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Spring 1954

## catalog 1954-1955

Georgia College and State University

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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

1954							1955														
<b>JANUARY</b>							<b>JULY</b>							<b>JANUARY</b>							
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	3						1	2	3
3	4	5	6	7	8	9	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	25	26	27	28	29	30	31	23	24	25	26	27	28	29	
31														30	31						
<b>FEBRUARY</b>							<b>AUGUST</b>							<b>FEBRUARY</b>							
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	1	2	3	4	5	6	7			1	2	3	4	5	
7	8	9	10	11	12	13	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
28							29	30	31					27	28						
<b>MARCH</b>							<b>SEPTEMBER</b>							<b>MARCH</b>							
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				1	2	3	4			1	2	3	4	5	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	20	21	22	23	24	25	26	
28	29	30	31				26	27	28	29	30			27	28	29	30	31			
<b>APRIL</b>							<b>OCTOBER</b>							<b>APRIL</b>							
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	2						1	2	
4	5	6	7	8	9	10	3	4	5	6	7	8	9	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	10	11	12	13	14	15	16	10	11	12	13	14	15	16	
18	19	20	21	22	23	24	17	18	19	20	21	22	23	17	18	19	20	21	22	23	
25	26	27	28	29	30		24	25	26	27	28	29	30	24	25	26	27	28	29	30	
							31														
<b>MAY</b>							<b>NOVEMBER</b>							<b>MAY</b>							
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
2	3	4	5	6	7	8	7	8	9	10	11	12	13	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	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	22	23	24	25	26	27	28	
23	24	25	26	27	28	29	28	29	30					29	30	31					
30	31																				
<b>JUNE</b>							<b>DECEMBER</b>							<b>JUNE</b>							
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	
6	7	8	9	10	11	12	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	
20	21	22	23	24	25	26	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			

# COLLEGE CALENDAR

1954-1955

## *Fall Quarter*

September	21	Faculty meeting, 4 p.m.
	21	Arrival of new students
	21-25	Orientation of new students
	22	Registration of freshmen, 2:30 p.m.
	23	Arrival of upperclassmen
	24	Registration of sophomores, 2:00 p.m.
	25	Registration of juniors and seniors, 8:30 - 11:30 a.m.
	27	Classes convene, 8:30 a.m.
	27	Formal convocation, 10:30 a.m.
October	4	Last day to register for full credit
November	1	Mid-quarter reports for all students
	24	Thanksgiving holidays begin at 1 p.m.
	28	Thanksgiving holidays end at 11 p.m.
December	15, 16, 17	Fall quarter examinations
	17	Christmas holidays begin at 1 p.m.

## *Winter Quarter*

January	2	Christmas holidays end at 11 p.m.
	3	Registration of new students
	3	Classes resumed
	10	Last day to register for full credit
February	7	Mid-quarter reports for all students
March	21, 22, 23	Winter quarter examinations
	23	Spring holidays begin at 1 p.m.

## *Spring Quarter*

March	27	Spring holidays end at 11 p.m.
	28	Registration of new students
	28	Classes resumed
April	4	Last day to register for full credit
May	2	Mid-quarter reports for all students
June	1, 2, 3	Spring quarter examinations
	6	Commencement

## DIRECTORY FOR CORRESPONDENCE

Requests for specific information should be directed as follows:

General College policy	Henry King Stanford <i>President</i>
Educational policies, courses of study, and scholarships	Donald H. MacMahon <i>Dean of Instruction</i>
Housing, personal problems, and permissions	Mary Thomas Maxwell <i>Dean of Women</i>
Admissions, records, transcripts and catalogues	Travis E. Smith <i>Registrar</i>
Expenses, refunds, loan funds, and other business matters	Herbert A. Meyer <i>Comptroller</i>
Student aid	Iva Chandler <i>Director</i>
Alumnae affairs	Sara Bethel <i>Alumnae Secretary</i>
Extension and Correspondence courses	J. Wilson Comer <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*

