

Spring 1949

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BULLETIN
OF
GEORGIA STATE COLLEGE FOR WOMEN



MILLEDGEVILLE, GEORGIA
March, 1949

PREFACE

This catalogue is primarily for the prospective student, her parents, and her high school counselors. It is the belief of those who prepared it that all of the material will prove important to some prospective student and that most of it will be important to every new student.

Necessary conventional academic and financial information is included; but, in addition, much descriptive material is here, much that is interpretative of the happy, invigorating atmosphere and the democratic, wide-awake, purposeful student life characteristic of the Georgia State College for Women.

Important divisions of information may be found by referring to the Table of Contents. Specific topics may be located through use of the Index.

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1948

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COLLEGE CALENDAR

1949-1950

Fall Quarter

- | | | |
|-----------|-------|---|
| September | 19 | Faculty meeting, 4 p.m. |
| | 19 | Arrival of New Students |
| | 19-25 | Orientation and registration of New Students |
| | 22 | Arrival of Sophomores |
| | 23 | Registration of Sophomores, 3 p.m.—5 p.m. |
| | 23 | Arrival of Juniors and Seniors |
| | 24 | Registration of Juniors, 8:30 a.m.—11:30 a.m. |
| | 24 | Registration of Seniors, 10 a.m.—1 p.m. |
| | 26 | Classes convene, 8:30 a.m. |
| | 26 | Formal convocation, 10:30 a.m. |
| October | 1 | Last day to register for full credit |
| | 24 | First estimate of freshman progress |
| November | 7 | Mid-quarter reports for all students |
| | 23 | Thanksgiving holidays begin at 1 p.m. |
| | 27 | Thanksgiving holidays end at 10:55 p.m. |
| December | 13-16 | Fall quarter examinations |
| | 16 | Christmas holidays begin at 1 p.m. |

Winter Quarter

- | | | |
|----------|-------|--------------------------------------|
| January | 2 | Christmas holidays end at 10:55 p.m. |
| | 2 | Registration of New Students |
| | 10 | Last day to register for full credit |
| February | 6 | Mid-quarter reports for all students |
| March | 14-17 | Winter quarter examinations |
| | 17 | Spring holidays begin at 1 p.m. |

Spring Quarter

- | | | |
|-------|-----|--------------------------------------|
| | 27 | Spring holidays end at 10:55 p.m. |
| | 27 | Registration of New Students |
| | 28 | Classes resumed |
| April | 3 | Last day to register for full credit |
| May | 1 | Mid-quarter reports for all students |
| June | 6-9 | Spring quarter examinations |
| | 11 | Baccalaureate services |
| | 12 | Commencement |

DIRECTORY FOR CORRESPONDENCE

Requests for specific information should be directed as follows:

General College policy	Guy H. Wells <i>President</i>
Educational policies and courses of study	Donald H. MacMahon <i>Dean of Instruction</i>
Housing, personal problems, and permissions	Ethel A. Adams <i>Dean of Women</i>
Admissions, records, transcripts, and catalogues	T. E. Smith <i>Registrar</i>
Expenses, refunds, loan funds, and other business matters	J. H. Dewberry <i>Comptroller</i>
Student aid	Iva Chandler <i>Director</i>
Alumnae affairs	Sara Bethel <i>Alumnae Secretary</i>
Extension and Correspondence courses	Edwin H. Scott <i>Sub-Director</i> <i>Division of</i> <i>General Extension</i>

GEORGIA STATE COLLEGE FOR WOMEN
MILLEDGEVILLE, GEORGIA

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JOHN E. SIMS
Assistant to the Chancellor

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January 10, 1949 - January 1, 1956
- MRS. WILLIAM HEALEY, Atlanta, Georgia, State-at-Large
January 1, 1953
- ALBERT S. HARDY, Gainesville, Georgia, State-at-Large
February 26, 1945 - January 1, 1951
- FRANK M. SPRATLIN, Atlanta, Georgia, State-at-Large
January 1, 1946 - January 1, 1953
- CAREY WILLIAMS, Greensboro, Georgia, State-at-Large
January 10, 1949 - January 1, 1955
- JAMES PETERSON, Soperton, Georgia, First District
January 10, 1949 - January 1, 1955
- H. L. WINGATE, Macon, Georgia, Second District
January 1, 1949 - January 1, 1954
- CASON J. CALLAWAY, Hamilton, Georgia, Third District
January 1, 1944 - January 1, 1951
- ROBERT O. ARNOLD, Covington, Georgia, Fourth District
January 10, 1949 - January 1, 1956
- RUTHERFORD L. ELLIS, Atlanta, Georgia, Fifth District
January 1, 1947 - January 1, 1954
- **MILLER R. BELL, Milledgeville, Georgia, Sixth District
January 1, 1943 - January 1, 1950
- ROY N. EMMET, Cedartown, Georgia, Seventh District
January 1, 1945 - January 1, 1952
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- SANDY BEAVER, Gainesville, Georgia, Ninth District
January 1, 1945 - January 1, 1952
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**Vice-Chairman

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Chancellor of the University System of Georgia

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President of the College

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Dean of Instruction

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Dean of Women

TRAVIS EDWIN SMITH, A.B., M.A., PH.D.
Registrar

JOSEPH HUBERT DEWBERRY, B.S.
Comptroller

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JESSIE TRAWICK, *Associate Professor of Chemistry*

B.S. (Georgia State College for Women), M.S. (Emory University)

JULIA TRAWICK, *Instructor in Education in Laboratory School*

A.B. (Georgia State College for Women)

PATTIE MANGUM TURNER, *Associate Professor of Modern Languages*

A.B. (Woman's College, University of North Carolina), M.A. (Columbia University)

GLORIA VICEDOMINI, *Assistant Professor of Modern Languages*

B.A. (New Jersey State Teachers' College), M.A. (National University of Mexico)

JOSEPH FRANCIS VINCENT, *Professor of Physics and Chemistry*

B.S. (Alabama Polytechnic Institute), M.A., Ph.D. (Ohio State University)

ROSA LEE WALSTON, *Chairman of the Division of Languages and Literature and Professor of English*

A.B. (Huntingdon College), M.A. in Education (Birmingham-Southern), M.A. in English (Columbia University), Ph.D. (Duke University)

DORIS WARNOCK, *Instructor in Education in Laboratory School*

B.S. (Georgia State College for Women), M.A. (Peabody College)

LILLIAN EDNA WEST, *Associate Professor of Speech*

A.B. (Bessie Tift College), M.A. (Columbia University)

ALETHEA HELEN WHITNEY, *Assistant Professor of Physical Education*

B.S., M.S. (University of Tennessee)

RICHARD E. WILLIAMS, *Assistant Professor of Art*

A.B. (Carnegie Institute of Technology)

KATHLEEN WILKINSON WOOTTEN, *Professor of Health*

A.B. (Sullins College), M.A. (Columbia University)

THE FACULTY EMERITUS

JULIA MABRY HARPER, *Associate Professor Emeritus of Home Economics*

B.S. (Georgia State College for Women), M.A. (Columbia University)

CLARA WHORLEY HASSLOCK, *Associate Professor Emeritus of Home Economics*

A.B. (University of Nashville), M.A., M.S. in Education (Columbia University),
Ph.D. (Peabody College)

NELLE WOMMACK HINES, *Emeritus in Public Relations and Music*

Diploma (Georgia State College for Women)

ALICE NAPIER, *Professor Emeritus of Mathematics*

B.S., M.A. (Peabody College)

KATHERINE THRASH,* *Professor Emeritus of Business Administration*

Diploma (Georgia State College for Women)

WILLIAM THOMAS WYNN, *Professor Emeritus of English*

A.B. (Emory University), M.A. (Peabody College), Litt.D. (Central University)

THE LIBRARY

VIRGINIA SATTERFIELD, M.S. in L.S. *Librarian*

ELOISE BOWLAN, B.S. in L.S. *Instructor in Library Science*

ELIZABETH GRIEVE FERGUSON, M.A. *Reference Librarian*

THEODOSIA HOTCH, M.S. *Catalogue Librarian*

ROBERTA MORRIS RYAN, B.S. in L.S. *Circulation Librarian*

THE NURSERY SCHOOL STAFF

NAN W. INGRAM, B.S. *Director of Nursery School*

CLAUDIA R. BURRUSS. *Associate*

FLORENCE HOOKS. *Assistant*

*Deceased: October, 1948.

THE PEABODY LABORATORY SCHOOL FACULTY

MILDRED ENGLISH, D.Ed., *Superintendent*

BERNICE FREEMAN, M.A., *Principal of High School*

ELISE RILEY, B.S., *Secretary*

Elementary School

LOLITA ANTHONY, M.A.	First Grade Supervisor
ELSIE HAZEL CALHOUN, M.A.	Fourth Grade Supervisor
INEZ DOLVIN, M.A.	Second Grade Supervisor
HELEN DOSTER, M.S.	Kindergarten Supervisor
CAROLYN FLEMING, A.B.	Seventh Grade Supervisor
VIRGINIA HAGOOD, M.A.	Fifth Grade Supervisor
WALTER B. MATHEWS, B.S.	Sixth Grade Supervisor
LLEWELLYN G. NOEL, M.A.	Third Grade Supervisor

High School

MARGARET ABERCROMBIE, M.A.	Home Economics Supervisor
FERN E. DORRIS, M.A.	Geography and Social Studies Supervisor
BERNICE FREEMAN, M.A.	English and American Culture Supervisor
ALBERTA GOFF, M.A.	Music Supervisor
MARY CLAIRE GRIFFIN, M.A.	Business Education Supervisor
WYNELLE LEWIS, A.B.	Language Supervisor
ARTIE BELLE LOWE, M.A.	Science Supervisor
SARAH BIGHAM SMITH, M.A.	Science and Social Science Supervisor
ROSALIE SUTTON, B.S.	Mathematics Supervisor
EDNA THRELKELD, A.B.	Art and English Supervisor
JULIA TRAWICK, A.B.	Librarian
DORIS WARNOCK, M.A.	Physical Education Supervisor

THE HEALTH SERVICE

MARY K. MACMILLAN-HIRES, M.D.	College Physician
MYRTLE HALL MOORE, R.N.	Head Nurse
WINNIE BOYER THOMPSON, R.N.	Nurse
MARY STUBBS ETHERIDGE	Nurse
JESSIE MAY FREEMAN	Nurse

HEADS OF RESIDENCE

(These assignments are subject to change)

ORION BOWDEN, A.B.	Bell Hall
MARTHA CHRISTIAN	Beeson Hall
PEARL F. HYDE	Terrell Annex
MARTHA HILL JENNINGS	Ennis Hall
MARIE F. MARTIN	Atkinson Hall
LUTIE NEESE	Sanford Hall
BYRDIE O'CALLAGHAN, A.B.	Bell Annex
AMMIE ROBINSON SMITH	Mansion and Mayfair Halls
GEORGIA WALLACE, M.A.	Terrell Hall

VOLUNTARY RELIGIOUS ACTIVITIES

LOUISE HARGROVE DAVIS, A.B.	Secretary in Charge
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PERSONNEL

FRANCES ROSS HICKS, Ph.D.	Director of Personnel Service
IVA CHANDLER, M.A.	Administrative Secretary of Personnel

PUBLIC RELATIONS

BERNICE B. McCULLAR, M.A.	Director of Public Relations
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PLACEMENT OFFICE

MARY BACON BROOKS, M.A.	Director of Placement
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DIVISION OF GENERAL EXTENSION

EDWIN H. SCOTT, Sc.D.	Sub-Director
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VISUAL AIDS

PAUL BOESEN, PH.D. *Director*

SECRETARIES

MARY BURNS, A.B. *Secretary to President*

MARY TRIPP, B.S. *Secretary to Dean*

IKELLA ODOM, B.S. *Secretary to Registrar*

BERTHA HOLT *Secretary to Dean of Women*

BETH WILLIAMS *Secretary to Home Economics Education*

THE BUSINESS OFFICE

J. H. DEWBERRY, B.S. *Comptroller*

KATHERINE WEAVER, A.B. *Assistant Treasurer*

BETTY HARDEGREE *Cashier and Bookkeeper*

DORIS MOBLEY *Secretary and Bookkeeper*

DIETITIANS

FLORENCE TURNER, B.S. *Head Dietitian*

IRENE DUPREE *Assistant Dietitian*

ANABEL DOCKINS *Assistant Dietitian*

THELMA FORD SMITH, B.A., M.S. *Cafeteria Dietitian*

STUDENT UNION

MATTIE WADE HUTCHESON *Manager*

LAUNDRY

HENRY S. LLOYD *Manager*

HOME-MAKING EDUCATION

MARY BETH LEWIS, M.S. *Assistant Supervisor of Home-Making
Education*

ALICE LEWIS *Secretary*

ALUMNAE OFFICE

SARA BETHEL, B.S.-----*Alumnae Secretary*

OFFICERS OF ALUMNAE ASSOCIATION

President: Sarah Bigham (Mrs. Tom Hall) Smith, '27, Milledgeville, Georgia.

First Vice President: Patsy Malcom, '43, Milledgeville, Georgia.

Second Vice-President: Blanche Hamby, '23, 151 15th Street, N.E., Atlanta, Georgia.

Secretary: Dorothy Smith (Mrs. Grady) Moore, '34, Milledgeville, Georgia.

Treasurer: Rosalie Sutton, '36, Milledgeville, Georgia.

First District Vice-President: Malvina Trussell, '25, Statesboro, Georgia.

Second District Vice-President: Ruth Spence (Mrs. H. L.) Wingate, '14, Pelham, Georgia.

Third District Vice-President: Emily McCrary (Mrs. J. E.) Broadrick, '39, Fort Valley, Georgia.

Fourth District Vice-President: Annie Lee (Mrs. Frank) Day, '16, Porterdale, Georgia.

Fifth District Vice-President: Esther Cathy, '27, Hapeville, Georgia.

Sixth District Vice-President: Neva Jones, '29, Milledgeville, Georgia.

Seventh District Vice-President: Emily Sanders (Mrs. William) Collins, '32, Cedartown, Georgia.

Eighth District Vice-President: Dorothy Smith, '39, Waycross, Georgia.

Ninth District Vice-President: Mina Lewis Collins (Mrs. Vincent) Henderson, '35, Commerce, Georgia.

Tenth District Vice-President: Beulah Lugand (Mrs. Ashley K.) Carr, '34, Warrenton, Georgia.

Executive Committee Members: Sara Nelson, '26, Milledgeville, Georgia,
Louise Moore (Mrs. W. I.) Horne, '34, Milledgeville, Georgia.

GENERAL INFORMATION

HISTORY

Milledgeville, the home of the Georgia State College for Women, is on the fall line of the Oconee River, less than a dozen miles from the geographic center of Georgia. It is approximately 100 miles from Augusta, Atlanta, Albany, and Columbus, and thirty miles from Macon. The town, which has a population of 7,000, is placed in an immediate setting of natural beauty and has long been known as a center of history and culture.

Milledgeville was laid out in 1803 and in the following year was designated as the capital of Georgia, remaining the seat of government until 1868. Its physical layout and the arrangement of public buildings coincided in point of time with the organization of Washington, D. C., and the town is somewhat reminiscent of the nation's capital during the early part of the 19th century.

The community was closely identified with the life and culture of the ante-bellum South. For more than half a century it was the mecca for Georgia's political and intellectual leaders and was visited by many famous foreign travellers, among them the Marquis de LaFayette and Sir Charles Lyell. Although the town was in the heart of the "Burnt Country" in 1864 and one of the principal objectives of Sherman's army in the march to the sea, its residences and public buildings were largely spared. Many of its landmarks remain today as attractions to tourists. The old Governor's Mansion and grounds and two of the original Government Squares are part of the campus of the Georgia State College for Women. The Executive Mansion, completed in 1838, is the official residence of the president of the College. The buildings and grounds of the old Capitol Square are occupied by the Georgia Military College.

As early as 1825 the Georgia House of Representatives, in session at Milledgeville, passed an act to establish "a public seat of learning in this state for the education of females." On the failure of the Senate to

concur, the matter was dropped and was not seriously considered again for three-quarters of a century. In the meantime, a number of academies and colleges for men and women sprang up throughout Middle Georgia. Among them were the Georgia Female College and Oglethorpe University, established in the vicinity of Milledgeville during the 1830s. This was an era in which the South was building its educational services upon the pattern of young ladies' seminaries and of denominational and military institutions preparing young men to be gentlemen-planters. Most of these institutions succumbed to the War Between the States and were never reopened.

Reconstruction and its aftermath laid the basis for a different type of education. The New South, with its urban-industrial emphasis, slowly displaced the old agrarian ideal. The Georgia School of Technology at Atlanta, founded in 1888, and the Georgia Normal and Industrial College at Milledgeville, chartered the following year, were manifestations of the trend of the times. As the names indicate, these institutions were devoted chiefly to the task of preparing young men and women, on separate campuses, for industrial occupations. The emphasis was largely vocational.

In 1917, in keeping with the economic and cultural changes in the state, the Georgia Normal and Industrial College was given power to grant degrees. With this change the College introduced more cultural courses, and the liberal arts degree was offered. In 1922, the name of the institution was changed to the Georgia State College for Women. While there has been a steady growth of the cultural element in its curriculum, the College has never completely abandoned its traditional dualism. However, with the changing educational needs of the state, the emphasis is shifting somewhat from the vocational to the professional.

Since January, 1932, the Georgia State College for Women has operated as a unit of the University System of Georgia under one Chancellor and a Board of Regents. The new arrangement has led to an integration of the program of the College with the programs of other units of the system.

Former presidents of the College were Dr. J. Harris Chappell, Dr. Marvin M. Parks, and Dr. J. L. Beeson. Since 1933, Dr. Guy H. Wells has served as president.

GENERAL OBJECTIVES

The Georgia State College for Women attempts to fulfill its obligations to its students through emphasis on three major divisions of human learning and activity: general culture, effective citizenship, and vocational competence. Education must at least introduce the student to the vast store of knowledge that represents man's gleanings from the ages. Whatever the student's field of interest, she must know enough of scientific method to respect the objective approach. She must also have sufficient contact with the great in art, music, and literature to insure a better understanding of human nature in general and of her own emotional nature in particular. Liberal education seeks to enrich living through appreciation based on sound knowledge.

Today's increasingly complex society makes imperative a knowledge of and sensitivity to the problems of human relationship. Citizens who understand social problems and take responsibility for their solution are essential to the survival of civilization. The immediate application of education to society lies in the manner in which the citizen performs the work that is his means of livelihood. The college graduate has the educational background to enable her to learn to do the work of her choice. Specific training for a variety of vocations is given at G.S.C.W. In general, the students can prepare for almost any work ordinarily done by women.

An educated person touches life and culture at many points, all of which converge in character. The College, having thoughtfully considered its function in the educational system of Georgia, has adopted, in addition to the vocational program, a course of study designed to provide a liberal cultural background in the first two years. Each subject required has been weighed in terms of what it will contribute to the realization of objectives that the College regards as cardinal.

BUILDINGS, GROUNDS, AND SERVICES

The main campus is located in the heart of Milledgeville and occupies approximately twenty-three acres. Two blocks distant another division, Nesbit Woods, covers twenty additional acres; and within a few miles of Milledgeville a 100-acre park, Lake Laurel, supplements the recreational facilities of the College.

The main plant includes more than twenty buildings, most of them red brick with stately, white Corinthian columns and limestone trim and the majority of them situated on the main campus. Of these, ten are residence halls.

Nesbit Woods is an attractive recreation park containing an amphitheatre, cabins, and picnic grounds. The two log cabins are equipped with gas, water, and lights. They are attractively rustic and can be used for overnight outings. The heavily wooded park is a bird sanctuary and serves as an excellent nature-study and ornithology laboratory.

Lake Laurel contains a fifteen-acre lake providing facilities for boating, swimming, and fishing. A clubhouse is available for parties, picnics, dances, student-organization "retreats," and overnight student and alumnae campers.

Parks Hall, administration building, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." On the first floor of Parks Hall are the offices of the President, the Dean of Instruction, the Registrar, the Dean of Women, the Comptroller, and the Director of Student Aid. Also in the building are lecture rooms and offices for the departments of history, geography, sociology, biology, chemistry, and physics, and laboratories for the last three. On the ground floor is the air-conditioned Student Union with adjoining offices for CGA, the student publications, and the Department of Public Relations. The building is named for Dr. Marvin M. Parks, a former president of the College.

The Richard B. Russell Auditorium, an especially attractive auditorium seating 1,327, is equipped with an excellent stage, a public-address system, a sound-and-motion-picture projector, and a concert organ. The building is named for the late Chief Justice Russell, for many years chairman of the Board of Trustees of the College. It stands directly behind Parks Hall, facing west.

Ina Dillard Russell Library is the center of the instructional activities of the College. Named for the wife of the late Chief Justice, it stands on the northwest corner of the campus proper. The resources of the Library include more than 40,000 books, 20,000 documents and

other pamphlets, and several hundred phonograph records, slides, and pictures. The subscription list to periodicals includes 238 magazines and newspapers. Over 3,000 volumes are added to the book collection each year, with a wide range of subject fields represented.

Special collections include a Georgia library of more than 4,000 items by and about Georgians and more than 400 books and manuscripts by Georgia women authors. There are also a collection of travel books purchased through the Alberta Telfair Gould Memorial Fund and a growing collection of modern books autographed by authors who have appeared on the lecture programs of the College.

The Beeson Reading Room is furnished informally to encourage faculty and students to use the Library for recreational and general reading. Fiction and selections of non-fiction are shelved in this room. Displays, such as hobby shows, old silver, and special collections of books, are frequently exhibited here. Adjoining the Beeson Reading Room is the Music Room where the audio-visual equipment and collections are found. Faculty and students have free access at all times to the phonograph and records and also to the projector slides. Many prints and pictures are included in this collection.

Students have free access to the book stacks, and most of the books are circulated for an unlimited loan period. Instruction in the use of the Library is available to individual students or class groups, and it is the aim of the librarians and the student assistants to give as much individual help as the reader desires. A printed handbook, *The Library*, showing resources and services, is distributed to readers.

The Library is open weekdays and every evening except Saturday for the use of faculty and students of the College, including those of Peabody School. Reference service is available to town people and to teachers and students in other local schools. Circulation of books is allowed to teachers in other schools when it does not interfere with the needs of the College.

Chappell Hall, occupied by the Division of Home Economics, was named for Dr. J. Harris Chappell, first president of the College. In addition to lecture rooms and offices, there are in the building two food laboratories, two clothing and textile laboratories, a workshop for house furnishing, a large student lounge, and a school lunchroom.

Arts Hall, facing the main entrance, houses the Division of Languages and Literature, the Division of Business Administration, and the Department of Mathematics. Of particular interest are the radio studio of the Department of Speech and the display room of the Department of Distributive Education.

Education Building, behind Arts Hall and facing in the opposite direction, is headquarters for the Division of Education. In addition to classrooms and offices, there are in this building the Placement Office, a curriculum materials room, and an interview room in which students hold conferences with prospective employers.

The Peabody School includes a high school, occupying a unit which is a link between Arts Hall and the Education Building, and an elementary school located in a unit of its own across the street from Beeson Hall and Parks Memorial Hospital and consisting of a classroom building and an auditorium. The Peabody School is a laboratory school for student teachers. All students who desire degrees in Education are required to do one quarter of supervised teaching there. It is also accessible to members of any Education class.

The Health-Physical Education Building is one of the newest and largest buildings on the campus. It houses the Department of Health and Physical Education. The accommodations include a large gymnasium, a smaller one, a standard size swimming pool, a dance studio, a lounge room, showers, dressing rooms, classrooms, staff offices, and the office of the Recreation Association. Ample opportunity is afforded for formal work and for indoor sports. In addition, the building contains the College Cafeteria and private dining rooms used for special luncheons and dinner parties.

The Anthony Porter Fine Arts Hall, home of the Division of Fine Arts, was built largely by funds donated by the late Mrs. Louise Minis. It contains a small auditorium, a band room, offices, classrooms, an art gallery, an audio-visual aids studio, and piano practice rooms. The building was erected in memory of the late Anthony Porter of Savannah.

Parks Memorial Hospital was built largely by contributions of friends of the late President Marvin M. Parks and of the College and was an alumnae-sponsored project. It has a capacity of 50 beds and modern

equipment for clinical diagnosis and treatment of ordinary diseases. In charge of the Hospital and its staff of nurses and of the health service of the College is a competent woman physician.

The primary aim of the medical service is the maintenance of good health among the members of the college community. Preventive medicine is the foremost consideration. However, always available are remedial measures in cases of illness and follow-up treatment for students who are under care of home physicians. Clinics are held daily to which any resident student may go for minor or chronic conditions or to consult the college physician.

In case of serious illness or accident, parents are notified by telegram or telephone message. In minor disorders a letter is sent to parents following diagnosis.

The historic and stately *Governor's Mansion*, home of Georgia's governors from 1838 to 1865, is now the home of the President of the College. As such it is a unit of the college plant.

