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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 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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CALENDAR

| 1952 | | | | | | | | | | | | | | 1953 | | | | | | | | | | | | | | |
|-----------------|----|----|----|----|----|----|------------------|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|---|
| JANUARY | | | | | | | JULY | | | | | | | JANUARY | | | | | | | FEBRUARY | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
| | | 1 | 2 | 3 | 4 | 5 | | | 1 | 2 | 3 | 4 | 5 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | |
| FEBRUARY | | | | | | | AUGUST | | | | | | | FEBRUARY | | | | | | | MARCH | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
| | | | | | 1 | 2 | | | | | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 24 | 25 | 26 | 27 | 28 | 29 | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | 29 | 30 | 31 | | | | | |
| | | | | | | | 31 | | | | | | | | | | | | | | | | | | | | | |
| MARCH | | | | | | | SEPTEMBER | | | | | | | MARCH | | | | | | | APRIL | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
| | | | | | | 1 | | | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | | | | | 29 | 30 | 31 | | | | | 29 | 30 | 31 | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| APRIL | | | | | | | OCTOBER | | | | | | | APRIL | | | | | | | MAY | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
| | | | 1 | 2 | 3 | 4 | 5 | | | | 1 | 2 | 3 | 4 | | | | 1 | 2 | 3 | 4 | | | | 1 | 2 | 3 | 4 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 27 | 28 | 29 | 30 | | | | 26 | 27 | 28 | 29 | 30 | 31 | 26 | 27 | 28 | 29 | 30 | 26 | 27 | 28 | 29 | 30 | 26 | 27 | 28 | 29 | 30 | |
| MAY | | | | | | | NOVEMBER | | | | | | | MAY | | | | | | | JUNE | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
| | | | | 1 | 2 | 3 | | | | | | 1 | | | | | | 1 | 2 | | | | | | 1 | 2 | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | | | 30 | | | | | | | 31 | | | | | | | 31 | | | | | | | |
| JUNE | | | | | | | DECEMBER | | | | | | | JUNE | | | | | | | JULY | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 29 | 30 | | | | | | 28 | 29 | 30 | 31 | | | | 28 | 29 | 30 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | | |

COLLEGE CALENDAR

1952-1953

Fall Quarter

| | | |
|-----------|------------|--|
| September | 17 | Faculty meeting, 4 p.m. |
| | 17 | Arrival of new students |
| | 17-20 | Orientation and registration of new students |
| | 18 | Arrival of upperclassmen |
| | 19 | Registration of sophomores, 3 p.m.—5 p.m. |
| | 20 | Registration of juniors and seniors, 8:30— 11:30 a.m. |
| | 22 | Classes convene, 8:30 a.m. |
| | 22 | Formal convocation, 10:30 a.m. |
| | 27 | Last day to register for full credit |
| October | 31 | Mid-quarter reports for all students |
| November | 26 | Thanksgiving holidays begin at 1 p.m. |
| | 30 | Thanksgiving holidays end at 11 p.m. |
| December | 17, 18, 19 | Fall quarter examinations |
| | 19 | Christmas holidays begin at 1 p.m. |

Winter Quarter

| | | |
|----------|------------|--------------------------------------|
| January | 1 | Christmas holidays end at 11 p.m. |
| January | 2 | Registration of new students |
| | 2 | Classes resumed |
| | 9 | Last day to register for full credit |
| February | 6 | Mid-quarter reports for all students |
| March | 17, 18, 19 | Winter quarter examinations |
| | 19 | Spring holidays begin at 1 p.m. |

Spring Quarter

| | | |
|-------|------------|--------------------------------------|
| March | 23 | Spring holidays end at 11 p.m. |
| | 23 | Registration of new students |
| | 24 | Classes resumed |
| | 31 | Last day to register for full credit |
| April | 24 | Mid-quarter reports for all students |
| May | 27, 28, 29 | Spring quarter examinations |
| | 31 | Baccalaureate services |
| June | 1 | Commencement |

SUMMER SESSION, 1953

FIRST TERM: June 4 - July 10

SECOND TERM: July 13 - August 21

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 | Frances Ross Hicks <i>Dean of Women</i> |
| Admissions, records, transcripts and catalogues | Travis E. Smith <i>Registrar</i> |
| Expenses, refunds, loan funds, and other business matters | Joseph H. Dewberry <i>Comptroller</i> |
| Student aid | Iva Chandler <i>Director</i> |
| Alumnae affairs | Sara Bethel <i>Alumnae Secretary</i> |
| Extension and Correspondence courses | Travis E. Smith <i>Sub-Director</i> <i>Division of</i> <i>General Extension</i> |

GEORGIA STATE COLLEGE FOR WOMEN

MILLEDGEVILLE, GEORGIA

THE UNIVERSITY SYSTEM OF GEORGIA
BOARD OF REGENTS

HARMON WHITE CALDWELL
Chancellor

HENRY KING STANFORD
Assistant Chancellor

- FRANK D. FOLEY, Columbus, State-at-Large
April 11, 1951 -
- MRS. WILLIAM T. HEALEY, Atlanta, State-at-Large
January 18, 1950 - January 1, 1953
- JOHN J. McDONOUGH, Rome, State-at-Large
January 1, 1950 - January 1, 1957
- FRANK M. SPRATLIN, Atlanta, State-at-Large
January 1, 1946 - January 1, 1953
- CAREY WILLIAMS, Greensboro, State-at-Large
January 10, 1949 - January 1, 1955
- JAMES PETERSON, Soperton, First District
January 10, 1949 - January 1, 1955
- H. L. WINGATE, Macon, Second District
January 1, 1947 - January 1, 1954
- CASON J. CALLAWAY, Hamilton, Third District
January 1, 1951 - January 1, 1958
- ROBERT O. ARNOLD,* Covington, Fourth District
January 10, 1949 - January 1, 1956
- RUTHERFORD L. ELLIS, Atlanta, Fifth District
January 1, 1947 - January 1, 1954
- CHARLES J. BLOCH, Macon, Sixth District
January 7, 1950 - January 1, 1957
- C. L. MOSS, Calhoun, Seventh District
January 1, 1952 - January 1, 1957
- FRANCIS STUBBS, SR., Douglas, Eighth District
January 12, 1950 - January 1, 1957
- EDGAR DUNLAP, SR., Gainesville, Ninth District
January 1, 1952 - January 1, 1957
- ROY HARRIS, Augusta, Tenth District
January 1, 1951 - January 1, 1958
- L. R. SIEBERT, *Executive Secretary*
- JAMES A. BLISSIT, *Treasurer*

*Chairman.

GEORGIA STATE COLLEGE FOR WOMEN

THE ADMINISTRATION

HARMON WHITE CALDWELL, A.B., LL.B., LL.D.
Chancellor of the University System of Georgia

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

DONALD H. MACMAHON, A.B., M.A., PH.D.
Dean of Instruction

FRANCES ROSS HICKS, A.B., M.A., PH.D.
Dean of Women

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

JOSEPH HUBERT DEWBERRY, B.S.
Comptroller

THE FACULTY

GUY HERBERT WELLS, *President*

A.B. (Mercer University), M.A. (Columbia), LL.D. (Mercer University)

DONALD HUTCHINS MACMAHON, *Dean of Instruction; Professor of English*

A.B. (University of Michigan), M.A. (Harvard University), Ph.D. (Cornell University)

MARGARET ABERCROMBIE, *Assistant Professor of Education in Laboratory School*

B.S. (University of Georgia), M.A. (Columbia University)

GERTRUDE U. ALLEN, *Associate Professor of Piano*

Graduate (New England Conservatory of Music), B.Mus. (Boston University), M.A. (Columbia University)

LOLITA ANTHONY, *Assistant Professor of Education in Laboratory School*

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

BETTY EMILY BARTLETT, *Instructor in Education in Laboratory School*

A.B. (Georgia State College for Women)

BARBARA PAGE BEISWANGER, *Associate Professor of Physical Education*

B.S. (University of Oregon), M.A. (Ohio Wesleyan University), Ph.D. (New York University)

GEORGE W. BEISWANGER, *Chairman of the Division of Fine Arts; Professor of Philosophy and Humanities*

A.B. (Carthage College), B.D. (Hanna Divinity School, Ohio), M.A., Ph.D. (State University of Iowa)

EURI BELLE BOLTON, *Professor of Psychology*

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

JAMES C. BONNER, *Chairman of Research and Graduate Study; Professor of History.*

A.B.J., M.A. (University of Georgia), Ph.D. (University of North Carolina)

HARRY M. BRADLEY, *Director of Peabody Laboratory School; Associate Professor of Education.*

B.S. (California (Pa.) State Teachers' College), M.Ed. (University of Pittsburgh)

- MARY BACON BROOKS, *Associate Professor of Education; Director of Placement*
B.S. (Georgia State College for Women), M.A. (University of North Carolina)
- AGNES B. BROWDER, *Assistant Professor of Library Science; Loan Librarian*
A.B. (Georgia State College for Women), B.S. in L.S. (Peabody College), M.A. in L.S. (University of Michigan)
- ELSIE HAZEL CALHOUN,* *Assistant Professor of Education in Laboratory School*
B.S. (State Teachers College, Radford, Va.), M.A. (Peabody College)
- GRACE STEVENSON CHAPIN, *Assistant Professor of Physical Education*
B.S., M.S. (University of Tennessee)
- J. WILSON COMER, *Associate Professor of Home Economics Education*
B.S. (University of Georgia), M.S. (University of Tennessee)
- BERNICE L. COOPER, *Instructor in Education in Laboratory School*
B.S. (University of Georgia)
- MATSU W. CRAWFORD, *Acting Instructor in Education in Laboratory School*
A.B. (Winthrop College)
- ROBIN ALLEN CRUCE, *Assistant Professor of Music*
A.B. (Hendrix College), M.M. (University of Michigan)
- JAY DAVIS, *Instructor in Physical Education*
B.S. (Woman's College, University of North Carolina)
- EDWARD DAWSON, *Professor of English*
A.B., M.A., Ph.D. (Vanderbilt University)
- FERN ELLISON DORRIS, *Assistant Professor of Geography*
B.S., M.A. (Peabody College)
- RUTH MCPHERSON DOTY, *Instructor in Education in Laboratory School*
A.B. (Grenada College), M.A. (Peabody College)
- MANLY A. EAKINS, *Associate Professor of Economics and Social Science*
B.S. (Furman University), M.A. (University of North Carolina)

*Leave of absence, Fall, 1951

- MILDRED ENGLISH,* *Professor of Education*
B.S., M.A. (Peabody College), D.Ed. (Columbia University)
- SELMA S. ERWIN, *Instructor in Education in Laboratory School*
B.S. (Georgia State College for Women)
- PATRICIA ANN EWING, *Assistant Professor of Business Administration*
B.S. (Georgia State College for Women), M.A. (Columbia University)
- ELIZABETH GRIEVE FERGUSON, *Assistant Professor of Library Science; Reference Librarian*
A.B. (Randolph-Macon Woman's College), M.A. (George Washington University),
A.B. in L.S. (University of North Carolina)
- CAROLYN MOATE FLEMING, *Instructor in Education in Laboratory School*
A.B. (Wesleyan College), Diploma in Speech (Wesleyan Conservatory)
- DAGNALL FRANK FOLGER, *Chairman of the Division of Teacher Education; Professor of Education*
B.S. (Clemson College), M.A. (Vanderbilt University), Ph.D. (Yale University)
- DONALD COLDWELL FULLER, *Chairman of the Division of Business Administration; Professor of Business Administration*
B.S., M.A. (Boston University), D.Ed. (Harvard University)
- INEZ M. GARNER, *Instructor in Education in Laboratory School*
B.S. (Georgia State College for Women), M.A. (Mercer)
- GLADYS ARTMAN GILBERT, *Associate Professor of Home Economics*
B.S.H.E., M.Ed. (University of Georgia)
- ALBERTA GOFF, *Assistant Professor of Music*
B.S. (University of Cincinnati), M.A., (Peabody College)
- JOHN GORE, *Assistant Professor of Speech*
A.B. (Wayne University), M.A. (University of Denver)
- HELEN IONE GREENE, *Associate Professor of History and Social Science*
A.B. (Georgia State College for Women), M.A. (Emory University), Ph.D. (University of Chicago)
- HARRIET SHEDDAN HARLAN, *Instructor in Education in Laboratory School*
B.S. (Peabody College)
- FRANCES ROSS HICKS, *Dean of Women; Director of Personnel Service; Professor of Psychology*
A.B. (Sterling College), M.A. (University of Colorado), Ph.D. (Peabody College)

*Leave of absence, 1951-52.

- C. ADDIE HILL, *Instructor in Education in Laboratory School*
B.S., M.A. (Sam Houston State Teachers College)
- KATHERINE HOLTZCLAW,* *Chairman of the Division of Home Economics; Professor of Home Economics*
B.S., M.A., (Peabody College), Ph.D. (New York University)
- NAN W. INGRAM, *Director of Nursery School; Associate Professor of Education and Home Economics*
B.S. (Columbia University), M.A. (Peabody College)
- MARY JOYCE BANKS IRELAND, *Assistant Professor of Health*
B.S. (Georgia State College for Women), M.A. (Peabody College)
- ROSALINE IVEY, *Associate Professor of Home Economics*
B.S. (North Texas State Teachers College), M.A. (Peabody College)
- MAGGIE JENKINS, *Associate Professor of Music*
B.S. (Georgia State College for Women), M.A. (Columbia University)
- NEVA GEORGE JONES, *Associate Professor of Home Economics*
B.S. (Georgia State College for Women), M.S. (University of Georgia)
- WILLENE BARTON JONES, *Instructor in Business Administration*
B.S. (University of Kentucky)
- BETTIE C. KEEL,** *Instructor in Education in Laboratory School*
B.S. (Georgia State College for Women)
- CLYDE E. KEELER, *Professor of Biology*
B.S., M.S. (Denison University), M.A., Sc.D. (Harvard University)
- GUSSIE TABB KING, *Assistant Professor of Home Economics*
B.S. (Georgia State College for Women), M.A. (Columbia University)
- SARAH HATHCOCK LLOYD, *Assistant Professor of Library Science; Catalogue Librarian*
A.B. (University of South Carolina), A.B. in L.S. (Emory University)
- ARTIE BELLE LOWE, *Assistant Professor of Education in Laboratory School*
B.S. (Georgia State College for Women), M.S. (University of Georgia)
- CECILIA BASON MCKNIGHT, *Associate Professor of Education*
A.B. (Flora McDonald College), M.A., Ph.D. (Columbia University)

*Leave of absence, 1950-52.

**Fall, 1951.

GERTRUDE BRADLEY MANCHESTER, *Professor of Physical Education*
A.B. (University of Oregon), M.A. (University of Wisconsin), Ph.D. (New York University)

SALVATORE C. MANGIAFICO, *Professor of Modern Languages*
B.S., M.A. (Columbia University)

CHARLOTTE E. MANKEY, *Associate Professor of Retailing*
B.S. (Carnegie Institute of Technology), M.S. in Retailing (New York University)

HERBERT N. MASSEY, *Associate Professor of Sociology*
A.B. (Mercer University), M.A. (University of Chicago)

WALTER B. MATHEWS,* *Instructor in Education in Laboratory School*
B.S. (Georgia State College for Women)

MARY THOMAS MAXWELL, *Associate Professor of English*
A.B. (Wesleyan College), M.A. (Columbia University)

SARAH ELIZABETH MAYES, *Acting Chairman of the Division of Home Economics; Professor of Home Economics*
Diploma (Georgia State College for Women), B.S., M.S. (University of Georgia)

RUTH MAYNARD, *Associate Professor of Home Economics*
B.S., M.S. (University of Georgia)

MARGARET INMAN MEADERS, *Director of Public Relations; Assistant Professor of English*
A.B. (Georgia State College for Women), A.B.J. (University of Georgia), M.A. (University of Wisconsin)

JOHN WILLIAM MORGAN, *Chairman of the Division of Social Sciences; Professor of Social Science and Sociology*
A.B. (Mercer University), M.A. (University of Georgia), Ph.D. (Columbia University)

LOUISE HATCHER NELSON, *Assistant Professor of Mathematics*
A.B. (Georgia State College for Women), M.A. (University of Georgia)

SARA LOUISE NELSON, *Professor of Mathematics*
B.S. (Georgia State College for Women), M.S., Ph.D. (Cornell University)

MAX NOAH, *Professor of Music*
A.B. (Iowa State Teachers College), M.A. (Columbia University)

*Leave of Absence, 1951-52.