- FRANK D. FOLEY, Columbus, State-at-Large  
January 8, 1952 - January 1, 1956
- MRS. WILLIAM T. HEALEY, Atlanta, State-at-Large  
January 1, 1953 - January 1, 1960
- JOHN J. McDONOUGH, Rome, State-at-Large  
January 1, 1950 - January 1, 1957
- FREEMAN STRICKLAND, Atlanta, State-at-Large  
January 1, 1953 - January 1, 1960
- CAREY WILLIAMS, Greensboro, State-at-Large  
January 10, 1949 - January 1, 1955
- JAMES PETERSON, Soperton, First District  
January 10, 1949 - January 1, 1955
- JOHN I. SPOONER, Donalsonville, Second District  
January 1, 1954 - January 1, 1961
- HOWARD H. CALLAWAY, Hamilton, Third District  
December 9, 1953 - January 1, 1958
- ROBERT O. ARNOLD, Covington, Fourth District  
January 10, 1949 - January 1, 1956
- DAVID F. RICE, Atlanta, Fifth District  
January 1, 1954 - January 1, 1961
- CHARLES J. BLOCK, Macon, Sixth District  
January 7, 1950 - January 1, 1957
- C. L. MOSS, Calhoun, Seventh District  
January 1, 1952 - January 1, 1959
- FRANCIS STUBBS, SR., Douglas, Eighth District  
January 12, 1950 - January 1, 1957
- EDGAR DUNLAP, SR., Gainesville, Ninth District  
January 3, 1952 - January 1, 1959
- ROY HARRIS, Augusta, Tenth District  
January 1, 1951 - January 1, 1958

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JOHN J. McDONOUGH, *Vice Chairman*  
HARMON W. CALDWELL, *Chancellor*  
JOHN E. SIMS, *Assistant to the Chancellor*  
J. H. DEWBERRY, *Director, Plant and Business Operations*  
L. R. SIEBERT, *Executive Secretary*  
JAMES A. BLISSIT, *Treasurer*

# GEORGIA STATE COLLEGE FOR WOMEN

## THE ADMINISTRATION

HARMON WHITE CALDWELL, A.B., LL.B., LL.D.

*Chancellor of the University System of Georgia*

HENRY KING STANFORD, A.B., M.A., M.S.G.M., Ph.D.

*President of the College*

DONALD H. MACMAHON, A.B., M.A., Ph.D.

*Dean of Instruction*

MARY THOMAS MAXWELL, A.B., M.A.

*Dean of Women*

TRAVIS EDWIN SMITH, A.B., M.A., Ph.D.

*Registrar*

HERBERT A. MEYER, A.B.

*Comptroller*



## THE FACULTY

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A.B., M.A. (Emory University), M.S.G.M. (University of Denver)  
Ph.D. (New York University)

GUY H. WELLS, *Former President; now with Point IV Program*

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

MARY ELISABETH ANTHONY, *Assistant Professor of Business Administration*

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

BARBARA PAGE BEISWANGER, *Associate Professor of Physical Education*

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

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

EURI BELLE BOLTON, *Professor of Psychology*

R.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)

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)

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B.S. (University of Georgia)

J. WILSON COMER,\* *Associate Professor of Home Economics Education; Sub-Director of the Division of General Extension*

B.S. (University of Georgia), M.S. (University of Tennessee), Ph.D. (Ohio State University)

MARGARET BASS CRESAP, *Instructor in Education in Laboratory School*

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EDWARD DAWSON, *Director of Public Relations; Professor of English*

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FERN ELLISON DORRIS,\*\* *Assistant Professor of Geography*

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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)

MARY DAVIS ELLISON, *Instructor in Education in Laboratory School*

A.B.J. (University of Georgia)

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), M.A. (Peabody College)

\* Leave of Absence, Fall, 1953.

\*\* Part-time.

\*\*\* Winter and Spring quarters.

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ETHEL DENTON FAIRFIELD, *Director of Peabody Laboratory School; Associate Professor of Education*  
B.S., M.A. (Peabody College)

WILLIAM E. FENNELL, JR., *Instructor in Education in Laboratory School*  
A.B., M.Ed. (Emory University)

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A.B. (Randolph-Macon Woman's College), M.A. (George Washington University), A.B. in L.S. (University of North Carolina)

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B.S. (Georgia Teachers' College)

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A.B. (Sterling College), M.A. (University of Colorado), Ph.D. (Peabody College)

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

\* Deceased, January, 1954.

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A.B. (Iowa State Teachers' College), M.A. (Columbia University), Ph.D. (Peabody College)
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- CECILIA LAWTON PEABODY, *Instructor in Education in Laboratory School*  
A.B. (Bessie Tift College)
- LENELLE PERRY, *Instructor in Education in Laboratory School*  
B.S. (Georgia Teachers' College), M.Ed. (University of Georgia)
- LORENE QUAY, *Instructor in Education in Laboratory School*  
B.S. (Southwestern Louisiana Institute), M.A. (Florida State University)
- EMILY HALL REYNOLDS, *Instructor in Education in Laboratory School*  
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B.M., M.M. (University of Southern California)
- LUCY CLOUGH ROBINSON, *Assistant Professor of Business Education in Laboratory School*  
B.S., M.A. (Peabody College)
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B.S. (Peabody College), B.S. in L.S., M.S. in L.S. (Columbia University)

\* Part-time, Fall, 1953.