Miller Memorial Hall, located at the corner of Wayne and Montgomery Streets, is a new building housing the laundry and additional recreation rooms. The site for Miller Hall was donated by Mrs. S. J. Stubbs, Sr., and the name of the building honors her parents, the late Captain and Mrs. Andrew Jackson Miller.

There are ten dormitories which accommodate about 1,100 students. Rooms are all modern, convenient, and comfortable. Most of them 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 which seats about 1,200. The upper floors house sophomores and juniors. The building was named for the late Governor W. Y. Atkinson, who introduced into the legislature the bill that chartered the College.

Terrell Hall includes the building now known as Terrell Proper and the more recently built Annexes, A, B, and C, arranged in two-room suites with a connecting bath for each suite. Freshmen live in the Terrell group. 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. Freshmen live in the Bell group, also. The building was named in honor of the late 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, across Hancock Street from the main campus, accommodates about 150 students. The rooms in this hall are also arranged in suites. The name honors the Honorable Howard Ennis of Milledgeville.

Mansion Hall, on the corner near the old Governor's Mansion, accommodates about 75 students.

Mayfair Hall is a wooden building on the corner of Clarke and Hancock Streets. It is occupied by about 60 sophomores and juniors.

Beeson Hall, on Montgomery Street between the Education Building and the Hospital, has in it several faculty apartments and student accommodations for about 75 sophomores and juniors. This residence hall was named for the late President J. L. Beeson and his wife, Mrs. Leola Selman Beeson.

Sanford Hall, the newest dormitory, is the senior hall. It fronts on Greene Street and adjoins Nesbit Woods. The name honors the late Chancellor S. V. Sanford.

There are two *Home Management Residences* which offer opportunities for Home Economics students to apply home economics theory in real life situations. Vinson House, a charming old home, is used for this purpose. The second residence, completed early in 1948, is located in Nesbit Woods. It exemplifies many excellent features of modern housing.

The Nursery School is located near Peabody Elementary School. It is used jointly by the Divisions of Education and Home Economics for observation of the pre-school child. Here students also may participate in the guidance and care of young children.

The Student Union, on the ground floor of Parks Hall, is an air-conditioned unit containing the Book and Supply Store, a snack bar, a lounge for day students, another for the faculty, the student post office, and offices for CGA, student publications, and the Department of Public Relations. All mail is delivered through the Union post office, where the College provides lock boxes for all students.

The Laundry is located on the ground floor of Miller Hall and is operated for the benefit of students and employees of the College.

The Cafeteria, in the Health-Physical Education Building, is under the direction of a trained dietitian. It serves regular meals, special diets, luncheons, banquets, and refreshments during dances. Students may obtain board here at small additional cost.

Mary Gilbert Park is an attractive recreation unit adjacent to Peabody Elementary School. It includes a swimming pool, playgrounds, and athletic fields and courts. The development of the recreation facilities has been made possible through the interest and generosity of Judge S. Price Gilbert.

Camp Ray, the G.S.C.W. camp on Lake Burton seven miles from Clayton, consists of about eight acres, one large lodge for 60 persons, and two small cabins. It was given to the College by Mr. Homer G. Ray of Moultrie, Georgia, to be used for recreational purposes by students and faculty and as a unit supplementing the equipment and programs of physical education, nature study, etc.

BOOKS AND SUPPLIES

In the Student Union the College maintains a book and supply store as a service and convenience for the students. Basic supplies and books for all courses are purchased at this store.

BANKING SERVICE

As a service for students and at no cost to the individual student, the College operates a student bank in the office of the Comptroller in Parks Hall. Regulation banking procedure is followed in that students deposit and withdraw funds exactly as they would in dealing with a standard bank.

SUPPLEMENTARY STUDENT-TEACHING SERVICES

Apprentice Centers for students majoring in Home Economics have been set up through cooperation with the State Board of Vocational Education which has approved departments of home economics of several Georgia high schools near Milledgeville. This provision makes it possible for a number of Home Economics majors to do supervised teaching under typical school conditions. Under the direction of a supervisor, the student teacher spends an entire quarter at the teaching center, receiving credit for three courses.

A similar service is that of *Cadet Teaching* for other student teachers. The College has a working arrangement with the school system of Atlanta whereby students who have completed their Education requirements at G.S.C.W. teach for one quarter under normal school conditions in Atlanta schools. The teaching is supervised by a member of the college staff, and credit for two courses is earned by the student teacher.

PERSONNEL SERVICES

ACADEMIC COUNSELING

Freshman: The College recognizes the abrupt break between home life and high school conditions on the one hand and dormitory life and college work on the other, and tries to provide as favorable transition conditions as possible. Faculty members 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.

During Orientation Week (see page 46) placement tests and physical examinations are administered and students are grouped and assigned to sections for their fall courses. To avoid confusion, new students complete their registration before that of former students begins.

Sophomore: The same counseling relations and activities are continued in the student's sophomore year; and, in addition, more attempt is made to assist students in choosing courses for future study and in

selecting vocations. This aid is based upon results of freshman and sophomore achievement tests, records of progress in general achievement, student grades on college work, and other information gathered during the two years.

Junior-Senior: Before 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 decides to major 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 head of the major department and by the Dean of Instruction. Any modification of this program during the year must have the approval of the head of the major department and of the Dean.

PLACEMENT OFFICE

As the culminating and continuing of its personnel work, the College maintains a Placement Office to aid both seniors and alumnae in finding the kind of position which they desire and for which they are best qualified. The Placement Office, through its registry of desirable openings and its contacts with potential employers, has found positions for all seniors who have asked its help.

DIVISION OF EXTENSION

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 this 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 constitute one college course.

For further information, write to E. H. Scott, Sub-Director, Georgia State College for Women, Milledgeville.

INFORMATION CONCERNING ADMISSION AND EXPENSES

Applicants 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 must be made in writing on a special form provided by the College. In accepting applications, the college authorities will give preference to applicants 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
Natural Science	1 unit
Elective from above subjects or foreign language.....	3 units
Additional from any credit given in a standard high school	4 units
Total.....	15 units

It is advisable that students take twelve units in the fields of English, mathematics, social science, natural science, and foreign language. The remainder of the ordinarily required sixteen high school units may be in home economics or commercial subjects. As a rule, not more than three units in either of these fields will be acceptable.

Foreign language is not a requirement for admission, but two or more units in any language will be accepted as electives. No entrance credit is given in any foreign language for less than two units.

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.

SPECIAL STUDENTS

Certain courses are open to special students with the approval of the Dean of Instruction and the head of the department concerned. Such students must be over twenty-one years of age and ordinarily may not reside on the campus.

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 sixteen general education 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.

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.

EXPENSES

The Georgia State College for Women is a state-supported institution, and no tuition charges are made for residents of Georgia. There is a matriculation fee which includes library service and laboratory fees, a health service fee for general medical and hospital care, a student activities fee for the operation of the major college organizations, classes, and publications.

Expenses vary according to the residence hall in which a student lives. The two housing classifications are:

GROUP I

This group includes the third floor of Atkinson, the fourth floor of Ennis, and the third floors of Mansion and Sanford.

GROUP II

This group includes Beeson, the first and second floors of Atkinson, the first, second, and third floors of Ennis, Bell Hall and Annex, first and second floors of Sanford, Mayfair, and Terrell Hall and Annexes.

DETAILED EXPENSES

Accounts are due and payable on the first day of each quarter as listed below:

	<i>Resident Students</i>		<i>Non-Resident Students</i>	
	<i>Group I</i>	<i>Group II</i>	<i>Group I</i>	<i>Group II</i>
Matriculation Fee	\$ 45.00	\$ 45.00	\$145.00	\$145.00
Student Activity Fee	5.00	5.00	5.00	5.00
Health Service Fee.....	4.50	4.50	4.50	4.50
Room	22.50	27.00	22.50	27.00
Board	105.00	105.00	105.00	105.00
Laundry	9.00	9.00	9.00	9.00
Total for One Quarter.....	\$191.00	\$195.50	\$291.00	\$295.50

When an applicant has received formal approval of admission, a reservation fee of \$5 must be paid immediately to reserve a place in a residence hall. A student, to be classified as a resident of Georgia, must meet the following qualifications:

(1) If the student is under 21, the supporting parent (or guardian) must have been a bona fide resident of Georgia for at least the entire year immediately preceding the student's registration.

In the event that a legal resident of Georgia is appointed guardian of a non-resident student, such student does not become a resident until the expiration of one year from date of appointment, and then only upon proper showing that such appointment was not made to avoid the non-resident fee.

(2) If the student is over 21, bona fide residence in the state must have been established for at least one year immediately preceding registration and the student must be eligible to become a registered voter. No person shall be deemed to have gained or lost residence by reason of being a student at any institution of learning.

The College reserves the right to change at the beginning of any quarter the amount of fees and charges for room rent, board, and laundry.

EXTRA SERVICES

Commencement fee (paid in quarter of graduation)	\$10.00
Private instruction in Piano, Organ, Violin, Voice or Expression, two lessons a week, each quarter	24.00
Practice rental fee for Voice, each quarter	2.00
Practice rental fee for Piano, each quarter	2.00
Practice rental fee for Organ, per hour10
Special charge for class instruction, instrument, each quarter	12.00
Rental fee for instruments, group or private instruction, each quarter	4.00
Materials for Home Economics foods courses	3.00

The cost of books and school supplies will vary from \$10.00 to \$15.00 a quarter.

Spending money for incidentals will be what students choose to make it.

REFUNDS

A reservation fee can be refunded only when notice of withdrawal of application is received fifteen days prior to the opening of the quarter in which the student is scheduled to enroll.

GENERAL FEES

A student who formally withdraws within one week following the scheduled registration date of a quarter will receive a refund of 80% of the matriculation fees paid; a student who formally withdraws within the period of the second week will receive a refund of 60%; a student who formally withdraws during the period of the third week will receive a refund of 40%; a student who formally withdraws dur-

ing the period of the fourth week will receive a refund of 20%. A student who formally withdraws after the end of the fourth week will not receive any refund for any part of the matriculation fees paid.

A student who formally withdraws after the original registration for a quarter will not receive any refund for student activities fees or health service fees paid.

A student who discontinues study of any private music or speech course in the middle of a quarter will not be entitled to any refund except for illness certified by the college physician.

BOARD

A student who formally withdraws from the College during a quarter will be charged for board, room, and laundry at the rate of \$1.75 per day from the first scheduled registration date. Refund regulations on this section are subject to revision at the beginning of any quarter.

All approved refunds will be paid within fifteen days after the date of formal withdrawal.

FINANCIAL ASSISTANCE

FRESHMAN SCHOLARSHIPS *

By authorization of the Board of Regents on December 11, 1946, a student scholarship will be awarded to the highest ranking student in the graduating class of any accredited Georgia high school; student scholarships will be awarded to the highest and second highest students of the graduating classes with twenty-six to forty students; student scholarships will be awarded the highest, second, and third highest graduates if there are forty-one students in the graduating class. The holder of such a scholarship will be exempt from the payment of matriculation fees for her freshman year if she enters this College within twenty months of her graduation from high school.

SOPHOMORE SCHOLARSHIPS

A student who has received a freshman scholarship as described above is awarded a scholarship for her sophomore year if she maintains an academic standing within the upper ten per cent of her class during her freshman year.

*Discontinued by Board of Regents, March 29, 1949.

TRUST FUNDS

Through the generosity of friends and benevolent organizations, loan funds have been established for the purpose of giving assistance to worthy young women who otherwise would be unable to attend college. In most cases, loans are administered by a loan committee of the faculty.

G. S. C. W. ALUMNAE ASSOCIATION FUND

In 1930, the Alumnae Association established a fund for loans to deserving students with preference being given to juniors, seniors, and daughters of alumnae. This fund is administered by a committee of which Miss Clara Morris is chairman.

ATLANTA G. S. C. W. ALUMNAE LOAN FUND

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

EARL BAILEY LOAN FUND

Available to any Georgia girl in need of assistance for educational purposes are funds set aside in 1908 by Mr. Earl Bailey, a resident of Atlanta.

BEESON LOAN FUND

On January 1, 1939, Dr. J. L. Beeson, former president of the College, contributed \$1,116.97 as a perpetual loan fund for members of the Senior Class.

GENERAL DAVID BLACKSHEAR CHAPTER, N. S. D. A. R., ROCHELLE

Loans from this fund, established in 1947, are available to students from Rochelle High School who, in their junior or senior years at G.S.C.W., shall be eligible for assistance. It is administered by the loan committee of the College.

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. The loans from this fund are made to students from Pulaski County.

PHILO SHERMAN BENNETT LOAN FUND

In 1909, \$500 was received from the estate of Philo Sherman Bennett through Mrs. W. J. Bryan, Administratrix. Interest on this fund is available for loans.

LIZZIE DENNARD WIMBERLY BRIDGES LOAN FUND

A fund in the amount of \$200 was contributed by the Hawkinsville Chapter of the Daughters of the American Revolution for aid to students from Pulaski County.

CORRIE HOYT BROWN LOAN FUND

The Corrie Hoyt Brown Loan Fund was established in 1919 by Mr. George M. Brown, who was born in the Executive Mansion at Milledgeville, in memory of his wife, Corrie Hoyt, and his daughter, Corrie Hoyt Brown. Preference is given to residents of Atlanta and of Baldwin and Liberty Counties.

J. HARRIS CHAPPELL MEMORIAL LOAN FUND

The faculty and students of G.S.C.W. contributed this fund as a memorial to Dr. Chappell to be used for loans to seniors of character and ability.

FACULTY LOAN FUND

This fund was originally established by the faculty in 1903-1904. It has been increased by voluntary contributions from the faculty and by donations from several senior classes.

FELTON FUND

In 1932, Mrs. Rebecca L. Felton established a fund in the amount of \$6,000, one-half of which is to be used for students at G.S.C.W. and the other half at the University of Georgia. The loans are administered by the First National Bank of Atlanta.

HOME ECONOMICS CLUB LOAN FUND

The purpose of the Home Economics Club Loan Fund is to aid girls in securing education preferably in home economics. Loans are made by the loan committee of the College with the recommendation of the Department of Home Economics.

HISTORY CLUB LOAN FUND

The original donation to this fund was made by the History Club in 1934. Loans are administered at the discretion of the loan committee of the College.

KNIGHTS TEMPLAR EDUCATIONAL FOUNDATION

The National Order of the Knights Templar has an education foundation of several million dollars to aid students throughout the nation. Each year the foundation lends to several students in the junior and senior classes at G.S.C.W. The fund is administered by the Knights Templar Educational Foundation, 16 Baker Street, N.E., Atlanta.

BETTIE HARRIS LOWE SCHOLARSHIP FUND

This scholarship fund, established by Bettie Harris Lowe, is used to defray the expenses of women students who need financial assistance in order to attend G.S.C.W. Preference is given to students of Pulaski County first and Macon County second; however, students from any Georgia county may apply.

THOMAS E. MITCHELL EDUCATIONAL FUND

In 1926, Dr. Thomas E. Mitchell, of Columbus, made a gift of \$125,000 to a fund with one-fourth of the fund to be used for loans to students at G.S.C.W. Loans are made through the loan committee of the College.

L. MOREL FUNDS

In 1934, Miss Elizabeth Morel, a former member of the faculty, gave \$1,500 to be used to purchase books for the library or to be used for loans to students. Loans are available through the loan committee of the College.

PICKETT AND HATCHER EDUCATIONAL FUND

This fund was created by the late Claude Adkins Hatcher, of Columbus, Georgia, founder of the Nehi Corporation and its predecessors. In his will, Mr. Hatcher set aside a substantial sum to assist students. Immediate response will be given to requests for information. Correspondence should be addressed to: Pickett and Hatcher Educational Fund, P. O. Box 1233, Columbus, Georgia.

THE SYLVESTER MUMFORD FUND

This fund was established in 1936 by the daughter of the late Mr. and Mrs. Sylvester Mumford, of Waynesville, Georgia, as a perpetual memorial to her parents. Returns from the investment of funds are to be used for educational loans to worthy young women of this state. The fund is administered by the loan committee of the College.

THE SYLVESTER MUMFORD MEMORIAL FUND

In the will of the late Goertner E. Mumford Parkhurst, of Washington, D. C., G.S.C.W. was one of the residuary legatees. The fund amounts to approximately \$200,000. The earnings are to be used to educate young women from Brantley County, Georgia, as selected by college officials.

ALICE WALKER SHINHOLSER MEMORIAL FUND NO. 1

This fund was established in 1925 by Mr. John W. Shinholser in memory of his wife, Alice Walker Shinholser. Both principal and interest are available for loans to seniors.

ALICE WALKER SHINHOLSER MEMORIAL FUND NO. 2

Funds provided in the will of the late Mrs. Clara B. Walker became available in 1940 to be administered as educational loans according to the regulations of the College loan committee.

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 each year to two students of recognized character, ability, and need.

JOSEPH M. TERRELL LOAN FUND

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

FANNIE TRAMMELL D. A. R. FUND

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

FRANCES CLEMENTINE TUCKER FUND

Since 1920, loans have been available to a limited number of students each year from this fund established from the estate of the late Mrs. Frances Clementine Tucker. Applications for loans should be addressed to Messrs. O. E. and M. C. Horton, Trustees, 140 Peachtree Street, Atlanta, Georgia.

GRACE BEATY WATSON LOAN FUND

This fund was established by the Hawkinsville Chapter of the Daughters of the American Revolution and is available to students from Pulaski County. The loans are administered by the loan committee of the College.

PART-TIME STUDENT EMPLOYMENT

Students of limited financial means find assistance in the part-time student employment program. Part of the work in the dining rooms, dormitories, offices, the library, and the academic departments is done by student employees. These jobs are reserved for those who have good high school records, who continue to maintain these records in college, and who are capable of performing the duties of the jobs involved.

COMMUNITY LIFE

The G.S.C.W. campus is conceived and treated as a community, and the program of the College is planned to develop all-round individuals in a democratic environment. While students are encouraged to become increasingly self-reliant through active participation in campus organizations and dormitory life, the College realizes the advantage of providing advisory assistance in developing the individual, her interests and abilities.

G.S.C.W. is a residential college. Living conditions in the houses are designed to facilitate and supplement the academic program of the student. Life in the ten dormitories seeks to approximate the best type of home situation. Each residence hall is in the charge of a head of residence, a woman of culture and wide experience whose chief interest is the well-being of the individual student.

The dormitories are organized and operated under House Councils as functioning parts of the College Government Association. Each council is responsible for planning the program of the dormitory, for setting up and supervising house routine, and for administering disciplinary measures if needed.

ORGANIZATIONS AND RECOGNITIONS FOR SCHOLARSHIP

MAJOR ORGANIZATIONS

THE COLLEGE GOVERNMENT ASSOCIATION

The College Government Association, as its name implies, includes both students and faculty in its personnel. Students become members of CGA upon their matriculation, hold all the offices, comprise all the committees; faculty members act as advisers of the various student groups. Students also sit on faculty committees without vote; and faculty advisers, on student committees without vote.

College Government here is a laboratory for training students in good citizenship, in individual initiative, in self-dependence and self-

control, and in responsibility for group living. Its major subdivisions are the Student Council, the Judiciary, the Board of House Presidents, and the Honor Board.

In the *Student Council* is vested the supreme legislative powers of CGA. It recommends rules and regulations to the Faculty Committee on Student Relations; submits suggestions in the interest of students; has charge of all CGA elections; formulates Association policies and plans its meetings; calls student body meetings; has general supervision of the work of the Board of House Presidents, the Honor Board, and the Honor Council; hears reports and takes responsibility for seeing that the system of government works.

The *Judiciary* has vested in it the general judicial powers of the Association. The Judiciary organizes and supervises the Dormitory Councils; considers and passes on all cases submitted directly to it or referred to it by the Dormitory Councils; hears all cases that do not come under the jurisdiction of the lower courts; refers to the Faculty Committee on Student Relations all cases involving possible dismissal; interprets the Constitution of the College Government Association; handles cases of academic dishonesty, employing a program of rehabilitation.

The *Board of House Presidents* assumes leadership in planning constructive programs for the well-being of the dormitory residents and for the improvement of dormitory life; considers the operation of the various House Councils with a view to maintaining uniformity of procedure; cooperates with the House Councils in fostering the Honor System through dormitory living.

The College Government Association realizes that its success depends upon the personal honor of each individual student and her willingness to share responsibility for the conduct and integrity of her colleagues. It believes that the Honor System should apply to every phase of college life. The aim of the Honor Council and the Honor Board is to maintain and strengthen the GSCW community in which the honor of the group is an enlargement of the integrity of the individual. The work of the Honor Council and the Honor Board is educational rather than punitive and is directed toward helping the inexperienced student to adjust to the best interests of the college community. The Georgia State College for Women is proud of its Honor System and believes that the system is doing much to develop character in the individual and to promote higher morale in the college community.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The YWCA is primarily a religious organization. It is campus-wide in program and membership. Its chief administrative officers are students elected by the student body. The College assists the organization in maintaining a full-time secretary to integrate the program. The Y sponsors religious activities on the campus: vesper programs, Bible study classes, and devotional exercises. Study and discussion groups on social problems and current affairs are also conducted.

Through Religious Emphasis Week and Personal Relations Week, the Y brings outstanding speakers to the campus for lectures, seminars, and personal conferences. The YWCA also maintains a scholarship fund which is used to bring a foreign student to study at GSCW.

THE RECREATION ASSOCIATION

The Recreation Association affords opportunities for every student to realize the satisfaction of play and to develop interest and skill in sports, the dance, and related activities. The Association sponsors seasonal intramural sports, six skill clubs (Folk, Modern Dance, Penguin, Kampers, Tennis, and Tumbling Clubs) and special events such as sports days, play nights, demonstrations, meets, and parties. The program is organized and executed by an Executive Board and a General Board consisting of the various sports managers, skill club presidents, dormitory and class managers. The staff of the department of Physical Education act as advisers.

ACADEMIC CITATIONS

PHOENIX

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 the highest seven per cent of her class.

THE DEAN'S LIST

A student taking not less than three full courses and making an average of 4.4 quality points on the quarter's program has her name placed on the Dean's List for the following quarter. A student doing cadet teaching may qualify for the Dean's List by making the required average in two courses.

PHI SIGMA

Freshmen who have carried a full academic load (three full courses) or more and have made a general average of "B" or higher and have qualified for the Dean's List at least twice are eligible as sophomores for membership in Phi Sigma.

CGA SCHOLARSHIP

As an incentive to academic effort by freshmen, CGA gives, for the following quarter, custodianship of a gold loving cup to the freshman dormitory with the highest general average in scholarship.

NATIONAL HONOR SOCIETIES

PI GAMMA MU

Pi Gamma Mu is a national honor society open to juniors and seniors who have made exceptionally high records in the social sciences during their college years.

ALPHA PSI OMEGA

Alpha Psi Omega, a national honorary dramatic society, recognizes and rewards outstanding work done by students in the College Theatre.

PHI UPSILON OMICRON

Phi Upsilon Omicron, a national honorary fraternity open only to home economics students, limits its members to students who rank scholastically among the upper two-fifths of the Seniors, Juniors, and third-quarter Sophomores and who give evidence of leadership ability.

INTERNATIONAL RELATIONS CLUB

I.R.C., with national affiliations, encourages interest in and knowledge of international affairs. Membership requirements stipulate that a student must have a general average of "B" and the recommendation of the faculty.

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES

Ten per cent of the Senior Class are eligible for membership in Who's Who. Final selection, by the faculty, is made from a list of seniors recommended by the Junior Class.

DEPARTMENTAL AND OTHER CLUBS

There are numerous departmental clubs on the campus to which majors in the department concerned are eligible. There are many other clubs, not connected with any department, that attract students of varied interests and personal needs. Clubs meet usually once a month for study, discussion and experience in leadership.

THE LEAGUE OF WOMEN VOTERS

G.S.C.W. was the first college in the nation to organize a League of Women Voters in which all members were registered and participating voters. The activities of the organization are directed by officers and an executive board elected by the members.

DENOMINATIONAL GROUPS

Students attend the local churches of their choice. In addition, each of the local churches has organized college groups in young people's work. The Baptist Student Union, the Wesley Foundation, the Westminster Fellowship, and the Newman Club give to the students a rich and homelike experience in college-church relations.

ALUMNAE ASSOCIATION

The Alumnae Association of G.S.C.W. is almost as old as the College itself. The purpose of the Association is to promote the interests of the College and to establish mutually beneficial relations between the College and its alumnae. The work of the organization is conducted through an executive board, an executive secretary, Congressional district vice presidents, and chairmen of standing committees. Annual Alumnae Day is observed during the Commencement season. The official organ is the *Alumnae Journal*, a quarterly.

The executive secretary lives in the Alumnae Apartment, in Terrell Hall, where she maintains records of the graduates, supervises alumnae activities, cooperates with the Granddaughters' Club in sponsoring Annual Parents' Day, and serves as hostess to visiting alumnae.