MAMIE PADGETT, *Professor of Art*

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

EMILY HALL REYNOLDS, *Instructor in Education in Laboratory School*

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

WALTER S. RUSSELL, JR., *Instructor in Piano*

B.S. (University of Alabama), M.A. (Peabody College)

VIRGINIA SATTERFIELD, *Librarian; Professor of Library Science*

B.S. (Peabody College), B.S. in L.S., M.S. in L.S. (Columbia University)

KATHERINE KIRKWOOD SCOTT, *Associate Professor of English*

B.S., M.A. (Columbia University)

ANN S. SMITH, *Associate Professor of Home Economics*

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

GLYNISE SMITH, *Assistant Professor of Physical Education*

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

HALLIE CLAIRE SMITH, *Associate Professor of English*

A.B. (LaGrange College), M.A. (Emory University)

SARAH BIGHAM SMITH, *Assistant Professor of Education in Laboratory School*

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

TRAVIS EDWIN SMITH, *Registrar; Professor of Education*

A.B., M.A. (Mercer University), Ph.D. (Peabody College)

FLORENCE H. SONGER, *Instructor in Education in Laboratory School*

A.B. (Georgia State College for Women)

JOSEPH F. SPECHT, *Associate Professor of Business Administration*

B.S., M.S. (North Texas State College)

JAMES STOKES, *Chairman of the Division of the Natural Sciences and Mathematics; Professor of Biology*

B.S. (University of Georgia), M.S. (University of Wisconsin), Ph.D. (University of Chicago)

LOUISE MCDANIEL STOKES, *Principal of High School; Assistant Professor of Education in Laboratory School*

B.S. (Georgia State College for Women), M.A. (University of North Carolina)

SHIRLEY WILLSON STRICKLAND,* *Assistant Professor of Social Science*

A.B. (Randolph-Macon Woman's College), M.A. (University of Pennsylvania)

BLANCHE TAIT, *Associate Professor of Biology*

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

JESSIE TRAWICK, *Associate Professor of Chemistry*

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

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*

A.B. (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; Professor of English*

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

LILLIAN EDNA WEST, *Associate Professor of Speech*

A.B. (Bessie Tift College), M.A. (Columbia University), Ph.D. (University of Wisconsin)

JANE F. WHITE, *Assistant Professor of Business Education in Laboratory School*

B.S. (Central College), M.B.A. (University of Denver)

RICHARD E. WILLIAMS,** *Assistant Professor of Art*

A.B. (Carnegie Institute of Technology)

KATHLEEN WILKINSON WOOTEN, *Professor of Health*

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

THE FACULTY EMERITUS

ETHEL A. ADAMS, *Dean of Women Emeritus; Associate Professor Emeritus of English*

B.S. (Piedmont College), M.A. (Columbia University)

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

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

*Leave of absence, 1951-52.

**Leave of absence, 1950-52.

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)

NELLIE WOMMACK HINES, *Emeritus in Public Relations and Music Diploma* (Georgia State College for Women)

AMANDA JOHNSON, *Professor Emeritus of History*

A.B., M.A. (University of Minnesota), Ph.D. (University of Chicago)

LUTHER CAMPBELL LINDSLEY, *Professor Emeritus of Chemistry*

A.B. (William and Mary College), Ph.D. (Cornell University)

CLARA E. MORRIS, *Assistant Professor Emeritus of Home Economics*

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

ALICE NAPIER, *Professor Emeritus of Mathematics*

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

MABEL T. ROGERS, *Associate Professor Emeritus of Physics*

Ph.B. (Alfred University), M.A. (Columbia University)

EDWIN HOBART SCOTT, *Professor Emeritus of Biology*

B.S. (Massachusetts Agricultural College), A.B. (Boston University), M.S. (Dartmouth), Sc.D. (University of Georgia)

HOY TAYLOR, *Dean Emeritus; Professor Emeritus of Social Science*

A.B. (Duke University), M.A. (Columbia University), Ph.D. (Peabody College)

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 |
| Agnes B. Browder, M.A. in L.S. | Loan Librarian |
| Elizabeth Grieve Ferguson, M.A. | Reference Librarian |
| Sarah Hathcock Lloyd, A.B. in L.S. | Catalogue Librarian |
| Catherine Gangwer, A.B. | General Assistant |

THE NURSERY SCHOOL STAFF

| | |
|---------------------|----------------------------|
| Nan W. Ingram, M.A. | Director of Nursery School |
| Claudia R. Burrus | Associate |

THE PEABODY LABORATORY SCHOOL FACULTY

| | |
|-------------------------|---------------------------------|
| Harry M. Bradley, M.Ed. | <i>Director</i> |
| Louise Stokes, M.A. | <i>Principal of High School</i> |
| Elise Riley, B.S. | <i>Secretary</i> |

ELEMENTARY SCHOOL

| | |
|----------------------------|--|
| Lolita Anthony, M.A. | <i>First Grade Supervisor</i> |
| Charlotte Ann Bell, B.F.A. | <i>Piano</i> |
| Elsie Hazel Calhoun,* M.A. | <i>Fourth Grade Supervisor</i> |
| Bernice Cooper, B.S. | <i>Fifth Grade Supervisor</i> |
| Matsu W. Crawford, A.B. | <i>Sixth Grade Supervisor</i> |
| Ruth McPherson Doty, M.A. | <i>Second Grade Supervisor</i> |
| Selma S. Erwin, B.S. | <i>Third Grade Supervisor</i> |
| Carolyn Fleming, A.B. | <i>Seventh Grade Supervisor</i> |
| Inez Garner, M.A. | <i>Second and Third Grade Supervisor</i> |
| Addie Hill, M.A. | <i>Fifth Grade Supervisor</i> |
| Harriet Harlan, B.S. | <i>Kindergarten Supervisor</i> |
| Bettye Keel,** B.S. | <i>Fourth Grade Supervisor</i> |
| Walter B. Mathews,*** B.S. | <i>Fifth Grade Supervisor</i> |

HIGH SCHOOL

| | |
|----------------------------|--|
| Margaret Abercrombie, M.A. | <i>Home Economics Supervisor</i> |
| Betty Emily Bartlett, A.B. | <i>Library and English Supervisor</i> |
| Alberta Goff, M.A. | <i>Music Supervisor</i> |
| Artie Belle Lowe, M.S. | <i>Science and Social Science Supervisor</i> |
| Mary Thomas Maxwell, M.A. | <i>American Culture and English Supervisor</i> |
| Louise Nelson, M.A. | <i>Mathematics Supervisor</i> |
| Emily Hall Reynolds, M.A. | <i>Language Supervisor</i> |
| Glynise Smith, M.A. | <i>Physical Education Supervisor</i> |
| Sara Bigham Smith, M.A. | <i>Science and Social Science Supervisor</i> |
| Florence Songer, A.B. | <i>World Culture Supervisor</i> |
| Louise M. Stokes, M.A. | <i>Mathematics Supervisor</i> |
| Gloria Vicedomini, M.A. | <i>Language Supervisor</i> |
| Jane White, M.B.A. | <i>Business Education Supervisor</i> |

*Leave of absence, Fall 1951.

**Fall 1951.

***Leave of absence, 1951-52.

THE HEALTH SERVICE

| | |
|---------------------------------|--------------------------|
| Howard R. Cary, M.D..... | <i>College Physician</i> |
| Myrtle Hall Moore, R.N..... | <i>Head Nurse</i> |
| Winnie Boyer Thompson, R.N..... | <i>Nurse</i> |
| Jessie May Freeman..... | <i>Nurse</i> |

HEADS OF RESIDENCE

| | |
|------------------------------|---------------------|
| Orion Bowden, A.B..... | <i>Bell Hall</i> |
| Martha Hill Jennings..... | <i>Ennis Hall</i> |
| Lutie Neese..... | <i>Sanford Hall</i> |
| Byrdie O'Callaghan, A.B..... | <i>Beeson Hall</i> |
| Iva Chandler, M.A..... | <i>Terrell Hall</i> |

VOLUNTARY RELIGIOUS ACTIVITIES

| | |
|------------------------|----------------------------|
| Olive Boline, A.B..... | <i>Secretary in Charge</i> |
|------------------------|----------------------------|

PERSONNEL

| | |
|-------------------------------|--------------------------------------|
| Frances Ross Hicks, Ph.D..... | <i>Director of Personnel Service</i> |
|-------------------------------|--------------------------------------|

PUBLIC RELATIONS

| | |
|----------------------------------|-------------------------------------|
| Margaret Inman Meaders, M.A..... | <i>Director of Public Relations</i> |
|----------------------------------|-------------------------------------|

PLACEMENT OFFICE

| | |
|-----------------------------|------------------------------|
| Mary Bacon Brooks, M.A..... | <i>Director of Placement</i> |
|-----------------------------|------------------------------|

DIVISION OF GENERAL EXTENSION

| | |
|-------------------------------|---------------------|
| Travis Edwin Smith, Ph.D..... | <i>Sub-Director</i> |
|-------------------------------|---------------------|

VISUAL AIDS

| | |
|---------------------|-----------------|
| John Gore, M.A..... | <i>Director</i> |
|---------------------|-----------------|

SECRETARIES

| | |
|--------------------|-----------------------------------|
| Mary Burns, A.B. | <i>Secretary to President</i> |
| Louise Pursley | <i>Secretary to Dean</i> |
| Ikella Odom, B.S. | <i>Secretary to Registrar</i> |
| Bertha Holt | <i>Secretary to Dean of Women</i> |
| Iva Chandler, M.A. | <i>Supervisor of Student Aid</i> |

THE BUSINESS OFFICE

| | |
|------------------------|---------------------------------|
| J. H. Dewberry, B.S. | <i>Comptroller</i> |
| Katherine Weaver, A.B. | <i>Assistant Treasurer</i> |
| Betty Hardegree | <i>Cashier and Bookkeeper</i> |
| Patricia Holmes | <i>Secretary and Bookkeeper</i> |

FOOD SERVICE

| | |
|------------------------|----------------------------|
| Irene M. Dupree | <i>Head Dietitian</i> |
| Annabel Dockins | <i>Assistant Dietitian</i> |
| Gussie Tabb King, M.A. | <i>Cafeteria Dietitian</i> |

STUDENT UNION

| | |
|--------------------|----------------|
| Willie W. Giddings | <i>Manager</i> |
|--------------------|----------------|

LAUNDRY

| | |
|----------------|----------------|
| Henry S. Lloyd | <i>Manager</i> |
|----------------|----------------|

HOME-MAKING EDUCATION

| | |
|--------------------------|--|
| Mary Beth B. Lewis, M.S. | <i>Assistant Supervisor of Home-Making Education</i> |
| Louise Martin | <i>Secretary</i> |

ALUMNAE OFFICE

Sara Bethel, B.S. '39..... *Executive Secretary*

OFFICERS OF THE ALUMNAE ASSOCIATION

- President:* Nina Wiley, '43, 1230 Fairview Road, N.E., Atlanta.
- First Vice-President:* Patsy Malcom (Mrs. W. E. Jr.) Scott, '43, 134 Maxwell Street, Decatur.
- Second Vice-President:* Jane Melton, '41, Lanier Boulevard, Atlanta.
- Secretary:* Katherine Weaver, '29, Milledgeville.
- Treasurer:* Darien Ellis (Mrs. Bruce) Thrasher, '42, Napier Avenue, Macon.
- First District Vice-President:* Dorothy Hendrix (Mrs. Doyle) Mullis, '32, 309 East 58th Street, Savannah.
- Second District Vice-President:* Ruth Spence (Mrs. H. L.) Wingate, '14, Pelham.
- Third District Vice-President:* Janet Fowler (Mrs. R. D.) Horne, '46, Cordele.
- Fourth District Vice-President:* Lorine Teaver (Mrs. Raymond) Smith, '27, LaGrange.
- Fifth District Vice-President:* Hoyle Skinner (Mrs. Wilbe) Wilson, '12, 18 Park Lane, N.E., Atlanta.
- Sixth District Vice-President:* Olivia Starr, '49, 887 Cherry Street, Macon.
- Seventh District Vice-President:* Marguerite Gaines (Mrs. Luke) Pettit, '24, 633 West Avenue, Cartersville.
- Eighth District Vice-President:* Vilda Shuman, '36, 601 Laurel Street, Waycross.
- Ninth District Vice-President:* Lucy Hale (Mrs. H. H.) Lancaster, '24, Box 234, Gainesville.
- Tenth District Vice-President:* Isabelle Allen (Mrs. J. P.) Hatchell, '37, Madison.

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 was 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 considered seriously 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 a 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 increasing 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 her 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 GSCW. 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. Having thoughtfully considered its function in the educational system of Georgia, the College, 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 amphi-theatre, 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. Two clubhouses are 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 Public Relations. 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 and the student publications. 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.

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 lunch-room.

Arts Hall, facing the main entrance to the campus, 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, situated 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 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 treatment of minor or chronic conditions or for consultation with the college physician.

In case of serious illness or accident, parents are notified by telegram or telephone message. In case of 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.

The Alumnae House, formerly Mansion Annex, has been remodeled and is now headquarters for the Alumnae Association. Alumnae who are visiting on the campus are housed there, as are official college visitors and conference delegates. Rooms may also be had in the Alumnae House at reasonable rates for friends and relatives of students.

Mayfair Hall is a wooden building on the corner of Clarke and Hancock Streets. It houses the Institute of Languages and Foreign Service.

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.

The Greene Street Home Management Residence, located in Nesbit Woods and completed early in 1948, is a model urban home, making possible opportunities for home economics students to apply theory to realistic situations.

The Georgia House is the new rural home-management house located at the edge of Nesbit Woods. Incorporating the most modern ideas in rural homes as brought to light in recent national surveys, the Georgia House is a two-story frame structure housing eight home economic majors and a director. Adjacent to the house are a poultry unit, a vegetable garden, a barn, and a pasture. The Georgia House was the third rural home-management house to be built in the entire nation.

Parkhurst Hall, located in Nesbit Woods and completed in the summer of 1949, is a faculty apartment house consisting of twelve family-sized apartments, four efficiency apartments, and three single rooms.

The Nursery School is located near Peabody Elementary School. It is used jointly by the Divisions of Teacher 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, adjacent lounges for day students and faculty, and the student post office. All mail is delivered through the 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 was made possible through the interest and generosity of the late Judge S. Price Gilbert.

Camp Ray, the GSCW 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 the late 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.

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.

VISUAL-AIDS SERVICE

A visual-aids studio and small auditorium are housed on the ground floor of the Porter Fine Arts Building. A faculty director and a staff of student-assistants employ modern visual- and audio-aids equipment to supplement the work of any course in the entire curriculum which can be so supplemented. The department also furnishes photographic service to the Department of Public Relations, the college publications committee, and the student publications.

THE INSTITUTE OF LANGUAGES AND FOREIGN SERVICE

Under the supervision of a capable director, the Institute of Languages and Foreign Service conducts a continuous program designed for foreign students wishing to improve their English, foreign teachers of English, American teachers of Spanish, special language students, and students desiring special training for foreign service. Both men and women are admitted to the Institute which has its headquarters in Mayfair Hall.

THE LIBRARY

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 55,000 books, 20,000 documents and other pamphlets, and several hundred phonograph records, slides, and pictures. The subscription list to periodicals includes 272 magazines and newspapers. About 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 a portion of the audio-visual equipment and collections are found. Faculty and stu-

dents have access at all times to the record player and recordings, the projector and slides, the Recordak and films, and more recently to the Micro Library Reader and books on cards. Many prints and pictures are also 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.

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 in 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 GSCW may 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 SERVICE

ACADEMIC COUNSELING

Freshman: The College recognizes the abrupt break between home and high school life 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.

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, further 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 become 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 T. E. Smith, Sub-Director, Georgia State College for Women, Milledgeville.

INFORMATION CONCERNING ADMISSION AND EXPENSES

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 required 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 fewer 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 100 quarter hours of work done in a junior college.

EXPENSES

The Georgia State College for Women is a state-supported institution and no tuition charges are made for residents of Georgia. There are a matriculation fee which includes library service and laboratory fees, a health service fee for general medical and hospital care, and 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. Residence halls are grouped into the following classifications.

GROUP I

This group includes the third floors of Atkinson and Sanford and son, the first, second, and third floors of Ennis, Bell Hall and Annex, the fourth floor of Ennis.

GROUP II

This group includes Beeson, the first and second floors of Atkinson and second floors of Sanford 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 | 4.00 | 4.00 | 4.00 | 4.00 |
| 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..... | \$190.50 | \$195.00 | \$290.50 | \$295.00 |

EXTRA SERVICES

| | |
|--|---------|
| Graduation fee (paid in quarter of graduation)..... | \$10.00 |
| Private instruction in piano, organ, violin, voice or speech, two lessons a week, each quarter..... | 30.00 |
| Special charge for class instruction in voice, each quarter | 15.00 |

The cost of books and school supplies will vary from \$10 to \$15 a quarter.