- 
- 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)
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- 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*  
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- 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)
- JESSIE TRAWICK, *Associate Professor of Chemistry*  
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- PATTIE MANGUM TURNER, *Associate Professor of Modern Languages*  
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- 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*  
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- MARGARET THOMSON WALDEN, *Instructor in Education in Laboratory School*  
B.S. (Georgia State College for Women)

---

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

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JANE F. WHITE, *Assistant Professor of Business Administration*

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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)

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

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

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

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)

ANNA ELIZABETH MILLER\*, *Professor Emeritus of Physical Education*

A.B. (Tulane University)

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

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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)

---

\* Deceased, December, 1953.

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)

KATHLEEN WILKINSON WOOTTEN, *Professor Emeritus of Health*  
 A.B. (Sullins College), M.A. (Columbia University)

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*

## THE NURSERY SCHOOL STAFF

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

## THE PEABODY LABORATORY SCHOOL FACULTY

Ethel D. Fairfield, M.A. .... *Director*  
 Louise Stokes, M.A. .... *Principal of High School*  
 Elise Cox Riley, B.S. .... *Secretary*

## ELEMENTARY SCHOOL

Lolita Anthony, M.A. .... *First Grade Supervisor*  
 Charlotte Ann Bell, B.F.A. .... *Piano*  
 Elsie Hazel Calhoun, M.A. .... *Fourth Grade Supervisor*  
 Margaret Bass Cresap, B.S. .... *Fifth Grade Supervisor*  
 Ruth M. Doty, M.A. .... *Third Grade Supervisor*  
 Mary Davis Ellison, A.B.J. .... *Seventh Grade Supervisor*  
 Selma S. Erwin, M.A. .... *Second Grade Supervisor*  
 Inez M. Garner, M.A. .... *First Grade Supervisor*  
 Sybil S. Harper, B.S. .... *Fourth and Fifth Grade Supervisor*



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THE FACULTY

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Cecilia L. Peabody, A.B.....	<i>Kindergarten Supervisor</i>
Lenelle Perry, M.Ed.....	<i>Seventh Grade Supervisor</i>
Margaret T. Walden, B.S.....	<i>Sixth Grade Supervisor</i>

HIGH SCHOOL

Margaret Abercrombie, M.A.....	<i>Home Economics Supervisor</i>
W. E. Fennell, M.Ed.....	<i>English Supervisor</i>
Reid Hearn.....	<i>Instrumental Music Supervisor</i>
Artie B. Lowe, M.S.....	<i>Science Supervisor</i>
Lorene Quay, M.A.....	<i>Social Studies Supervisor</i>
Emily Reynolds, M.A.....	<i>Language Supervisor</i>
Lucy Robinson, M.A.....	<i>Business Education Supervisor</i>
Glynise Smith, M.A.....	<i>Physical Education Supervisor</i>
Sarah Smith, M.A.....	<i>Social Studies and Science Supervisor</i>
Florence Songer, A.B.....	<i>Librarian and World Culture Supervisor</i>
Louise Stokes, M.A.....	<i>Mathematics Supervisor</i>

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>Sanford Hall</i>
Grace Strickland.....	<i>Beeson Hall</i>
Iva Chandler, M. A.....	<i>Terrell Hall</i>

VOLUNTARY RELIGIOUS ACTIVITIES

Isabel W. Rogers, M.R.E.....	<i>Secretary in Charge</i>
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PERSONNEL

Frances Ross Hicks, Ph.D.....	<i>Director of Personnel Service</i>
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PUBLIC RELATIONS

Edward Dawson, Ph.D.....	<i>Director of Public Relations</i>
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## PLACEMENT OFFICE

Mary Bacon Brooks, M.A.....*Director of Placement*

## DIVISION OF GENERAL EXTENSION

J. Wilson Comer, Ph.D.....*Sub-Director*

## VISUAL AIDS

John Gore, M.A.....*Director*

## SECRETARIES

Mary Burns, A.B.....*Secretary to President*  
 Kathleen Hughston.....*Secretary to Dean*  
 Ikella Odom, B.S.....*Secretary to Registrar*  
 Bess Applebury.....*Secretary to Home Economics Education*  
 Bertha Holt.....*Secretary to Dean of Women*  
 Iva Chandler, M.A.....*Supervisor of Student Aid*

## THE BUSINESS OFFICE

Herbert A. Meyer, A.B.....*Comptroller*  
 Katherine Weaver, A.B.....*Assistant Treasurer*  
 Betty Scott.....*Cashier and Bookkeeper*  
 Patricia Holmes.....*Secretary and Bookkeeper*

