinery of government in action.

## 326. STATE AND LOCAL GOVERNMENTS.

A study of state and local governments with particular emphasis on the government of Georgia. The course will be conducted as nearly according to a functional procedure as conditions will allow.

## 421. COMPARATIVE GOVERNMENT.

A contrast between democratic and totalitarian types of government with a brief historical introduction to both. The United States, Great Britain, Germany and Russia are studied as types. This is a semi-war course and its emphasis may be changed with the coming of a new order in Europe.

## 422. INTERNATIONAL RELATIONS.

A historical and analytical study of the techniques and principles of official dealings between the United States and foreign countries.

## 428. GOVERNMENT AND BUSINESS.

This is a study of the interaction between business organization and government. The course will deal in particular with the problems of regulation, control and promotion of business enterprise. The New Deal and war policies will be studied.

## PSYCHOLOGY

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MISS BOLTON

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A minor in psychology should include Psychology 301 and three other courses selected under the advice of the head of the department.

## 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. TECHNIQUE AND PROCEDURES OF GUIDANCE.

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

## 441. 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.

## SOCIAL STUDIES

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MR. MORGAN, MRS. DORRIS, MISS GREENE, MR. BONNER,  
MISS JOHNSON, MR. MASSEY, MR. TAYLOR

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## 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.

This course consists of a critical reading of current newspapers, magazines, and books, with an attempted interpretation of the meaning of present day events and consideration of their implication for the future.

### SOCIOLOGY

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MR. MASSEY, MR. MORGAN

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

Social Science 101, 102 and 200 or their equivalents are prerequisite to a major 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.



**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.

**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.

**SPANISH**

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**MR. SMITH**

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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 discussion of important figures. Reading of masterpieces.

## 434. SPANISH-AMERICAN LITERATURE.

A general survey of the literature 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, MRS. NOAH, MISS MAXWELL

A major in Speech should include Speech 308, 323, and four other Speech courses.

A minor in Speech should include four courses, one of which must be Speech 308.

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.

321. SHAKESPEARE (See English 321).

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.

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.

466. MODERN DRAMA.

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

## CHAPTER I. THE FOUNDING OF THE NATION.

The first step in the formation of the United States was the signing of the Declaration of Independence in 1776.

The second step was the signing of the Constitution in 1787.

The third step was the signing of the Bill of Rights in 1791.

The fourth step was the signing of the Treaty of Paris in 1783.

The fifth step was the signing of the Treaty of Madsen in 1803.

The sixth step was the signing of the Louisiana Purchase in 1803.

The seventh step was the signing of the Missouri Compromise in 1820.

The eighth step was the signing of the Compromise of 1850.

The ninth step was the signing of the Kansas-Nebraska Act in 1854.

The tenth step was the signing of the Fugitive Slave Act in 1850.

The eleventh step was the signing of the Dred Scott Decision in 1857.

The twelfth step was the signing of the Lincoln-Douglas Debates in 1858.

The thirteenth step was the signing of the Emancipation Proclamation in 1862.

The fourteenth step was the signing of the Thirteenth Amendment in 1865.

The fifteenth step was the signing of the Fourteenth Amendment in 1868.

The sixteenth step was the signing of the Fifteenth Amendment in 1870.

The seventeenth step was the signing of the Reconstruction Act in 1867.

The eighteenth step was the signing of the Reconstruction Amendments in 1865-1870.

The nineteenth step was the signing of the Reconstruction Act in 1867.

The twentieth step was the signing of the Reconstruction Act in 1867.

The twenty-first step was the signing of the Reconstruction Act in 1867.

The twenty-second step was the signing of the Reconstruction Act in 1867.

The twenty-third step was the signing of the Reconstruction Act in 1867.

The twenty-fourth step was the signing of the Reconstruction Act in 1867.

The twenty-fifth step was the signing of the Reconstruction Act in 1867.