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

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 twenty-one, 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 twenty-one, 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.

FEEES FOR SPECIAL STUDENTS AND AUDITORS

Special students who are permitted to register for fewer than twelve hours must pay a matriculation fee of \$3.75 per quarter hour. These students will use a special registration form, will have no class designation, and may not share in the general services of the college without payment of the appropriate additional fees.

The above classification includes the following types of students:

1. Local students taking fewer than twelve hours in regular residence classes whether for credit or non-credit.
2. Students registered in Saturday or evening classes on the campus.

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 per cent of the matriculation fees paid; a student who formally withdraws within the period of the second week will receive a refund of 60 per cent; a student who formally withdraws during the period of the third week will receive a refund of 40 per cent; a student who formally withdraws during the period of the fourth week will receive a refund of 20 per cent. 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

TRUST FUNDS

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

GSCW 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 GSCW ALUMNAE LOAN FUND

This fund was contributed in 1941 by the Atlanta Club of GSCW 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 GSCW, 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 GSCW 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 GSCW and the other half at the University of Georgia. The loans are administered by the First National Bank of Atlanta.

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 GSCW. 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 students who need financial assistance in order to attend GSCW. Preference is given to students of Pulaski County first and Macon County second; however, students from any other 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 one-fourth of which is to be used for loans to students at GSCW. Loans are made through the loan committee of the College.

MOREL FUND

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.

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 students of this state. The fund is administered by the loan committee of the College.

SYLVESTER MUMFORD MEMORIAL FUND

In the will of the late Goertner E. Mumford Parkhurst, of Washington, D. C., GSCW was one of the residuary legatees. The fund amounts to approximately \$200,000. The earnings are to be used to educate students 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.

THOMASTON MILLS LOAN FUND

This fund was established by Community Enterprises, Incorporated, of Thomaston, Georgia, and is used for loans to worthy students in the junior and senior years to enable them to complete their education. The fund is administered by the loan committee of the College.

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. This work is reserved for those who have good high school records, who continue to maintain satisfactory records in college, and who are capable of performing the work involved.

COMMUNITY LIFE

The GSCW campus is 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 individual interests and abilities.

GSCW is a residential college. Living conditions in the houses are designed to 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 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 trains 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.

The *Student Council* has vested in it 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; and handles cases of academic dishonesty through a program of rehabilitation.

The *Board of House Presidents* assumes leadership in planning constructive programs for dormitory residents; considers the operation of the various House Councils to maintain uniformity of procedure; and 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 fellow-students. 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 directed toward helping the inexperienced student to adjust to the best interests of the college community. The Georgia State College for Women 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, nightly worship services in the residence houses, and other 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 enjoy 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, a student must be in the highest seven per cent of her class.

THE DEAN'S LIST

A student taking not fewer than 15 hours and making an average of 2.2 quality points on any 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 with a program of 10 hours.

PHI SIGMA

Freshmen who have carried a full academic program (15 hours) 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

CGA awards quarterly custodianship of a gold loving cup to the freshman residence hall with the highest general average for each preceding quarter.

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.

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

IRC, 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 is made by the faculty 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

GSCW 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 broadening experience in college-church relations.

ALUMNAE ASSOCIATION

The Alumnae Association of GSCW 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 House, where she maintains records of the graduates, supervises alumnae activities, directs observance of Charter 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 the second GSCW president. The Association also had much to do with the successful restoration of the Mansion.

PUBLICATIONS

Three of the publications are student sponsored. They give both journalistic and creative experience.

The *Spectrum*, the yearbook, is an annual pictorial record of student life.

The *Colonnade* is a bi-weekly student newspaper.

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 friends.

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 social events 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 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 and artists on a weekly 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 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. The Choir goes on an annual out-of-state tour and on many concert trips 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, 1950-51

The Honorable Herman Talmadge, *Governor of Georgia*

T. V. Smith, Ph.D., Litt.D., *Professor of Citizenship and Philosophy,*
Syracuse University

College Theatre: *Hay Fever*

Joseph Battista, *Pianist*

Zvetan Litov, *National Committee for a Free Europe*

Marquis Childs, *Newspaper Columnist and Lecturer*

O. W. Warmingham, D.D., *American Youth Foundation*

Pierette Alaric and Leopold Simoneau, *Vocal Duo*

Allan Tarshish, *Rabbi, Charleston, South Carolina*

College Theatre: *Right You Are If You Think You Are*

A Cappella Choir: *The Messiah*

Austrian Good Will Players, *Musicians, Vienna*

William H. Kilpatrick, Ph.D., LL.D., Litt.D., *Professor Emeritus,*
Columbia University

John Jacob Niles, *Folk Singer*

College Theatre: *Cheaper by the Dozen*

Baltimore Symphony Orchestra

Alvin C. Goodard, *Educational Liaison Representative, United*
Nations

College Production: *Pirates of Penzance*

Frank H. Caldwell, Ph.D., D.D., *President, Louisville Presbyterian*
Seminary

Pierce Harris, D.D., *Minister, First Methodist Church, Atlanta*

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.

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 head of residence of her dormitory. Upon leaving college at the end of the quarter or upon taking trips away from the campus, the student must leave town according to the schedule approved by her head of residence.

VISITING

With special permission from parents, students will be permitted to go home or to visit elsewhere for a generous number of week ends. (See *Student Handbook* for details.)

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.

VISITORS TO DORMITORY ROOMS

Students are not allowed to receive visitors in their rooms except by special permission of the heads of residence. 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 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 given by the GSCW 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 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 should attend regularly and promptly all scheduled classes and assembly programs. Attendance is counted from the first day of class meeting in the quarter. Absences caused by illness are excused on certification of the college physician. Certain absences which are due to mitigating circumstances may be excused by executive order from the Dean of Instruction or the Dean of Women. *Requests for excuses must be filed within one week after the student returns to classes.*

To enable students to budget their time more effectively and take advantage of off-campus interests of an educational nature, some freedom is permitted in the matter of class attendance. The absences which may be taken without penalty vary with the maturity of the student.

A freshman may be permitted two unexcused absences in each course for which she is registered during any quarter.

A sophomore may be permitted three unexcused absences in each course for which she is registered during any quarter.

A junior may be permitted four unexcused absences in each course for which she is registered during any quarter.

Seniors are granted permission to formulate a Senior Code. Under the Code class attendance is a student responsibility. Seniors not under the Code will be granted four unexcused absences per course per quarter.

Class attendance for all students making the Dean's List will be a student responsibility.

Members of the various classes are permitted the same number of absences from assembly as from any regular course for which they are registered.

Absence from class on the day preceding or following the Thanksgiving holiday is not permitted.

FIELD TRIPS

For professional activity under faculty guidance any student may plan out-of-city trips to the total extent of three class days absences per quarter. Class absences for such out-of-city activities in excess of three days must be drawn from the student's unpenalized absences.

MINIMUM ATTENDANCE REQUIREMENT

To receive credit in a course a student must attend at least three-fourths of all scheduled classes during the quarter.

QUALITY POINT REDUCTION

Excess absences for the year will be subject to quality point reduction at the rate of one-half quality point for each unexcused absence.

SCHOLARSHIP REQUIREMENTS FOR EXTRA-CURRICULAR ACTIVITIES

To be eligible to hold an office in a student organization or to receive work assignments under college assistance, a student must have made a general average of two quality points with no failure, the preceding quarter.

TRANSCRIPT OF RECORD

One full transcript of work and credit recorded will be furnished without charge. A fee of one dollar 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 classes in general meet every day Monday through Friday. A student, therefore, usually takes only three courses.

CREDIT

The Credit assigned to a subject is expressed in quarter hours. A passing grade on a subject requiring five one-hour recitations a week (or the equivalent) for one quarter gives credit for five quarter hours. A passing grade on a subject requiring two one-hour recitations a week for one quarter gives credit for two quarter hours. 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 per Quarter Hour</i> |
|--|--------------------------------|
| A—Excellent | 3 per hour |
| B—Above average | 2 per hour |
| C—Average | 1 per hour |
| D—Lowest passing grade..... | 0 per hour |
| F—Failure | 0 per hour |
| WP—Withdrawal from course while doing passing work | |
| WF—Withdrawal from course while doing failing work | |
| X—Incomplete. | |

INCOMPLETE GRADE

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.

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 fifty-one quarter hours a year; juniors and seniors, forty-five quarter hours a year. When a student completes the normal program, as described above, with an average of "C"—fifty-one quality points for freshmen and sophomores, forty-five 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 five quarter hours and five quality points of classification. The minimum standards for affiliation and classification are as follows:

| | AFFILIATION | | CLASSIFICATION | |
|------------|----------------------|---------------|----------------------|---------------|
| | <i>Quarter Hours</i> | <i>Points</i> | <i>Quarter Hours</i> | <i>Points</i> |
| Sophomores | 46 | 46 | 51 | 51 |
| Juniors | 97 | 97 | 102 | 102 |
| Seniors | 142 | 142 | 147 | 147 |
| Graduation | | | 192 | 192 |

Students are classified at the beginning of each quarter.

THE DEAN'S LIST

A student who makes an average of 2.2 quality points on fifteen or more hours in any quarter shall have her name placed on the Dean's List during the following quarter.

THE STUDENT PROGRAM

The normal amount of work taken for credit is fifteen hours each quarter. Freshmen and sophomores are required to take two hours in physical education each quarter.

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

- (1) Students on the Dean's List may register for twenty hours.
- (2) Students with an average of 1.75 quality points for the preceding quarter may register for eighteen hours.
- (3) Students within twenty hours of graduation, if they have a minimum average of "C," may register for twenty hours.

Students, regardless of the number of hours carried, may take any of the two-hour courses in music and expression without credit. A student who is not taking other extra work may take a two-hour 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 program:

- (1) Students working more than eighteen hours a week will take not more than thirteen hours.
- (2) Students working approximately half time will take not more than ten hours.
- (3) Any students who work full time will take not more than five hours.

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

SCHOLARSHIP STANDARDS

The minimum standards for eligibility to remain in this College are as follows:

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 ten hours of credit in the Fall or Winter Quarter may, with special permission, remain in college on probation during the following quarter.

3. A student on probation who earns only ten hours of credit will remain on probation during the succeeding quarter. She will be restored to full student status only when she earns fifteen hours during a quarter.

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

5. A student who at the end of the Spring Quarter is deficient in hours or quality points may re-establish eligibility by earning ten hours of credit and ten quality points in a six-weeks summer term.

6. A student who is ineligible to register because of deficiency in hours 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 ten hours of credit and ten quality points to be eligible to register for the following quarter. A student deficient in hours or quality points a second time will be readmitted only at the discretion of the administration.

7. 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.

SPECIAL CLASSES 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 urged 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 one hundred ninety-two hours of college work. Seventy-five hours of these should be in courses numbered 300 to 499, at least sixty of which must be taken after the student is classified as a junior.

2. Complete the general education requirements prescribed for the degree chosen.

3. Fulfill the requirements for majors and minors. In all subjects 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.

4. Complete in residence one of the last two years of work and forty of the last sixty hours required for the degree.

5. Earn a total of one hundred ninety-two quality points. Students who transfer credit from other institutions or present credit for either correspondence or extension must earn in residence an average of one quality point for each quarter hour 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 forty-five hours of extension or correspondence work.

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

GENERAL DEGREE REQUIREMENTS

The 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 approximate the new requirements. However, no student will be placed under undue penalty in meeting them. The College reserves the right to change the degree requirements at any time, but no such change will be administered to cause a loss in credit for work already taken.

TEACHER'S CERTIFICATES

The standard certificate for teaching in Georgia is issued by the State Department of Education upon completion of an approved four-year professional program of college work. Provisional elementary and high school certificates are issued upon completion of two and three years of an approved program of college work. The degree programs for Elementary and High School teachers outlined on pages 68 and 70 in this catalogue are approved, and students completing them are eligible for professional teaching certificates.

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, unless they have been already included in a particular program. Any variation from a prescribed program requires written permission from the Dean of Instruction.

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 | 10 hours |
| English 206—The Romantic Period in English Literature | 5 hours |
| Humanities 200—Literature of Classical and Medieval Civilizations | 5 hours |
| Art 103—Introduction to Art or | |
| Music 100—Introduction to Music | 5 hours |
| Social Studies 103, 104—Contemporary Civilization | 10 hours |
| History: | |
| *A.B. majors—210 and 211 | |
| Candidates for all other degrees— 210 or 211—Development of Civilization | 5-10 hours |
| Health 100—Personal and Community Health | 5 hours |
| Biology 100—Human Biology | 5 hours |
| Two additional courses to be selected from the following: | |
| Chemistry 100—Survey course in Chemistry and Geology | |
| Physics 100—Survey Course in Physics and Astronomy | |
| Mathematics 100—Functional Mathematics | 10 hours |
| Physical Education 100, 200—Physical Education Activities | 12 hours |
| Total | 70-75 hours |

*History 300 may be substituted for History 210.

IRREGULAR GENERAL EDUCATION PROGRAM

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 any 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.

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 Secondary Teachers
 - Curriculum for Health and Physical Education Teachers
- Bachelor of Science in Education
 - Curriculum for Elementary Teachers
 - Curriculum for Secondary 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 Retailing
- Bachelor of Science in Health and Physical Education

BACHELOR OF ARTS

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

| | |
|---|----------------|
| Junior College | 77 hours |
| The general education requirements described on page 60. | |
| Foreign Language | 10 to 20 hours |
| 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 | 30 hours |
| and | |
| Departmental Minor | 20 hours |
| or | |
| Divisional Major | 50 hours |
| Electives | 35-45 hours |
| | 192 hours |

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.

MAJOR PROGRAMS

A departmental major is composed of six or more courses in the major department in addition to the general education requirements. Usually the major 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 | Music |
| Biology | Health and Physical |
| Chemistry and Physics | Education |
| English | Psychology |
| French | Sociology |
| History and Political Science | Spanish |
| Mathematics | Speech |

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

MINOR PROGRAMS

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

| | | |
|-----------------|------------|-------------------|
| Economics | Geography | |
| Library Science | Philosophy | 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.)

Specific requirements are described below.

Business Administration

Specific Business Administration courses are not prescribed but are to be worked out by the student and the chairman of the Busi-

ness Administration Department. 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 201
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 areas. 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 two courses must be selected from each of the three remaining areas. The basic courses are:

Economics 301, 302
Geography 300, 301
History 301, 302
Philosophy 310, 412, 413
Political Science 324
Psychology 201
Sociology 301

REQUIREMENTS BY YEARS FOR BACHELOR OF ARTS DEGREE

| <i>Freshman</i> | | <i>Sophomore</i> | |
|-------------------------------|-------|--------------------------------|-------|
| | HOURS | | HOURS |
| Biology 100 | 5 | Humanities 200 | 5 |
| Health 100 | 5 | English 206 | 5 |
| English 101, 102 | 10 | *History 210, 211 | 10 |
| Social Studies 103, 104 | 10 | <i>Two from the following:</i> | |
| Art 103 or Music 100 | 5 | Mathematics 100 | |
| Foreign Language | 10 | Chemistry 100 | |
| Physical Education 100 | 6 | Physics 100 | 10 |
| | | Foreign Language | 10 |
| | | Physical Education 200 | 6 |
| | | Elective | 5 |
| | 51 | | 51 |

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 teacher's certificates will take one of the programs listed on pages 68 and 70.

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

The requirements for the degree of Bachelor of Arts in Home Economics make possible a general educational background, including languages, for the student who wishes preparation for home-making. 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 | 75 hours |
| General education requirements described on page 60. | |
| Foreign Language (see page 62) | 10-20 hours |
| Divisional Major | 50 hours |
| Required Courses | 15 hours |
| Electives | 25 hours |

REQUIREMENTS BY YEARS

| <i>Freshman</i> | | <i>Sophomore</i> | |
|---------------------------------|-------|---------------------------------|-------|
| | HOURS | | HOURS |
| Home Economics 105 | 5 | Biology 100 | 5 |
| Health 100 | 5 | English 206 | 5 |
| English 101, 102 | 10 | Home Economics 111, 205, 220 | 15 |
| Social Studies 103, 104 | 10 | Two from the following: | |
| Art 104 | 5 | Mathematics 100 | |
| Foreign Language | 10 | Chemistry 100 | |
| Physical Education 100 | 6 | Physics 104 | 10 |
| | | Foreign Language | 10 |
| | | Physical Education 200 | 6 |
| | 51 | | 51 |
| | | | |
| <i>Junior</i> | | <i>Senior</i> | |
| | HOURS | | HOURS |
| *History 210, 211 | 10 | Home Economics 331, 432, 451 | 15 |
| Humanities 200 | 5 | Education 466 | 5 |
| Psychology 201 | 5 | Sociology 428 | 5 |
| Biology 320 | 5 | Electives | 20 |
| Home Economics 211, 314, 326 | 15 | | |
| Elective | 5 | | |
| | 45 | | 45 |

Suggested electives for different fields of specialization are listed below:

Home Service: Art 324, Business 410, Home Economics 341, English 329, Speech 308 or 309.