The Alumnae Association, through its members and other friends of the College, was instrumental in the erection of the Marvin Parks Memorial Hospital, honoring a former G.S.C.W. president. The Association also had much to do with the successful restoration of the Mansion.

PUBLICATIONS

Four of the publications are student sponsored. They give both journalistic training and creative satisfaction.

The *Spectrum*, the yearbook, is published by students as a storehouse of college memories—student faces, student clubs, and student life immortalized for them through pictorial and written account.

The *Colonnade*, a bi-weekly newspaper, is edited and managed by students. It reflects student life and carries current local and off-campus news of interest, feature and human-interest stories, educational comment, etc.

The *Corinthian*, the literary magazine, is a quarterly published by students interested in creative writing.

The *Student Handbook* is an annual publication of the College Government Association. It contains a detailed account of the purposes, functions, and programs of the three major organizations, the governmental routine of the campus, and the official personnel of the major groups.

The *Bulletin* is a semi-monthly publication issued by the College. It is published and distributed to give information about the College. Copies of issues published in the past may be had on request.

The *Alumnae Journal*, issued quarterly by the Alumnae Association, gives to graduates the latest news from the campus and interesting items concerning former college mates.

FALL ORIENTATION

The purpose of Fall Orientation is to give new students 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. New students spend two or three days in activities that will better prepare them for life on the campus.

The entertainment and social features are in charge of the three major student organizations—the College Government Association, the Young Women's Christian Association, and the Recreation Association. Big Sisters, sponsored by the Y, also play an important part in the program of adjustment.

ENTERTAINMENTS AND INFORMAL EDUCATION

CONCERTS AND LECTURES

Through membership in the Milledgeville Concert Association, students are privileged to hear artists of national and international reputation in a series of three or four attractions during the year. In addition, several lecturers of equal standing are brought to the campus, annually. Guest speakers also appear regularly on Assembly programs and musicians on weekly Music Appreciation Hour.

INSTITUTES AND CONFERENCES

Each year the YWCA invites to the College a number of speakers to discuss various phases of human and personal relations. The speakers may be grouped into institutes of three or four days or they may be distributed throughout the year. They are chosen because they are specialists in their fields and can furnish students, through assembly groups and private conferences, opportunities to obtain help in solving their own problems.

COLLEGE THEATRE

Once each quarter the College Theatre, under the direction of the Department of Speech, presents a student production of a well-known drama.

ART EXHIBITS

The Department of Art sponsors annually several exhibitions of pictorial and plastic arts. On display in the College Gallery during the year are loan collections as well as faculty work and student work.

STUDENT RECITALS AND CONCERTS

THE A CAPPELLA CHOIR

The A Cappella Choir, composed of approximately one hundred GSCW and GMC students, has a wide musical repertoire of both early and modern composers. Its concerts, which are varied programs of unaccompanied choral music, always delight their audiences. The Choir goes on an annual out-of-state tour and on many within the State.

OTHER CHORAL GROUPS

The *Cecilian Singers* and the *Madrigal Singers* are also choral groups which appear in public concert several times each year.

BAND

Composed of both GSCW and GMC students, the College Band presents several concerts during the year.

INDIVIDUAL RECITALS

Particularly during the spring quarter there are many public recitals presented both in Russell Auditorium and in Porter Hall Auditorium, featuring student vocalists and instrumentalists. Each contributes to the general program of entertainment of the College.

OUTSTANDING VISITORS AND EVENTS, 1947-48

Wright Bryan, *Editor, Atlanta Journal.*

Rabbi Abraham Feinstein, *Jewish Chautauqua Society.*

College Theatre: *Blithe Spirit.*

Julius Heuhn, *Baritone.*

Daniel Whitehead Hickey, *Poet.*

The Very Reverend John B. Walthour, *Dean of the Cathedral of Saint Phillips, Atlanta.*

The Honorable Melvin E. Thompson, *Governor of Georgia.*

Rosamond Gilder, *Secretary, American National Theatre and Academy.*

College Theatre: *School for Scandal.*

Katherine Gilbert, *Professor of Aesthetics, Music and Art, Duke University.*

Paul Makovsky, *Violinist.*

Filmer S. C. Northrop, *Sterling Professor of Philosophy and Law, Yale University.*

Arva C. Floyd, *Professor of Missions, Emory University.*

Southern Ballet

Ellis M. Coulter, *Professor of History, University of Georgia.*

College Theatre: *Our Hearts Were Young and Gay.*

Walter Durante and H. R. Knickerbocker, *Authors, Lecturers.*

K. Z. Loh, *General Secretary, YMCA of Shanghai.*

College Production: *The Gondoliers.*

Baltimore Symphony.

A Cappella Choir: *The Messiah.*

Walter Wilkins, *Nutrition Consultant, Florida State Board of Health.*

GENERAL REGULATIONS

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 following written permission of the president of the College.

WHAT TO BRING

The dormitory rooms are furnished with basic furniture—beds, tables, chairs, etc. Students should bring their own linens. The following articles are suggested: two matching spreads, one pair of blankets, four 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. Drapes and window curtains can be purchased after arrival.

JURISDICTION OF THE COLLEGE

A student arriving in Milledgeville to enter college or one returning from trips away from college comes under college regulations as soon as she reaches town, and she must report *at once* to the housemother of her dormitory. Upon leaving college at the end of the college term or taking trips away, the student must leave town according to the schedule approved by her housemother.

VISITING

With special permission from parents, students will be permitted to go home or to visit elsewhere for a limited number of week ends. The present plan provides two week ends away for freshmen and three for upperclassmen each quarter.

It is not expected that students will make a practice of missing classes for trips off the campus; but in case such absences do occur they will count as double-penalty absences. Parents are urged to cooperate with the administration in discouraging frequent or unnecessary trips.

PERMITS FROM PARENTS

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

A printed form covering the usual requests, permission for which requires parental consent, is sent home by the student. Parents or legal guardians must check items that meet with their approval and then mail the signed sheet *to the Dean of Women*. These blanks must be renewed yearly. Special permits sent to the Dean of Women are required for approval of trips or requests not covered in the printed form.

UNREGISTERED STUDENTS

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

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.

VACCINATION AND PHYSICAL EXAMINATIONS

Students are required to present evidence of successful vaccination for smallpox within the last five years or evidence of re-vaccination following an older take. They are also required to present evidence of immunization against typhoid. A three-shot treatment within the last 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 immunizations cannot be completed at home, they will be done by the G.S.C.W. hospital staff after the student's entrance.

As soon as possible after her registration, each student is required to report to the Hospital for a complete physical examination. This early check-up serves to protect both the individual student and those with whom she comes in contact.

The examination includes an extremely careful general examination, routine tests, and special tests when the need of the latter is indicated. Tuberculin tests and X-rays are conducted by the State Board of Health early in each school year.

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 certification of the College physician. Certain other absences, such as those caused by serious illness of a member of the student's family and necessary trips away on approved college projects or student activities, may be excused by the Dean of Instruction. Unexcused absences in excess of four class periods during any quarter carry quality-point deductions.

Absences caused by a student's leaving early on any holiday or other homegoing occasion or by her returning late are counted as double absences. Any absence occurring on a homegoing day is counted as a double absence, for the assumption is that the student's leaving early has caused her absence.

MINIMUM CLASS ATTENDANCE

To receive credit in a course a student must attend three-fourths of the regularly scheduled class meetings. This requirement holds, no matter what the reasons for non-attendance. 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 an off-campus activity 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, without a failure in any course.

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 copy will be fifty cents.

ACADEMIC REGULATIONS

THE QUARTER SYSTEM

The college year is divided into four quarters of eleven to thirteen weeks each. The Summer Quarter is further divided into two terms of approximately six weeks each.

Under the intensive quarter system most classes meet every day Monday through Friday. A student, therefore, usually takes only three courses.

CREDIT

The credit assigned to a subject is expressed in courses. A passing grade on a subject that requires five one-hour recitations a week (or the equivalent) for one quarter gives credit for one course. A passing grade on a subject that requires two or three one-hour recitations a week for one quarter gives credit for one-half course. Two hours of laboratory work count as one hour of recitation.

GRADES AND QUALITY POINTS

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

<i>Grade</i>	<i>Points for Whole Course</i>
A—Excellent	6 points
B—Above average	4 points
C—Average	2 points
D—Lowest passing grade.....	0 points
F—Failure	0 points
WP—Withdrawal from course while doing passing work	
WF—Withdrawal from course while doing failing work	
X—Incomplete.	

INCOMPLETE GRADES

An "X" or "incomplete" grade may be assigned when the student, because of illness or other acceptable reasons, is unable to take the final examination or to complete some other part of the course by the end of the term.

An "incomplete" grade automatically becomes "F" unless made up within the next term that the student is in residence.

Upon recommendation of the head of the department and with permission of the Dean of Instruction, a student may repeat a course she has passed with a grade of "D." If the course is repeated, the student does not receive additional credit, and the last grade becomes the official grade for the course.

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. (See page 51.) 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 the College. A student's net points for any quarter are the total number earned less the number deducted as penalties.

TRANSFER POINTS

Students transferring from other colleges are allowed quality points according to their grades, as for work done in this College. However, students must earn an average of "C" on the work taken in this institution.

CLASSIFICATION

Freshmen and sophomores are expected to complete ten courses a year; juniors and seniors, nine courses a year. When a student completes the normal load, as described above, with an average of "C"—twenty quality points for freshmen and sophomores, eighteen for juniors and seniors—she is classified in the next higher class.

However, for easier class organization and room assignment, a student who cannot be classified in the next higher class may be affiliated with it if, at the beginning of the academic year, she is within one course and two quality points of classification. The minimum standards for affiliation and classification are as follows:

	AFFILIATION		CLASSIFICATION	
	Courses	Points	Courses	Points
Sophomores _____	9	18	10	20
Juniors _____	19	38	20	40
Seniors _____	28	56	29	58
Graduation _____	—	—	38	76

Students are classified at the beginning of each quarter.

THE DEAN'S LIST

A student who makes an average of 4.4 quality points on three or more courses in any quarter shall have her name placed on the Dean's List during the following quarter. A cadet teacher may qualify for the Dean's Lists by making the required average in two courses.

THE STUDENT LOAD

The normal amount of work taken for credit is three courses each quarter. Freshmen and sophomores are required to take a one-third course in physical education each quarter.

Certain students, unless the college physician refuses permission, are allowed to carry more than the normal load:

- (1) Students on the Dean's List may register for four courses.
- (2) Students with an average of 3.5 quality points for the preceding quarter may register for three and one-half courses.
- (3) Students within four courses of graduation, if they have a minimum average of "C," may register for four courses.

Students, regardless of academic credit load, may take any of the one-third courses in music and expression without credit. A student who is not taking other extra work may take a one-third course in music or expression for credit but must continue the same course for three quarters before such credit may be counted toward a degree.

Certain students, with special permission from the Dean of Instruction, will carry less than the normal load:

- (1) Students working more than eighteen hours a week will take not more than two and one-half courses.
- (2) Students working approximately half time will take not more than two courses.
- (3) Any person with a full-time job will take not more than one course.

No student may drop a course for which she is registered without special permission from the Dean of Instruction.

SCHOLARSHIP STANDARDS

The College is maintained for students who demonstrate both the ability and the disposition to profit by college work. Hence there are certain minimum standards for eligibility to remain in college:

1. A freshman who earns no credit during her first quarter will be placed on probation for the succeeding quarter.

2. A student earning fewer than two course credits in Fall or Winter Quarter may, with special permission, remain in college on probation during the following quarter.

3. During any quarter, a student on probation must earn at least two course credits in order to register for the next quarter.

4. A student on probation who earns only two course credits will remain on probation during the next quarter. She will be restored to full student status only when she earns three course credits during a quarter.

5. Any student registered in college for three quarters—September to June—must earn an average of one quality point for each course taken to be eligible to register for the following Fall Quarter. (See 6 below.)

6. A student who at the end of the Spring Quarter is deficient in course credits or quality points may re-establish eligibility by earning two course credits and four quality points in a six-weeks summer term.

7. A student who is ineligible to register because of deficiency in course credits or quality points may be readmitted on probation after she has withdrawn from college for one quarter or longer. During the first quarter after her readmission the student must earn at least two course credits and four quality points to be eligible to register for the following quarter. A student deficient in course credits or quality points a second time will be readmitted only at the discretion of the Committee on Admissions.

8. A student who wishes to transfer from another institution is also subject to the above regulations. In addition, 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 has been removed.

REQUIREMENTS IN ENGLISH

All freshmen who, on the preliminary diagnostic test, show serious weaknesses in English fundamentals such as spelling, grammar, punctuation, and elementary sentence structure are required to take a course in the minimum essentials of grammar. It must be taken in the fall quarter of the freshman year.

At the beginning of the junior year all students are given a standard test in English usage. Those who show in the test that they have not mastered the fundamentals of the language are required to attend

special classes adapted to the aspect of language in which they are weakest. These remedial classes meet twice a week during the fall quarter.

REQUIREMENTS FOR GRADUATION

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 of these should be courses numbered 300 to 499, at least twelve of which must be taken after the student is classified as a junior.
2. Fulfill the requirements for majors and minors. In all subjects except foreign languages one-half of both the major and the minor must be in courses numbered 300 to 499. At least one subject in the major should be taken during the senior year.
3. Complete the constant requirements prescribed for the degree chosen.
4. Complete in residence one of the last two years of work and eight of the last twelve courses required for the degree.
5. Earn a total of seventy-six quality points. Students who transfer credit from other institutions or present credit for either correspondence or extension courses must earn in residence an average of two quality points for each course taken in residence toward the fulfillment of the course requirement for the degree.
6. Present to the Registrar a written application for a degree at least one month before the date of graduation.

No student may receive credit for more than nine courses taken in extension classes or by correspondence.

The College reserves the right to withhold a degree from any student whose record in conduct is unsatisfactory.

GENERAL DEGREE REQUIREMENTS

The course requirements for degrees described in this catalogue will be applicable to students who entered college in 1946 or later. Students who began their work prior to 1946 will come as near as possible to meeting the new requirements. However, no student will be held to an undue hardship in meeting them. The College reserves the right to change the degree requirements at any time, but no such change will be administered so that a student will lose credit in work already taken.

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 that by which the student takes two to four courses which are general in nature and two to four 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 individual to teach in the elementary grades and the other qualifying her to teach in the high school.

ELEMENTARY CERTIFICATES

Elementary professional certificates are issued on the basis of two years or three years of college credit and on college graduation. The College recommends that students preparing to qualify for the professional elementary certificates take the education courses described in the requirements for the B.S. in Education for Elementary Teachers. (See page 67.) Since preparation for teaching in elementary grades involves a great deal more than taking the required number of education courses, 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, Human Growth and Development, 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 on page 68 in the requirements for the degree of Bachelor of Arts in Education.

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, Human Growth and Development, 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.

DEGREE PROGRAMS

The subjects offered by the College are divided into general education courses and courses designed for substantial major and minor programs.

General education courses are numbered 100 to 299. They should be taken only by students having less than two years of college credit. Courses numbered 300 to 499 are courses for major and minor programs and should be taken only by students having two or more years of college credit.

A student who has credit for fewer than twenty courses must have written permission from the Dean of Instruction to take a course numbered 300 to 499. A student who has credit for more than twenty-three courses must have written permission from the Dean of Instruction to take a course numbered 100 to 299. Failure to secure such permission may mean loss of credit for 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 acquiring a general cultural background. Students are seldom ready to choose their vocations or fields of special interests until they have had opportunity to explore several fields of knowledge.

Based upon this belief, the following objectives have been set up by the College:

1. To aid the student in the continued development of her understanding of the discipline and meaning of the principal branches of learning.
2. To foster in the student appreciation of the basic values upon which civilization and culture rest and through which they may be improved.
3. To give the student a heightened awareness of her relationship to the home and the community.
4. To provide the student with opportunity to concentrate in certain fields which may be helpful in future study.

5. To assist the student in choosing and preparing for a vocation that will make optimum use of her talents and enable her to make an appropriate contribution to the needs of society.

6. To aid the student in developing a resourceful and independent mind that can assess its own strengths and weaknesses, that can use knowledge creatively, and that can discern the best in aesthetic experience.

7. To encourage the student to appreciate the relationship between mind and body with a view to maintaining physical fitness.

8. To provide the student with experiences that will conduce to the building of character based on integrity and humility.

GENERAL EDUCATION PROGRAM

The following courses are designed to meet the objectives outlined on page 59. These courses or equivalent courses in the same departments are required for all degrees.

English 101, 102—General College Composition	2 courses
English 206—The Romantic Period in English Literature....	1 course
Humanities 200—Literature of Classical and Medieval Civilizations	1 course
Art 103—Introduction to Art or	
Music 100—Introduction to Music	1 course
One additional course to be selected from the following	1 course
English 207—Victorian Literature	
Humanities 201—Modern European Continental Literature	
Art 103—Introduction to Art	
Music 100—Introduction to Music	
Social Science 103, 104—Contemporary Civilization	2 courses
Social Science 210, 211—Development of Civilization	2 courses
Health 100—Personal and Community Health	1 course
Biology 100—Human Biology	1 course
Two additional courses to be selected from the following	2 courses
Chemistry 100—Survey course in Chemistry and Geology	
Physics 100—Survey Course in Physics and Astronomy	
Mathematics 100—Functional Mathematics	
Physical Education 100, 200—Physical Education Activities	2 courses
Total	16 courses

ALTERNATE PROGRAM

The alternate program of general education requirements, beginning in the Fall Quarter of 1948, is designed for twenty-five superior freshman students. These students are to be selected on the basis of their high school records and the results of the college placement tests.

English 102—General College Composition.....	1 course
English 206—The Romantic Period in English Literature.....	1 course
English Elective	1 course
Humanities 200—Literature of Classical and Medieval Civilization	1 course
Art 103—Introduction to Art or	
Music 100—Introduction to Music.....	1 course
One additional course to be selected from the following.....	1 course
Humanities 201—Modern European Continental Literature	
Art 103—Introduction to Art	
Music 100—Introduction to Music	
Social Science 105—Contemporary Civilization.....	1 course
Social Science 212—Development of Civilization.....	1 course
One double course to be selected from the following.....	2 courses
Economics 301, 302	
History 301, 302; 307, 308; 315, 316	
Political Science 324 and 428	
Sociology 301 and 428	
Two double courses to be selected from the following.....	4 courses
Biology 303, 304	
Biology 321, 322	
Biology 321 and 303	
Chemistry 101, 102	
Physics 301, 302	
Mathematics 201 and 222	
Physical Education 100, 200—Physical Education Activities	2 courses
Total.....	16 courses

The above courses in both programs are not to be counted toward any major or minor. Generally speaking, a student must complete them before she enrolls in courses numbered 300 to 499.

IRREGULAR GENERAL EDUCATION PROGRAMS

Any student who has been graduated from a standard junior college or has completed the first two years of work in a standard four-year college will be allowed to take courses numbered 300 to 499 without regard to the general education requirements. She must, however, fulfill all major, minor, and special requirements for the degree for which she applies.

A student who transfers from another college before she has earned twenty course credits will ordinarily be required to take those courses in the general education program for which she does not offer an equivalent in credit. Exceptions may be made upon the written approval of the Dean of Instruction.

A resident student who becomes irregular in her academic program must complete the general education courses, or approved substitutes, in order to comply with the requirements for any degree.

No freshman or sophomore should omit any of the general education courses without special permission from the Dean of Instruction.

MAJOR AND MINOR PROGRAMS

During the last two years in college the student concentrates upon one or two special fields of study. She should choose a major in the subject which interests her most and a minor in a related field. She may choose a departmental major, a divisional major, or a special major.

A student who desires a Bachelor of Arts degree must choose either a divisional major or a departmental major and a departmental minor. Before registering for the first quarter of the junior year, the student must work out with the heads of the departments concerned satisfactory major and minor programs. If later she wishes to make any change in these programs, she must have the approval of the head of the department in which the change is to be made. Before the student may qualify for the Bachelor of Arts degree, 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 general education requirements. Usually it consists of a specified nucleus of three or four basic courses, with the remaining courses selected according to the interest of the student.

Majors may be taken in the following departments:

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

Departmental majors are described in the data regarding the various departments, along with the description of courses offered

DEPARTMENTAL MINORS

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

Geography	Philosophy
Journalism	Physics
Library Science	Political Science

DIVISIONAL MAJORS

Divisional majors may be taken in the divisions of business administration, home economics, mathematics-science, and the social sciences. 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. Divisional majors are advantageous to the student who expects to teach these subjects in high school. No minor is required; but, in the case of each divisional major, a minimum of ten courses in the division concerned must be included in the program in addition to the general education requirements. (See page 60.)

All divisional majors lead to the degree of Bachelor of Arts. Specific requirements are described below.

Business Administration

It is advisable for the student to take Economics 301 and 302. The amount of specialized work may be limited by the Dean of Instruction.

Home Economics

Four senior college courses in related fields are prescribed in addition to the general requirements stated above. The basic courses for this major are:

Home Economics 105, 111, 211, 220,
314, 324, 326, 331, 432, 451.
Psychology 301.
Biology 320.
Education 466.
Sociology 428.

Mathematics-Science

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:

Biology 303, 304, 321, 322
Chemistry 101, 102
Mathematics 201, 222, 323
Physics 301, 302

Social Science

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 chairman of the Division of Social Science.

The basic courses are:

Economics 301, 302
Geography 300, 301
History 301, 302
Philosophy 310, 412, 413
Political Science 324
Psychology 301
Sociology 301

SPECIAL MAJOR PROGRAMS

Students majoring in elementary education, music education, health and 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. These 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

- Curriculum in Liberal Arts
- Curriculum for High School Teachers
- Curriculum for Health and Physical Education Teachers

Bachelor of Science in Education

- Curriculum for Elementary Teachers

Bachelor of Science in Music Education

Bachelor of Science in Home Economics

- Curriculum for Homemaking Education
- Curriculum for Institutional Management

Bachelor of Science in Business Administration

- Curriculum for Business
- Curriculum for Distributive Education

BACHELOR OF ARTS

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

Junior College 16 courses

The general education requirements described on pages 60-61.

Foreign Language 2 to 4 courses

The foreign language requirement consists of the equivalent of four college courses. It may be fulfilled as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language must be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

Departmental Major	6 courses
and	
Departmental Minor	4 courses
or	
Divisional Major	10 courses
Elective	6-8 courses
	<hr/>
	38 courses

REQUIREMENTS BY YEARS

<i>Freshman</i>	COURSES	<i>Sophomore</i>	COURSES
Biology 100	1	Humanities 200	1
Health 100	1	English 206	1
English 101, 102	2	One from the following:	
Social Science 103, 104	2	Humanities 201, or	
Art 103 or Music 100	1	English 207, or	
Foreign Language	2	Art 103, or	
Physical Education 100	1	Music 100	1
		Social Science 210, 211	2
		Two from the following:	
		Math 100, or	
		Chemistry 100, or	
		Physics 100	2
		Foreign Language	2
		Physical Education 200	1
	<hr/>		<hr/>
	10		10

Junior and Senior

During 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 the prescribed course in education as given on pages 68 and 69.

TEACHER EDUCATION DEGREES

The curricula offered for the Teacher Education degrees are intended to prepare the student for any level and phase of teaching that she chooses.

The following curricula are provided:

B.S. for Elementary School Teachers

B.S. for Music Teachers

A.B. for High School and Health and Physical
Education Teachers.

Students preparing to teach in the high school will take the A.B. degree. Majors and minors will be chosen according to the teaching area selected. In order to qualify for a state teachers' certificate, under present regulations, a student's records must show a concentration in one or more subject-matter fields and include the following professional courses: Education 104, 295, 305, 343, 445, and 455.

Curriculum for Elementary School Teachers

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

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
Biology 100	1	Social Science 210, 211	2
Education 104	1	Math 100 or Physics 100 or Chemistry 100	1
English 101, 102	2	English 206	1
Health 100	1	Humanities 200	1
Social Science 103, 104	2	Music 100, or Art 103, or English 207, or Humani- ties 201	1
Art 103 or Music 100	1	Education 295	1
Math 100 or Chemistry 100	1	Biology 215	1
Physical Education 100	1	Speech 208	1
	—	Physical Education 215	1
	10		10

<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Education 305	1	Education 325	1
Music 221, 323	2	Education 355	1
Art 215, 316	2	Home Economics 324	1
Education 328 or 334	1	Geography 300	1
English 314	1	Choice of two of following	2
Elective	2	Psychology 301	
		Psychology 323	
		Education 306	
		Education 325 B, C	
		Health 325	
		History 422	
		Elective	3
	<hr/> 9		<hr/> 9

Note: The methods course should immediately precede the student teaching. Only those who will do student teaching in the fall quarter of the senior year will take the methods course in the junior year. All others will take it in the senior year and will take some senior subjects in the junior year. In instances where students expect to do cadet teaching in the senior year, they will be permitted to take student teaching in the spring quarter of the junior year and will take methods the winter quarter of that year.