# GRADUATES IN 1944

## JUNE CLASS

### BACHELOR OF ARTS

Louise Simmons Allen	Eastman
Florrie Lou Bell	Milner
Wilhelmina Erika Bundy	Decatur
Rachael Elizabeth Cheney	Atlanta
Betty Edythe Collins	Savannah
Florence Barron Finney	Haddock
Faye Elizabeth Hancock	Atlanta
Rachel Augusta Jones	Savannah
Jewell Willie Ketchin	Louisville
Dorothy Sue Mann	Siloam
Lila Rebecca Parker	Waycross
Hilda Persons Pope	Griffin
Doris LuTrelle Proctor	Brooklet
Frances Stevens Ridgway	Bowdon
Marjorie Anne Shepard	Fort Valley
Carolyn Smith	Culverton
Jane Marie Sparks	College Park
Jewell Elizabeth Thompson	Decatur
Carolyn Evans Tisinger	Atlanta
Sara Ruth Wilson	Bloomington, Ill.

### BACHELOR OF SCIENCE

Patricia Anne Isbell	Decatur
Sara Margaret Kirkland	Sylvester
Lavinia Rawlings Roughton	Macon
Lottie Stone Wallace	Milledgeville

### BACHELOR OF SCIENCE IN EDUCATION

Katherine Louise Adams	Dearing
Thelma Carolyn Brisendine	Griffin
Luna Elizabeth Brooks	Cumming
Elizabeth Anne Cary	Atlanta
Margaret Asenath Copeland	Abbeville, S. C.
Elizabeth Joan DeWitt	Milledgeville
Annie Mary Dudley	Sandersville
Martha Elizabeth Dumas	Milledgeville
Lilla Juanita DuPree	Milledgeville
Nora Boatright Ennis	Lyons
Mariemma Roberts Ewing	Lumberton, N. C.



Ella Jewel Gammage	Bronwood
Jane Priscilla Garrett	Swainsboro
Polly Elizabeth Harper	Tignall
Mary Love Heath	Milledgeville
Myrtle Jackson	Rayle
Emily Grace Jenkins	Wrightsville
Margaret Nicholson Jones	Clayton
Dorothy Anne Keel	Milledgeville
Mary Ann Kennedy	Claxton
Frankie Mae King	Grovetown
Claudia Electa McCorkle	Thomson
Mary Virginia McGee	Ben Hill
Sara Evelyn McGee	Ben Hill
Jeanne Olive McGill	Sylvester
Anne Elizabeth Marshall	Macon
Mary Martin	Shellman
Deryl Massey	Barwick
Marjorie Ann Morton	Gray
Nannilu Mosley	Wrightsville
Ruby Inez Olliff	Statesboro
Jeanne Isabelle Peterson	Ailey
Mildred Marguerite Reeves	Rebecca
Catherine Roberts	Vienna
Carolyn Ann Shealy	Sandersville
Frances Marie Smith	Fort Gaines
Marie Louise Smith	Columbus
Norma Mae Stephens	Wrens
Marian Carolyn Stewart	Sparta
Katie Thompson	Ailey
Sara Elizabeth Timmons	Florence, S. C.
Frances Flournoy Walker	Monticello
Ewing Elizabeth Ward	Arlington
Mary Curtis Watkins	Parrott
Mildred Dorothy Watson	Wellston
Mary Anne Williams	Round Oak
Ruth Coleman Williams	Milledgeville
Margaret Wilson	Milledgeville

## BACHELOR OF SCIENCE IN HOME ECONOMICS

Vonis Mae Abernathy	Danielsville
Mary Ethel Banks	Sylvester
Janie Frances Bivins	Milledgeville
Marguerite Cassels	Cairo
Patience Lane Clark	Metter
Cathrin Waldhauer Domingos	Macon
Loma Jane Elton	Tennille

## GRADUATES IN 1944

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Mary Frances Ethridge	Statesboro
Ethel Geraldine Fields	Millen
Emma Xara Franklin	Sylvania
Frances Harriet Fry	Rabun Gap
Sara Virgie Garner	Buford
Myrtle Christine Goss	Byron
Eloise Bass Gray	Bluffton
Evelyn Griner	Camilla
Dorothy Jeanille Hadden	Rentz
Jane C. Hall	Warwick
Josephine Hall	Warwick
Mary Cornelia Harris	Washington
Dorothy Irby Henderson	Kingston
Hazel Huffman	Griffin
Margaret Ann Johnson	Jefferson
Betty Haynie Jordan	Stone Mountain
Dorothy Amanda Lewis	Vidalia
Lucille Margaret McCann	Atlanta
Odessa McCord	Vidalia
Juliette Waters McKinley	Vienna
Thelma Jeanette Meyer	Winterville
Maybess Murphy	Swainsboro
Gladys Lee Murray	Hartwell
Joelyn North	Ashburn
Virginia Ruth Osborn	Ellijay
Elizabeth Willingham Park	Atlanta
Doris Knight Phillips	Social Circle
Elizabeth Pryor Powell	Fitzgerald
Florel Prince	Moultrie
Bettie Louise Rhodes	Milledgeville
Ruth Henrietta Sane	Atlanta
Patricia Adelaide Slade	Meansville
Martha Elizabeth Smith	Ocilla
Sara Eugenia Snipes	Ellaville
Sarah Ruth Stapleton	Stapleton
Rebecca Jane Strozier	Dalton
Martha Taylor	Fitzgerald
Mildred Lorraine Taylor	Cuthbert
Louise Margarite Thrash	LaGrange
Carolyn Ann Ussery	Dillard
Martha Louise Waldrep	Forsyth
Edna Katherine Wheelchel	Rochelle
Marjorie Louise Worsham	Social Circle

## BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

Julia Elaine Bates	Carrollton
Frances Elizabeth Bazemore	Waycross
Laura Jean Boddiford	Sylvania
Annie Marjoria Cook	Augusta
Doris Elizabeth Council	Irwinton
Evelyn Ruth Davis	Bartow
Eleanor Louise Douglas	Fitzgerald
Ruth Ann Haddle	Douglasville
Mary Pierce Hammond	Monroe
Mary Louise Hunt	Thomson
Lucy Callaway Jordan	Talladega, Ala.
Toni Belle Marsengill	Clayton
Geraldine May	Hardwick
Mary Frances Murchison	Vidalia
Evelyn Pope	Cairo
Mary Tippins Smith	Ocilla
Dorothy Reece Stone	Fitzgerald

## NORMAL DIPLOMA

Ruby Zell Barnes	Milledgeville
Dorothy Jane Candler	Hardwick
Lynette Eason	Elko
Lucille Park Finney	Haddock
Patsy Anne Ingle	Atlanta
Ann Moore	Culverton
Elsie Louise Parker	Meansville
Larida Katherine Wright	Gray

## SECRETARIAL DIPLOMA

Mary Elizabeth Bowers	Hiawassee
Sara Ethel Brown	Brunswick
Mary Frances Crawford	Atlanta
Naomi Elizabeth Crowder	Milner
Mary Claire Dickson	Cornelia
Frances Marian Harrell	Cuthbert
Bennie Lee Hatcher	Thomson
Foy Melvene Jones	Callahan, Fla.
Wahldean Sophia McCorkle	Thomson
Julia Elizabeth McCollohs	Waverly Hall
Elizabeth Anne Mayo	Crawford
Mary Carlene Ogletree	Perry
Sara Margaret Penn	Griffin
Bronnie Nelle Price	Wrightsville
Annie Maude Sears	Alamo

Mary Nell Trawick	Columbus
Lily Adelia Walker	Waycross
Helen Daniel Wallace	Gainesville
Elsie Virginia Washburn	Macon
Lola Hubert Williams	Crawfordville
Mary Louise Williams	McRae

## JULY CLASS

## BACHELOR OF ARTS

Edith Nina Kennemore	Cumming
Evelyn Lorene Porter	Griffin

## BACHELOR OF SCIENCE IN EDUCATION

Wynelle Pennington Baggett	Milledgeville
Lula Marie Brassell	Avera
Katherine Louise Carpenter	Milledgeville
Zoe Betts Dent	Ocilla
Geraldine Knighton	LaGrange
Irilla Geneva Lewis	Barwick
Gloria Ann Pennington	Milledgeville
Emmye Leila Ramsey	Boston

## BACHELOR OF SCIENCE IN HOME ECONOMICS

Lena Frances Beggs	Canon
Saralu Carter	Elberton
Varina Comer Connell	Gray
Martha Turner Duke	Eatonton
Jewell Elizabeth Garrett	Ellijay
Sarah Christine Livingston	Gadsden, Ala.
Miriam Laurette Mallory	Meansville
Frances Elise Patterson	McRae
Doris Louetta Payne	Carnesville
Mary Carr Westmoreland	Austell
Mary Martinez Young	Fitzgerald

## SECRETARIAL DIPLOMA

Charis Duke	Miami, Fla.
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## AUGUST CLASS