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

Clothing and Textiles: Home Economics 217, 412, 454, and electives in Retailing.

PROGRAMS FOR TEACHER EDUCATION

The standard credential for teaching in the public schools of Georgia is the Teacher's Professional Four-year Certificate. To qualify for this certificate, one must have completed an approved curriculum designed for a specific school service or teaching field and be recommended by the college in which the training was completed.

The State Department approves programs of teacher education that have been planned by the faculty of the college to include general education and professional education. The professional program must provide for selection of students, guidance, provision for study of human growth, theories of learning, observation and participation in good schools, and supervised student teaching. The chairman of the Division of Teacher Education must certify that the student has completed the program and must recommend the graduate for certification before the certificate is granted.

The student who wishes to qualify for the professional certificate to teach in the public schools of Georgia should register in the program of her choice in her freshman year or, in any case, not later than the first quarter of the junior year. Entrance after the first quarter of the junior year may delay graduation until the proper sequence of professional work can be completed.

The following programs are offered in teacher education:

| | PAGE |
|-------------------------------------|--------|
| Business Education | 75 |
| Elementary Education | 70 |
| Homemaking Education | 73 |
| Health and Physical Education | 69, 79 |
| Music Education | 71 |
| Secondary Education | 68, 70 |

BACHELOR OF ARTS FOR HIGH SCHOOL AND HEALTH AND PHYSICAL
EDUCATION TEACHERS

Curriculum for High School Teachers

| <i>Freshman</i> | | <i>Sophomore</i> | |
|-------------------------------|-------|--------------------------------|-------|
| | HOURS | | HOURS |
| Biology 100 | 5 | Art 103 or Music 100 | 5 |
| Education 104 | 5 | Education 295 | 5 |
| English 101, 102 | 10 | English 206 | 5 |
| Foreign Language | 10 | Foreign Language * | 10 |
| Health 100 | 5 | Humanities 200 | 5 |
| Social Studies 103, 104 | 10 | History 210 or 211 | 5 |
| Physical Education 100 | 6 | <i>Two from the following:</i> | |
| | | Mathematics 100 | |
| | | Chemistry 100 | |
| | | Physics 100 | 10 |
| | | Physical Education 200 | 6 |
| | | | |
| Total Quarter Hours | 51 | Total Quarter Hours | 51 |

Junior and Senior

In the junior and senior years careful planning of the schedule is essential. The student must complete the requirements for a major in the field she prefers for teaching and a minor or another major in a related field. Also she must complete the professional program in Education. If practical, the major should be completed prior to student teaching. The course, Education 455, is essentially preparation for student teaching and should be scheduled in the quarter immediately preceding student teaching. Education 305 is more meaningful for the student who is participating and observing in the school. It should be scheduled with Education 455 in which participation and observation are provided.

The student should file an application for student teaching in the fall quarter of her junior year and build her schedule according to the assignment for student teaching. The program for the junior and senior years must be approved by the Chairman of the Division of Teacher Education.

Not more than 15 hours of work may be scheduled during the quarter of student teaching.

The schedule for the junior and senior years calls for completion of a total of 90 quarter hours distributed as follows:

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

| | |
|--|------------------|
| Education 305, 343, 445, and 455..... | 20 quarter hours |
| A departmental major and minor or a divisional major and electives or a double major and electives | 70 quarter hours |

Curriculum for Health and Physical Education Teachers

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

REQUIREMENTS BY YEARS

| <i>Freshman</i> | | <i>Sophomore</i> | |
|---|-------|--------------------------------------|-------|
| | HOURS | | HOURS |
| Foreign Language | 10 | Foreign Language | 10 |
| English 101, 102 | 10 | Health 100 | 5 |
| Social Studies 103, 104 | 10 | Physics 100 | 5 |
| Chemistry 100 | 5 | History 210 or 211 | 5 |
| Speech 208 | 5 | Biology 303, 304 | 10 |
| Music 100 or Art 103 | 5 | Education 104, 295 | 10 |
| Physical Education 100 | 6 | Physical Education 210 | 6 |
| | 51 | | 51 |
| <i>Junior</i> | | <i>Senior</i> | |
| Biology 310, 311 | 10 | English 206 | 5 |
| Education 365, 455 | 10 | Education 343, 445 | 10 |
| Physical Education 311, 313, 322 | 15 | Health 340, 445 | 10 |
| Physical Education 314 | 2½ | Humanities 200 | 5 |
| Physical Education 312 | 2½ | Physical Education 331 | 2½ |
| Health 330 | 5 | Physical Education 430 | 2½ |
| | 45 | Physical Education 423, 433 | 10 |
| | | | 45 |

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

 BACHELOR OF SCIENCE IN EDUCATION

Curriculum for High School Teachers

| <i>Freshman</i> | | <i>Sophomore</i> | |
|---|-------|---|-------|
| | HOURS | | HOURS |
| Art 100 or Music 100..... | 5 | Education 295 | 5 |
| Biology 100 | 5 | English 206 | 5 |
| Education 104 | 5 | Humanities 200 | 5 |
| English 101, 102 | 10 | Mathematics 100 or Physics 100 | 5 |
| Health 100 | 5 | Psychology 332 | 5 |
| Mathematics 100 or Chemistry 100 | 5 | History 210 or 211 | 5 |
| Social Studies 103, 104 | 10 | Speech 208 | 5 |
| Physical Education 100..... | 6 | Physical Education 200 or 215 | 6 |
| | | *Electives | 10 |
| | 51 | | 51 |

Junior and Senior

The program for the B.S. Degree in the junior and senior years is the same as that for the A.B. Degree.

Curriculum for Elementary Teachers

| <i>Freshman</i> | | <i>Sophomore</i> | |
|---|-------|---|-------|
| | HOURS | | HOURS |
| Art 103 or Music 100..... | 5 | Biology 215 | 5 |
| Biology 100 | 5 | Education 295 | 5 |
| Education 104 | 5 | English 206 | 5 |
| English 101, 102 | 10 | Humanities 200 | 5 |
| Health 100 | 5 | Mathematics 100 or Physics 100 | 5 |
| Social Studies 103, 104..... | 10 | History 210 or 211..... | 5 |
| Mathematics 100 or Chemistry 100 | 5 | Speech 208 | 5 |
| Physical Education 100..... | 6 | Physical Education 215..... | 6 |
| | | Electives | 10 |
| | 51 | | 51 |

*Members of the Education Staff will assist the student in planning the schedule of electives in terms of her abilities, interests, and the needs existing in the high schools today.

The student should plan her program for the junior and senior years so that the courses in Art, Music, English, Home Economics, and Geography listed below are completed before scheduling Education 325, Student Teaching. Application for Student Teaching should be made in the Fall Quarter of the Junior year.

The course, Education 355, is essentially preparation for student teaching and should be scheduled in the quarter immediately preceding student teaching. Education 305 should be scheduled during this same quarter. Education 328 or 334 must be scheduled with Education 325.

Not more than fifteen hours of work may be scheduled during student teaching.

In the selection of electives, the student should follow the principles stated for the high school teachers under Bachelor of Arts, page 68.

Junior and Senior

| | HOURS | | HOURS |
|---|-------|--------------------------------|-------|
| Art 215 and 316..... | 10 | <i>Two from the following:</i> | |
| Education 305, 355, 328 or 334, and 325..... | 20 | Education 306, 325B | |
| English 314..... | 5 | Health 325 | |
| Geography 300..... | 5 | History 422 | |
| Home Economics 324..... | 5 | Psychology 301, 323 | |
| Music 221 and 323..... | 10 | Sociology 452..... | 10 |
| | | Electives..... | 25 |
| | | | 90 |

BACHELOR OF SCIENCE IN MUSIC EDUCATION

This program is designated 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> | HOURS |
|-----------------------------|-----------------------------|-----------------------------|-------|
| Music 103 | Music 103 | | |
| Music 116 | Music 116 | Music 103 | 5 |
| Music 213 | Music 214 | Music 116 | 5 |
| Music 257 | Music 258 | Music 215 | 7½ |
| Health 100 | English 101 | Music 259 | 15 |
| Physical Educa- tion 100 | Physical Educa- tion 100 | English 102 | 15 |
| | | Physical Educa- tion 100 | 6 |
| | | | 53½ |

Sophomore

| | | | |
|-------------------------------|-------------------------------|-------------------------------|----------|
| Music 203 | Music 203 | Music 203 | 5 |
| Music 260 | Music 261 | Music 262 | 15 |
| Music 340 | Music 341 | Art 103 | 15 |
| Social Studies 103 | Social Studies 104 | | 10 |
| Physical Education 200 or 215 | Physical Education 200 or 215 | Physical Education 200 or 215 | 6 |
| | | | <hr/> 51 |

Junior

| | | | |
|---------------|---------------|----------------------|----------|
| Biology 100 | Music 325 | Music 326 | 15 |
| Music 380 | Music 328 | Science 100 | 15 |
| Education 304 | Education 305 | Education 334 or 343 | 15 |
| | | | <hr/> 45 |

Senior

| | | | |
|--------------------|--------------------|-----------|-----------|
| Mathematics 100 or | History 210 or 211 | Electives | 15 |
| Chemistry 100 | Chemistry 100 or | Electives | 15 |
| English 206 | Physics 100 | Electives | 12½ |
| History 211 | Humanities 200 | | <hr/> 42½ |
| | | | <hr/> 192 |

BACHELOR OF SCIENCE IN HOME ECONOMICS

Two curricula are offered for the degree of Bachelor of Science in Home Economics: (1) homemaking education and (2) 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

| <i>Freshman</i> | | <i>Sophomore</i> | |
|---|-------|-------------------------------|-------|
| | HOURS | | HOURS |
| Art 104 | 5 | Mathematics 100 | 5 |
| Health 100 | 5 | Humanities 200 | 5 |
| Biology 100 | 5 | English 206 | 5 |
| English 101, 102 | 10 | Chemistry 101, 102 | 10 |
| Home Economics 105, 111 | 10 | History 210 or 211 | 5 |
| Social Studies 103, 104 | 10 | Home Economics 205, 220 | 10 |
| Physical Education 100 | 6 | Education 304 | 5 |
| | 51 | Physical Education 200 | 6 |
| | | | 51 |
| <i>Junior</i> | | <i>Senior</i> | |
| Biology 320 | 5 | Sociology 428 | 5 |
| Education 305 | 5 | Home Economics 331, 432 | 10 |
| Physics 104 | 5 | Education 481, 482, 483 | 15 |
| Home Economics 311, 314, 324, 326, 451 | 25 | Education 466, 472 | 10 |
| Elective | 5 | Elective | 5 |
| | 45 | | 45 |

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 in food service by employment in hospitals or other institutions in the summer which immediately precedes the senior year. 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

| <i>Freshman</i> | | <i>Sophomore</i> | |
|--|-------|--|-------|
| | HOURS | | HOURS |
| Art 104 | 5 | Chemistry 101, 102 | 10 |
| Biology 100 | 5 | Economics 301 | 5 |
| English 101, 102 | 10 | Home Economics 313 | 5 |
| Health 100 | 5 | Humanities 200 | 5 |
| Home Economics 105, 220 | 10 | English 206 | 5 |
| Mathematics 100 | 5 | Business Administration 410 | 5 |
| Psychology 201 | 5 | Sociology 428 | 5 |
| Physical Education 100 | 6 | Physics 104 | 5 |
| | | Physical Education 200 | 6 |
| | 51 | | 51 |
| <i>Junior</i> | | <i>Senior</i> | |
| Biology 311, 320 | 10 | Education 478 | 5 |
| Chemistry 324, 432 | 10 | Home Economics 331, 341, 421, 425, 432, 446 | 30 |
| Home Economics 324, 424, 443, 451 | 20 | Electives | 10 |
| Sociology 301 | 5 | | |
| | 45 | | 45 |

Suggested Electives: Education 295 or 306, Home Economics 444, 451, and typing (no credit).

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

*Business**Retailing*

The 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, and 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.

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 equip 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, three 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

| | HOURS |
|--|-------|
| English 101, 102 | 10 |
| Social Studies 103, 104 | 10 |
| Biology 100 | 5 |
| Mathematics 100 or Chemistry 100 | 5 |
| Secretarial Training 125, 127, 128 | 15 |
| Physical Education 100 | 6 |
| | — |
| | 51 |

Sophomore

| | |
|---|----|
| Health 100 | 5 |
| English 206 | 5 |
| History 210 or 211 | 5 |
| Mathematics 100 or Physics 100 or Chemistry 100 | 5 |
| Business Machines 203 | 5 |
| Physical Education 200 | 6 |
| Concentration for | 20 |
| <i>Secretarial and Business Education</i> | |
| Secretarial Training 220, 222, 223, 224 | 20 |
| <i>General Business</i> | |
| Business, Economics, or Business Machines 206, 209, or related electives | 10 |
| Electives | 10 |
| | — |
| | 51 |

Junior

| | |
|----------------------------|----|
| Humanities 200 | 5 |
| Art 103 or Music 100 | 5 |
| General Business 301 | 5 |
| General Business 307 | 5 |
| General Business 317 | 5 |
| Concentration for | 20 |
| <i>Secretarial</i> | |
| Electives | 20 |
| <i>Business Education</i> | |
| Education 304 | 5 |
| Education 295 | 5 |
| Education 305 | 5 |
| Education 476 | 5 |
| <i>General Business</i> | |
| General Business 331 | 5 |
| Electives | 15 |
| | — |
| | 45 |

Senior

| | |
|---|----|
| Economics 301 | 5 |
| Economics 302 | 5 |
| Concentration for | 35 |
| <i>Secretarial</i> | |
| Business or Economics elective | 5 |
| Electives | 30 |
| <i>Business Education</i> | |
| Education 445 | 5 |
| Education 343 | 5 |
| Education 455 | 5 |
| Electives | 20 |
| <i>General Business</i> | |
| Business, Economics, or related electives | 20 |
| Electives | 25 |
| | — |
| | 45 |

BUSINESS CERTIFICATE

A Business Certificate in Secretarial Training or in Business Machines will be awarded by the Business Administration Department upon the completion of at least nine approved courses in general education and eleven approved courses in business administration. Certificates will be awarded at the end of the sophomore, junior, or senior year depending upon when the required work is completed.

For a Certificate at the End of Two Years

Freshman

| | Hours |
|---|-------|
| English 101, 102..... | 10 |
| Social Studies 103, 104..... | 10 |
| Biology 100..... | 5 |
| Mathematics 100 or Chemistry 100..... | 5 |
| Secretarial Training 125, 127, 128..... | 15 |
| Physical Education 100..... | 6 |
| | 51 |

Sophomore

| | |
|-------------------------------------|----|
| Health 100..... | 5 |
| General Business 301, 307, 317..... | 15 |
| Business Machines 203..... | 5 |
| Physical Education 200..... | 6 |
| Concentration for..... | 20 |

Secretarial

Secretarial Training 220, 222, 223, 224..... 20

Business Machines

| | |
|----------------------------|----|
| General Business 331..... | 5 |
| Business Machines 206..... | 5 |
| Business Machines 209..... | 5 |
| Elective..... | 5 |
| | 51 |

The Certificate may also be earned at the end of the junior or the senior year if the student has taken the above courses. Anyone holding any other bachelor's degree who wishes the Bachelor of Science degree in Business Administration or a transfer student with an acceptable year of general college work may take the business program in one year. This one-year program is restricted to students who have had at least one previous year of college.