Curriculum for High School Teachers

Students planning to teach general subjects in high school will take the regular Bachelor of Arts Degree. However, if they are to qualify for the professional teachers' certificate, they must take six courses in education. They will follow the program outlined on the next page and set up to include the required education courses.

Freshman

	COURSES
Biology 100	1
Health 100	1
English 101, 102	2
Social Science 103, 104	2
Education 104	1
Foreign Language	2
Physical Education 100	1
	—
	10

Sophomore

	COURSES
Art 103 or Music 100	1
English 206	1
Social Science 210, 211	2
Education 295	1
<i>Two from the following:</i>	
Mathematics 100	
Chemistry 100	
Physics 100	2
Foreign Language (*)	2
Physical Education 200	1
	—
	10

Junior and Senior

	COURSES
Humanities 200	1
<i>One from the following:</i>	
Humanities 201	
English 207	
Art 103	
Music 100	1
Education 305, 343, 445, 455	4
Teaching major	6
Teaching minor	4
Electives	2
	—
	18

Suggested Electives:

Psychology 442, Adolescent Psychology

Education 306, School and Society

Health 330, Health Service

Education 445 B, C, Student Teaching

Other courses may be taken as the needs of the student direct.

*Two high school units of credit in a foreign language will exempt a student from taking these two courses.

Curriculum for Music Education Teachers

This program is provided particularly for those who wish to teach or supervise public school music in public schools.

REQUIREMENTS BY YEARS

Freshman

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Credit</i>
Music 103	Music 103	Music 103	1
Music 116	Music 116	Music 116	1
Music 213	Music 214	Music 215	1½
Music 257	Music 258	Music 259	3
Health 100	English 101	English 102	3
Physical	Physical	Physical	
Education 100	Education 100	Education 100	
			<hr/> 10½

Sophomore

Music 203	Music 203	Music 203	1
Music 260	Music 261	Music 262	3
Music 340	Music 341	Art 103	3
Social Science 103	Social Science 104		2
Physical	Physical	Physical Educa-	
Education 200 or 215	Education 200 or 215	tion 200 or 215	1
PIANO EXAMINATION			<hr/> 10

Junior

Biology 100	Music 325	Music 326	3
Music 328	Music 367	Science 100	3
Education 304	Education 305	Education 334 or 343	3
			<hr/> 9

Senior

Science 100	Humanities 200	Choice of one:	
Social Science 210	Social Science 211	English 207 or	
Education 325	English 206	Humanity 201	3
		Elective	3
		Elective	2½
			<hr/> 8½
		Total	38

Curriculum for Health and Physical Education Teachers

The primary purpose of this curriculum is to prepare students to be teachers of health and physical education in the high schools. However, because of the scope and content of many of the courses, graduates will also be eligible for positions associated with the elementary schools, camps, recreation centers, and physical therapy clinics.

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
Foreign Language	2	Foreign Language	2
English 101, 102	2	Health 100	1
Social Science 103, 104	2	Physics 100	1
Chemistry 100	1	Social Science 210 or 211	1
Speech 208	1	Biology 303, 304	2
Music 100 or Art 103	1	Education 104, 295	2
Physical Education 100	1	Physical Education 210	1
	—		—
	10		10
<i>Junior</i>		<i>Senior</i>	
Biology 310, 311	2	English 206	1
Education 343, 365	2	Education 445, 455	2
Physical Education 311, 313, 322	3	Health 340, 445	2
Physical Education 314	½	Humanities 200	1
Physical Education 312	½	Physical Education 331	½
Health 330	1	Physical Education 430	½
	—	Physical Education 423, 433	2
	9		—
			9

To add to their understanding of and experience in recreational activities, all major students are expected to participate judiciously in the after-school intramural program offered by the Recreation Association.

Curriculum for Major in Health

This curriculum is planned for public health and pre-nursing students.

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
Health 100	1	Chemistry 101, 102	2
Social Science 103, 104	2	Biology 303, 304	2
Foreign Language	2	Foreign Language	2
English 101, 102	2	English 206	1
Art 103 or Music 100	1	Health 320, 340	2
Mathematics 100	1	Physical Education 200	1
Physical Education	1		
	—		—
	10		10
<i>Junior</i>		<i>Senior</i>	
Education 295	1	Biology 320	1
Health 330, 333,* 335	3	Health 400, 428	2
Humanities 200	1	Psychology 201	1
Biology 310, 311	2	Speech 308	1
Physics 100**	1	Home Economics 324, or	
Social Science 210, 211	2	Physical Education 432	1
	—	Elective	3
	9		—
			9

*For public health students, not required for pre-nursing students.

**Required of pre-nursing students, advised for public health students.

BACHELOR OF SCIENCE IN HOME ECONOMICS

Two curricula are offered for the degree of Bachelor of Science in Home Economics. They are that for homemaking education and that for institutional management.

Curriculum for Homemaking 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 homemaking education by the State Department of Vocational Education.

REQUIREMENTS BY YEARS

Freshman

	COURSES
Art 104	1
Health 100	1
Biology 100	1
English 101, 102	2
Social Science 103, 104	2
Physical Education 100	1
	—
	10

Sophomore

	COURSES
Math 100	1
Humanities 200	1
English 206	1
Chemistry 101, 102	2
Social Science 210 or 211	1
Home Economics 205, 220	2
Education 304	1
Physical Education 200	1
	—
	10

Junior

Biology 320	1
Education 305	1
Physics 104	1
Home Economics 311, 314, 324, 326, 451	5
	—
	8

Senior

Sociology 428	1
Home Economics 331, 432	2
Education 445 A, B, C	3
Education 466, 472	2
Elective	2
	—
	10

Curriculum for Institutional Management

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

Students graduating in institutional management are accepted as student dietitians in hospitals accredited by the American Dietetic Association and by similarly accredited institutions offering advanced work in food administration.

The curriculum in institutional management prepares students for positions as hospital dietitians and for managerial positions in cafeterias, school lunch programs, and residence halls. 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. Students who wish to become fully qualified dietitians must, following graduation, serve an internship of six months to a year in a hospital or other institution approved by the American Dietetic Association.

REQUIREMENTS BY YEARS

Freshman

	COURSES
Art 104	1
Biology 100	1
English 101, 102	2
Health 100	1
Home Economics 105, 220	2
Math 100	1
Sociology 301	1
Physical Education 100	1
	<hr/>
	10

Sophomore

	COURSES
Chemistry 101, 102	2
Economics 301	1
Home Economics 205, 313	2
Humanities 200	1
English 206	1
Business Administration 410	1
Psychology 301	1
Physical Education 200	1
	<hr/>
	10

Junior

Biology 311, 320	2
Chemistry 324, 432	2
Education 305	1
Home Economics 321, 424, 443	3
Physics 104	1
	<hr/>
	9

Senior

Education 478	1
Home Economics 328, 341, 421, 425, 446, 451	6
Sociology 428	1
Elective	1
	<hr/>
	9

Suggested Electives for the Institutional Management Program

Education 295 or 306

Home Economics 444, 451

Typing (no credit)

*Curriculum for the Home Economics Major,
Bachelor of Arts Degree*

The requirements for the degree of Bachelor of Arts in Home Economics makes possible a general educational background, including languages, for the student who wishes preparation for homemaking. The number of electives in this program offers opportunities for specialization which leads to other vocations in the field of home economics.

The following are the requirements for this degree:

Junior College 16 courses

General education requirements described on page 60.

Foreign Language (see page 65) 2-4 courses

Divisional Major 10 courses

Required 3 courses

Electives 5 courses

REQUIREMENTS BY YEARS

Freshman

	COURSES
Home Economics 105.....	1
Health 100	1
English 101, 102.....	2
Social Science 103, 104.....	2
Art 104	1
Foreign Language	2
Physical Education 100.....	1
	—
	10

Sophomore

	COURSES
Biology 100	1
English 206	1
Home Economics 111, 205, 220	3
<i>Two from the following:</i>	
Math 100, Chemistry 100, Physics 104	2
Foreign Language	2
Physical Education 200.....	1
	—
	10

<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Social Science 210, 211.....	2	Home Economics 331, 432,	
Humanities 200	1	451	3
Psychology 301	1	Education 466	1
Biology 320	1	Sociology 428	1
Home Economics 211, 314,		Elective	4
326	3		
Elective	1		
	9		9

Suggested electives for different fields of specialization are listed below:

Home Service: Art 324, Business Administration 111, Home Economics 341, Journalism 329, Psychology 421, Speech 308 or 309.

Rural Adult Work: Education 295, 305, Health 320, Home Economics 428, 466, Journalism 329, 333, Physical Education 423, Speech 308 or 309.

Clothing and Textiles: Home Economics 217, 410, 412, 454, and electives in Distributive Education.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Curriculum in Business

Curriculum in Distributive Education

This degree is granted for the completion of one of two general programs. One program provides diverse training for various office and business positions such as secretarial, business machine operation, clerical, and also prepares for business teaching in the high school. The other program trains for merchandising, retail store work, and supervisory and instructional work in distributive education.

Curriculum in Business

This program is built to satisfy the needs of those students who are interested in office and business positions. It provides a background of general education, business background education, and skill training to fit students for the better types of business openings. It provides a

background for employment as secretaries, business machine operators, business managers, and qualified business teachers in high schools.

It is assumed that all students will not want identical specialization; therefore, five different groups of courses are provided. They prepare for different specialized work but lead to the degree of Bachelor of Science. Most of the work of the first two years is identical for all students, but there are wide variations in that of the last two years.

REQUIREMENTS BY YEARS

Freshman

	COURSES
English 101 102	2
Social Science 103, 104.....	2
Health 100	1
Biology 100	1
Math 100 or Chemistry 100.....	1
Physical Education 100.....	1
Choose one for major.....	2

Secretarial

Secretarial Training 120x, 120y.....	1
Secretarial Training 125x, 125y.....	1

Business Education

Secretarial Training 120x, 120y.....	1
Secretarial Training 125x, 125y.....	1

Business Machines

Business Machines 303, 304.....	1
Secretarial Training 125x, 125y.....	1

General Business

Secretarial Training 125x, 125y.....	1
Elective	1

Sophomore

	COURSES
English 206	1
Humanities 200	1
Art 103 or Music 100	1
Social Science 210, 211	2
Math 100 or Physics 100 or Chemistry 100	1
Physical Education 200	1
Major for	3

Secretarial

Secretarial Training 122x, 122y, 323x	1½
Secretarial Training 127x, 127y, 328x	1½

Business Education

Secretarial Training 122x, 122y, 323x	1½
Secretarial Training 127x, 127y, 328x	1½

Business Machines

Secretarial Training 127x, 127y, 328x, 328y	2
Elective	1

General Business

Economics 301, 302	2
Elective	1

10

*Junior**Required of all*

English 207 or Humanities 201 or Art 103 or Music 100	1
General Business 401, 407, 417	3
Major for	5

Secretarial

Economics 301, 302	2
Secretarial Training 323y, 324x, 324y	1½
Secretarial Training 328y	½
Business Machines 303, 304	1

Business Education

Secretarial Training 323y, 324x, 324y	1½
Secretarial Training 328y	½
Business Machines 303, 304	1
Education 304, 305	2

Business Machines

Economics 301, 302	2
Math 312	1
General Business 402 or 408 or Math 331	1
Elective	1

General Business

Political Science 324	1
Economics elective	2
Elective	2

9

Senior

COURSES

Major for _____ 9

Secretarial

Economics or Business Administration	
elective	1
Elective	8

Business Education

Economics 301, 302	2
Education 295, 343, 445, 476	5
Elective	2

Business Machines

Economics or Business Administration	
elective	1
Business Machines 306x, 306y, 409	2
Elective	6

General Business

Economics or Business Administration	
elective	2
Political Science 428	1
Choice of two from General Business	
402, 408, 418, Math. 312, 331	2
Elective	4

9

*Senior College Requirements for Students with the
Business Certificate*

A student who completes the requirements for the two-year Business Certificate and then continues her work for a degree of Bachelor of Science in Business Administration must fulfill all omitted degree requirement subjects.

TWO-YEAR BUSINESS CERTIFICATE

The courses required for the certificate give the two-year student the same background of general college culture as that of the four-year degree student. The student's choice of the two-year business certificate program or the four-year degree program need not be made until the beginning of the sophomore year.

Freshman

	COURSES
English 101, 102	2
Social Science 103, 104	2
Health 100	1
Biology 100	1
Math 100 or Chemistry 100	1
Physical Education 100	1
Choose one for major	2

Secretarial

Secretarial Training 120x, 120y	1
Secretarial Training 125x, 125y	1

Business Machines

Business Machines 303, 304	1
Secretarial Training 125x, 125y	1

Sophomore

General Business 401, 407, 417	3
Secretarial Training 127x, 127y, 328x, 328y	2

Additional for Secretarial

Secretarial Training 122x, 122y, 323x, 323y, 324x, 324y	3
Business Machines 303, 304	1

Additional for Business Machines

Business Machines 306x, 306y, 409	2
Business Administration elective	1
Elective	1

Curriculum in Distributive Education

This program is built primarily to satisfy the needs of those students who are interested in some phases 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.

REQUIREMENTS BY YEARS

Freshman

COURSES

English 101, 102	2
Social Science 103, 104	2
Health 100	1
Biology 100	1
Art 103	1
Education 104	1
Distributive Education 111	1
Physical Education 100	1
—	—
	10

Sophomore

COURSES

English 206	1
Humanities 200	1
Social Science 210, 211	2
Chemistry 101, 102	2
Physics 104	1
Home Economics 217	1
Distributive Education 251	1
Physical Education 200	1
—	—
	10

Junior

Economics 301	1
Education 305	1
Art 324	1
Secretarial Training 125x,	
125y	1
Mathematics 312	1
Distributive Education 352,	
353, 461	3
Elective	1
—	—
	9

Senior

General Business 417	1
Art Elective	1
Distributive Education 462	1
Distributive Education 354,	
465	2
Elective	4
—	—
	9

SUGGESTED ELECTIVES

There is a choice of six free electives in the distributive education curriculum. Electives related to distributive education may be found in the field of clothing, secretarial training, art, accounting, journalism, economics, or education.

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.

ACADEMIC DIVISIONS, DEPARTMENTS OF INSTRUCTION, AND COURSE OFFERINGS

In general, courses numbered 100 to 299 should be taken during the first two years of college, and those numbered 300 or above should be taken during the junior and senior years. Any variation from this order must have the approval of the Dean of Instruction.

The work of the College as organized in divisions, departments, and courses is described on the following pages.

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

Division of Business Administration

MR. FULLER, *Chairman*

Business Administration and Distributive Education

The two general programs of the Division of Business Administration are those named above. The first is designed for students desiring to fit themselves for office or business positions or for teaching business in secondary schools. The second serves students interested in merchandising, retail store positions, or supervisory or instructional work in the field.

DEPARTMENT OF BUSINESS ADMINISTRATION

MR. FULLER, MISS DANIEL, MISS GUENTHER, MISS MALCOM, MISS MORRIS

General concentrations leading to the Degree in Business Administration are provided. The description of the requirements for this degree may be found on pages 76-79.

The subjects are listed hereafter under the heads of:

General Business

Business Machines

Secretarial Training, Typewriting, Shorthand

Other courses related to business will be found in the Departments of Economics, Geography, Mathematics, and Political Science.

GENERAL BUSINESS

401. ACCOUNTING PRINCIPLES.

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.

MISS GUENTNER

402. ACCOUNTING PRINCIPLES.

A continuation of 401, covering partnership and corporation problems, controlling accounts, columnar journals, accruals, depreciation, working sheets, statements, and closing entries.

MR. FULLER

407. BUSINESS LAW.

The general nature of law and courts, contracts, negotiable instruments, agency relations, labor relations, bailments, common carriers, sales agreements, and property ownership.

MR. FULLER

408. ADVANCED BUSINESS LAW.

The law relating to partnerships, corporations and stockholders, property, deeds of conveyance, mortgages, landlord and tenant, torts, business crimes, and bankruptcy.

MR. FULLER

410. INSTITUTIONAL ACCOUNTING.

For Home Economics majors. 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.

STAFF

417. BUSINESS CORRESPONDENCE.

Prerequisite: English 101. The external and internal structure of the business letter: letter forms, building a business vocabulary, spelling, work division, use of dictionary for business information, effective sentences and paragraphs, psychology of tone, and basic forms of business communication.

MR. FULLER

418. ADVANCED BUSINESS CORRESPONDENCE.

The basic forms of business communication, basic data and market analysis, creation of effective sales presentations, psychology in sales writing, credits, collection, and adjustments.

MR. FULLER

BUSINESS MACHINES

303. OFFICE PROCEDURES.

Office duties and responsibilities. Elements of filing. One-half course.

MISS GUENTNER

304. INTRODUCTION TO OFFICE MACHINES.

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

MISS GUENTNER

306x. INTERMEDIATE OFFICE MACHINES.

Specialization in the development of one or more office machines. One-half course.

MISS GUENTNER

306y. INTERMEDIATE OFFICE MACHINES.

Specialization in the development of one or more office machines. One-half course.

409. ADVANCED OFFICE MACHINES.

The development of a high degree of efficiency in the operation of a related group of office machines such as commercial posting, bank posting, 10-key bookkeeping; crank-driven, key-driven and electric calculators; 10-key, full-key, listing and figuring adding machines; direct process, gelatin, and stencil duplicators. Opportunity for certification as an official operator by leading business machine manufacturers.

MISS GUENTNER

SECRETARIAL TRAINING—TYPEWRITING*

125x. BEGINNING TYPEWRITING.

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

MISS MALCOM

125y. BEGINNING TYPEWRITING.

Continuation of Secretarial Training 125x. One-half course.

STAFF

125. BEGINNING TYPEWRITING.

Same as 125x and 125y.

*Credit is not given in typewriting and shorthand toward any degree except that in business administration.

127x. INTERMEDIATE TYPEWRITING.

The development of a high degree of skill with increased business problems. One-half course.

STAFF

127y. INTERMEDIATE TYPEWRITING.

Continuation of Secretarial Training 127x. One-half course.

STAFF

127. INTERMEDIATE TYPEWRITING.

Same as 127x and 127y.

STAFF

328x. ADVANCED TYPEWRITING.

Advanced office typewriting problems. One-half course.

STAFF

328y. ADVANCED TYPEWRITING.

Continuation of Secretarial Training 328x. One-half course.

STAFF

328. ADVANCED TYPEWRITING.

Same as 328x and 328y.

STAFF

SHORTHAND***120x. ELEMENTARY SHORTHAND.**

The principles of Gregg shorthand and the development of a fair degree of skill in reading and writing from printed shorthand. One-half course.

MISS DANIEL

120y. ELEMENTARY SHORTHAND.

Continuation of Secretarial Training 120x. One-half course.

STAFF

120. ELEMENTARY SHORTHAND.

Same as 120x and 120y.

STAFF

122x. INTERMEDIATE SHORTHAND.

A review of shorthand principles and an introduction to simple new-matter dictation. One-half course.

STAFF

122y. INTERMEDIATE SHORTHAND.

Continuation of Secretarial Training 122x. (Prerequisite: Secretarial Training 127x.) Minimum skill for completion: 60 words a minute for five minutes. One-half course.

STAFF

122. INTERMEDIATE SHORTHAND.

Same as 122x and 122y.

STAFF

*Credit is not given in typewriting and shorthand toward any degree except that in business administration.

323x. ADVANCED SHORTHAND AND TRANSCRIPTION.

The development of skill in taking new-matter dictation, with emphasis placed on mailable transcripts. One-half course.

STAFF

323y. ADVANCED SHORTHAND AND TRANSCRIPTION.

Continuation of Secretarial Training 323x. Minimum skill for completion: 80 words a minute for five minutes. One-half course.

STAFF

323. ADVANCED SHORTHAND.

Same as 323x and 323y.

STAFF

324x. SHORTHAND TRANSCRIPTION.

High levels of skill in dictation and transcription. One-half course.

STAFF

324y. SHORTHAND TRANSCRIPTION.

Continuation of Secretarial Training 324x. Minimum skill for completion: 100 words a minute for five minutes in dictation and 25 words a minute in transcription. One-half course.

STAFF

324. SHORTHAND TRANSCRIPTION.

Same as 324x and 324y.

STAFF

DEPARTMENT OF DISTRIBUTIVE EDUCATION

MISS MANKEY

A completion of the special program for the concentration in distributive education qualifies the student for a Bachelor of Science in Business Administration.

111. SALESMANSHIP.

The essentials necessary to successful selling in a retail store, stressing the necessity of a constructive attitude, a thorough knowledge of merchandise and the store, and an understanding of people. Demonstration sales are given by members of the class using the showcases and display equipment of the distributive education laboratory.

251. NON-TEXTILES.

A study of merchandise not of a textile nature—furs, jewelry, shoes, handbags, gloves, and leather, and including merchandise information about house furnishings such as glassware, china, and furniture. As this course gives a good background of merchandise knowledge, it is useful to consumers as well as to distributive education majors.

352. STORE MANAGEMENT.

Modern methods of management in retail stores and the organization of the various departments within the store. A detailed study is made of the departments of credit and accounting, adjustment, receiving, personnel, merchandising, and display. Store layout is studied, and modern store layout plans are made by each member of the class.

353. ADVERTISING AND SALES PROMOTION.

Retail advertising and sales promotion from the aspects of direct advertising, indirect advertising, advertising by mail, newspaper advertising, and magazine advertising as they pertain to a retail store. As it provides a comprehensive study of retail advertising, this course would also prove useful to consumers and students taking business courses.

354. HISTORY OF COSTUME.

A study of costumes from Egyptian to modern times including those of the Greeks, Romans, Eastern Countries, Franks, and the French from the Middle Ages through the Napoleonic era. In the second part of the course, American costume from 1800 to modern times is studied.

461. BUYING AND MARKETING.

A course concerned with the information necessary for a buyer in a retail store. It considers the various aspects of retail buying and marketing such as retail outlets, merchandise organization, determination of what to buy, customer wants and surveys, model stock and buying plans, merchandise resources, resident buying, terms and discounts, legal aspects of ordering, brands and price maintenance. This is not a general marketing course but is designed specifically for those interested in buying for retail stores.

462. DISPLAY.

The fundamentals of display, both for interior and window display. Classes are held in the display laboratory using actual fixtures found in a store.

EDUCATION 465. METHODS OF TEACHING RETAILING.

For description of course, see Education 456, page 146.

Division of Fine Arts

MR. McDONOUGH, *Chairman*

Art and Music

The Division of Fine Arts provides for the following in music and the plastic arts:

1. Opportunities to gain a knowledge and appreciation of the Fine Arts as a part of a liberal education.
2. Undergraduate training as preparation for the teaching profession and a foundation for those who may wish to continue with advanced study.

Courses of study are presented to give familiarity with masterpieces; training in aesthetic discernment; acquaintance with the results of modern scholarship and research; directed experience in creative techniques; and practice in methods, programs, and the use of materials for prospective elementary and secondary school teachers.

REQUIREMENTS FOR MAJOR CONCENTRATION IN THE FINE ARTS

Art

1. Bachelor of Arts degree with a major in art history and criticism: eight courses required, including Art 104, 340, 341, and any three of the following: Art 344, 346, 347, 348, plus one additional creative art course.
2. Bachelor of Arts degree with a major in creative art: eight courses required, including Art 103, 104, 333, 339, 429, and one additional art history and two additional creative art courses.
3. Bachelor of Science in Education degree with a major in art: six courses required, including Art 103, 215, 316, and 429.

Music

1. Bachelor of Arts degree with a major in music: ten courses required, including Music 257, 258, 259, four courses which may be selected from Applied Music or Advanced Theory, three courses in Music Literature.

2. Bachelor of Science in Music Education:

General Major: fourteen and one-half courses required, including Music 103, 116, 203, 213-14-15, 257-58-59, 260-61-62, 328, 340-41, and 367, plus the following: Education 304, 305, 334 or 343, 325, and Music Methods 325-26.

Piano Major: thirteen courses required, including Music 257-58-59, 260-61-62, 303, 403, 503, 603, 340-41, and 367, plus the following: Education 304, 305, 334 or 343, 325, and Music Methods 325 and 326 or 327.

Voice Major: fifteen courses required, including Music 103, 203, 205, 305, 405, 505, 257-58-59, 260-61-62, 340, 341, 367, plus Education 304, 305, 334 or 343, 325, and Music Methods 325-26.

DEPARTMENT OF ART

MISS PADGETT, MR. McDONOUGH, MR. WILLIAMS

103. INTRODUCTION TO ART.

A course to assist the student in acquiring an understanding of the Fine Arts; to stimulate development of intelligent seeing and evaluation and, hence, sounder judgment. A study of the principles governing the arts of architecture, sculpture, and painting, the monuments that best illustrate these principles, an analysis of the periods in which the several arts found their fullest development, and the cultural background within which such development took place.