## BACHELOR OF ARTS

Joyce McCowen Clary	Macon
Lettie Carolyn DeLong	Atlanta
Blanche Arabelle Harris	Washington
Florence Hooten	Milledgeville
Martha Louise Scarborough	Smithville

## BACHELOR OF SCIENCE

Melba Irene Hale..... Atlanta

## BACHELOR OF SCIENCE IN EDUCATION

Iris Brown Collins..... DeSoto  
 Elizabeth Standard Cook..... Thomson  
 Ethel Turner Corbitt..... Pierson  
 Bettie Zachary Farr..... Milledgeville  
 Armenia Fowler..... Warm Springs  
 Sarah Elizabeth Garrett..... Gainesville  
 Hattie Marchman Holden..... White Plains  
 Alma Leone Ivey..... Milledgeville  
 Jessie Myrl Keith..... Alvaton  
 Guy Anne Lunsford..... Atlanta  
 Fanny B. McClure..... Acworth  
 Mary Frances Mills..... Warthen  
 Marion Peterman..... Dooling  
 Sarah Purks..... Cedartown  
 Geta Smith..... Blakely  
 Mary Elizabeth Swygert..... Woodbury

## BACHELOR OF SCIENCE IN HOME ECONOMICS

Geraldine Bower..... Dixie  
 Euzena Cox..... Groveland  
 Peggy Ruth Harper..... Brunswick  
 Hazel Faye Lindley..... Powder Springs  
 Bernice Flora Stephens..... Demorest  
 Corrienne Anne Van Atta..... Calhoun  
 Martha Kathryn White..... Hartwell

## BACHELOR OF SCIENCE IN SECRETARIAL TRAINING

Nina Crow..... Camilla  
 Mary Elizabeth McWatty..... Stapleton

## NORMAL DIPLOMA

Hilda Zachry Wirick..... Milledgeville

## SECRETARIAL DIPLOMA

Harriet Florence Hendrix..... Bethlehem



## DEGREES AND DIPLOMAS GRANTED—1944

Bachelor of Arts.....	27
Bachelor of Science.....	5
Bachelor of Science in Education.....	71
Bachelor of Science in Home Economics.....	69
Bachelor of Science in Secretarial Training.....	19
	<hr/>
Total Degrees.....	191
Normal Diploma.....	9
Secretarial Diploma.....	24
	<hr/>
Total Diplomas.....	33
	<hr/>
Total Degrees and Diplomas.....	224

## REGISTRATION BY COUNTIES

1944-1945

<i>County</i>	<i>No. of Students</i>	<i>County</i>	<i>No. of Students</i>
Appling	3	Dodge	8
Atkinson	1	Dooly	22
Bacon	3	Dougherty	8
Baker	3	Douglas	1
Baldwin	83	Early	4
Banks	2	Elbert	13
Barrow	2	Emanuel	15
Bartow	3	Evans	3
Ben Hill	11	Floyd	12
Berrien	3	Forsyth	7
Bibb	31	Franklin	7
Bleckley	1	Fulton	62
Brantley	1	Gilmer	2
Brooks	4	Glascocock	3
Bryan	5	Glynn	8
Bullock	7	Gordon	9
Burke	12	Grady	7
Butts	2	Greene	7
Calhoun	2	Gwinnett	11
Camden	2	Habersham	2
Campbell	1	Hall	11
Candler	8	Hancock	8
Carroll	5	Haralson	2
Chatham	11	Harris	3
Chattahoochee	1	Hart	10
Chattooga	8	Henry	1
Cherokee	3	Houston	6
Clarke	3	Irwin	2
Clay	6	Jackson	8
Clayton	1	Jasper	10
Clinch	1	Jeff Davis	1
Cobb	12	Jefferson	14
Coffee	6	Jenkins	6
Colquitt	3	Johnson	7
Columbia	6	Jones	5
Cook	2	Lamar	4
Crawford	1	Laurens	19
Coweta	11	Lee	4
Crisp	9	Liberty	3
Decatur	3	Lincoln	8
DeKalb	21	Lowndes	2



## SUMMER SCHOOL—1944

First term, campus.....	391
First term, Waleska Workshop.....	22
Second term, campus.....	267
Three-weeks term, Spring 1945.....	37
Total.....	<hr/> 717

## PEABODY LABORATORY SCHOOL—1944-45

Elementary Division.....	319
High School Division.....	171
Total.....	<hr/> 490

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