*For a Certificate at the End of One Year

| | |
|---|----|
| General Business 301..... | 5 |
| General Business 307..... | 5 |
| General Business 317..... | 5 |
| Secretarial Training 125, 127, 128..... | 15 |
| Business Machines 203..... | 5 |

*Necessary to start in September and continue through one summer term.

| | |
|---|----|
| Concentration for | 20 |
| <i>Secretarial</i> | |
| Secretarial Training 220, 222, 223, 224 | 20 |
| <i>Business Machines</i> | |
| General Business 331 | 5 |
| Business Machines 206, 209 | 10 |
| Elective | 5 |

55

Retailing

Provides a sequence of basic courses in retailing which should prove beneficial in any retailing position. Through a wise use of electives, students may train for specific retail fields such as advertising, display, fashion, interior decorating, personnel, buying and merchandising, and many other retailing positions. All students do off-campus work experience in retail stores at least one quarter before entering the senior year. The College assists students in arranging for this cooperative store work with organizations such as Rich's, Davison's, J. P. Allen's and Regenstein's in Atlanta; Davison's in Augusta; Davison's and Belk's in Macon; Furchgott's, Cohen's and Levy's in Jacksonville, Florida; and Burdine's of Fort Lauderdale, Florida.

REQUIREMENTS BY YEARS

| <i>Freshman</i> | | <i>Sophomore</i> | |
|---------------------------------|-------|------------------------------------|-------|
| | HOURS | | HOURS |
| English 101, 102 | 10 | English 206 | 5 |
| Social Studies 103, 104 | 10 | Humanities 200 | 5 |
| Health 100 | 5 | History 211 | 5 |
| Biology 100 | 5 | Chemistry 100 or Physics 100 | 5 |
| Math 100 or Chemistry 100 | 5 | Art 10+ | 5 |
| Retailing 111 | 5 | Home Economics 217 | 5 |
| Physical Education 100 | 6 | Retailing 251, 353 | 10 |
| Elective | 5 | Physical Education 200 | 6 |
| | 51 | Elective | 5 |
| | | | 51 |
| <i>Junior</i> | | <i>Senior</i> | |
| Economics 301, 311 | 10 | General Business 307, 317 | 10 |
| Art 324 | 5 | Secretarial Training 125 or | |
| General Business 301 | 5 | Art Elective | 5 |
| Retailing 352, 462 | 10 | Retailing 461, 354 | 10 |
| Elective | 15 | Electives | 20 |
| | 45 | | 45 |

BACHELOR OF SCIENCE IN HEALTH AND PHYSICAL EDUCATION

The purpose of this curriculum is to offer a basic preparation for those who wish to enter the fields of physical therapy, recreation, or teaching, and who anticipate further study and preparatory experience after graduation.

The electives permit a choice of subject areas closely related to the anticipated field of specialization. Those who wish to secure the professional teaching certificate should plan their program of work with the chairman of the Division of Teacher Education.

REQUIREMENTS BY YEARS

| <i>Freshman</i> | | <i>Sophomore</i> | |
|-------------------------------|-------|-----------------------------|-------|
| | HOURS | | HOURS |
| Art 100 or Music 100 | 5 | Biology 303, 304..... | 10 |
| Chemistry 100 | 5 | English 206 | 5 |
| English 101, 102 | 10 | Humanities 200 | 5 |
| Health 100 | 5 | Psychology 201 or | |
| Physics 100 | 5 | Sociology 301 | 5 |
| Social Studies 103, 104 | 10 | History 210 or 211..... | 5 |
| Speech 208 | 5 | Physical Education 210..... | 6 |
| Physical Education 100..... | 6 | Electives | 15 |
| | 51 | | 51 |
| <i>Junior</i> | | <i>Senior</i> | |
| Biology 310, 311..... | 10 | Health 340, 445..... | 10 |
| Education 365 | 5 | Physical Education 331, 430 | 5 |
| Health 330 | 5 | Physical Education 423, | |
| Physical Education 311, | | 433 | 10 |
| 313, 322 | 15 | Electives | 20 |
| Physical Education 312, 314 | 5 | | |
| Elective | 5 | | |
| | 45 | | 45 |

ACADEMIC DIVISIONS, DEPARTMENTS OF INSTRUCTION, AND COURSE OFFERINGS

In general, courses numbered 100 to 299 should be taken during the freshman and sophomore years, 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, unless such courses have already been included in a particular program.

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 five quarter hours.

The Division of Business Administration

MR. FULLER, *Chairman*

Business and Retailing

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.

BUSINESS

Mr. Fuller, Miss Ewing, Mrs. Jones, Miss Mankey, Mr. Specht

General concentrations leading to the Degree in Business Administration are provided. The description of the requirements for this degree may be found on pages 74-78.

The subjects are listed hereafter under the heads of:

General Business

Business Machines

Secretarial Training, Typewriting, Shorthand

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

GENERAL BUSINESS

301. 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.

Mr. Specht

302. 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

307. 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

410. INSTITUTIONAL ACCOUNTING.

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 the home. For home economics majors.

Staff

317. BUSINESS CORRESPONDENCE.

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

Mr. Fuller

331. INTRODUCTION TO OFFICE AND BUSINESS PRINCIPLES.

The basic principles underlying the operation, organization, and control of business offices. Consideration of office practices, office buildings, equipment, office personnel, and office supervision.

Miss Ewing

BUSINESS MACHINES

Mr. Specht

203. OFFICE PRACTICE.

Office duties and responsibilities. Elements of filing. Introduction to the use of adding, calculating, posting, dictating, duplication machines, and visual filing.

206. INTERMEDIATE OFFICE MACHINES.

Specialization in the development of two or more office machines.

209. 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.

SECRETARIAL TRAINING—TYPEWRITING*

Miss Ewing

125. BEGINNING TYPEWRITING.

The development of correct typewriting techniques and the application of typewriting skill to letter writing.

127. INTERMEDIATE TYPEWRITING.

The development of a high degree of skill with increased business problems.

128. ADVANCED TYPEWRITING.

Advanced office typewriting problems.

125y-127x. BEGINNING AND INTERMEDIATE TYPEWRITING.

Elements of beginning and intermediate typewriting appropriate for those who have some background in typewriting.

127y-128x. INTERMEDIATE AND ADVANCED TYPEWRITING.

Elements of intermediate and advanced typewriting. A continuation of 125y-127x.

128y-128z. ADVANCED TYPEWRITING AND OFFICE PROCEDURE.

Elements of advanced typewriting and office procedure problems. A continuation of 127y-128x.

SHORTHAND*

Mrs. Jones

220. BEGINNING SHORTHAND.

The principles of Gregg's Simplified Shorthand and the development of a fair degree of skill in reading and writing from printed shorthand.

*Credit is given in typewriting and shorthand only for a concentration in business administration.

222. INTERMEDIATE SHORTHAND.

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

223. ADVANCED SHORTHAND AND TRANSCRIPTION.

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

224. SHORTHAND TRANSCRIPTION.

High levels of skill in dictation and transcription.

220y-222x. BEGINNING AND INTERMEDIATE SHORTHAND.

Elements of beginning and intermediate shorthand appropriate for those who have some background in shorthand.

222y-223x. INTERMEDIATE AND ADVANCED SHORTHAND.

Elements of intermediate and advanced shorthand. A continuation of 220y-222x.

223y-224x. SHORTHAND TRANSCRIPTION.

Emphasis on mailable transcripts with a high level of skill in dictation and transcription. A continuation of 222y-223x.

224y-224z. SHORTHAND TRANSCRIPTION AND SECRETARIAL PROCEDURE.

High levels of skill in dictation and transcription. A study of secretarial office procedure. A continuation of 223y-224x.

RETAILING

Miss Mankey

A completion of the special program for the concentration in retailing qualifies the student for the degree of 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 by members of the class, using the showcases and display equipment of the retailing laboratory.

251. NON-TEXTILES.

A study of non-textile merchandise: furs, jewelry, shoes, hand-

bags, gloves, and leather. Includes merchandise information on glassware, china, and furniture. This course is useful to consumers as well as to retailing majors.

352. STORE MANAGEMENT.

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

353. ADVERTISING AND SALES PROMOTION.

Retail advertising and sales promotion from the aspect of direct advertising and indirect advertising. Advertising by mail, newspaper, and magazine as it pertains to a retail store. This course is also useful to consumers and students of business.

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.

456. RETAIL PERSONNEL MANAGEMENT.

A study of personnel management with emphasis on employment, training, and welfare of employees. Job analyses, budgets, labor problems, and employee selection and evaluation will be considered as they relate to employment. Initial, follow-up, and executive training will be studied in relationship to the entire store training program.

461. BUYING AND MARKETING.

Provides information necessary for a buyer in a retail store. 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.

The Division of Fine Arts

MR. BEISWANGER, *Chairman*

Art and Music

The departments of Art and Music are concerned with the plastic and tonal expressions of human experience, with things which artists make to be seen or heard for their meaning and beauty.

For the general student, the door is opened to a more discerning appreciation of music and art as part of a liberal education. Familiarity with the works of artists and composers, yesterday and today; growth in esthetic understanding and discrimination; directed experiences in musical and art techniques—these are among the educational goals.

Opportunity likewise is given to prepare for the teaching profession or to lay the foundation for advanced study or creative work in either field.

REQUIREMENTS FOR MAJOR CONCENTRATION IN THE FINE ARTS

Art

1. Bachelor of Arts degree with a major in art: eight courses required, including Art 103, 104, 329, 333, 429, and two additional courses.

2. Bachelor of Science in Education degree with a major in art: seven courses required, including Art 103, 104, 215, 316, 335, 429, and one additional course.

Music

1. Bachelor of Arts degree with a major in music: six courses required in a planned program approved by the head of the department, the courses to be selected from two of the three areas of Applied Music, Advanced Theory, and Music Literature. Only 300 and 400 courses in Applied Music may count toward this major.

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 380, 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.

ART

Miss Padgett, Mr. Beiswanger

103. INTRODUCTION TO ART.

A study of the qualities that make works of art fine, with direct experience and analysis of actual objects of the major visual arts. The student is led to acquire a basic vocabulary of words and ideas for intelligent and discriminating appreciations.

Mr. Beiswanger

104. BEGINNING COURSE IN DRAWING AND PAINTING.

A study of the various media of drawing and painting; the development of a personal style of creative expression and the cultivation of powers of observation through the study of drawing, color, and the elements of design. Two lecture and three laboratory periods.

Miss Padgett

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 of color and design in cut paper, opaque and transparent water color, clay, finger painting, and manuscript writing.

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 lecture and three laboratory periods.

Miss Padgett

316. PUBLIC SCHOOL ART.

A continuation of Art 215, with added emphasis upon problems and media for upper grades; the study of pictures for classrooms and the opportunity for further experience in various media, particularly crafts. Three lecture and two laboratory periods.

Miss Padgett

324. INTERIOR DECORATION.

A study of the materials of interior decoration. Furniture selection and arrangement; floor and wall treatments; draperies, selection, framing, and hanging of pictures; color. Three lecture and two laboratory periods.

Miss Padgett

329. LETTERING AND POSTER DESIGN.

Emphasis on fine lettering with pen and brush. Design in poster and other forms of advertising. Three lecture 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 lecture and three laboratory periods.

Miss Padgett

335. CRAFTS.

The study of a variety of materials and processes including block printing, simple weaving, batik, stitchery, modeling, stencil, and dyeing with commercial and native dyes. Emphasis on the importance of design behind each process. Two lecture and three laboratory periods.

Miss Padgett

424. ADVANCED INTERIOR DECORATION.

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

Miss Padgett

429. ART APPRECIATION.

A study of art in relation to everyday living as well as to works of art of the past and present. The course is planned particularly for art majors and for upper classmen in other departments who may or may not have had Art 103. Offered in alternate years.

Miss Padgett

444. ADVANCED PAINTING.

Prerequisite: Art 104 and 333. Emphasis on the technique of oil painting. Includes such subject matter as the human figure, portraiture, and abstract composition. Opportunity to study extensively, though not exclusively, in any one of these. Techniques and works of the great masters studied in relation to studio problems. Two lecture and three laboratory periods.

Staff

454. INDEPENDENT STUDY.

An opportunity for qualified students to work on individual problems in advance of the offerings in the curriculum. To be taken only with the approval of the head of the department and the instructor who will supervise the work.

Staff

MUSIC

Mr. Noah, Mrs. Allen, Mr. Cruce, Miss Goff, Miss Jenkins, Mr. Russell

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 at "Appreciation Hour" and by 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 on the ability to hear music intelligently, to recognize its materials, to perceive its forms, and to distinguish its chief styles.

Miss Jenkins

340-341. HISTORY OF MUSIC.

A survey of musical literature from primitive times to the present. Emphasis on great composers and works of the Classical, Romantic, and Modern periods.

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 purpose of the course is to stimulate the enjoyment of music rather than to accumulate a body of facts. Not open to students who have had Music 100.

Miss Jenkins

351. MUSIC LITERATURE OF THE BAROQUE PERIOD.

A study of music literature in Europe from 1600 to 1760. This and the following three courses in music literature emphasize the great art-works of each specific period and the correlation of the development of music with that of the other arts from the standpoint of social, economic, and political conditions of the period.

Mr. Cruce

352. MUSIC LITERATURE OF THE CLASSICAL PERIOD.

A study of music literature from Haydn and the Mannheim School to Beethoven.

Mr. Cruce

453. MUSIC LITERATURE OF THE ROMANTIC PERIOD.

A study of music literature from Beethoven to Wagner, Bruckner, Mahler, and Richard Straus.

Mr. Cruce

454. MUSIC LITERATURE IN THE TWENTIETH CENTURY.

A study of the musical rebellion against "Germanism" and "Romanticism" and an investigation of the resulting schools of "Impressionism," "Realism," "Expressionism," and "Futurism."

Mr. Cruce

MUSIC THEORY

257. FUNDAMENTALS OF MUSIC.

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

Mr. Russell

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

Harmonization of melodies and bases using triads, dominant seventh and ninth chords. Harmonic and melodic dictation.

Mr. Russell

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

Higher forms of harmonic structure, altered chords, modulation.

Mr. Cruce

262. COUNTERPOINT.

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

Mr. Cruce

CONDUCTING, CHORAL AND INSTRUMENTAL MATERIALS AND METHODS

327. MATERIALS AND METHODS FOR PIANO TEACHING.

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 only. For piano majors only.

Mr. Russell

328. ORCHESTRATION AND INSTRUMENTAL CONDUCTING.

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

Mr. Cruce

380. CHORAL CONDUCTING.

A practical course in conducting with emphasis upon skill in the use of the baton. Consideration given to the conductor's problems as a school music supervisor or as a community chorus or orchestra conductor. Emphasis is placed upon interpretation, technical problems, rehearsal efficiency, program making, and score reading. The student may conduct instrumental and choral groups.

Mr. Noah

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.

Miss Goff

213. CLASS INSTRUCTION IN BRASS INSTRUMENTS.

A study of each of the following instruments: trumpet, cornet, French horn, alto horn, baritone, trombone, and bass; embouchure, fingering, selection of players, and instructional methods for each.

Mr. Cruce

214. CLASS INSTRUCTION IN WOODWIND INSTRUMENTS.

Similar to Music 213, above, except for the individual instruments studied: flute, clarinet, oboe, and bassoon.

Mr. Cruce

215. CLASS INSTRUCTION IN STRING INSTRUMENTS.

Similar to Music 213 and 214, except for the individual instruments studied: violin, viola, violoncello, and bass.

Mr. Cruce

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

A continuation of Music 213-214-215. For instrumental majors.

Mr. Cruce

MUSIC EDUCATION

Miss Goff

221. PUBLIC SCHOOL MUSIC: LOWER ELEMENTARY GRADES.

Experience in music activities of the lower elementary grades. Teaching theories and basic principles underlying the musical development of the child. Fundamentals of music notation, time values, major and minor scales, and conducting. Special attention to the learning of songs and materials. For education majors only.

323. PUBLIC SCHOOL MUSIC: UPPER ELEMENTARY GRADES.

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 note and sight-singing. Sight-singing of more difficult melodies and rhythms, chromatics, two-part singing, and conducting. For education majors only.

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.

326. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOLS.

A study of materials for music organizations of the junior and senior high schools. Evaluation of these materials and methods of presentation. For music majors only.

APPLIED MUSIC

Piano

Mrs. Allen, Mr. Russell

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

The major student must complete a prescribed program set by the department regardless of the length of time devoted to the study of the piano.

The prescribed program must be completed by the end of the junior year. In case of failure, further study will be required and a re-examination 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.

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.

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.

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.

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.

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.

Voice

Miss Goff, Mr. Noah

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, the quality of the voice, the capacity to phrase simple songs, and a general musical intelligence and reading ability.

105. The fundamentals of breathing, vowel formation, diction, phrasing, and tone productions in their application to songs of the student's own liking. For those students who do not qualify as voice majors but wish to learn the above essentials.

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 various periods.

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

405. Technical studies continued; further German, French, Italian and English songs; arias from oratorio and operas; and songs from the Modern period. Test: partial public recital.