MR. McDONOUGH

104. BEGINNING COURSE IN DRAWING AND PAINTING.

A course to acquaint the student with the various media of drawing and painting, to encourage the development of a personal style of creative expression, and to cultivate the powers of observation through the study of drawing, color, and the elements of design. Two lectures and three laboratory periods.

MR. WILLIAMS

215. PUBLIC SCHOOL ART.

The study of the place of art in the school program from the standpoint of appreciation through creative expression and discussions. Problems in color and design are carried out in cut paper, opaque and transparent water color, clay, finger painting, manuscript writing, and stitchery.

MISS PADGETT

310. POTTERY AND MODELING.

Approached from the standpoint of developing an appreciation for good design in ceramic art. Preparation of clay, shaping, and decoration; readings and discussions on the development of ceramics, past and present. Two lectures and three laboratory periods.

MR. WILLIAMS

316. PUBLIC SCHOOL ART.

A continuation of Art 215, with more emphasis upon problems and media for upper grades, and the opportunity for further experience in various media. Three lectures and two laboratory periods.

MISS PADGETT

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. Three lectures and two laboratory periods.

MISS PADGETT

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. Offered in alternate years.

MISS PADGETT

333. PENCIL SKETCHING AND WATER COLOR.

Prerequisite: Art 104. Drawing and painting of still life, landscape, the human figure, and abstract composition. Principles of perspective. Two lectures and three laboratory periods.

MISS PADGETT

335. CRAFTS.

The study of a variety of materials and processes including block printing, leather work, weaving, batik, stitchery, simple wood carving, stencil, and dyeing with commercial and native dyes. The importance of design behind every process is stressed. Two lectures and three laboratory periods.

MISS PADGETT

339. DESIGN.

A course for students who look forward to creative work, whether professional or amateur. Provides a study of the basic elements of design and color in the decorative and useful arts and the opportunity to design and execute a variety of projects. Latitude in the choice of media, technique, and problem is given. Two lectures and three laboratory periods. Offered in alternate years.

MISS PADGETT

340. ANCIENT AND MEDIEVAL ART.

A study of the development and character of architecture, sculpture, and painting from their earliest manifestations to the end of the Gothic period. The aesthetic merit of the visual arts considered in relation to the social, economic, political, and religious conditions which affected their development.

Mr. McDONOUGH

341. RENAISSANCE AND MODERN ART.

A continuation of Art 340, covering the period from the beginning of the fifteenth century down to the present time. Art 340 prerequisite for art history majors only.

Mr. McDONOUGH

344. PAINTING OF THE ITALIAN RENAISSANCE.

A critical and historical study of the development of painting in Italy from the close of the Middle Ages through the sixteenth century.

Mr. McDONOUGH

346. PAINTING OF THE NORTHERN RENAISSANCE.

A treatment of the visual manifestations of the culture of the Netherlands, Germany, France, Spain, and England from the fifteenth through the eighteenth century.

Mr. McDONOUGH

347. MODERN PAINTING.

A study of the development of painting from the time of the French Revolution to the present day, with an analysis of historical and formal changes in the light of social and political influences.

Mr. McDONOUGH

348. AMERICAN ART.

A study of the development of architecture, sculpture, and painting in the United States from the colonial period to the present.

Mr. McDONOUGH

350. ART IN THE SCHOOL.

A course in applied appreciation for teachers, principals, and superintendents. 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.

MISS PADGETT

424. ADVANCED INTERIOR DECORATION.

Prerequisite: Art 324. A continuation of Art 324 with more opportunity for solution of individual problems. Three lectures and two laboratory periods.

MISS PADGETT

429. ART APPRECIATION.

A course consisting of an appreciative and analytic study of the world's masterpieces in painting, sculpture, and architecture, and art principles as related to everyday living. Offered in alternate years.

MISS PADGETT

444. ADVANCED PAINTING.

Prerequisite: Art 103 and 333. This course emphasizes the technique of oil painting. A variety of subject matter, such as landscape, the human figure, portraiture, and abstraction, is encouraged. The student may work more, though not exclusively, in any one of these. Techniques and works of the great masters are studied in relation to studio problems. Two lectures and three laboratory periods.

MR. WILLIAMS

450. MUSEUM TRAINING.

A study of the function of the museum in society. The major problems in the course are designed to give practice in museum technology, the assembling of exhibitions, and the stimulation of connoisseurship and discernment.

MR. McDONOUGH

DEPARTMENT OF MUSIC

MR. NOAH, MRS. ALLEN, MISS GOFF, MISS JENKINS, MISS JOHNSON, MR. LA BACH,
MISS PITTARD, MR. RYDBERG

In addition to the diploma awarded for a major in music, a certificate of proficiency in voice, piano, violin, or organ will be granted to those who satisfy the prescribed requirements.

All music education majors are expected to:

1. Participate in either a vocal or instrumental organization during their entire time in college.

2. Attend Allegro Club meetings, all faculty and student recitals, and special concerts presented by "Appreciation Hour" and the Milledgeville Concert Association.

HISTORY AND CRITICISM OF MUSIC

100. INTRODUCTION TO MUSIC.

A study of the materials of music and of the chief forms of instrumental and vocal composition. Emphasis is placed on the ability to hear music intelligently, to recognize its materials, to perceive its forms, and to distinguish its chief styles. One course.

MISS JENKINS

340-341. HISTORY OF MUSIC.

A survey of musical literature from primitive times to the present. Emphasis is placed on great composers and works of the Classical, Romantic, and Modern periods. One course each quarter.

MISS JENKINS

450. MUSIC APPRECIATION.

A study of the fundamental principles of intelligent listening and the technique of developing discrimination in and deepening appreciation of the world's great music. The aim is to stimulate the enjoyment of music rather than to accumulate a body of facts concerning it. Not open to students who have had Music 100. One course.

MISS JENKINS

351. ROMANTICISM IN MUSIC.

A study of the various aspects and tendencies of the Romantic period in music. One course.

MR. LA BACH

352. CLASSICISM IN MUSIC.

A study of the Classic period in music. One course.

MR. LA BACH

453. AMERICAN MUSIC.

A study of the composition and performance of music in America from the early seventeenth century to the present time. One course.

MR. LA BACH

454. MUSIC OF THE BAROQUE PERIOD.

A study of music in Europe from 1600 to 1760. One course.

MR. LA BACH

MUSIC THEORY

257. FUNDAMENTALS OF MUSIC.

A study of tonal relationships, rhythms, scales, key signatures, rest and active tones, intervals, terminology, pitch recognition. One course.

MISS PITTARD

258-259. HARMONY, EAR TRAINING AND SIGHT SINGING.

Harmonization of melodies and basses using triads, dominant seventh and ninth chords. Harmonic and melodic dictation. One course each quarter.

MISS PITTARD

260-261. ADVANCED HARMONY, EAR TRAINING AND SIGHT SINGING.

Higher forms of harmonic structure, altered chords, modulation. One course each quarter.

MR. LA BACH

262. COUNTERPOINT.

A study of the contrapuntal element in music, with major emphasis on eighteenth century contrapuntal style. One course.

MR. LA BACH

367. FORM AND ANALYSIS.

The history and description of musical forms, with detailed analysis of selected works. One course.

MR. LA BACH

CONDUCTING, CHORAL AND INSTRUMENTAL MATERIALS AND METHODS**327. MATERIALS AND METHODS FOR PIANO TEACHING.**

For piano majors. Modern piano methods, correct habits of study and performance, selection and organization of materials; technical and interpretative study of new and standard teaching compositions from grade one through early advanced materials. One course.

MRS. ALLEN, MISS JOHNSON, MISS PITTARD

328. ORCHESTRATION AND CONDUCTING.

A study of baton technique, score reading, interpretation, and organizational leadership. Treatment of the techniques of scoring music for orchestra and band. One course.

MR. LA BACH

CLASS INSTRUCTION**116. CLASS INSTRUCTION IN VOICE.**

The fundamentals of breathing, vowels, consonants, phrasing, tone, posture, diction, interpretation, and their application to the simple song classics. Part-singing, selection of materials for choral and ensemble singing. Required of all music education majors. One course for the year.

MISS GOFF and MR. RYDBERG

213. CLASS INSTRUCTION IN BRASS INSTRUMENTS.

Includes a study of each of the following instruments: trumpet, cornet, French horn, alto horn, baritone, trombone, and bass; embouchure, fingering, care and cleaning, selection of players, and instructional methods for each. One-half course.

MR. LA BACH

214. CLASS INSTRUCTION IN WOODWIND INSTRUMENTS.

Similar to Music 213, above, except for the individual instruments studied; flute, clarinet, oboe, and bassoon. One-half course.

MR. LA BACH

215. CLASS INSTRUCTION IN STRING INSTRUMENTS.

Similar to Music 213 and 214, except for the individual instruments studied; violin, viola, violoncello, and bass. One-half course.

MR. LA BACH

316-317-318. CLASS INSTRUCTION IN BAND AND ORCHESTRAL INSTRUMENTS.

A continuation of Music 213-214-215. For instrumental majors. One-third course each quarter.

MR. LA BACH

MUSIC EDUCATION**221. PUBLIC SCHOOL MUSIC: LOWER ELEMENTARY GRADES.**

To give the elementary teacher experience in music activities of the lower elementary grades. Teaching theories and basic principles underlying the musical development of the child. Through directed observation in the Peabody School, the student has opportunity to observe such theories in practical application. Much stress is put on learning songs and materials. The fundamentals of music notation, time values, major and minor scales, and conducting are also given as necessary elements in the teaching of music. For education majors only. One course.

MISS GOFF

323. PUBLIC SCHOOL MUSIC: UPPER ELEMENTARY GRADES.

To give the upper elementary grade teacher a comprehensive picture of the music program as carried on in the modern grammar school. The values and aims of music, the subject matter, and the best methods of presenting the various problems encountered in rote and sight-singing. Sight-singing of more difficult melodies and rhythms, chromatics, two-part singing, and conducting. For education majors only. One course.

MISS GOFF

325. PUBLIC SCHOOL MUSIC METHODS IN THE ELEMENTARY GRADES.

A careful analysis and evaluation of the music materials, methods and procedures used in the music program of the elementary school. For music majors only. One course.

MISS GOFF

326. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOLS.

A study of music materials for use in music organizations of the junior and senior high schools. An evaluation of these materials and methods of presentation. For music majors only. One course.

MISS GOFF

APPLIED MUSIC

Piano

MRS. ALLEN, MISS JOHNSON, MISS PITTARD

All majors in music education must have had at least one year of study in piano before entering college.

The length of time required for the study of piano will be determined by the ability to play accurately, with correct use of the pedal, the following:

1. All major and minor scales. One or more standard studies. An easy piece from memory.
2. Songs from the *Golden Book* or any standard hymnal, the accompaniment for any song in the manuals of *Music Hour Series*, and simple art songs.
3. From memory, "The Star-Spangled Banner" in A flat, "America" in F, and "America the Beautiful" in C.

The piano examination must be completed by the end of the junior year. In case of failure, further study will be required and a re-examination will be given. No degree will be granted until the candidate has passed the piano examination.

103. Major and minor scales; easy studies from Hanan, Heller, and Wolff; easy compositions of well-known composers. Primarily for piano students with less than one year of study before entering college. One course for the year.

203. Review of major and minor scales. Continuation of studies in Hanan, Wolff, and Berens; sonata by Mozart and Haydn; Two-part Inventions by Bach; and selected pieces according to grade. One course for the year.

CERTIFICATE OF PROFICIENCY

Any student who specializes in a solo instrument during the four years in college and completes the prescribed program will receive a *Certificate of Proficiency* in that instrument.

The piano major, or the applicant for the *Certificate of Proficiency*, should be able to play all major and minor scales correctly in moderately rapid tempo; should have studied some of the standard Etudes such as Czerny Op. 299, Heller Op. 46 and 47, Bach Little Preludes, Bach Two-Part Inventions, compositions corresponding in difficulty to

Haydn Sonata No. 11, Mozart Sonata in C Major No. 3, Beethoven Sonata Op. 49, No. 1, Schubert Impromptu Op. 142, No. 2, etc. Auditions may be heard before or during Freshman Week in Anthony Porter Hall.

303. Major and minor scales, M.M. 100; major and minor dominant sevenths and diminished seventh arpeggios, M.M. 72; Heller Fifty-Two Selected Studies; Hanan and Wolff and Berens Studies; Mozart and Haydn sonatas; Bach Two-Part Inventions; selected pieces according to grade. Test: All scales, one or more studies, one movement from a sonata, one Two-Part Invention, and a piece from memory. One course for the year.

403. Technical studies continued; major and minor scales, M.M. 132; Cramer and Czerny; Bach Three-Part Inventions; Beethoven sonatas; compositions of the Romantic and Modern periods. Test: All scales, one or more studies, two movements from a sonata, one Three-Part Invention, and a piece from memory. One course for the year.

503. Technical studies continued; major and minor scales, M.M. 144; studies in Moscheles, Joseffy and Chopin; Bach Well-Tempered Clavichord; Bach French and English Suites; Beethoven sonatas; Grieg sonata; Schubert sonata; study of a concerto; compositions according to proficiency. Test: A partial public recital. One course for the year.

603. Technical studies continued; Bach Preludes and Fugues from the Well-Tempered Clavichord; Chopin Etudes, sonatas, a concerto, and compositions of the composers of all periods. Test: public recital. One course for the year.

Voice

MISS GOFF, MR. NOAH, MR. RYDBERG

Because of the individual character of the voice, it is not possible to indicate the stages of development as accurately as in the case of instruments. Entrance requirements will have to do with the ability to sing on pitch, quality of the voice, capacity to phrase simple songs, and a general musical intelligence and reading ability.

105. For those students who do not qualify as a voice major but want to learn the fundamentals of breathing, vowel formation, diction, phrasing, tone production in their application to songs of the student's own liking and enjoyment. One course for the year.

205. Voice classification and building; tone production exercises; fundamentals of breathing; vowel formation; diction; phrasing, and interpretation in their relation to songs of the early classic and modern periods. Test: standard vocalises within range, five songs from memory selected from the various periods. One course for the year.

305. Technical studies continued; songs of German, French, Italian, and English composers; songs of the Modern period; arias from standard oratorios and operas according to ability. Test: advanced vocalises within range, one song from each language, and one aria from memory. One course for the year.

405. Technical studies continued; continued study of German, French, Italian and English songs; arias from oratorio and opera; and songs from the Modern period. Test: partial public recital. One course for the year.

505. Continuation of 405. Test: public recital. One course for the year.

Violin

MR. LA BACH, MR. RYDBERG

Before making application, the violin major should have studied some of the Forty-Two Etudes of Kreutzer and Kayser Op. 20, The Mazas Special Studies, and The Dont Exercises Preparatory to Kreutzer.

107. For beginners only who wish to learn the mechanics of the violin and be able to play compositions for their own enjoyment. One course for the year.

207. A careful review of previous technical studies; Sevcik trill studies; Kruetzer Etudes; three octave scales and arpeggios; concertos of Bach and Viotti. Test: scales, arpeggios, one or more studies, and one piece from memory. One course for the year.

307. A study of the fourth and fifth positions; Bang Book IV, Kayser Book III; Fiorilla Etudes; double stop etudes; concertos; easy sonatas and more difficult pieces. Test: all scales in two octaves; studies from Kayser, Sitt or Donclo; finger-bowing technique from Bang; one movement from the concerto or sonata; and one piece from memory. One course for the year.

407. Playing in all positions; studies from Mazas and Kreutzer; double stopping and bowing from Auer, Schrodieck, Sevcik, Fischel, or Han-

del; sonatas and concerti and more advanced pieces. Test: scales in three octaves, two studies from Kreutzer or Mazas, two movements from a sonata or concerto, and a piece from memory. One course for the year.

507. All scales in double stops; studies from Rode, Fiorilla, and Dont; technical exercises continued; Bach solo sonatas; selected great concerti and sonatas; and smaller modern works. Test: public recital. One course for the year.

Organ

MR. NOAH

In order to pursue work on the organ to the best advantage, the student should have a thorough foundation in playing the piano. Therefore, the student must have completed the requirements for 303 or its equivalent before beginning study as an organ major.

209. Preparatory manual exercises; pedal studies, hymn tunes; practice in distinguishing the fundamental tone color of the average organ; trios for manuals and pedals; Bach Easier Choral Preludes, Short Preludes, and Fugues. Test: one or more manual and pedal studies, Bach Little Prelude and Fugue, and one piece from memory. One course for the year.

309. Completion of the Eight Little Preludes and Fugues of Bach; two of the more difficult preludes and fugues including the Toccata and Fugue in D Minor by Bach; one Mendelssohn sonata; standard pieces of the German and French composers; studies in pedal phrasing; choir accompaniments; and shorter pieces of contemporary composers. Test: a partial public recital. One course for the year.

409. Larger Preludes and Fugues of Bach; sonatas and compositions of Widor, Vierne, Bonnet, Karg-Elert, and others of the modern school; special studies in playing hymn tunes with practical experience in the chapel services of the College. Test: public recital. One course for the year.

Orchestral Instruments

MR. LA BACH

Any student in college may take private lessons on any instrument of the orchestra or band, with or without credit, in addition to her regular load. Materials used and the advancement of the student are left to the discretion of the teacher in charge.

110-210-310-410. ORCHESTRAL INSTRUMENTS. Viola, Violoncello, String Bass, Flute, Oboe, Clarinet, Bassoon, Saxophone, French Horn, Trumpet, Trombone, Baritone, Tuba, and Drums. One course for the year.

MUSIC ORGANIZATIONS

211. MILLEDGEVILLE COLLEGE A CAPPELLA CHOIR.

Members of the Milledgeville College A Cappella Choir are chosen by individual auditions. Students from the Georgia Military College are included in the organization. Compositions of the best composers are sung without accompaniment. Tours through various states of the East and the South are made every year as well as to various cities of the State. The Choir rehearses three hours each week. Every student of the College is eligible for an audition. No credit.

MR. NOAH

212. THE CECILIAN SINGERS.

The Cecilian Singers is a vocal organization for girls only. The purpose of the group is to give opportunity for the enrichment of one's cultural background in addition to increasing enjoyment through the singing of beautiful music by recognized composers of all periods. Public appearances are made in Milledgeville and other cities throughout the State. No credit.

MR. RYDBERG

213. MADRIGAL SINGERS.

A small, select group of singers who enjoy the singing of madrigals and folk music. The members perform, seated around a table, in the style of the early madrigal singers. The music is largely contrapuntal and usually sung without accompaniment. No credit.

MISS GOFF

217. INSTRUMENTAL ENSEMBLES.

An opportunity for students to participate according to their interests in instrumental groups of various combinations.

MR. LA BACH

ALLEGRO CLUB

Allegro Club meets twice monthly in the auditorium of Anthony Porter Hall. All Music Education Majors are required to attend the programs and to take part when requested to do so. These semipublic appearances are of great assistance in enabling the student to acquire the poise essential to a successful public performance.

Division of Home Economics

Miss HOLTZCLAW, *Chairman*

General Home Economics, Homemaking Education,

Institutional Management

The Division of Home Economics offers three programs, listed above. The purpose of the division is to aid students in acquiring information and developing skills and attitudes that will prepare them for worthwhile lives as members of society in general and, if desired, of a vocation in particular.

HOME ECONOMICS

Miss HOLTZCLAW, Mr. COMER, Miss GILBERT, Mrs. INGRAM, Miss IVEY, Miss JONES, Mrs. KING, Miss LAMBERT, Miss MAYNARD, Miss MORRIS, Mrs. SMITH

105. INTRODUCTION TO HOME ECONOMICS.

A consideration of adjustments to college life including the development of desirable attitudes, a realization of the importance of accepting personal responsibility for progress in college, for work and study habits, for using time and money wisely, and for becoming familiar with the meaning and scope of home economics. A study of professional opportunities related to the field.

STAFF

CLOTHING AND TEXTILES

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 assembling of a basic costume for the wardrobe. Three discussion and two two-hour laboratory periods.

Miss IVEY and Miss LAMBERT

311. FAMILY CLOTHING PROBLEMS.

Prerequisites: Art 104 and Home Economics 111.

A study of the consumer problems involved in meeting family clothing needs. Includes a study of textiles and the application of fundamental principles of construction through the making of garments for the family. Renovation of garments is encouraged. Three discussion and two two-hour laboratory periods.

Miss IVEY and Miss LAMBERT

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.

MISS LAMBERT

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 buying textiles and ready-to-wear clothing; also on selection of clothing appropriate for the individual and the occasion.

MISS IVEY

410. COSTUME DESIGN.

Prerequisites: Home Economics 111 and 211.

A study of historic costume, national dress, and current events as inspiration for the different cycles of fashion. Making of original designs for the individual. Three discussion and two two-hour laboratory periods.

MISS IVEY

412. DRESS DESIGN.

Prerequisite: Home Economics 211.

Creative design and originality in the adaptation of patterns and in the designing and modeling of garments for children and adults. Three discussion and two two-hour laboratory periods.

MISS IVEY and MISS LAMBERT

FOODS AND NUTRITION**220. FOOD FOR THE FAMILY.**

A study of foods in relation to individual and family needs. Planning, buying, preparing, and serving nutritious meals. Three discussion and two two-hour laboratory periods.

MRS. KING and MISS MORRIS

321. NUTRITION.

Prerequisite: Chemistry 324.

Principles of normal human nutrition. Application of practical feeding problems to the individual. Calculation and preparation of dietaries. Three discussion and two two-hour laboratory periods.

MRS. SMITH

324. FOODS AND NUTRITION.

A study of the fundamental principles of nutrition in relation to health. Special emphasis on a study of adequate diets for physical fitness for individuals and families. Practical application of nutritional problems in the school lunch room. Open to non-majors. Three discussion and two two-hour laboratory periods.

STAFF

326. ADVANCED FOODS.

Prerequisite: Home Economics 220.

A study of food selection and preparation with emphasis on planning, preparation, and serving of low-cost meals. Preservation and use of home-grown products stressed. Two discussion and two three-hour laboratory periods.

MISS MORRIS

328. EXPERIMENTAL COOKERY.

Prerequisites: Home Economics 220 and Chemistry 324.

Investigation and study of the scientific principles involved in cookery processes. Understanding of basic proportions for standard recipes and evaluation of common food products. Three discussion and two two-hour laboratory periods.

MRS. SMITH

341. QUANTITY COOKERY.

Prerequisites: Home Economics 321.

Practical experience in handling food materials in large quantities, including menu planning, food purchasing, and cost accounting. The school cafeteria is used as a laboratory. Organization and management of food service in the school cafeteria. Three discussion and two laboratory periods.

MRS. SMITH

421. MEAL PLANNING AND TABLE SERVICE.

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.

MRS. SMITH

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. One course.

MRS. KING

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. Three discussion and two two-hour laboratory periods.

MRS. KING

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.

MRS. KING

444. ADVANCED INSTITUTION ORGANIZATION AND MANAGEMENT.

Prerequisite: Home Economics 443.

Individual and group investigation of problems in institutional management. Training and practical experience in the food service department and residence halls. Conferences and reports at appointed hours and four two-hour laboratory periods. Elective for institution majors.

MRS. KING

HOME AND FAMILY LIFE

205. FUNDAMENTALS OF FAMILY LIFE.

A study of personal and social problems which arise in connection with the establishment of the family.

314. THE HOUSE.

Practical problems of house planning and furnishing to meet family needs. Social, economic, and artistic factors are considered. Three discussion and two two-hour laboratory periods.

MISS HOLTZCLAW

331. HOME MANAGEMENT.

Prerequisite: Home Economics 326.

A study of the principles of scientific management as applied to the home. Emphasis placed on the problems of group living, and special attention given to the effective use of time, money, energy, and equipment. A short unit on home care of the sick is included.

MISS MAYNARD

428. LANDSCAPE GARDENING.

Deals with practical problems connected with planning and planting of the home grounds.

MR. COMER

432. HOUSE RESIDENCE.

Prerequisite or parallel: Home Economics 331.

Problems of living together in the home. Practical application of management problems. Residence during twelve-week period. Open to all majors of senior rank.

MISS MAYNARD

451. CHILD DEVELOPMENT.

A study of the mental, social, and economical development of young children. Includes the study of the health habits and environmental factors as they relate to growth and development. For home economics majors; also a service course for non-majors. Three lecture and two laboratory periods. (Including Nursery School observation and participation.)

MRS. INGRAM

454. INDEPENDENT STUDY.

An opportunity for advanced study in any area of concentration in the home economics field. Registration for this course must have the approval of the head of the department and the instructor under whose supervision the work is taken. Open to home economics seniors with satisfactory academic standing. May be taken as one or one-half course.

STAFF

HOMEMAKING EDUCATION

466. METHODS OF TEACHING RURAL HOMEMAKING.

For description of course, see data regarding Department of Education.

MR. COMER

472. METHODS OF TEACHING HOMEMAKING IN THE SECONDARY SCHOOL.

For description of course, see data regarding Department of Education.

MISS GILBERT and Miss JONES

478. METHODS OF TEACHING NUTRITION.

For description of course, see data regarding Department of Education.

MISS GILBERT

481-2. APPRENTICE TEACHING IN HOMEMAKING EDUCATION.

Prerequisite: Education 472; a general average of "C."

For description of course, see data regarding Department of Education.

483. CURRICULUM BUILDING IN HOMEMAKING EDUCATION.

Prerequisites: Education 481-2.

For description of course, see data regarding Department of Education.

Division of Languages and Literature

MISS WALSTON, *Chairman*

English, Humanities, Journalism, Latin, Modern Languages, Speech

The Division of Languages and Literature attempts to develop in the student the ability to express her thoughts well in her own language; to aid her in acquiring a mastery of certain foreign languages; and to develop in her a broader culture and a deeper social understanding through a familiarity with the literary masterpieces of all ages.

This division offers majors in: English, French, Latin, Spanish, and speech. A minor is offered in each of these fields and also in journalism. Requirements in the major fields are as follows:

English: 311, 312, 321, 350, 360 and an elective at the senior college level. A minor consisting of four courses in a related field must be approved by the head of the department. Minors in speech, journalism, languages, history, and philosophy are recommended. The courses in English and humanities required in the freshman and sophomore years are prerequisite to a major or a minor in English.

French: 321, 322, 421, 422, and two additional courses at the senior college level. French 311 and 312 are strongly recommended for students who are planning to teach French. In any event the additional course must be approved by the head of the department.

Latin: 211, 212, 313, or 314, 328 and two additional courses at the senior college level.

Spanish: 321, 322, 421, 438 and two additional courses at the senior college level. Spanish 311 and 312 are strongly recommended for students who are planning to teach Spanish. In any event the additional course must be approved by the head of the department.

Speech: 308, 309, 323 and three other courses at the senior college level. Phases of speech that may be chosen for emphasis are described in the section of the catalogue listing speech courses. A minor consisting of four courses in a related field must be approved by the head of the department.

Minor programs offered are as follows:

English: 311 or 312, 350 or 360 and two additional courses at the senior college level.

French: 321, 322 and two additional courses at the senior college level. They must be approved by the head of the department.

Journalism: Four courses at senior college level or three courses in journalism at senior college level and English 324. A major in social sciences or English is recommended.

Latin: Four courses at senior college level approved by the head of the department.

Spanish: 321, 322 and two additional courses at the senior college level. These must be approved by the head of the department.

Speech: 308, 309 or 310 and two other courses at senior college level. Variations from prescribed major and minor programs require the written approval of the head of the department concerned.

Professional Education: Students majoring in the Division of Languages and Literature may qualify for professional high school certificates by taking: Education 104, 295, 305, 343, 445, and 455. A student may qualify for a provisional high school certificate by taking Education 104, 295, and 343.

DEPARTMENT OF ENGLISH

MISS WALSTON, MISS ADAMS, MISS BUCHANAN, MR. DAWSON, MR. MACMAHON,
MISS MAXWELL, MRS. McCULLAR, MISS MEADERS, MISS SCOTT, MISS SMITH

English A. MINIMUM ESSENTIALS (no credit).

A course required of all freshmen who, on the preliminary diagnostic test, show serious weaknesses in English fundamentals such as spelling, grammar, punctuation, and elementary sentence structure. For such students this course is prerequisite for all other English courses. It must be taken in the fall quarter of the freshman year.

MRS. McCULLAR, MISS MEADERS

REMEDIAL ENGLISH.

All students are given a standard test in English usage at the beginning of their junior year. Those who have not mastered the fundamentals of the language are required to attend special classes adapted to the aspect of language in which they are weakest. Remedial classes meet twice a week during the fall quarter.

MISS MAXWELL

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. Extensive analysis of the best prose models aids the student in seeing organization as a vital rather than a mechanical thing.

STAFF

102. GENERAL COLLEGE COMPOSITION.

Continuation of English 101 with special attention to exposition and with emphasis upon the research paper.

STAFF

206. THE ROMANTIC PERIOD IN ENGLISH LITERATURE.

The study of the literature of the first half of the nineteenth century. Emphasis on major figures and historical background as it affected their work.

STAFF

207. VICTORIAN LITERATURE.

The poetry of the major writers, with emphasis on Tennyson and Browning, and the prose of such representative figures as reveal the social and scientific background of Victorian England.

STAFF

214. CHILDREN'S LITERATURE.

Designed for those who expect to teach in grades one to seven. Made up of poetry, plays, stories, and longer prose units for enjoyment and for background material. Not a part of a major or minor program.

MISS SCOTT

311. SURVEY OF ENGLISH LITERATURE.

A survey of English literature prior to Dryden, emphasizing Chaucer, Spenser, and Milton.

MISS BUCHANAN

312. SURVEY OF ENGLISH LITERATURE.

A continuation of English 311 from Dryden to the Romantic Movement.

MISS WALSTON

321. SHAKESPEARE.

An introductory study of Shakespeare and the growth of his dramatic art. Detailed study of ten of his major plays and supplementary reading in background.

MISS WALSTON

324. CREATIVE WRITING.

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.

MISS SMITH

327. ENGLISH GRAMMAR.

A comprehensive study of present-day English grammar. Some attention to historic development. Stress placed on functional aspect.

STAFF

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. Original short story required.

MISS SMITH

332. THE NOVEL.

Deals with the development of the novel as a type of literature. Reading of representative novels from 1740 to the present.

MISS SCOTT

336. BIOGRAPHY.

A survey of the development of biography from Plutarch to Strachey. Detailed study of Boswell's *Life of Johnson*.

MISS SMITH

341. SOUTHERN LITERATURE.

A study of the poets, essayists, novelists, and orators of the South from colonial days to the present.

MR. DAWSON

344. CONTEMPORARY LITERATURE.

A study of contemporary British and American poetry with an attempt to show the mood and the content of the poems, to trace by specific study the influence of nineteenth century thought on present-day writers, to appraise the literary tendencies of the age, and to aid in the formation of intelligent judgments.

MISS MAXWELL

350. AMERICAN LITERATURE.

A study of representative writings from the early records of colonization to Walt Whitman, emphasizing the authors that best interpret the principles basic in American life and thought.

MR. DAWSON

360. AMERICAN LITERATURE.

A critical evaluation of the major American writers from Whitman to the present. Representative selections interpreted in the light of dominant tendencies in the social and intellectual life of the times with special focus on the rise of Realism, the emergence of the West, the quest of social justice, and the development of Naturalism.

MISS MAXWELL

438. TENNYSON AND BROWNING.

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

MR. DAWSON

442. LITERATURE OF THE OLD TESTAMENT.

Emphasis on the appreciation and understanding of the great movements as recorded. Special emphasis on the narrative and poetic books.

STAFF

449. THE ENGLISH LANGUAGE.

A study of the influences which have effected the principal changes in the growth of the English language.

MISS SMITH

SPEECH. 466. See page 118.

This course may be counted on the English major or minor.

DEPARTMENT OF HUMANITIES

MR. BOESEN, MR. BEISWANGER

200. SURVEY OF THE HUMANITIES.

A reading and lecture course designed to introduce the student to the literary and dramatic masterpieces of the classical and medieval civilizations. Required of all sophomore candidates for a degree.

201. SURVEY OF THE HUMANITIES.

A continuation of Humanities 201, with readings selected from the modern Continental literatures, French, German, Russian, etc.

DEPARTMENT OF JOURNALISM

MISS MEADERS

326. HIGH SCHOOL JOURNALISM AND THE SCHOOL PAPER.

A course planned primarily for those who plan to teach high school journalism or who may need to assist students in the publication of high school newspapers. It includes the rudiments of newswriting, newspaper management, and makeup.

329. NEWSWRITING.

A course in reporting with emphasis upon the fundamentals of news-gathering and newswriting.

330. NEWSPAPER EDITING AND COPYREADING.

Prerequisite: Journalism 329.

A course in the principles and practices of copyreading, proofreading, headline writing, and general makeup.

333. FEATURE WRITING.

The writing and marketing of special feature articles for various types of magazines and the study of representative periodicals.

334. THE NEWSPAPER IN THE MODERN WORLD.

An approach to the problems of free speech, suppression or coloring of news, and the relationship of the press to society considered from the standpoints of both the journalist and the news consumer.

DEPARTMENT OF LATIN

MR. BOESEN

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.

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

321. JUVENAL.

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

322. LATIN DRAMA.

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

326. SURVEY OF LATIN POETRY.

A general course in the history of Latin poetry.

328. LATIN COMPOSITION.

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

431. VERGIL.

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

DEPARTMENT OF MODERN LANGUAGES

MR. MANGIAFICO, MR. BOESEN, MISS TURNER, MISS VICEDOMINI

No credit is given for a course the equivalent of which has been offered for entrance.

FRENCH

101. ELEMENTARY FRENCH.

The study of the essentials of grammar, the development of a simple, practical vocabulary, and readings in modern French prose.

102. ELEMENTARY FRENCH.

Prerequisite: French 101 or its equivalent.

Continuation of French 101. Reading of more difficult prose and poetry.

211. INTERMEDIATE FRENCH.

Designed to help the student acquire some ease in expressing herself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar.

212. INTERMEDIATE FRENCH.

Prerequisite: French 211 or its equivalent.

Continuation of French 211.

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. 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. Designed especially for prospective teachers of French.

321. SURVEY OF FRENCH LITERATURE.

A study of the development of French literature from the beginning to 1800. Reading of representative authors.

322. SURVEY OF FRENCH LITERATURE.

Continuation of 321. A study of the development of French literature from 1800 to the present day. Reading of representative authors.

421. LITERATURE OF THE CLASSICAL PERIOD.

A study of French literature of the seventeenth and eighteenth centuries.

422. LITERATURE OF THE NINETEENTH CENTURY.

A study of French literature of the nineteenth century. Reading of representative authors.

423. CONTEMPORARY FRENCH DRAMA.

A study of the French drama in the twentieth century with emphasis on the last twenty-five years.

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 French novel in the nineteenth and twentieth centuries.

GERMAN

101. ELEMENTARY GERMAN.

The study of the essentials of grammar, the development of a simple, practical vocabulary, and readings in modern German prose.

102. ELEMENTARY GERMAN.

Prerequisite: German 101 or its equivalent.

Continuation of German 101. Reading of more difficult prose and poetry.

211. INTERMEDIATE GERMAN.

Designed to help the student acquire some ease in expressing herself both in speaking and in writing. Concentration on conversation, composition, and a thorough review of grammar.

212. INTERMEDIATE GERMAN.

Prerequisite: German 211 or its equivalent.

Continuation of German 211.

SPANISH

101. ELEMENTARY SPANISH.

The study of the essentials of grammar, the development of a simple, practical vocabulary, and readings in modern Spanish prose.

102. ELEMENTARY SPANISH.

Prerequisite: Spanish 101 or its equivalent.

Continuation of Spanish 101. Reading of more difficult prose and poetry.

211. INTERMEDIATE SPANISH.

Designed to help the student acquire some ease in expressing herself both in speaking and in writing. Concentration on conversation, composition, and a thorough review of grammar.

212. INTERMEDIATE SPANISH.

Prerequisite: Spanish 211 or its equivalent.

Continuation of Spanish 211.

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. Designed especially for prospective teachers of Spanish.

312. SPANISH CONVERSATION AND COMPOSITION.

Drill in the oral and written use of Spanish with emphasis on vocabulary building.

320. SURVEY OF SPANISH LITERATURE.

Class lectures and discussions of the important works of Spanish literature from the beginnings to the end of the *Siglo de Oro*. Reading of masterpieces.

321. SURVEY OF SPANISH LITERATURE.

Continuation of 320. A study of the development of Spanish literature from the end of the *Siglo de Oro* to the present day. Reading of representative authors.

421. LITERATURE OF THE GOLDEN AGE.

A study of representative authors of the Golden Age with emphasis on Cervantes.

422. LITERATURE OF THE NINETEENTH CENTURY.

A study of the literature of the nineteenth century with emphasis on the novel.

438. SPANISH-AMERICAN CULTURE AND CIVILIZATION.

A study of Spanish-American culture through its literature and folklore.

440. CONTEMPORARY HISPANIC LITERATURE.

A study of Spanish and Spanish-American literature since 1898.

DEPARTMENT OF SPEECH

MISS WEST, MR. GORE, MRS. NOAH

Students working toward a major or a minor in the Department of Speech may place their emphasis of study and practice on any one of three fields of activity:

1. *Applied Speech*: for those interested in oral reading, platform decorum, public speaking, acting, or radio.

2. *Production*: for those interested in teaching, sponsoring extra-curricular activities, directing, or doing professional work.

3. *Theatre Appreciation*: for those interested in drama as a part of a liberal education.

A reasonable degree of proficiency in communicative speaking and oral reading will be expected of all majors and minors in this department.

All speech majors and minors will have the opportunity to take an active part in Jesters, the Radio Club, or the Literary Guild.

A certificate of proficiency will be granted to those majors who satisfy the requirements of Speech 400.

208. SPOKEN ENGLISH.

Development of effective speaking habits for everyday speech situations. Practical training for improvement of voice and diction. Voice recordings. Required of speech majors and minors, of education and physical education majors.

STAFF

309. PUBLIC SPEAKING.

Prerequisite: Speech 208, or consent of instructor.

Practice in speaking before an audience. Consideration of speaker-subject-audience relationship. Organization of material and effectiveness of delivery. Required of speech majors.

MISS WEST

310. ORAL INTERPRETATION.

Prerequisite: Speech 208.

Training in the art of reading aloud. Transmission of the author's meaning through voice and body.

MR. GORE

321. SHAKESPEARE. (See English 321.)

323. PLAY PRODUCTION.

Fundamentals of stagecraft. Practical experience in scene building and painting, lighting, make-up, costuming, and stage management. Work on Little Theatre and College Theatre productions. Required of speech majors.

MR. GORE

330. INTRODUCTION TO RADIO.

Prerequisite: Speech 208.

Basic instruction in microphone technique, continuity writing, announcing, control operations, and the production and direction of radio plays and other programs. A studio and control room will be operated as a "miniature" radio station in which the student may gain practical experience.

MISS WEST

366. HISTORY OF THE THEATRE. (Formerly Speech 460.)

A survey of the development of the theatre from the classic Greek to the modern American. Study of the relation of representative plays to the physical stages in theatrical history. Offered in 1949-1950 and in alternate years.

MISS WEST

375. EXPRESSION.

Private study of voice and diction, platform decorum, and oral interpretation of literature. One course credit for three quarters.

Advanced study may be extended, on a non-credit basis, over any number of quarters, according to the desires and needs of the student.

MRS. NOAH

400. INDEPENDENT STUDY FOR MAJORS AND MINORS.

Provision of opportunity for advanced study in any area of concentration in the speech field. Approval of the departmental director and the supervising instructor required for registration. Credit depends upon the proficiency and the evidence of professional or personal growth, according to the student's program of study.

MISS WEST

423. DIRECTING. (Formerly Speech 362.)

Theory and techniques of directing plays. Consideration of the director's problems in selecting, casting, rehearsing and presenting the play. Laboratory productions under student directors.

MISS WEST

466. MODERN DRAMA.

A study of the drama from Ibsen to the present time. Analysis of representative plays and discussion of trends and influences. Offered in 1948-1949 and in alternate years.

MISS WEST

The Division of the Natural Sciences and Mathematics

MR. STOKES, *Chairman*

Biology, Chemistry, Mathematics, Physics

Courses in the Division of the Natural Sciences and Mathematics are designed to further the ends of general education; to provide a comprehensive view of the natural sciences and their relation to human affairs; and to give to students the fundamental training for graduate work or for professional or vocational activities in the fields covered.

In the Division of the Natural Sciences and Mathematics, the following majors are available: biology, chemistry, general science, and mathematics. Students in the various majors must meet the following requirements:

Biology: 303, 304, 305, 321, 322, and 440 or 444. A minor consisting of four related courses, and approved by the staff, must be selected.

Chemistry: 101, 102, 303, 322, 326 and 327. A minor consisting of four related courses, and approved by the staff, must be selected.

General Sciences: Biology 303, 321, Chemistry 101, 102, Mathematics 201, 222, Physics 301, 302, and two advanced courses in one science and one advanced course in another science.

Mathematics: 201, 222, 323, 340, 341, and one additional course numbered above 440. A minor consisting of four related courses, and approved by the staff, must be selected.

Pre-Medical Education: A student wishing to prepare for admission to a medical school may elect major work in either biology or chemistry. In order that the student may meet the requirements of the medical school of her choice, her program will be planned in conference with an adviser.

Pre-Medical Technology: This institution offers no courses in medical technology. Many students prefer to receive a bachelor's degree before specialization. The program for a student wishing to prepare for medical technology will be planned with an adviser.

Professional Education: Students majoring in the Division of the Natural Sciences and Mathematics may qualify for professional high

school certificates by completing the following courses: Education 104, 295, 305, 343, 455, and 445. A student may qualify for a provisional high school certificate by completing the following courses: Education 104, 295, and 343.

Minor programs: Minors are offered in the following fields: biology, chemistry, mathematics, and physics. A minor consists of four related courses, chosen with the approval of the staff.

Variations from the stipulated major and minor programs will be permitted, but any change must receive the written approval of the head of the department concerned.

Survey Courses: The survey courses in science are exploratory and cultural rather than technical courses. Students planning to major in the Division of the Natural Sciences and Mathematics are advised to consult the heads of the departments, and whenever practicable to substitute advanced courses for the science survey courses.

Foreign Languages: Students majoring in the Division of the Natural Sciences and Mathematics are advised to elect either German or French to satisfy their foreign language requirements.

DEPARTMENT OF BIOLOGY

MR. STOKES, MISS TAIT, MR. KEELER

100. PRINCIPLES OF BIOLOGY.

A course stressing some of the fundamental problems of biology. It emphasizes the unity of life, fundamental similarity in organic structure, vital processes, and natural laws exhibited by plants, animals, and men. Five lecture or demonstration periods.

THE STAFF

215. NATURE STUDY.

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

MISS TAIT

303. GENERAL ZOOLOGY. (Formerly 431.)

Prerequisite: Biology 100.

Structure, classification, life history, and adaptations of invertebrate animals. Three lecture and two laboratory periods.

MISS TAIT

304. GENERAL ZOOLOGY. (Formerly 433.)

Prerequisite: Biology 303.

Structure, classification, life history, and adaptations of chordate animals. Three lecture and two laboratory periods.

MISS TAIT

305. COMPARATIVE ANATOMY OF THE VERTEBRATES.

Prerequisites: Biology 303, 304.

Classification, comparative anatomy, and adaptations of a selected series of vertebrate animals. Three lecture and two laboratory periods.

MR. KEELER

310. HUMAN ANATOMY.

A detailed study of the structures of the human body, with their relationships and biological functions. Designed especially for students interested in medicine, physical education, health, and nursing. Dissections, demonstrations, models. Three lecture and two laboratory periods.

MR. KEELER

311. PHYSIOLOGY.

A study of the general principles of physiology with special reference to the human body. Three lecture and two laboratory periods.

MISS TAIT

312. DEVELOPMENT, HEREDITY, AND EUGENICS.

A study of the general principles of the developmental relationships of species, heredity, and eugenics. Designed as a background for students in social sciences and psychology as well as for general culture.

MR. KEELER

320. MICROBIOLOGY.

A course designed to give a general knowledge of micro-organisms and their relation to human welfare, particularly as they affect foods and health. Three lecture and two laboratory periods.

MR. STOKES

321. GENERAL BOTANY: STRUCTURE AND FUNCTION.

A study of the important biological principles as illustrated in plant life with emphasis upon the structures, functions, and ecology of higher plants. Three lecture and two laboratory periods.

MR. STOKES

322. GENERAL BOTANY: EVOLUTION AND CLASSIFICATION.

A survey of the major groups of lower plants with special emphasis upon structure, development, evolutionary relationships, and classification. Three lecture and two laboratory periods.

MR. STOKES

328. ORNITHOLOGY.

Identification, classification, habits, and economic importance of birds. Two lecture and three laboratory periods.

MISS ROGERS

334. BIOLOGICAL TECHNIC.

Prerequisite: Consent of the instructor.

The collection, preparation and preservation of materials commonly used in laboratory instruction. Two lecture and three laboratory periods.

MR. KEELER, MR. STOKES

440. GENETICS.

Prerequisite: Biology 303 or 321.

A study of the physical basis of inheritance, the laws of heredity, and their relation to man. Four lecture and one laboratory periods.

MR. KEELER

444. EMBRYOLOGY.

Prerequisite: Consent of instructor.

The early embryological development of vertebrates. Includes study of germ cells, fertilization, cleavage, differentiation, and the origin of organ systems. Three lecture and two laboratory periods.

MR. KEELER

450. HONORS COURSE.

Prerequisite: Honors in biology.

Open to seniors only. Special problems in biology.

THE STAFF

DEPARTMENT OF CHEMISTRY

MR. LINDSLEY, MISS TRAWICK, MR. VINCENT

100. SURVEY COURSE IN CHEMISTRY AND GEOLOGY.

A survey of the fundamentals of chemistry and geology with applications. Five lectures.

MISS TRAWICK

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.

THE STAFF

102. GENERAL CHEMISTRY.

A continuation of Chemistry 101. The course is designed for those who are planning to continue the work in chemistry and related sub-

jects. Three lecture and two laboratory periods.

THE STAFF

102A. GENERAL CHEMISTRY.

For home economics students. Includes general principles of chemistry and emphasis on the use of inorganic and organic compounds in daily life. Three lecture and two laboratory periods.

MR. LINDSLEY

300. HISTORY OF CHEMISTRY.

A lecture course offered to seniors and juniors covering the development of chemistry through the centuries, with emphasis on the personal contributions of chemists. It will be illustrated with demonstration of equipment used in various fields of chemistry. (Offered any term on demand.)

303. QUALITATIVE ANALYSIS.

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

MR. LINDSLEY

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. Three lecture and two laboratory periods.

MR. LINDSLEY

321. INTRODUCTION TO GEOLOGY.

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

MISS TRAWICK

322. QUANTITATIVE ANALYSIS.

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

MISS TRAWICK

323. ADVANCED QUANTITATIVE ANALYSIS.

A continuation of Chemistry 322. (On demand.)

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.

MR. LINDLEY

326. ORGANIC CHEMISTRY.

An intensive study of the aliphatic compounds from the standpoint of structure, synthesis, and reactions. Three lectures and two laboratory periods.

MR. VINCENT

327. ORGANIC CHEMISTRY.

A continuation of Chemistry 326 comprising a study of the aliphatic compounds with emphasis on the aromatic compounds. Three lectures and two laboratory periods.

MR. VINCENT

431. A, B. COMMERCIAL METHODS OF FOOD ANALYSIS.

A. Three laboratory periods. One-half course.

B. Three laboratory periods. One-half course.

MR. LINDSLEY

432. FOOD AND PHYSIOLOGICAL CHEMISTRY.

Emphasis is placed on physiological chemistry. Three lectures and two laboratory periods.

MR. VINCENT

442. MICROSCOPIC QUALITATIVE ANALYSIS.

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

MR. LINDSLEY

444. ORGANIC PREPARATIONS.

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

MR. VINCENT

445. ADVANCED INORGANIC CHEMISTRY.

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

MR. LINDSLEY

447A. PHYSICAL CHEMISTRY.

Prerequisite: Mathematics 340 and 341 (341 may be taken concurrently), Physics 301, 302 or equivalent. Chemistry 322 and 327.

Lecture, problem, and laboratory course dealing with the elements of physical chemistry and elementary thermodynamics. Topics covered include solutions, equilibrium and chemical kinetics, molecular structure, electrical conductance and electromotive force, phase rule, colloids and photochemistry. Three lectures and two three-hour laboratory periods per week.

MR. VINCENT

447B. PHYSICAL CHEMISTRY.

Continuation of Chemistry 447A. Three lectures and two three-hour laboratory periods per week.

MR. VINCENT

447C. PHYSICAL CHEMISTRY.

Continuation of Chemistry 447B. Three lectures and two three-hour laboratory periods per week.

MR. VINCENT

450. QUALITATIVE ORGANIC ANALYSIS.

Weekly conferences and nine laboratory hours per week. A study of the systematic methods of separation, purification, and identification of organic compounds. Students must identify a minimum of ten simple unknowns and two mixtures containing not less than five organic compounds.

MR. VINCENT

DEPARTMENT OF MATHEMATICS

MISS NELSON, MRS. STOKES

100. INTRODUCTION TO COLLEGE MATHEMATICS.

A course to provide students taking only one course in mathematics with some of the basic concepts of the subject. Among the topics included are: the nature of mathematics, number and operations of arithmetic, numbers in exponential form, measurement, variation, functional relationships, equations.

THE STAFF

101. SOLID GEOMETRY.

Lines and angles in space; dihedral and polyhedral angles; surfaces and volumes of polyhedrons, cylinders, cones, and spheres; the solution of numerous originals. Offered alternate years. Offered in 1948-49.