505. Continuation of 405. Test: public recital.

Violin

Mr. Cruce

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. A beginning course for those who wish to learn the mechanics of the violin and be able to play compositions for their own enjoyment.

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

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.

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

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

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. It is necessary to complete 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.

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.

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 hymns with practical experience in the chapel services of the College. Test: public recital.

Orchestral Instruments

Mr. Cruce

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 academic program. Materials used and the advancement of the student are left to the discretion of the instructor 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.

MUSIC ORGANIZATIONS

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, the South, or the Middle West as well as to various cities of the State are made every year. The choir rehearses three hours each week. Every student of the College is eligible for an audition.

Mr. Noah

THE CECILIAN SINGERS.

The purpose of the group is to give the student an opportunity to enrich her cultural background through the singing of music by recognized composers of all periods. Public appearances are made in Milledgeville and other Georgia cities.

MADRIGAL SINGERS.

Limited to a small group interested in 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.

Miss Goff

INSTRUMENTAL ENSEMBLES.

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

Mr. Cruce

ALLEGRO CLUB

The 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.

The Division of Home Economics

MISS MAYES, *Acting 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 Mayes, Mr. Comer, Miss Gilbert, Mrs. Ingram, Miss Ivey, Miss Jones, Mrs. King,
Miss Maynard, Mrs. Smith

105. INTRODUCTION TO HOME ECONOMICS.

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

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

217. MERCHANDISE INFORMATION.

A study of 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 Ivey

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. Three discussion and two two-hour laboratory periods.

Miss Ivey

412. TAILORING.

Prerequisite: Home Economics 111 and 311.

Detailed study of selection, fitting, and construction of tailored wool garments.

Miss Ivey

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. 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 lunchroom. 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, preparing, and serving low-cost meals. Emphasis on preservation and use of home-grown products. Two discussion and two three-hour laboratory periods.

Miss Maynard

341. **QUANTITY COOKERY.**

Prerequisite: Home Economics 321.

Practical experience in handling food materials in large quantities, including menu planning, food purchasing, and cost accounting. Organization and management of food service in the school cafeteria. The college cafeterias are used as laboratories. Three discussion and two three-hour 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.**

Prerequisite: Chemistry 432.

A study of nutrition in normal conditions. Recent developments in nutrition. Selected problems.

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 as a prevention or treatment of these diseases. Three discussion and two two-hour laboratory periods.

Mrs. King

443. **INSTITUTIONAL ORGANIZATION AND MANAGEMENT.**

Principles of scientific management of such 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 INSTITUTIONAL 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 dietetics majors.

Mrs. King

446. FOOD PURCHASING.

Prerequisite: Home Economics 443.

A study of the market organization, wholesale market functions, and the purchase of food for institutional use. Emphasis on factors determining quality, grade, and cost. Three discussion and two two-hour laboratory periods. For dietetics majors of senior rank.

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. Consideration of social, economic, and artistic factors. Three discussion and two two-hour laboratory periods.

Miss Mayes

331. HOME MANAGEMENT.

Prerequisite: Home Economics 326.

A study of the principles of scientific management as applied to the home. Emphasis on problems of group living and the effective use of time, money, energy, and equipment. Also includes short unit on home care of the sick.

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-weeks period. Open to all majors of senior rank.

Miss Maynard

451. CHILD GUIDANCE.

A study of the mental, social, and emotional 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. Open to home economics majors with the approval of the head of the department and the instructor concerned. 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 Education 466.

Mr. Comer

472. METHODS OF TEACHING HOMEMAKING IN THE SECONDARY SCHOOL.

For description of course, see data regarding Education 472.

Miss Gilbert and Miss Jones

478. METHODS OF TEACHING NUTRITION.

For description of course, see data regarding Education 478.

Miss Gilbert

481-82. APPRENTICE TEACHING IN HOMEMAKING EDUCATION.

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

For description of course, see data regarding Education 481-82.

483. CURRICULUM BUILDING IN HOMEMAKING EDUCATION.

Prerequisites: Education 481-82.

For description of course, see data regarding Education 483.

The Division of Languages and Literature

MISS WALSTON, *Chairman*

English, Humanities, Modern Languages, Philosophy, 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.

The division offers majors in English, French, Spanish, and speech. A minor is offered in each of these fields. 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, languages, library science, 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 courses must be approved by the head of the department.

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 courses 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. They must be approved by the head of the department.

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

Philosophy: Philosophy 310 and three additional courses, for one of which Sociology 323 or 326 may be substituted at the discretion of the instructor.

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.

Professional Education: Students majoring in this division who desire to teach must also register with the chairman of the Division of Teacher Education in one of the approved programs required for certification.

ENGLISH

Miss Walston, Mr. Dawson, Mr. MacMahon, Miss Maxwell, Miss Meaders,
Miss Scott, Miss Smith

English A. MINIMUM ESSENTIALS (no credit).

A course offered for those freshmen who, on the preliminary diagnostic test, show serious weakness in English fundamentals such as spelling, grammar, punctuation, and elementary sentence structure and who desire to overcome such weaknesses before taking other English courses. It must be taken in the fall quarter of the freshman year.

Staff

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.

A course concerned with the problems of making language effective and therefore emphasizing 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

311. SURVEY OF ENGLISH LITERATURE.

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

Mr. MacMahon

312. SURVEY OF ENGLISH LITERATURE.

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

Miss Walston

314. 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 an English major or minor program.

Miss Scott

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

329. NEWSWRITING.

A course in reporting with emphasis upon the fundamentals of newsgathering and newswriting and with a unit on the high school newspaper for those students who may be required to direct such a publication in connection with teaching in a high school.

Miss Meaders

332. THE NOVEL.

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

Miss Scott

333. FEATURE WRITING.

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

Miss Meaders

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

334. 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

449. THE ENGLISH LANGUAGE.

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

Miss Smith

HUMANITIES

Mr. Beiswanger, Miss Smith

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.

MODERN LANGUAGES

Mr. Mangiafico, 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.

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 work 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.

PHILOSOPHY

Mr. Beiswanger

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.

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 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.

SPEECH

Miss West, Mr. Gore

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. FUNDAMENTALS OF SPEECH.

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 is operated as a "miniature" radio station in which the student may gain practical experience.

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.

Miss West

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

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 approved by the Staff. A minor consisting of at least one course in calculus and three additional courses 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 course 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.

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.

Professional Education: Students majoring in this division who desire to teach must also register with the chairman of the Division of Teacher Education in one of the approved programs required for certification.

BIOLOGY

Mr. Stokes, Mr. Keeler, Miss Tait

100. PRINCIPLES OF BIOLOGY.

A course stressing some of the fundamental problems of biology. Emphasis on 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.

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.

Prerequisite: Biology 100.

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

Miss Tait

304. GENERAL ZOOLOGY.

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. Dissections, demonstrations, models. Designed especially for students interested in medicine, physical education, health, and nursing. 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

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

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

CHEMISTRY AND PHYSICS

Mr. Vincent, Mr. Keeler, Miss Trawick

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. Emphasis on the relation of chemistry to everyday life. Three lecture and two laboratory periods.

Staff

102. GENERAL CHEMISTRY.

A continuation of Chemistry 101. Designed for those who are planning to continue the work in chemistry and related subjects. Three lecture and two laboratory periods.

Staff

102A. GENERAL CHEMISTRY.

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

Staff

303. QUALITATIVE ANALYSIS.

The reactions of common elements and acid radicals studied and many analyses made. Emphasis on equilibrium, solubility products, and colloids. Three lecture and two laboratory periods.

Miss Trawick

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 lecture and three laboratory periods.

Miss Trawick

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 lecture and two laboratory periods.

Mr. Vincent

326. ORGANIC CHEMISTRY.

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

Mr. Vincent

431. COMMERCIAL METHODS OF FOOD ANALYSIS.

A laboratory course dealing with the techniques and methods of food analysis.

Staff

432. PHYSIOLOGICAL CHEMISTRY.

The chemistry of living processes as applied to animals. Three lecture and two laboratory periods.

Mr. Vincent

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

447A. PHYSICAL CHEMISTRY.

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

A course dealing with the elements of physical chemistry and elementary thermodynamics. Includes solutions, equilibrium and chemical kinetics, molecular structure, electrical conductance and electromotive force, phase rule, colloids and photochemistry. Three lecture 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.

Mr. Vincent

PHYSICS

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 everyday experiences and with the solar system and astronomy in navigation.

Staff

104. HOUSEHOLD PHYSICS.

Household applications of physics with emphasis on the study of heat, electricity, and light. One laboratory and four lecture periods.

Mr. Keeler

301. GENERAL PHYSICS.

A course presenting the fundamental facts of mechanics from the mathematical point of view. Three lecture and two laboratory periods.

Mr. Vincent

302. GENERAL PHYSICS.

Prerequisite: Physics 301.

A continuation of Physics 301 dealing with heat and sound. Three lecture and two laboratory periods.

Mr. Vincent

303. GENERAL PHYSICS.

A continuation of Physics 302 covering the subjects of light, magnetism, and electricity.

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

MATHEMATICS

Miss Nelson, Mrs. Nelson

100. INTRODUCTION TO COLLEGE MATHEMATICS.

Designed to acquaint students taking only one course in mathematics with some of the basic concepts. Includes the nature of mathematics, number and operations of arithmetic, numbers in exponential form, measurement, variation, functional relationships, and equations.

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 in 1952-53 and in alternate years.

Mrs. Nelson

111. INTERMEDIATE MATHEMATICS.

A study of products and factors, exponents and radicals, graphs, equations, fractions, and fractional equations. For students with less than three units of high school mathematics who plan to take courses in mathematics or the sciences beyond those required.

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

Miss Nelson

201. PLANE TRIGONOMETRY.

A study of trigonometric functions and equations; the solution of the general triangle with the use of logarithms and vectors. Designed for majors in both mathematics and the physical sciences.

Mrs. Nelson

222. COLLEGE ALGEBRA.

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

Mrs. Nelson

312. BUSINESS MATHEMATICS.

A course in business arithmetic and the more important aspects of the mathematics of finance: 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 straightline; the circle; conic sections; tangents; normals; transformation and rotation of axes; polar equations; higher plane curves.

Miss Nelson

331. ELEMENTARY STATISTICS.

The fundamental notions of statistical analysis. Recommended for students interested in the social sciences.

Mrs. Nelson

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

470. INTRODUCTION TO HIGHER GEOMETRY.

Designed to give the student some of the basic ideas and methods of higher geometry. Includes geometries associated with the projected group and the group of circular transformations.

Miss Nelson

The Division of the Social Sciences

MR. MORGAN, *Chairman*

Economics and Geography

Social Studies

History and Political Science

Sociology

The Division of the Social Sciences attempts to give to the student (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 history and sociology. Also, an interdepartmental divisional major may be taken. Requirements to be satisfied for each major are as follows:

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. Political Science 324 may be offered for credit toward a history major.

Sociology: A major in the Department of Sociology should include Sociology 301, 428, 452, and three additional courses in sociology. Mathematics 331 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.

Basic departmental courses are: Economics 301, 302; Geography 300, 301; History 301, 302; Political Science 324, 428; Sociology 301, 428. Mathematics 331 is 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 areas of Economics, Geography, History, Political Science, and Sociology. A minor consists of four courses.

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 and history 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 this division who desire to teach must also register with the chairman of the Division of Teacher Education in one of the approved programs required for certification.

ECONOMICS AND GEOGRAPHY

Mr. Eakins, Mrs. Dorris, Mr. Morgan

301. PRINCIPLES OF ECONOMICS.

An introductory course 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 plan of consumption in economic theory with special emphasis on its relationship to the business cycle. An examination of institutional and social factors determining the consumer's behavior and 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. Considers 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

437. MONEY AND BANKING.

A study of the nature of money and of the development of banking in the United States. Consideration of the function of money, the types of money used, early banking practices, modern banking, the Federal Reserve System, and foreign exchange.

Mr. Eakins

GEOGRAPHY

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. Includes a survey 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. Emphasis on transportation, foreign trade, and the regional aspects of commodities.

321. GEOGRAPHY OF SOUTH AMERICA.

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. Emphasis on the essential character and outstanding industries and on 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. Includes a survey of the major industries by which the inhabitants utilize the various resources, and the development of transportation, manufacturing, and commerce.

HISTORY AND POLITICAL SCIENCE

Mr. Bonner, Miss Greene, Mr. Morgan

210-211. HISTORY OF CIVILIZATION.

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

Staff

300. CLASSICAL CIVILIZATION.

A survey of the development of Greek, Roman, and early medieval European civilization. Emphasis 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 fields of religion, philosophy, art, architecture, government, and law. Of especial value to students interested in humanities, arts, philosophy, and the languages.

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 on the period, 1789-1870. Offered in 1952-53 and alternate years.

Miss Greene

302. MODERN EUROPE, II.

A continuation of 301, carrying the study to the contemporary period. Offered in 1952-53 and in alternate years.

Miss Greene

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 1953-54 and in alternate years.

Miss Greene

316. ENGLAND, II.

A continuation of 315, with special emphasis on contemporary England. Offered in 1953-54 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 Greene

422. HISTORY OF THE SOUTH.

The history and civilization of the southern states. Includes a study of the development of southern nationalism before 1860 and of the social and economic aspects of the plantation regime; and a historical examination of such basic factors in contemporary southern life as agrarian economy and racial dualism. Offered in 1952-53 and in alternate years.

Mr. Bonner

423. LATIN AMERICA.

A study of the political, economic, and social development of the Latin American republics with special emphasis upon the relations with the United States. Offered in 1953-54 and in alternate years.

Mr. Bonner

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. Offered in 1953-54 and in alternate years.

Mr. Bonner

POLITICAL SCIENCE

324. AMERICAN NATIONAL GOVERNMENT.

A general survey of the government of the United States, including the origin and development of the national Constitution. Includes a study of the actual machinery of government in action.

Mr. Morgan

326. STATE AND LOCAL GOVERNMENTS.

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

Mr. Morgan

421. COMPARATIVE GOVERNMENT.

A contrast between democratic and totalitarian types of govern-

ment with a brief historical introduction to both. The United States, Great Britain, and Russia studied as types.

Miss Greene

422. INTERNATIONAL RELATIONS.

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

Miss Greene

428. GOVERNMENT AND BUSINESS.

A study of the interaction between business organization and government. Special emphasis on the problems of regulation, control, and promotion of business enterprise.

Mr. Morgan

SOCIAL STUDIES

Mr. Morgan, Mr. Bonner, Mr. Eakins, Miss Greene, Mr. Massey
Miss Strickland

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

SOCIOLOGY

Mr. Morgan, Mr. Massey, 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 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 biological, technological, and cultural factors underlying social change.

Mr. Morgan

327. RURAL SOCIOLOGY.

A study of rural life in its historical, familia, 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. CULTURAL ANTHROPOLOGY.

A study of patterns of behavior growing out of group life, stressing background, origins, spread, and interrelations of human practices.

Mr. Massey

The Division of Teacher Education

MR. FOLGER, *Chairman*

Education *Health and Physical Education* *Library Science*
Laboratory School *Psychology*

The Division of Teacher Education has for its purpose the preparation of students for skillful and significant teaching in the following fields: (1) elementary and high school, (2) health and physical education, and (3) teacher-librarian.

EDUCATION

Mr. Folger, Miss Bolton, Mr. Bradley, Miss Brooks, Mr. Comer, Miss English, Mrs. McKnight, Mr. Smith

Courses in education are considered professional and may not be counted toward any major or minor. The basic courses, organized as a whole program, should be taken in the order indicated in the degree programs.

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, observation, or supervised teaching.

Since supervised teaching is rarely possible in the Summer School, the College gives a course in directed observation. In meeting certification requirements, teachers with one or more years of teaching experience may use this course.

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; study of children in school situations.

Miss Brooks

305. EDUCATIONAL PSYCHOLOGY.

A study of the learning-teaching process: individual differences most significant to it; the relation of emotions and intelligence to learning and teaching. Education 355 or 455 should be taken concurrently to provide for more observation and study of children.

Staff

306. THE SCHOOL AND SOCIETY.

A study and use of methods for bridging the gap between the school and its community. Ways for giving learners first-hand experience with reality so that the symbols used in the classroom may become more meaningful.

Mr. Folger

319. THE USE OF VISUAL AND AUDIO AIDS IN EDUCATION. (Offered in Summer School.)

Prerequisite: Education 328 or 334 or 343 or another methods course.

A study of the purposes, values, and techniques for use of audio and visual aids.

Staff

325. STUDENT TEACHING AND PARTICIPATION IN THE ELEMENTARY SCHOOL.

Prerequisites: Education 355 and a general average of "C."

Students who do practice teaching on campus will take this course concurrently with Education 328 or 334. Gradual introduction 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 295 or 305 and 355; an average of "C."

Study, observation, and a variety of other experiences relating to present and anticipated needs of student teachers in nursery school, kindergarten, and the early elementary grades. Further study and guidance of children having difficulties in certain phases of their school work.

Mrs. McKnight

334. MATERIALS AND METHODS FOR LATER CHILDHOOD EDUCATION.

Prerequisites: Same as for Education 328.

Study, observation, and a variety of other experiences relating to present and anticipated needs of student teachers in the upper elementary grades. Further study and guidance of children having difficulties in certain phases of their school work.

Mrs. McKnight

337. ADVANCED EDUCATIONAL PSYCHOLOGY.

Prerequisites: Education 104 and Education 295 or 305.

Includes a study of the following: psychology of learning; the laws of learning, thinking, transfer, expression, and play; individual differences and their measurements; mental efficiency; personality traits; investigative methods and their application to educational situations. Observation in the laboratory school.

Miss Bolton

343. MATERIALS AND METHODS FOR HIGH SCHOOL TEACHING.

Prerequisites: Education 104, 295, 305, 455, and a general average of "C." To be taken concurrently with Education 445.

Observation in the high school; experience in the selection and use of effective materials and methods suited to teaching high school students.

Staff

351. METHODS OF TEACHING READING.

Prerequisites: Education 328, 334, or 343.

Specific training in methods of teaching reading to elementary and high school students.

Staff

355. DIRECTED OBSERVATION IN THE ELEMENTARY GRADES.

Prerequisites: Education 104 and Education 295.

Guided observation and participation in pre-school and elementary classes; study of children individually and in groups; curriculum content materials and procedures in preparation for student teaching.

Mrs. McKnight

365. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.

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

Miss Manchester

445. STUDENT TEACHING AND PARTICIPATION IN HIGH SCHOOL.

Prerequisites: Education 455 and a general average of "C."

Students who do practice teaching on campus will take Education 343 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.

Prerequisites: Education 104 and 295.

Regular guided observation in classes of the high school; careful study and evaluation of teaching procedures; planning for teaching.

Staff

466. METHODS OF TEACHING RURAL HOMEMAKING.

Prerequisites: Education 104 and Education 295 or 305.

The role of the home economist in rural communities; 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 two-hour laboratory periods. Not restricted to home economics majors.

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 of homemaking education to the secondary school and adult programs in the community; special emphasis on the adjustment of homemaking curricula to assist in solving 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.)

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. Open only to teachers in service.

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 White

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

To be taken prior to or concurrently with 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. Required of all majors in school health education.

Mrs. Wooten

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

481-82. APPRENTICE TEACHING IN HOMEMAKING EDUCATION.

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

Gradual induction in assuming the responsibilities of the resident teacher, day school classes, extra-curricular activities; contacts with the community; evaluation of all experiences in the apprentice center. A two-credit course.

483. CURRICULUM BUILDING IN HOMEMAKING EDUCATION.

Prerequisites: Education 481-82.

A study of the needs of different age groups, of typical Georgia communities, and of the world today, as a basis for planning programs of work suitable for various community groups.

490. THE CURRICULUM.

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.

492. A, B. WORKSHOP. (Offered in Summer School.)

A study of school problems suggested by the class. May be taken as an on-campus or off-campus workshop sponsored by the College. Offers credit either in elementary or secondary education. Open only to teachers in service.

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. Considers the experiences and conditions needed for their normal development and the equipment, materials, and procedures most useful in the nursery school.

Mrs. Ingram

HEALTH AND PHYSICAL EDUCATION

Miss Manchester, Mrs. Beiswanger, Miss Chapin, Miss Davis, Mrs. Ireland,
Miss Smith, Mrs. Wootten

Students who wish to teach health and physical education in the public schools should take the special curriculum leading to the Bachelor of Arts or the Bachelor of Science degree.

Students who wish to prepare for the field of public health or to pursue the pre-nursing program should take the curriculum outlined by the head of the department.

Students who wish to secure basic preparation for the fields of physical therapy or recreation and who anticipate further study in these fields after graduation should take the program outlined on page 79.

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, golf, 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 students' interests and needs. The activities offered are similar to those 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, offering special intensive instruction in physical education activities. Open only to 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 Chapin, Miss Manchester

300. ADVANCED SWIMMING AND LIFE-SAVING.

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

Miss Smith

311. THEORY AND PRACTICE IN 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 TECHNIQUES 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 Smith

*Majors will take Education 365. See page 127.

314. THE TECHNIQUES OF SPORTS.

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

Miss Smith

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 Manchester

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 to aptitude and achievement tests of general and specific motor abilities. Supplemented by clinical laboratory experience. Three periods a week. One-half course.

Miss Smith

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. Emphasis upon such problems as facilities, equipment, program, leadership, administrative devices, departmental policies, professional organizations, and departmental relationships.

Miss Manchester

*Orthopedic and Remedial Physical Education has been incorporated into Health 330.

HEALTH

100. PERSONAL AND COMMUNITY HEALTH.

An orientation course in applied personal, racial, home, and community health. Required of all freshmen.

Mrs. Ireland, Mrs. Wootten

320. HEALTH OF THE FAMILY.

A course in health and human relations. A study of (1) the influence of heredity (eugenics) and of eugenics on the health of the family; (2) of pre-natal, infant and child care; (3) of sex-hygiene and sex-education as related to normal, successful human relations.

Mrs. Wootten

325. SCHOOL HEALTH AND HEALTH EDUCATION.

A study of school health problems, teacher training in health-service programs, and all other basic practices and procedures in health education. An introductory course for teachers.

Mrs. Wootten

330. SCHOOL HEALTH SERVICES FOR HEALTH EDUCATION AND PHYSICAL EDUCATION.

A study of healthful school living, including communicable disease control, the scope, techniques and follow-up program of the health examination, and clinical practice of standard techniques in testing and examination. Special study is made of faulty postural conditions of the back and feet, and of certain other muscular and organic abnormalities, with a consideration of their treatment through exercise 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. Satisfactory completion of requirements 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.

The safety program—education, legislation and engineering. Emphasis on facts, principles and problems of school and public safety education.

Mrs. Ireland, Mrs. Wootten

340. PUBLIC HEALTH: PRINCIPLES AND ADMINISTRATION.

A course including the study of the principles of sanitary science and preventive medicine with their application to home, school, and community problems. Aspects of local, state, and federal public health legislation and programs are studied.

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 and public health. Emphasis on the potentially normal individual and his adjustments.

Mrs. Wootten

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

Prerequisites: Health 100, 300, 340, or equivalents.

Materials, methods and techniques in the health education program in the secondary school. Observation of students in the laboratory school; preparation of tentative courses of study in health. To be followed by practice teaching.

Mrs. Wootten

LIBRARY SCIENCE

Miss Satterfield, Mrs. Browder

The courses in library science are planned to educate teacher-librarians for schools with maximum 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. Open only to juniors and seniors.

454. REFERENCE AND BIBLIOGRAPHY.

A course to provide the student with a working knowledge of a library as an information laboratory. Emphasis on 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 materials.

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 follow Library Science 454 and 455.

458. READING GUIDANCE AND BOOK SELECTION.

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.

PSYCHOLOGY

Miss Bolton, Mrs. Hicks

100. THE STUDY LABORATORY.

External conditions favorable for study; the preparation of an assignment; 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

323. PSYCHOLOGY OF CHILDHOOD.

What the child inherits; mental ability; effect 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 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

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

GRADUATES IN 1951

JUNE

Bachelor of Arts

| | |
|-----------------------------------|---------------|
| Birtie Madeline Allen | Augusta |
| Patty Ruth Allred | Rome |
| Carolyn Ruth Anglin | Milledgeville |
| Huanne Aiken Burnett | Covington |
| Jacquelin Marguerite Camp | East Point |
| Betty Ann Campbell | Atlanta |
| Harriett Beatrice Casteel | Lavonia |
| Dorothy Eugenia Culpepper | Toccoa |
| Ann Dolores Davis | Newborn |
| Billie Ann Davis | Cordele |
| Martha Jane Derden | Covington |
| Martha Annette Hoover Dozier | Edison |
| Barbara Joyce Dunson | Commerce |
| Josephine Edwards | Milledgeville |
| Joan Malone Faulkner | Monticello |
| Gwendolyn Gatewood | Cartersville |
| Nancy Jane Griffith | Milledgeville |
| Mary Joyce Hamrick | Thomaston |
| Jean Ellen Hawkins | Atlanta |
| Mary Elizabeth Herndon | Augusta |
| Marion Holliman | Toombsboro |
| Anne Johnson | Augusta |
| Evelyn Ann Knight | Atlanta |
| Bobbie Louise Lane | Monticello |
| Frances Way Lewis | Milledgeville |
| Miriam McCullough | Woodbine |
| Lillian Lewis Lansdell McElmurray | Augusta |
| Dorothy Turner Mayfield | Camilla |
| Nelle Montford | Dublin |
| Sarah Agatha Moody | Baxley |
| Patsy Estelle Moore | Crawfordville |
| Gloria Mazie Nash | Atlanta |
| Barbara Jean Nutt | Luella |
| Joyce Eugenia Nutt | Vienna |
| Julia Elizabeth Palmer | Atlanta |
| Dawn Sykes Partington | Atlanta |
| Mary Ellen Paschal | Appling |
| Jacquelyn Ardeth Pickron | Dublin |

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|------------------------------|------------------|
| Patricia Ann Radcliff..... | Carrollton |
| Christine Malissia Rice..... | Royston |
| Mary June Rogers..... | Amity |
| Mary Ann Schmidt..... | Americus |
| Josefine Speneder..... | Mondsee, Austria |
| Betty Jean Stanley..... | Dalton |
| JoAnne Malcom Thomas..... | Bishop |
| Martha Claire Vassar..... | Hartwell |
| Bette Collier Watson..... | Toccoa |

Bachelor of Science

| | |
|----------------------------------|---------------|
| Mary A. Hardison..... | Byron |
| Billie Jean Hiers..... | Moultrie |
| Arrawanna Elizabeth Huguley..... | Griffin |
| Martha Dean Mulkey..... | Sardis |
| Nina Claire Veal..... | Milledgeville |

Bachelor of Science in Business Administration

| | |
|----------------------------------|---------------|
| Miriam Audrey Abell..... | Fort Gaines |
| Clara Pauline Addy..... | Toccoa |
| Kathryn Anderson..... | Greenville |
| Betty Jane Bailey..... | Augusta |
| Kathleen Benefield..... | Arabi |
| Norma Claire Bennett..... | Manassas |
| Bobby Ann Christmas..... | Vienna |
| Louise Lester Clark..... | Sanford, Fla. |
| Iris Elizabeth Collins..... | Claxton |
| Jean Marie Crain..... | Decatur |
| Emma June Grier..... | Glenwood |
| Martha Jane Gunn..... | Warrenton |
| Dorothy Ann Hansard..... | Hapeville |
| Nancy Ann Hicks..... | Conyers |
| Barbara Sue Johnson..... | Jefferson |
| Sara Margaret Kinney..... | Americus |
| Mary Katherine Lawrence..... | Monticello |
| Margaret Richardson Meadows..... | Berryton |
| Ruth Carolane Mozo..... | Milledgeville |
| Katherine Sue Norton..... | Clayton |
| Anna Elizabeth Persons..... | Fitzgerald |

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|-----------------------------|-------------|
| Suzie Marietta Porter..... | Bishop |
| Betty Jean Rooks..... | Arlington |
| Claire Amis Strawn..... | McDonough |
| Mary Martha Strickland..... | Hogansville |
| Carol Ann Wise..... | Calhoun |

Bachelor of Science in Education

| | |
|-------------------------------------|-------------------|
| Dorothy Annette Aiken..... | Newborn |
| Willene Barksdale..... | Sylvester |
| Alice Amelia Bartlett..... | Thomson |
| Pauline Eunice Brannan..... | Lawrenceville |
| Jewel Barrow Buckner..... | Macon |
| Lillian Marie Burns..... | St. Simons Island |
| Mary Camille Burns..... | St. Simons Island |
| June Daley..... | Wrightsville |
| Geraldine Denham..... | Sycamore |
| Lanell Dominy..... | Dublin |
| Ann Elizabeth Fleming..... | Thomasville |
| Dorothy Fowler..... | Milledgeville |
| Jacqueline Fowler..... | Acworth |
| Mrs. Annie Belle Fussell..... | Milledgeville |
| Gwendolyn Gay..... | Monticello |
| Mrs. Eva Belle Gheesling..... | Harlem |
| Mrs. Harriett Willett Hargrove..... | Milledgeville |
| Cecelia Iva Harvey..... | Ogeechee |
| Mary Quinn Harvey..... | Millen |
| Willie Edna Henderson..... | Waycross |
| Frances Madelyne Holst..... | Macon |
| Melba Shelnut Hull..... | Birmingham, Ala. |
| Mary Alice Jester..... | Albany |
| Marie Johnson..... | Augusta |
| Joanne Theresa Kandel..... | Savannah |
| Elizabeth Kendall..... | Moultrie |
| Nan Dean LeMaster..... | Ellenwood |
| Nell Leland McLendon..... | Atlanta |
| Lura Nell Moore..... | Douglas |
| Jean Louise Muns..... | Rentz |
| Nancy Lee Plowden Oxford..... | Augusta |
| Joyce Evelyn Pannell..... | St. Simons Island |
| B. Kathryn Phillips..... | Summerville |
| Dorothy Pinkston..... | Chamblee |
| Catherine Davis Pirkle..... | Hoschton |

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|--------------------------|------------------|
| Gertrude Anne Pitman | College Park |
| Ernestine Price | Elberton |
| Merryll Page Rapley | Davisboro |
| Annie Mae Reichert | Boston |
| Mary Lucile Richey | Douglas |
| Iris Virginia Sawyer | Cuthbert |
| Betty Ann Sewell | Toccoa |
| Sally Elizabeth Shadburn | Thomaston |
| Betty Lynn Smith | Reidsville |
| Louise JoAnn Suter | Decatur |
| Emmie Martin Taylor | Camilla |
| Elizabeth DeLoris Wall | Savannah |
| Dorothy Elaine Ward | Arlington |
| Barbara Ann Webber | Avondale Estates |
| Dolores Ann Wheeler | LaFayette |
| Ruth Winn Willcox | McRae |
| Katherine Lewisa Willis | Marietta |

Bachelor of Science in Home Economics

| | |
|------------------------------|---------------|
| Betty Jewell Adams | Morgan |
| Betty Ruth Akin | Tucker |
| Lenora Jane Benefield | Gainesville |
| Leila Frances Bradford | Swainsboro |
| Nancy Jean Bridgers | Macon |
| Jean Brown | Cairo |
| Virginia Iris Brown | Manchester |
| Amy Elizabeth Bryant | Chipley |
| Arminda Burnsed | Statesboro |
| Jean Carroll | Dublin |
| Betty Cole | Commerce |
| Eleanor LaNell Cowart | Atco |
| Gertrude Cox | Rome |
| Mary Nell Deariso | Sylvester |
| Vivian Annette Evans | Brunswick |
| Frances Laverne Foshee | Pinehurst |
| Marion Chrystal Foy | Thomaston |
| Barbara Elaine Grant | Zebulon |
| Wanda Christine Gray | Holly Springs |
| Margarette Elizabeth Gregory | Chatsworth |
| Billie Marian Griffin | Douglas |
| Vera Mae Haley | Canton |
| Mary Ann Harden | Osierfield |

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|---------------------------------|--------------|
| Bernadine Clyde King | Brunswick |
| Martha Louise King | Cartersville |
| Mary Annice Lancaster | Gainesville |
| Joyce Collette Lane | Sylvania |
| Martha Ann Lane | Wigham |
| Mary Lois Lay | Calhoun |
| Edith Jacquelyn Rooks Ledbetter | Augusta |
| Betty Sue McCard | Thomaston |
| Mary Carolyn McCay | Toccoa |
| Charlotte Maize Moon | Loganville |
| Ella Claire O'Rear | White Plains |
| Tommie Virginia Reece | Canton |
| Mildred Jean Reeves | Dearing |
| Margie Elizabeth Sangster | Unadilla |
| Kathryn Smith | Statesboro |
| Patricia Joy Smith | Winder |
| Geraldine Spivey | Douglas |
| Edith Pauline Stewart | Sumner |
| Sara Alice Sweatt | Lindale |
| Dorothy Lucille Taylor | Attapulgus |
| Betty Jean Thompson | Douglas |
| Betty Nunn Trippe | Commerce |
| Mary June Tuggle | Monticello |
| Almeda Anne Vaughn | Buckhead |
| Frances Ellen Wallace | Dalton |
| Anne K. Willis | Williamson |
| Neudy Leona Wofford | Commerce |