MRS. STOKES

111. INTERMEDIATE MATHEMATICS.

A course planned for those students who have had less than three years of high school mathematics but who plan to take college work in mathematics or the sciences other than the required courses. Topics covered will include products and factors, exponents and radicals, graphs, equations, fractions, and fractional equations.

Students substituting this course for Mathematics 100 should have approval of the head of the mathematics department.

201. PLANE TRIGONOMETRY.

A course stressing, in addition to trigonometric functions and equations, the solution of the general triangle with the use of logarithms and vectors and hence important not only to the mathematics major but also necessary as a foundation course for majors in the physical sciences. A student who has had such a course in high school and can satisfactorily pass an examination will be excused from the course.

MRS. STOKES

222. COLLEGE ALGEBRA.

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

MRS. STOKES

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.

MISS NELSON

323. ANALYTIC GEOMETRY.

Prerequisites: Mathematics 201 and 222.

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; higher plane curves.

MISS NELSON

331. ELEMENTARY STATISTICS.

A course designed to present the fundamental notions of statistical analysis in a way understandable to students with little training in mathematics and yet valuable to majors in mathematics. Recommended for social science majors.

MRS. STOKES

340. ELEMENTARY CALCULUS.

Prerequisite: Mathematics 323.

A study of derivatives; maxima and minima; definite and indefinite integrals; and applications of derivatives and integrals.

MISS NELSON

341. ELEMENTARY CALCULUS.

Prerequisite: Mathematics 340.

A continuation of Mathematics 340 and 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.

MISS NELSON

360. THEORY OF EQUATIONS.

Prerequisite: Mathematics 340.

Fundamental properties of polynomials, complex numbers, transformation and solution of equations, numerical equations, symmetric functions. Offered alternate years. Offered in 1947-48.

MRS. STOKES

433. ADVANCED CALCULUS.

A second course in calculus. Emphasis is placed on the conditions under which the theorems and processes of calculus are correct.

MISS NELSON

450. INTRODUCTION TO HIGHER ALGEBRA.

A course 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.

MISS NELSON

470. INTRODUCTION TO HIGHER GEOMETRY.

A course designed 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.

MISS NELSON

DEPARTMENT OF PHYSICS

MR. VINCENT, MISS ROGERS

100. SURVEY COURSE IN PHYSICS AND ASTRONOMY.

A course designed to acquaint the student with the more important laws and facts of physics as they relate to the experiences of daily life. The study of astronomy deals with the solar system and the uses of astronomy in navigation.

MISS ROGERS

104. HOUSEHOLD PHYSICS.

A study of the household applications of physics. Emphasis is given to the subjects of heat, electricity, and light. Four lectures and one laboratory period each week.

MISS ROGERS

301. GENERAL PHYSICS.

A course presenting the fundamental facts of mechanics, heat, and sound from the mathematical point of view. Three lectures and two laboratory periods each week.

MR. VINCENT

302. GENERAL PHYSICS.

Prerequisite: Physics 301.

A continuation of Physics 301 dealing with light, electricity, and magnetism. Three lectures and two laboratory periods each week.

MR. VINCENT

311. DESCRIPTIVE ASTRONOMY.

An introductory 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. Four lectures and one laboratory period each week.

MR. VINCENT

324. ATOMIC PHYSICS.

Prerequisite: Physics 326.

A study of the structure of the atom, radioactivity, nuclear reactions, line spectra, x-rays, and photoelectric effects.

MR. VINCENT

326. MAGNETISM AND ELECTRICITY.

Prerequisite: Physics 302.

A study of elementary electronics, the theory of electrolysis, the voltaic cell, magnetic phenomena, and electrical instruments.

MR. VINCENT

The Division of Philosophy, Psychology, and Religion

MR. BEISWANGER, *Chairman*

The Division of Philosophy, Psychology, and Religion brings together those disciplines most deeply concerned with the meaning of human life. The purpose of the division is to develop in the student a consciousness of the problems of the nature of man, his purpose and destiny, and his relation to the world about him and to assist the student in acquiring and understanding the techniques of approach to these problems.

The division offers a major in psychology and minors in philosophy and psychology. A major in psychology includes Psychology 201 and 452, and four other courses in the department. A minor in psychology includes Psychology 201 and three other courses in the department. A minor in philosophy includes Philosophy 310 and three additional courses in the department.

DEPARTMENT OF PHILOSOPHY

MR. BEISWANGER

A student may complete a minor in philosophy by taking any four of the following courses:

310. INTRODUCTION TO ETHICS.

The major theories of the moral ideal presented in relation to contemporary ethical and social problems. Selected reading in the classical and modern moralists.

315. ESTHETICS.

An examination of the nature, origins, and uses of artistic and esthetic experience as a guide to understanding the realm of the arts—graphic, musical, and literary.

316. INTRODUCTION TO LOGIC.

Logic examined as a technique for gaining and organizing knowledge and as a set of principles for evaluating systems of knowledge in such fields as the natural and the social sciences.

409. THE PHILOSOPHY OF PLATO.

Reading and analysis of selected writings of one of the major philosophers as an introduction to the problems and methods of philosophy. The works of Plato will be studied this year.

412. INTRODUCTION TO MODERN PHILOSOPHY.

A first study of the course of scientific, political, social, and religious thought from the Middle Ages to the post-Romantic period. Randall's *The Making of the Modern Mind* is used as the basic text. May be counted as part of a sociology major or minor.

413. THE DEVELOPMENT OF AMERICAN PHILOSOPHY.

A study of the systems of ideas that have entered into American thought history, and culture. Periods covered: colonial theology and philosophy, the age of enlightenment, transcendentalism, the conflict over evolution, the rise of contemporary philosophical schools. Prerequisite: Philosophy 412.

DEPARTMENT OF PSYCHOLOGY

MISS BOLTON, MRS. HICKS

A major in psychology should consist of Psychology 201, 320 and 452 and at least three other courses selected on the basis of need and interest in consultation with the head of the department. A minor in psychology will include Psychology 201 and at least three additional courses selected on consultation with the head of the department.

100. THE STUDY LABORATORY.

External conditions favorable for study; the preparation of an assign-

ment; making an effective schedule for study; the techniques of note taking; the use of the library; techniques for increasing speed and comprehension in reading. Each student will be carried through a complete, individual counseling program.

Mrs. Hicks

201. PRINCIPLES OF GENERAL PSYCHOLOGY.

The aims of psychology; individual differences; the measurements of intelligence; intelligence and success; the nervous system; effective means of learning; economy in memorizing; factors in personality.

STAFF

320. INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY.

An introductory study of the experimental investigation of psychological problems. Procedures and techniques necessary for controlling psychological experimentation. The reliability of results will be analyzed and the practical application of experimental findings emphasized. Three lectures and two laboratory periods.

STAFF

323. PSYCHOLOGY OF CHILDHOOD.

What the child inherits; mental ability; effects of early home conditions; physical growth and health; intelligence and how it develops; regulating emotional behavior; the social education of the child.

Miss Bolton

332. PSYCHOLOGY OF ADOLESCENCE.

The study of physical, mental, and emotional life from puberty to maturity and the influence of this growth period on habits, interests, and social adjustments. Special emphasis is placed on the study factors in home and school life that influence adolescent behavior and personality.

Mrs. Hicks

337. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.

The concept of general intelligence and its measurement; the gifted child; special types of feeble-mindedness; major speech disorders; the left-handed child; the psychoneurotic child; the blind child; the deaf child; the psychopathic child; special types of gifted children.

Miss Bolton

421. PSYCHOLOGY OF PERSONNEL.

Selection, placement, training, appraisal, and motivation of personnel; efficiency of the worker; abilities, personality, and interests as factors in vocational fitness; the measurement of personality factors, general and individual aptitudes and their relationship to success in various occupations.

STAFF

441. ELEMENTARY PSYCHOMETRICS.

The principles involved in individual and group measurement of intelligence, achievement, aptitudes, personality, and vocational selection. Under the supervision of the instructor each student will be expected to plan and to carry out an individual project.

MISS BOLTON

448. PRINCIPLES OF ABNORMAL PSYCHOLOGY.

The conditions which may cause mental and emotional disorders. The following topics will receive consideration: The signs and causes of mental disorders; motor disorders; sleep and dreams; disorders of regression; mild mental disorders; compensatory disorders.

MISS BOLTON

452. PSYCHOLOGY OF SOCIAL BEHAVIOR.

Scope of social psychology; motivation; social incentives; the behavior of crowds; propaganda; leadership; the social significance of age; juvenile delinquency; psychological aspects of war; the measurement of social attitudes.

MISS BOLTON

463. PSYCHOLOGY OF PERSONALITY.

The origins of behavior; motivation; the organic factors in personality; the development of personality traits; personality types; body build and personality; multiple personality; treatment of personality difficulties; the social factors in personality; the measurement of personality traits.

MRS. HICKS

Division of the Social Sciences

MR. MORGAN, *Chairman**Economics**History**Social Science**Geography**Political Science**Sociology*

The Division of the Social Sciences has three fundamental contributions to make to students: (1) an understanding of the basic facts and principles operating in the socio-economic areas of human behavior; (2) the technique of logical approach to economic and social problems; and (3) an awareness of individual responsibility in the social situation.

Majors offered by the division are in the fields of economics, history, and sociology. Also, an interdepartmental divisional major may be taken. Requirements to be satisfied for each major are as follows:

Economics: A major in economics should include Economics 301, 302, and four other courses selected with the advice of the head of the department. Geography 301 or 326 or Political Science 428 may be included as one of the six courses for a major in economics. Mathematics 331 is recommended as an elective for students majoring in economics.

History: A major in the Department of History should include History 301, 302, 307, 308, and at least two other courses. An alternate program for a history major may include History 307, 308, 315, 316, and two additional courses in each program.

Sociology: A major in the Department of Sociology should include Sociology 301, 428, 452, and three additional courses in sociology. Mathematics 331 and Biology 312 are especially recommended as electives for those majoring in sociology.

Divisional Major in Social Science: A major in the Division of the Social Sciences consists of a minimum of ten courses in the division in addition to the general education program. (No minor is required for a divisional major.) 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 chairman of the Division of the Social Sciences.

Basic departmental courses are: Economics 301, 302; Geography 300, 301; History 301, 302; Political Science 324, 428; and Sociology 301, 428. Mathematics 331 and Biology 312 are especially recommended as electives for those students selecting a divisional major.

Minor Programs: Minors are offered in the Division of the Social Sciences in the Departments of Economics, Geography, History, Political Science, and Sociology. A minor in any department consists of four courses, but these courses may not be selected at random. They must be selected on the advice of the head of the department concerned and approved by the head of the department in which the major is taken.

Variations from the requirements as set up for major and minor programs in the social sciences will be permitted only on the written approval of the head of the department concerned.

Prerequisites: The social science courses required in the freshman and sophomore years, or their equivalent, are prerequisites to a major or minor in any of the departments within the Social Science division as well as to a divisional major.

Professional Education: Students majoring in the Division of the Social Sciences who desire to teach may qualify for professional high school certificates by completing the following courses: Education 104, 295, 305, 343, 455, and 445. They may qualify for a provisional high school certificate by completing the following courses: Education 104, 295, and 343.

THE DEPARTMENT OF ECONOMICS

MR. EAKINS, MR. MORGAN

301. PRINCIPLES OF ECONOMICS.

An introductory course in economics designed to develop a basic understanding of the principles underlying the organization and operation of the economic system.

MR. EAKINS

302. CURRENT ECONOMIC PROBLEMS.

A study of the major economic problems confronting the American people today. Problems considered include foreign trade, agriculture, unemployment, business fluctuations, and the relation of government to business.

MR. EAKINS

304. ECONOMICS OF CONSUMPTION.

A study of the place of consumption in economic theory with special emphasis on its relationship to the business cycle. It undertakes to examine those institutional and social forces determining consumer behavior and those measures taken for his protection.

MR. EAKINS

306. INDUSTRIAL RELATIONS.

An analysis of the major problems and grievances of employers, employees, and consumers arising from our competitive economic system. Consideration is given to the attempts on the part of labor, management, and government to solve these problems. May be counted as part of a sociology major or minor.

MR. MORGAN

311. MARKETING.

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

MR. EAKINS

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 and to taxation as an instrument of economic control.

MR. EAKINS

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 function of money, the types of money used, early banking practices, modern banking, the Federal Reserve System, and foreign exchange.

MR. EAKINS

THE DEPARTMENT OF GEOGRAPHY

MRS. DORRIS

130. INTRODUCTORY ECONOMIC GEOGRAPHY.

A course designed to give students geographic materials and principles of fundamental importance through a survey of basic geographic relationships and discussion of the production and distribution of the world's leading commercial products.

300. PRINCIPLES OF GEOGRAPHY.

A study of the physical environment of man with a view to developing a definite understanding of physical and social factors in geographic relationships. A survey is given of the Eastern and Western Hemispheres with emphasis upon man's response to his environment.

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 the regional aspect of commodities are emphasized.

310. GEOGRAPHY FOR THE AIR AGE.

A course attempting 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.

A course designed to give a better understanding and appreciation of our Latin American neighbors through study of their geographic background and its creation of 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, an effort being made to point out the contribution of each area to world economy.

328. GEOGRAPHY OF GEORGIA.

A consideration of the natural regions of Georgia (physiographic, climatic, soil, vegetative) and their influence upon man's occupancy of the area. The major industries by which the inhabitants utilize the various resources, and the development of transportation, manufacturing, and commerce are surveyed.

THE DEPARTMENT OF HISTORY

MR. BONNER, MISS GREENE, MISS JOHNSON

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 is laid on the cultural achievements of Greece and Rome, on the indebtedness of modern civilization to the Mediterranean World, and on the processes of transmission of classical culture to modern times in the field of religion, philosophy, art, architecture, government, and law.

MR. BONNER

301. MODERN EUROPE, I.

A study of modern European history beginning with a rapid survey of the Renaissance and its aftermath and extending to the end of the Franco-Prussian War. Special emphasis given to the period, 1789-1870. Not offered in 1949-50.

MISS JOHNSON

302. MODERN EUROPE, II.

A continuation of 301, carrying the study to the contemporary period. Not offered in 1949-50.

MISS JOHNSON

307. THE UNITED STATES, I.

A survey of the history of the United States from the discovery of America to the War Between the States.

MR. BONNER

308. THE UNITED STATES, II.

A continuation of 307, carrying the study to the contemporary period.

MR. BONNER

315. ENGLAND, I.

A survey of the history of England from the earliest times to the reign of the Hanovers. Offered in 1949-50 and in alternate years.

MISS GREENE

316. ENGLAND, II.

A continuation of 315, with special emphasis on contemporary England. Offered in 1949-50 and in alternate years.

MISS GREENE

411. THE WORLD TODAY.

A study of historical forces and factors between the two world wars with emphasis upon contemporary world problems.

MISS JOHNSON

422. HISTORY OF THE SOUTH.

A study of the history and civilization of the southern states. Attention is given to the development of southern nationalism before 1860 and to the social and economic aspects of the plantation regime. A historical examination is made of such basic factors in contemporary southern life as agrarian economy and racial dualism.

MR. BONNER

423. LATIN AMERICA.

A study of the political, economic, and social development of the Latin American republics with special emphasis upon their relations with the United States. Offered in 1949-50 and in alternate years.

MISS JOHNSON

432. HISTORY AND GOVERNMENT OF GEORGIA.

A study of the economic, social, political, and constitutional history of Georgia, with emphasis upon her part in national affairs.

MISS JOHNSON

441. ECONOMIC HISTORY OF THE UNITED STATES.

A study of the economic development of the United States from colonial times to 1948.

MR. BONNER

THE DEPARTMENT OF POLITICAL SCIENCE

MR. TAYLOR

324. AMERICAN NATIONAL GOVERNMENT.

A general survey of the government of the United States. The origin and development of the national Constitution is studied. Attention is 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 is conducted as nearly according to a functional procedure as conditions 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, and Russia are studied as types.

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.

A study of the interaction between business organization and government. The course deals in particular with the problems of regulation, control, and promotion of business enterprise.

430. AMERICAN POLITICAL PARTIES.

The rise and growth of the party system in the United States. A study of typical political campaigns, elections, and major issues.

THE DEPARTMENT OF SOCIAL SCIENCE

MR. MORGAN, MR. BONNER, MR. EAKINS, MISS GREENE, MISS JOHNSON, MR. MASSEY,
MISS STRICKLAND, MR. TAYLOR

103-104. CONTEMPORARY CIVILIZATION.

A double course in the social studies designed to give the student an acquaintance with and an understanding of the social, political, and economic aspects of contemporary civilization.

STAFF

105. CONTEMPORARY CIVILIZATION.

A condensation of Social Science 103 and 104, designed as a substitute requirement for especially selected students.

STAFF

210-211. DEVELOPMENT OF CIVILIZATION.

A double course which surveys the development of Western society. It traces civilization through the changes that have transformed it into the highly complicated pattern of the twentieth century.

STAFF

212. DEVELOPMENT OF CIVILIZATION.

A condensed version of the development of western civilization, replacing Social Science 210 and 211 as requirements for certain selected students.

STAFF

400. CONTEMPORARY GEORGIA PROBLEMS.

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.

STAFF

405. CURRENT ECONOMIC, SOCIAL, AND POLITICAL TRENDS.

A course consisting 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.

MR. TAYLOR

THE DEPARTMENT OF SOCIOLOGY

MR. MASSEY, MRS. MACMAHON, MR. MORGAN, MISS STRICKLAND

301. INTRODUCTION TO SOCIOLOGY.

A course in social organization and social process emphasizing the structural components of society and the functions which they serve. Especial attention is given to fundamental sociological concepts.

MISS STRICKLAND

ECONOMICS 306.

See description in data on the Department of Economics.

MR. MORGAN

322. CHILD WELFARE.

A study of the social forces and factors operating in child life, such as child labor, delinquency, dependency, and the like, and society's obligation to its children.

MR. MASSEY

323. SOCIAL CONTROL.

A study of the means and techniques of control in society. Particular emphasis is placed on the problems of control in a complex, urban-industrial society.

MR. MORGAN

324. **CRIMINOLOGY.**

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

MR. MORGAN

326. **SOCIAL CHANGE.**

A course dealing with the nature, types, and causes of social change as well as with the biological, technological, and cultural factors underlying social change.

MR. MORGAN

327. **RURAL SOCIOLOGY.**

A study of rural life in its historical, familial, social, political, and economic setting with present trends.

MR. MASSEY

PHILOSOPHY 412.

See description in data on the Department of Philosophy.

MR. BEISWANGER

428. **THE FAMILY.**

A study of the origin and evolution of the family, remedial measures designed to resolve the disintegrating factors in the current situation, and proposals for the future.

452. **ANTHROPOLOGY.**

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

MR. MASSEY

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.

MR. MASSEY

460. **THE FIELD OF SOCIAL WORK.**

A course designed particularly for the student who is looking toward social work as a possible career. The substance of the three main areas, casework, group work, and community organization, is discussed with emphasis on the case work process in various settings (family and child welfare agencies and correctional, psychiatric, and medical institutions.)

MRS. MACMAHON

Division of Teacher Education

MISS ENGLISH, *Acting Chairman*

Education

Laboratory School

Health and Physical Education

Library Science

The Division of Teacher Education is specialized in purpose. The purpose is to prepare students for skillful and significant performance as teachers in the elementary and secondary schools. Five programs are offered: the curriculum for high school teachers, that for elementary school teachers, that for teachers of health, that in library science, and that for teachers of physical education.

THE DEPARTMENT OF EDUCATION

MISS ENGLISH, MISS BOLTON, MR. BOOKER, MISS BROOKS, MR. COMER, MRS. HICKS,
MRS. MCKNIGHT, MR. SMITH

Courses in education are designed to complement other subjects and may not be counted in any major or minor. The basic courses, since they are organized as a whole program, should be taken in the order indicated on pages 67 and 69.

Six courses, listed on page 67, are required for the degree of Bachelor of Science in Education. Other prospective teachers also usually take similar courses.

Not more than ten courses classified as education may be counted toward any degree. Not more than three courses in methods may be counted; and only 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 teaching in the college laboratory school and cadet teaching. Credit for two courses is the maximum allowed for teaching in the college laboratory school.

A general average of "C" is prerequisite for any course in methods or in supervised teaching.

Since supervised teaching is rarely possible in the Summer School, the College gives a course in directed observation. This course may be substituted for supervised teaching by teachers who have had three or more years of teaching experience and who cannot take any of their last nine courses during a regular academic quarter.

The courses in education range from background, or general, courses to functional, or highly specialized, courses. Ordinarily, students who wish professional teachers' certificates in Georgia take three background and three functional courses.

The following are regarded as background courses: 104, 295, 305, 306, 337.

The following are regarded as functional: 319, 325, 351, 355, 445, 455, 466, 472, 476, 477, 480.

The following may be regarded as either: 328, 334, 343, 490, 492.

104-304. INTRODUCTION TO EDUCATION.

A broad survey of the field of education and of education as a profession; an introduction to terms and to materials peculiar to the profession; the planning, under guidance, of a professional program; the study of children in school situations.

STAFF

295. HUMAN GROWTH AND DEVELOPMENT.

An introduction to the scientific facts and principles which explain human growth and development; the attainment of those skills essential in gathering, recording, interpreting, and using data about the individual child and about groups of children; further study of children in school situations.

MISS BROOKS

305. EDUCATIONAL PSYCHOLOGY.

A study of the psychological processes and of individual differences as a basis for professional activities; still further study of children in school situations.

STAFF

306. THE SCHOOL AND SOCIETY.

Prerequisite: Two courses in Education.

A study of important social problems, of sources of information concerning them, and of institutions which are attempting to solve them; a study of the relationship of various institutions and agencies in social progress; experience in working with other students on the possible solution of certain social problems; the development of a sound philosophy in education.

MR. SMITH

319. THE USE OF VISUAL AND AUDIO AIDS IN EDUCATION. (Offered by Extension and in Summer School.)

Prerequisite: Education 328 or 334 or 343 or another methods course.

A study of the purposes, values, and techniques of audio and visual aids: of the bulletin board, maps, the stereograph, lantern slides, pictures and diagrams, motion pictures, dramatizations; of the radio, the phonograph, and other audio aids.

STAFF

325. STUDENT TEACHING AND PARTICIPATION IN THE ELEMENTARY SCHOOL.

Prerequisites: Education 328 or 334, and a general average of "C."

Students who do practice teaching on campus will take Education 355 at the same time. Gradual induction into responsible teaching; practice of the teacher's usual extra-curricular activities; coordination of professional and academic studies. One to three courses.

STAFF

328. MATERIALS AND METHODS FOR EARLY CHILDHOOD EDUCATION.

Prerequisites: Education 104, Education 305 or 295; an average of two quality points for each course credit.

This course seeks to develop, through a variety of class experiences including the observation in the nursery school, kindergarten and primary grades, those abilities needed in the selection and effective use of materials and methods best suited to the education of young children. Throughout the course, study of children begun in previous courses is carried forward.

MRS. MCKNIGHT

334. MATERIALS AND METHODS FOR LATER CHILDHOOD EDUCATION.

Prerequisites: Education 104, Education 305 or 295; an average of two quality points for each course credit.

This course seeks to develop, through a variety of experiences including observation in the elementary school, those abilities needed in selection and effective use of materials and methods best suited to the educa-

tion of children in the latter part of the elementary school. Throughout the course, the study of children, begun in previous courses, is carried forward.

MRS. MCKNIGHT

337. ADVANCED EDUCATIONAL PSYCHOLOGY.

Prerequisites: Education 104 and Education 295 or 305.

The study of the psychology of learning; of the laws of learning, thinking, transfer, expression, and play; of individual differences; of the measurement of individual differences; of mental efficiency; of personality traits; of investigative methods and their application to educational situations. Observation in the laboratory school.

MISS BOLTON

343. CONDUCT OF HIGH SCHOOL TEACHING.

Prerequisites: Education 104, Education 295 or 305, and a general average of "C."

Observation in the high school; development (in the student) of ability to select and to use effectively materials and methods suited to teaching high school pupils.

MR. BOOKER

351. METHODS OF TEACHING READING. (Offered by Correspondence and in Summer School.)

Prerequisites: Education 328, 334, or 343.

Specific training in methods of teaching reading to elementary and high school pupils.

STAFF

355. DIRECTED OBSERVATION IN THE ELEMENTARY GRADES.

Prerequisites: A methods course.

A comprehensive understanding of the entire elementary school is sought through regular guided observation in all classes, careful study and evaluation of teaching procedure and further study of children in groups. Study of individuals with the purpose of locating their difficulties, determining the causes, and providing needed guidance is carried on throughout the quarter.

MRS. MCKNIGHT

365. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL. (Formerly Physical Education 325. Offered only during Summer School; open only to teachers in service.)

Prerequisite: Education 328 or 334.

A concentrated study of materials and methods for physical education in the elementary school.

STAFF

445. STUDENT TEACHING AND PARTICIPATION IN HIGH SCHOOL.

Prerequisites: Education 343 or a methods course in the subject to be taught; a general average of "C."

Students who teach on campus will take Education 455 at the same time.

Gradual induction into responsible teaching; practice in the teacher's usual extra-curricular activities; coordination of professional and academic studies.

STAFF

455. DIRECTED OBSERVATION IN THE HIGH SCHOOL.

Prerequisite: A methods course.

To be taken at the same time as Education 445.

Definite background readings; regular guided observation in all classes of the high school; careful study and evaluation of teaching procedures; coordination between methods courses and actual teaching.

MR. BOOKER

456. METHODS OF TEACHING RETAILING.

Prerequisites: Education 104 and Education 295 or 305.

A course for training teachers of retailing, whether one is to teach in school or in a retail store; units on lesson plans and illustrative materials.

MISS MANKEY

466. METHODS OF TEACHING RURAL HOMEMAKING.

Prerequisites: Education 104 and Education 295 or 305.

Open to students who are not majoring in home economics.

A study of ways in which the home economist may help rural families solve some constant problems; observation of practices used by rural families in the solution of problems; a study of production and preservation of food in accordance with a family's dietary needs; laboratory experience in producing and preserving food on a family and a community basis. Three discussion and two laboratory periods.

MR. COMER

472. HOMEMAKING EDUCATION IN THE SECONDARY SCHOOLS.

Prerequisites: Education 104, Education 295 or 305, and a general average of "C."

A study of the contribution that homemaking education can make to the secondary school and adult programs in the community; special emphasis on the adjustment of homemaking curricula to assist in solv-

ing the problems facing individuals and families; analysis and evaluation of learning experiences, teaching procedures, and instructional materials for an effective homemaking program.

STAFF

475. PHYSICAL EDUCATION METHODS IN SECONDARY SCHOOLS. (Formerly Physical Education 425. Offered only during Summer School. Open only to teachers in service.)

Prerequisites: Education 104, Education 305, and a general average of "C."

A concentrated study of the materials and methods of physical education for the high school.

STAFF

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

Prerequisites: Education 104, Education 305, and a general average of "C."

A study of the subject-matter taught in the commercial curriculum in high school, of methods of instruction, and of tests and measurements; lesson plans; examination of commercial text books.

MISS GRIFFIN

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

Required of all majors in school health education. To be taken before or at the same time as student teaching in health.

A study of the principles, materials, and methods of health education; the development of tentative courses of study and teaching units in health.

MRS. WOOTTEN

478. METHODS OF TEACHING NUTRITION.

Prerequisite: Education 305.

A study of the teaching of dietetics; analysis and evaluation of materials and methods for courses in dietetics.

MISS GILBERT

480. THE TECHNIQUES OF GUIDANCE.

Prerequisite: Education 325, 355, or 445.

Study of the principles of guidance, of its place in a school program, and of modern techniques in guidance; practice in using those techniques.

STAFF

481-2. APPRENTICE TEACHING IN HOMEMAKING EDUCATION.

Prerequisites: Education 472; a general average of "C."

Gradual induction in assuming the responsibilities of the resident teacher, responsibility of day school classes, of the extra-curricular activities; contacts with community; evaluation of all experiences in the apprentice center. Two course credit.

483. CURRICULUM BUILDING IN HOMEMAKING EDUCATION.

Prerequisites: Education 481-2.

A study of the needs of different age groups, of typical communities in Georgia, of the world today, as a basis for planning programs of work suitable for various groups represented in communities.

490. THE CURRICULUM. (Offered in Summer School.)

Prerequisites: Education 104, Education 295 or 305, and at least one other educational course.

A study of the organization and the use of integrated curricula for all age groups.

STAFF

492. A, B. WORKSHOP. (Offered in Summer School.)

Open only to employed teachers. Offers credit in either elementary or secondary education. May be taken on campus or in a local workshop sponsored by the College. May be substituted for student teaching.

A study of problems suggested by the class; activities planned by the group under guidance by the staff.

STAFF

493. NURSERY SCHOOL EDUCATION. (Offered in Summer School.)

Prerequisites: Education 104, Education 295 or 305, and a general average of "C."

The study of children from two to five years of age; of the experiences and conditions needed for their normal development; and of the equipment, materials, and procedures most useful in the nursery school.

Mrs. INGRAM

THE DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

MISS MANCHESTER, MRS. BEISWANGER, MISS CHAPIN, MISS SMITH, MISS WHITNEY,
MRS. WOOTTEN, MRS. IRELAND, MRS. NELSON

Students who wish to teach health and physical education in the public schools should take the special curriculum leading to the Bachelor of Arts in Education outlined on page 71.

Students who wish to prepare for the field of public health, or pursue the pre-nursing program should take the curriculum leading to the Bachelor of Arts degree with a major in health as outlined on page 72.

COURSES IN PHYSICAL EDUCATION

100, A, B, C. PHYSICAL EDUCATION ACTIVITIES FOR FRESHMEN.

Selected and adapted to students' interests and needs. The following activities are offered: *Sports*—soccer, speedball, hockey, volleyball, basketball, badminton, bowling, archery, tennis, hiking activities, softball, swimming, aerial darts, horseshoes, croquet, deck tennis, table tennis, and shuffleboard. *Rhythmical Activities*—social dancing, folk dancing, and modern dancing. *Gymnastic Activities*—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.

STAFF

200. PHYSICAL EDUCATION ACTIVITIES FOR SOPHOMORES.

Selected and adapted to interests and needs. Those activities offered are the ones included in 100 A, B, C. Two periods a week throughout the year. One-third course each quarter.

210, A, B, C. ADVANCED PRACTICE IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 100.

A course taking the place of Physical Education 200 and offering 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.

STAFF

215. PHYSICAL EDUCATION FOR THE ELEMENTARY AND JUNIOR HIGH SCHOOL.

Prerequisite: Physical Education 100.

A study of the principles, materials, and methods involved in organizing and teaching physical education on the elementary and junior high school level, supplemented by observation and practice teaching. Primarily for non-major undergraduate students planning to teach in the elementary or junior high schools. Two periods a week throughout the year. One-third course each quarter.

MISS MANCHESTER, MISS WHITNEY

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. Also includes safety measures for swimming. One-half course.

MISS SMITH

310. THEORY AND PRACTICE OF PLAYS AND GAMES.

This course has been replaced by Education 365 (Physical Education for the Elementary School.)

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 of the principles and philosophy of the dance as an educational force, its related art forms, and its development and organization in the curriculum today. Five periods a week.

MRS. BEISWANGER

312. THEORY AND PRACTICE OF GYMNASTIC ACTIVITIES.

Prerequisites: Physical Education 210 and 322.

A study of the content and methods of presentation of developmental gymnastics and self-testing activities in meeting the fundamental body needs of large teaching groups. One-half course.

MISS MANCHESTER

313. THE TECHNIQUE OF SPORTS.

Prerequisites: Physical Education 100 and 210.

A critical study and practice of the principles and techniques involved in organizing and administering highly organized major sports including basketball, badminton, field hockey, soccer, speedball. Three periods of lecture and two or three periods of assisting in college classes. Fall quarter.

MISS WHITNEY

314. THE TECHNIQUE OF SPORTS.

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

MISS WHITNEY

322. KINESIOLOGY.

Prerequisite: Biology 310.

A study of the joint and muscular action involved in fundamental body movements and the common motor activities in physical education.

MISS WHITNEY

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 physical education activities. Special attention given to aptitude and achievement tests of general and specific motor abilities. Supplemented by clinical laboratory experience. Three periods a week. One-half course.

MISS WHITNEY

423. RECREATIONAL LEADERSHIP.

A critical analysis of the problem of recreation and the creative use of leisure time. Includes 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.

MISS MANCHESTER

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. One-half course.

MISS MANCHESTER

433. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION.

Prerequisites: Education 365, Physical Education 311, 313, 314.

A critical analysis of problems involved in the organization and administration of the total health and physical education program, with special emphasis upon such problems as facilities, equipment, program, leadership, administration devices, departmental policies, professional organizations, and departmental relationships.

MISS MANCHESTER

COURSES IN HEALTH

100. PERSONAL AND COMMUNITY HEALTH.

An orientation course in applied personal, racial, home, and community health. Required of all freshmen.

STAFF

320. FAMILY HEALTH.

The study of preparation for successful marriage and successful family relationships, emphasizing eugenics and authentics, problems of modern youth and the modern family, and an introduction to human embryology, pre-natal care, and infant care.

MRS. WOOTTEN

325. SCHOOL HEALTH AND HEALTH EDUCATION.

An introductory course for teachers. It includes the study of school health problems, teacher training in health service programs, and other basic practices and procedures in health education.

MRS. WOOTTEN

330. SCHOOL HEALTH SERVICES FOR HEALTH EDUCATION AND PHYSICAL EDUCATION.

This course deals *first* with a study of healthful school living, communicable disease control, and the scope, techniques and follow-up program of the health examination. It includes clinical practice of standard techniques in testing and examination; *second*, with a study of faulty postural conditions of the back and feet, and of certain other muscular and organic abnormalities, with a consideration of their treatment through individual corrective exercises and massage.

MISS CHAPIN, MRS. WOOTTEN

333. FIRST AID AND HOME NURSING.

The study, practice, and application of the standards and accepted principles of first aid and home nursing. When all requirements have been met satisfactorily, this course qualifies the student for the standard certificate in first aid from the American Red Cross. Lay Instructor's course certified by special arrangement with the American Red Cross.

MRS. IRELAND

335. SAFETY EDUCATION.

A course presenting all phases of the safety program—education, legislation, and engineering with emphasis (1) on 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 the development of military, industrial, and civilian safety measures.

MRS. IRELAND, MRS. WOOTTEN

340. PUBLIC HEALTH: PRINCIPLES AND ADMINISTRATION.

A course including the study (1) of the principles of sanitary science and preventive medicine with their application to home, school, and community problems; (2) of local, state, and federal public health legislation and programs; (3) of the contributions of professional and voluntary health organizations. Field trips, surveys, talks from specialists in various fields of public health and audio-visual programs are added to regular classroom work.

MRS. WOOTTEN

400. PUBLIC HEALTH EDUCATION.

A study of modern techniques in public health education with practice in preparation and use of health talks, radio scripts, broadcasting, news releases, posters, demonstrations, exhibit and museum planning, and evaluation of available audio-visual aids and materials.

MRS. WOOTTEN

428. MENTAL HYGIENE.

Prerequisites: One course in psychology, Health 100 and 320 or equivalent.

The study of mental hygiene as a problem in personal health, public health, and the post-war situation. Emphasis is on the potentially normal individual and his adjustments.

MRS. WOOTTEN

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

Prerequisites: Health 100, 330, 340 or equivalents.

This course includes an intensive study (1) of the common health problems of youth, (2) of materials, methods and techniques used to vitalize the health education program at this level, (3) observation of students in practice school, and (4) preparation of tentative courses of study in health. Practice teaching should follow this course.

MRS. WOOTTEN

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. (For mature students, teachers, parents, and social workers.)

MRS. WOOTTEN

470. HEALTH AND HUMAN RELATIONS.

A course for mature students, teachers, parents, social workers, and nurses, presenting current sex hygiene and sex education problems; extensive parallel reading. The aim of the course is to help youth or adult leaders to understand and appreciate possibilities for normal, successful relations between the sexes in the home, school, and community.

MRS. WOOTTEN

THE DEPARTMENT OF LIBRARY SCIENCE

MISS SATTERFIELD, MISS BOWLAN

The courses in library science are planned to train librarians for schools with enrollments of 300 students in accordance with the requirements of the Georgia Department of Education and the Southern Association of Colleges and Secondary Schools. Students with a minor in library science are also qualified for positions as non-professional assistants in public, government, and college libraries.

454. REFERENCE AND BIBLIOGRAPHY.

A course to provide the student with a working knowledge of a library as an information laboratory, with special reference to the selection and use of books, periodicals, and other materials of interest to the school and the community.

455. CATALOGING AND CLASSIFICATION.

Instruction and practice in the elementary principles of cataloging and classifying books and other library material.

456. ADMINISTRATION OF LIBRARIES.

Study of the technique needed for planning and organizing the library and making it function in the school and community. 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 small library, and of the methods used to stimulate reading.

GRADUATES IN 1948

JUNE

Bachelor of Arts

Margaret Bybee Anderson	Waycross
Alice Bagley	Leslie
Della Marie Branan	Milledgeville
Ada Kathleen Brigham	Girard
Joyce Wilma Cain	Decatur
Carol Jean Cason	Waycross
Mary Louise Curry	Griffin
Gloria Doughtie	Columbus
Martha Lena Giles	Macon
Carolyn Lois Hancock	Atlanta
Eva Frances Harwell	McRae
Betty Sue Hayes	Milledgeville
Martha Kemp	Sylvania
Anne Elizabeth Lane	Lincolnton
Amanda Catherine Leathers	Atlanta
Edith Winifred Lewis	Vidalia
Mary Lou McEver	Gainesville
Kate Magdalen McLaurin	Griffin
Mildred Elizabeth Macleod	Albany
Joyce Louette Malcolm	Bostwick
Gwendolyn Ricketson Mincey	Thomaston
Maude Harrell Morris	Grovetown
Valla Jo Overstreet	Douglas
Flossie V. Pittman	Arabi
Dixie Elizabeth Schultz	Atlanta
Mary Jo Shivers	Atlanta
Ruth Marianne Singer	Macon
J. Celia Stephens	Dalton
Catherine Crawford Storer	Savannah
Billy Neil Sweerus	Townsend
Mary Ellen Thomas	Trion
Julia Ruth Trawick	Douglas
Anne Marshall Tuggle	Eatonton
Gretchen Moore Waldrep	Atlanta
Betty Sue Waldrip	Gainesville
Elinor Louise Watson	Macon

Bachelor of Science

Mary Ann Aiken	Macon
Martha Larry Beck	Bowdon
Martha Alice Davis	Cordele
Margaret Evelyn Gheesling	Camak
Claire Ellen Gwin	Smyrna
Winnifred Louise Harrington	Milledgeville
Mary Jane Hutto	Augusta
Martha N. Kelley	Atlanta
Caroline Isabelle Phillips	Atlanta
Catherine Pope	Griffin
Mayo Florence Watson	Pahokee, Fla.
Mary Helen Wilson	Milledgeville

Bachelor of Science in Business Administration

Ann Benefield	Arabi
Janet Carolyn Brewton	Vidalia
Barbara Louise Burch	Thomson
Eunice Nanette Daniel	Griffin
Barbara Anne Daniell	Marietta
Hermice Tulon Daniell	Marietta
Lurlene Dawson	Cuthbert
Margie Ann Dial	Monroe
Nancy Angeline Goodwin	Monroe
Alice Cortez Greene	Birmingham, Ala.
Jeanne Marolyn Kleber	Decatur
Frances Virginia Lane	Whigham
Helen Claire Leggitt	Unadilla
Esther Jean Lindsey	Marietta
Mildred Jeanette McCamy	Tennga
Sarah Carol Martin	Cuthbert
Vera Audrey Mobley	Blakely
Louise Elizabeth Moore	Nunez
Joy Mullis	Rentz
Carline Annette Perry	Kingsland
Alice Nell Pullen	Brunswick
Sara Purvis	Stapleton
Margaret Josephine Ragsdale	Milledgeville
Sarah Angelina Ridley	Franklin
Elizabeth Ann Robison	Monroe
Elna Irene Rogers	Screven
Mary Alice Small	Gray

Marilynn George Tanner	Parrott
Bettye Barbara Timmons	Florence, S. C.
Frances Margaret Washburn	Macon
Dorothy Louise Wellborn	Talladega, Ala.

Bachelor of Science in Education

Dorothy Myers Anderson	Milledgeville
Esther Pool Adkins	Irwinton
Mary Bargeron	Waynesboro
Frances Powell Binion	Milledgeville
Doris Helton Boling	Atlanta
Gwendolyn Wilson Collier	Milledgeville
Virginia Lucille Cown	Clarkston
Betty Ruth Cox	Milledgeville
Margaret Cox	Lilly
Barbara Jo Davis	Milledgeville
Blanche Gwynn Davis	Culverton
Dora Holland Dunson	Lawrenceville
Thelma Frazier	Milledgeville
Dixie Vivian Grimsley	Colquitt
Joan Harris	Commerce
Myrtle Virginia Hartley	Tennille
Joan Hill Harty	Savannah
Charlotte Adams Hicks	Covington
Ruby Nell Holland	Toombsboro
Jean Jimmerson	Unadilla
Sarah Frances Lewis	Fitzgerald
Autrie Virginia Little	Atlanta
Mildred Williams McCarty	Attapulgus
Claire Lillian McDonald	Moultrie
Barbara Jean Mann	Newnan
Jane Mitchell	East Point
Lonnie Leotus Morrison	Savannah
Helen Newsome	Wrightsville
Frances Helen Pearman	Chula
Elizabeth V. Richardson	Milledgeville
Mary Ruth Stallings	Grantville
Sara Irene Tate	Social Circle
Kemper Peacock Thompson	Cochran
Sarah Margaret Veal	Deepstep
Jean Wallace	Griffin

Bachelor of Science in Home Economics

Bobbie Johnson Anderson	Milledgeville
Marion Eliza Athon	Jasper
Evelyn Grace Austin	Oliver
Mary Jimmie Barlow	Milledgeville
Maxie Jo Barlow	Milledgeville
Sarah Martha Carpenter	Milledgeville
Patricia Carter	Madison
Nina DeLois Culverhouse	Knoxville
Nelle Theresa Dowd	Augusta
Tommy Jean Dowda	Marietta
Mary Nellene Faulk	McRae
Maude Elmo Fields	Grovetown
Jewell Virginia Franks	Hiawassee
Kathleen Frazer	Washington
Clara Mae Hall	Toombsboro
Jeannette Charlotte Hall	Dublin
Barbara Wynell Hambrick	Moultrie
Lynn Virginia Hinesley	Dublin
Vera Ellen Hodges	Oconee
Martha Emily Hotchkiss	Hawkinsville
Anna Martha Hudson	Cairo
Eunice Estelle Hudson	Cairo
Elizabeth Ann Jackson	Camilla
Janice Elizabeth Jordan	Lyons
Ann Thompson Lane	Monticello
Susannah Wesley Lang	Pearson
Margie Louise Lawrence	Greenville
Vera Ann McElhannon	Winder
Doris Lilla Moody	Damascus
Joyce Camilla Nelms	Elberton
Thyrza Janelle Robinson	Sardis
Frances Marcella Sawyer	Cuthbert
Ruby Lucile Stansell	Atlanta
Olive Sue Sumner	Pearson
Martha Lee Syms	Abbeville
Madelyn Jeanette Thigpen	Pavo
Sara Frances Tuttle	Tifton
Amelia Lee Vance	Gainesville
Rebecca Louise Walden	Rome
Evelyn Warren	Jesup
Hilda Eloise Washburn	Macon
Betty Ellen Wells	College Park
Jean Whitmire	Decatur

Bachelor of Science in Music Education

Willa Lois Martin Ellabelle

AUGUST

Bachelor of Arts

Barbara Jo Bostick Atlanta
 Jane Isabel Burch Thomson
 Isabel Charlotte Murphy Swainsboro

Bachelor of Science

Mattie Lee Johns Brunswick
 Irene F. LaMotte Savannah

Bachelor of Science in Business Administration

Ivce Gaulding Adams Concord
 Frances Lanning Hardin Atlanta
 Ruby Jones Lumber City
 Nella Screws Willis Glennville

Bachelor of Science in Education

Sara Kathryn Abbott Cumming
 Patricia Ridley Barnett McRae
 Clyde Brown Burch Eastman
 Elizabeth Ann Callaway Crawford
 Juanita Huff Doster Moultrie
 Hazel Hortman Elliston Butler
 Mrs. W. E. Fitts Rocky Ford
 Edith Fordham Dublin
 Edna Belle Frazier Columbus
 Mrs. Frank Gearreld Franklin
 Mary Sue Grubbs Carnegie
 Mary Louise Jones Lumber City

Sarah Margaret Lancaster	Madison
Mrs. Clyde Chance Lewis	Garfield
Etta Louise Lovett	Luthersville
Lucille Littleton Lynch	Macon
Sadie Arlena Mayo	Fitzgerald
Mrs. Etta Lou Murray	Abbeville
Marie O'Neal	Ailey
Eunice C. Padgett	Smyrna
Anne Smith Parkerson	Cadwell
May LaNelle Perkins	Converse, S. C.
Clara Bradley Porter	Danville
Bessie Wallace Cole Reese	Sparta
Kathryn Louise Rice	Macon
Marie Benson Russell	Griffin
Jeanette Sullivan Shirah	Camilla
Berta Lee Godwin Stewart	Leesburg
Martha Ruth Studdard	Atlanta
Marion Glass Thornton	McDonough
Elsie Walton	Macon
Mrs. Ruby Allen Wells	Buena Vista
Edna Martin Williams	Americus
Mrs. Nellie Lowman Williams	Osierfield
Ella Mae Wommack	Adrian
Martha Grimes Wood	Milledgeville
Lillian Swindell Wren	Savannah
Lois Irene Wyatt	Bowdon

Bachelor of Science in Home Economics

Jane Rockwell Bellows	Washington
Doris Jean Brigham	Girard
Martha Jo Callaway	Bishop
Ida Lou Carr	Chester
Margaret Arnese Daniel	Dexter
Margaret Evelyn Holcomb	Gainesville
Mary Ellen Hosch	Smyrna
Ruth Kent	Lakeland
Louise Signe Parise	Thomasville
Jan Rountree	Egypt
Charlie Curtis Smith	Fitzgerald

REGISTRATION BY COUNTIES, GEORGIA

1948-1949

<i>County</i>	<i>No. of Students</i>	<i>County</i>	<i>No. of Students</i>
Appling	3	DeKalb	25
Bacon	1	Dodge	5
Baker	1	Dooley	6
Baldwin	71	Dougherty	7
Banks	1	Douglas	2
Barrow	8	Early	9
Bartow	10	Effingham	2
Ben Hill	14	Elbert	16
Berrien	2	Emanuel	7
Bibb	22	Evans	3
Brantley	5	Fayette	3
Brooks	1	Floyd	7
Bryan	2	Forsyth	2
Bulloch	11	Franklin	4
Burke	6	Fulton	64
Butts	1	Gilmer	1
Calhoun	12	Glascocock	1
Camden	2	Glynn	17
Candler	3	Gordon	4
Carroll	3	Grady	5
Chatham	11	Greene	5
Chattooga	6	Gwinnett	8
Cherokee	4	Habersham	4
Clarke	2	Hall	10
Clay	3	Hancock	9
Clayton	6	Harris	4
Clinch	4	Hart	3
Cobb	11	Henry	7
Coffee	9	Houston	9
Colquitt	8	Irwin	3
Columbia	7	Jackson	15
Cook	2	Jasper	13
Coweta	4	Jefferson	11
Crawford	3	Jeff Davis	4
Crisp	11	Jenkins	5
Decatur	4	Johnson	8

<i>County</i>	<i>No. of Students</i>	<i>County</i>	<i>No. of Students</i>
Jones	3	Richmond	16
Lamar	4	Rockdale	3
Lanier	2	Schley	3
Laurens	20	Screven	5
Lee	2	Seminole	6
Lincoln	4	Spaulding	10
Long	2	Stephens	4
Lowndes	1	Stewart	1
Lumpkin	1	Sumter	7
McDuffie	13	Talbot	1
McIntosh	1	Taliaferro	3
Macon	1	Tatnall	7
Madison	1	Taylor	6
Marion	3	Telfair	5
Meriwether	4	Terrell	6
Miller	3	Thomas	11
Mitchell	4	Tift	12
Monroe	3	Toombs	7
Montgomery	1	Treutlin	8
Morgan	7	Troup	5
Murray	4	Twiggs	3
Muscogee	9	Upson	15
Newton	19	Walker	5
Oconee	2	Walton	5
Oglethorpe	2	Ware	15
Paulding	1	Warren	4
Peach	6	Washington	21
Pierce	1	Wayne	6
Pike	3	Wheeler	3
Polk	7	White	1
Pulaski	6	Whitfield	10
Putnam	7	Wilkes	14
Rabun	3	Wilkinson	9
Randolph	7	Worth	10

Total Georgia Registration 986

OUT-OF-STATE

Florida	9
Maine	1
Maryland	1
New Jersey	1
New York	1
Tennessee	1
China	1
Germany	2
Korea	2
Puerto Rico	2

Total Out-of-State . . 21

SUMMER SCHOOL, 1948

First term, campus . . .	499
Blakely workshop . . .	81
Second term, campus . .	289

Total 869

Less duplicates . . . 207

Total individuals . . 662

PEABODY LABORATORY SCHOOL
1948-1949

Elementary Division . . .	246
High School Division . .	165

Total 411

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