Bachelor of Science in Music Education

| | |
|----------------------|-----------|
| Jacqueline Becton | Pooler |
| Faye Marie Boyer | Linton |
| Jo Lanelle Edmondson | Cedartown |
| Annie Ruth Hawkins | Mitchell |

AUGUST

Bachelor of Arts

| | |
|------------------------|--------------|
| Mary Eloise Blackburn | Sandersville |
| Louise Beaty Brown | Thomson |
| Sarah Hartley | Alamo |
| Cleo Camilla Henson | Rossville |
| Carolyn June Johnson | Covington |
| Madge Eleanor McDaniel | Dexter |

| | |
|-------------------------------|---------|
| Jessie Raffield McLendon..... | Dublin |
| Natalie Moore Roberts..... | Haddock |

Bachelor of Science in Business Administration

| | |
|---------------------------------|---------------|
| Dolores Ione Beachler..... | Warner Robins |
| Dora Joyce Elliott..... | Auburn |
| Mamie Dare Etheredge..... | Milledgeville |
| Cornelia Ann Harrison..... | Cordele |
| Ruby Frances Kennedy..... | Lollie |
| Jeraldine Bulloch Thompson..... | Ochlochnee |
| Gladys Louise Walton..... | Eatonton |

Bachelor of Science in Education

| | |
|-----------------------------------|-----------------------|
| Mrs. Edith Wright Bailey..... | Augusta |
| Mrs. Grace Allgood Bateman..... | Augusta |
| Mrs. Lena Grace West Bateman..... | Eastman |
| Lorraine Anne Bonnell..... | Savannah |
| Mrs. Bart Swann Bowles..... | Baconton |
| Sarah Elizabeth Bozeman..... | Woodstock |
| Violet Marolyn Bragg..... | Springfield |
| Geneva Dealphia Bray..... | Wrightsville |
| Mrs. Annie Mae Godfrey Brock..... | Davisboro |
| Alice Frances Bulloch..... | Atlanta |
| Ada Bush..... | Barnesville |
| Mrs. Effie Sharp Bush..... | Fitzgerald |
| Mrs. Eliza Laseter Calhoun..... | Tarrytown |
| Mary Catherine Campbell..... | Columbus |
| Mrs. French Barron Cason..... | Thomaston |
| Mrs. Thelma Eaves Conner..... | Harlem |
| Mrs. Sara Mathis Copelan..... | West Palm Beach, Fla. |
| Maxie Inez Courson..... | Soperton |
| Mrs. Margaret Lacey Cox..... | Atlanta |
| Mrs. Daisy Carter Crittenden..... | Shellman |
| Elizabeth Crozier..... | Cuthbert |
| Mrs. Sarah Bryngelson Daly..... | Augusta |
| Geraldine Davis..... | Soperton |
| Mrs. Julia Cornog Davis..... | Durham, N. C. |
| Mrs. Verta Poole DeVane..... | Ellaville |
| Mrs. Louise Morris DeWitt..... | Milledgeville |
| Sarah L. Dorroh..... | Pine Log |
| Mrs. Jewel Sanders Doss..... | Leary |
| Ruby Mae Drake..... | Iron City |

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|--|-------------------|
| Martha Ann Drew..... | Swainsboro |
| Mrs. Jocelyn Tanner Driskell..... | Dublin |
| Mrs. Rubye Perry Dykes..... | Dudley |
| Mrs. Mary Hall Elrod..... | Subligna |
| Mrs. Beulah Adams English..... | Cochran |
| Bernyce Mae Evitt..... | Kensington |
| Mrs. Annie Lewis Patterson Farmer..... | Griffin |
| Reba LaVerne Farmer..... | Conyers |
| Mrs. Elma Dickson Gay..... | Wrens |
| Mrs. Georgia West Giddens..... | Eastman |
| Mrs. Irene Weathers Goldin..... | Augusta |
| Mrs. Estelle Waits Graham..... | Albany |
| Mrs. Irene Elliott Grant..... | Stockbridge |
| Mrs. Geraldine Woodward Hargrove..... | Augusta |
| Mrs. Faye Cooper Hartley..... | Alamo |
| Eurice Hay..... | Blakely |
| Roxa Lena Hicks..... | Cedar Grove |
| Lillian Hill..... | Augusta |
| Mrs. Carleen Burkett Horton..... | Fitzgerald |
| Mrs. Lucile Walker Huckeba..... | Sandersville |
| Margaret Austine Hunter..... | Blairsville |
| Mrs. Carolyn Underwood Jackson..... | Milledgeville |
| Mrs. Berna Perry Jordan..... | Leary |
| Mrs. Ruth Jones Knight..... | Sale City |
| Dorothy Mae Lancaster..... | Eastman |
| Mrs. Olga Simmons Laramore..... | Mountville, S. C. |
| Mrs. Elma Martin Law..... | Shellman |
| Mrs. Rubye Jernigan Lee..... | Albany |
| Betty Fredonia Lewis..... | Eastman |
| Mrs. Gladys Hill Lindsey..... | Kite |
| Mrs. Jane Adams Long..... | Bainbridge |
| Mrs. Mariella McKie..... | Augusta |
| Lula Edith Manning..... | Marietta |
| Mrs. Lenoir Summerour Martin..... | Cordele |
| Josephine Mercer..... | Juliette |
| Mrs. Ethel Earl Morgan..... | Guyton |
| Mary Louise Napier..... | Milledgeville |
| Mrs. Ethel Toole Osborne..... | Cordele |
| Eugenia Pate..... | Albany |

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|--------------------------------------|--------------------|
| Mrs. Gertrude Moore Poole | Augusta |
| Mrs. Helen Richardson Reilly | Augusta |
| Mrs. Ruth Chance Resseau | Haddock |
| Mrs. Josephine Davis Rice | Milledgeville |
| Sarah Frances Robertson | Dublin |
| Mrs. Sara Allen Robinson | Buena Vista |
| Mrs. Louise Cook Rowan | McDonough |
| Maxine Royston | Royston |
| Mina Lee Rubenstein | Augusta |
| Mrs. Lucibel Bunkley Rutland | Albany |
| Mrs. Laura Parramore Sanders | Boston |
| Mrs. Mildred Hamilton Sargent | Pitts |
| Mrs. Mildred Tuck Sasser | Meigs |
| Ima Tina Scruggs | Chattanooga, Tenn. |
| Mrs. Erline Martin Simmons | Donalsonville |
| Mrs. Beatrice Thigpen Smith | Tennille |
| Seleta Iline Smith | Tifton |
| Mrs. Sibyl Raley Smith | McIntyre |
| Mary Elizabeth Snyder | Ellaville |
| Mrs. Velma Slappey Southwell | Cordele |
| Mrs. Margaret Alston Speth | Augusta |
| Mrs. Hazel Linder Sutton | Dublin |
| Mrs. Eunice Martin Tatum | Richland |
| Mrs. Evelyn Cook Tharp | McRae |
| Mrs. Elizabeth Hicks Thompson | Brunswick |
| Gertrude Uren | Cartersville |
| Mary Elizabeth Vance | Ty Ty |
| Mrs. Mary Hargrove White | Florence, S. C. |
| Sara Edith Williams | Cordele |
| Mrs. Eunice J. Williams | Andersonville |
| Mrs. Geraldine Partin Williams | Fitzgerald |
| Mrs. Helen Chesnutt Willis | Bainbridge |
| Katherine Prothro Wolcott | Griffin |
| Mrs. Margaret Bell Yarbrough | Augusta |

Bachelor of Science in Home Economics

| | |
|---------------------------------|---------|
| Mary Geneva Causby | Calhoun |
| Mrs. Faye Hubbard Sanders | Edison |

REGISTRATION BY COUNTIES, GEORGIA

1951-1952

| <i>County</i> | <i>No. of Students</i> | <i>County</i> | <i>No. of Students</i> |
|---------------------|----------------------------|----------------------|----------------------------|
| Appling | 3 | Elbert | 4 |
| Atkinson | 1 | Emanuel | 3 |
| Baker | 1 | Evans | 7 |
| Baldwin | 58 | Fannin | 1 |
| Banks | 1 | Floyd | 7 |
| Barrow | 1 | Franklin | 2 |
| Bartow | 9 | Fulton | 23 |
| Ben Hill | 4 | Gilmer | 1 |
| Berrien | 1 | GlascocK | 5 |
| Bibb | 10 | Glynn | 6 |
| Bleckley | 1 | Gordon | 2 |
| Brantley | 8 | Grady | 3 |
| Brooks | 1 | Greene | 2 |
| Bryan | 4 | Gwinnett | 5 |
| Bulloch | 3 | Habersham | 1 |
| Burke | 4 | Hall | 7 |
| Butts | 2 | Hancock | 14 |
| Calhoun | 7 | Haralson | 1 |
| Camden | 1 | Hart | 4 |
| Candler | 2 | Henry | 1 |
| Carroll | 3 | Houston | 11 |
| Chatham | 9 | Irwin | 2 |
| Chattooga | 2 | Jackson | 6 |
| Cherokee | 5 | Jasper | 4 |
| Clarke | 2 | Jeff Davis | 1 |
| Clayton | 1 | Jefferson | 43 |
| Clinch | 1 | Jenkins | 5 |
| Cobb | 8 | Johnson | 2 |
| Coffee | 6 | Jones | 2 |
| Colquitt | 1 | Lamar | 2 |
| Columbia | 5 | Laurens | 25 |
| Cook | 1 | Lee | 1 |
| Coweta | 1 | Liberty | 2 |
| Crisp | 2 | Lincoln | 1 |
| DeKalb | 20 | Long | 2 |
| Dodge | 6 | McDuffie | 5 |
| Dooly | 11 | Macon | 4 |
| Dougherty | 6 | Meriwether | 3 |
| Early | 7 | Miller | 3 |
| Effingham | 3 | Mitchel | 5 |

| <i>County</i> | <i>No. of Students</i> | <i>County</i> | <i>No. of Students</i> |
|----------------------|----------------------------|----------------------|----------------------------|
| Montgomery | 3 | Taylor | 4 |
| Morgan | 4 | Telfair | 3 |
| Muscogee | 2 | Terrell | 3 |
| Newton | 9 | Thomas | 9 |
| Oglethorpe | 1 | Tift | 3 |
| Peach | 1 | Toombs | 6 |
| Pickens | 2 | Towns | 1 |
| Pike | 1 | Troup | 8 |
| Pulaski | 4 | Turner | 1 |
| Putnam | 12 | Upson | 6 |
| Quitman | 1 | Walker | 1 |
| Rabun | 1 | Walton | 8 |
| Randolph | 7 | Ware | 8 |
| Richmond | 19 | Warren | 8 |
| Screven | 4 | Washington | 29 |
| Seminole | 3 | Wayne | 6 |
| Spalding | 5 | Wheeler | 1 |
| Stephens | 1 | Whitfield | 3 |
| Stewart | 1 | Wilkes | 7 |
| Sumter | 5 | Wilkinson | 17 |
| Talbot | 2 | | |
| Tatnall | 5 | Total | 675 |

| OUT-OF-STATE | |
|------------------------------|----|
| Alabama | 1 |
| Florida | 3 |
| Illinois | 1 |
| Pennsylvania | 1 |
| South Carolina | 1 |
| Argentina | 1 |
| Cuba | 2 |
| Colombia, S. A. | 2 |
| Philippine Islands | 1 |
| Total | 13 |

Total registration
academic year
1951-1952 688

SUMMER SCHOOL, 1951

First term, campus . . . 639
Dalton Workshop . . . 95

| | |
|----------------------------|-----|
| Fitzgerald Workshop . . . | 73 |
| Moultrie Workshop . . . | 90 |
| Rome Workshop | 56 |
| Second term, campus . . . | 493 |
| Augusta Workshop | 112 |
| Summerville Workshop . . . | 87 |

Total 1645
Less Duplicates . . . 377

Total Individuals . 1268

PEABODY LABORATORY SCHOOL
1951-1952

Elementary Division . . . 299
High School Division . . . 203
Total 502

Total (academic year,
summer school) . . . 1956

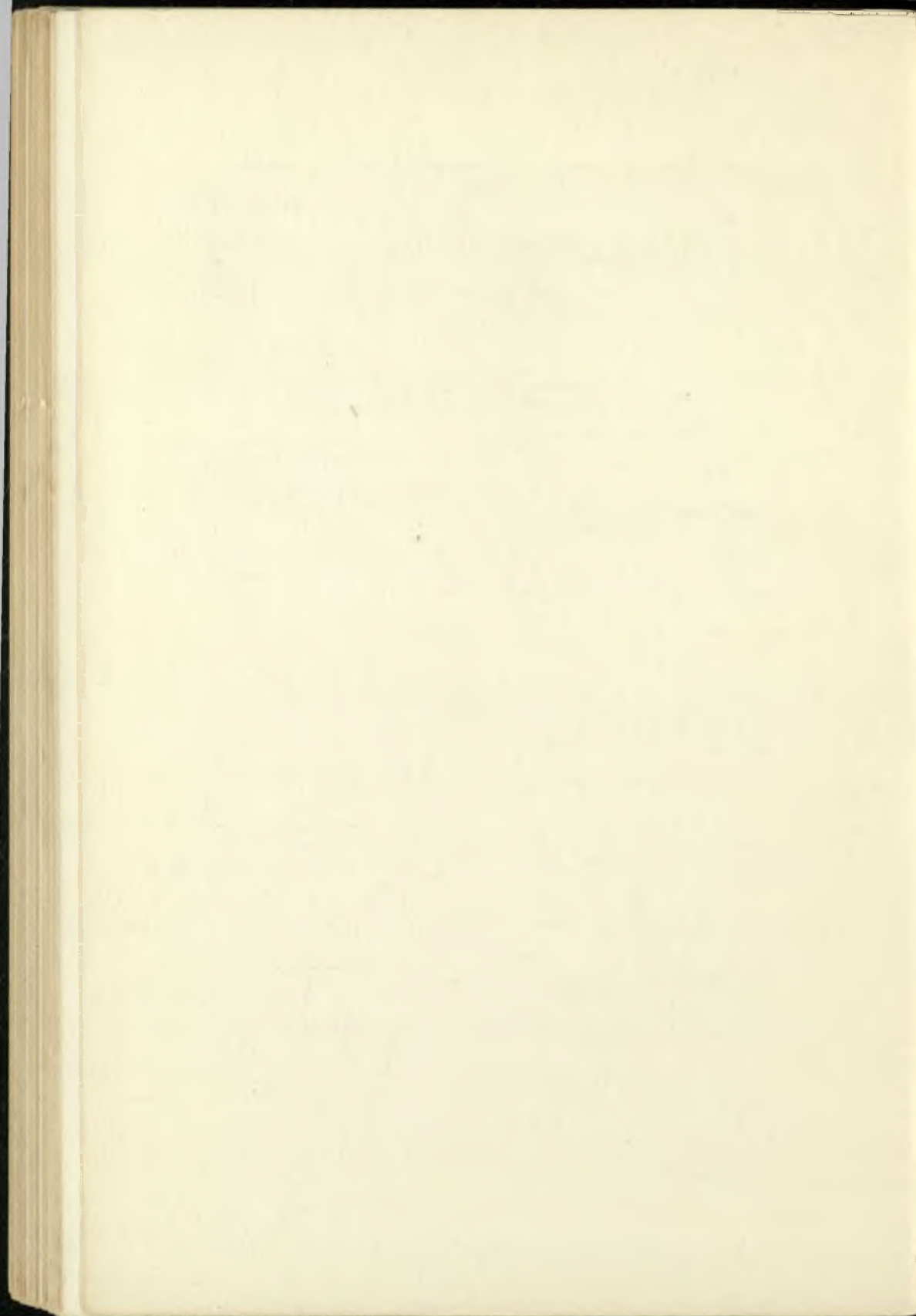
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CATALOGUE NUMBER

1952 - 1953

Vol. XXXVII, Feb. 1, 1952, No. 3

Entered at the Post Office at Milledgeville, Georgia, April 15, 1915, as second-class matter, under Act of Congress, August 24, 1912. Issued semi-monthly except during August and September.

BULLETIN
OF
GEORGIA STATE COLLEGE FOR WOMEN



MILLEDGEVILLE, GEORGIA

1952