## FOOD SERVICE

Irene M. Dupree.....*Head Dietitian*  
 Annabel Dockins.....*Assistant Dietitian*  
 Paschal Chapman, B.S.....*Cafeteria Dietitian*

## STUDENT UNION

Willie W. Giddings.....*Manager*

## LAUNDRY

Henry S. Lloyd.....*Manager*

## HOME-MAKING EDUCATION

Mary Beth B. Lewis, M.S.....*Assistant Supervisor of Home-  
 Making Education*  
 Jaquelyn Herringdine.....*Secretary*

## ALUMNAE OFFICE

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

## OFFICERS OF THE ALUMNAE ASSOCIATION

*President:* Nina Wiley (Mrs. E. A.) George, '43,  
564 Goldsboro Road, Atlanta.

*First Vice-President:* Bonnie Burge (Mrs. Roy) Johnson, '38,  
Box 161, Fitzgerald.

*Second Vice-President:* Janet Fowler (Mrs. Robert D.) Horne, '46,  
Box 43, Cordele.

*Secretary:* Blanche Hamby, '23,  
151 15th Street, N. E., Atlanta.

*Treasurer:* Dorothy Hendrix (Mrs. Doyle) Mullis, '32,  
309 East 65th Street, Savannah

*First District Vice-President:* Alpha Lee Brown (Mrs. J. C.) Carter,  
'52, Millen.

*Second District Vice-President:* Vera Jordan (Mrs. R. R.) Maxwell,  
'41, 107 Pastime Drive, Thomasville.

*Third District Vice-President:* Ruth O'Kelley, '31,  
Ellaville.

*Fourth District Vice-President:* Mary Willie Bowen (Mrs. H. B.)  
Kitchens, '39, 84 Temple Avenue, Newnan

*Fifth District Vice-President:* Hoyle Skinner (Mrs. Wilbe R.)  
Wilson, '12, 18 Park Lane, N. E., Atlanta.

*Sixth District Vice-President:* Edna Bilderback (Mrs. Walter, Sr.)  
Williams, '32, Gray.

*Seventh District Vice-President:* Mary Ellen Perkins, '31,  
Box 286, Mount Berry.

*Eighth District Vice-President:* Theodosia Hotch, '32,  
Madison Avenue, Douglas.

*Ninth District Vice-President:* Mary Lancaster (Mrs. George C.)  
Dobbs, '38, Box 124, Gainesville.

*Tenth District Vice-President:* Olive Boline (Mrs. James W.)  
Willis, '49, Washington.

## 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, Dr. J. L. Beeson, and Dr. Guy H. Wells. Since 1953, Dr. Henry King Stanford 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. The College, having thoughtfully considered its function in the educational system of Georgia, has adopted, in addition to the vocational program, a course of study designed to provide a liberal cultural background in the first two years. Each subject required has been weighed in terms of what it will contribute to the realization of objectives that the College regards as cardinal.

## BUILDINGS, GROUNDS, AND SERVICES

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

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

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

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

*New Science Building*: GSCW has a new science building under construction, which will be available for occupancy in the fall of 1954. *This science hall has been designed specifically for the education of young women in the areas of basic and applied sciences.* The value of the building and modern equipment is more than a half-million dollars.

This building has many features which make for enriched experiences in basic and applied science. Numerous well-equipped laboratories have been designed for the specialized fields. There will be a large air-conditioned science library-reading area equipped for convenience and comfort. A modern greenhouse for experimental studies in plant science and a modern animal house for genetic and nutritional investigations will aid in vitalizing areas of the science program.

*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 furnishings, 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 for the program in speech and the display room of the Division of Business Administration.

*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 recreational 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, 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.

*Mark 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 60,000 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 students 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 Training* 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 45) 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 begin.

*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 becomes her professional adviser and approves her program of studies. At the beginning of both the junior and senior years the student makes out a program of studies for the year which must be approved by the head of the major department and by the Dean of Instruction. Any modification of this program during the year must have the approval of the head of the major department and of the Dean.

#### PLACEMENT OFFICE

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

#### DIVISION OF EXTENSION

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

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

For further information, write to J. Wilson Comer, 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 Studies .....	2 units
Natural Science .....	1 unit
Electives 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 studies, 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

As a unit of the University System of Georgia, the Georgia State College for Women is a state-supported institution, and thus makes no tuition charge for residents of Georgia. Fees charged are those for (1) matriculation (which includes library service and laboratory fees) (2) health service (which provides for care by the college physician and nurses—except in cases of severe or prolonged illness) and (3) student activities fee (which supports the major student organizations).

## EXPENSE DETAIL

College bills are due and payable on the first day of each quarter. If necessary, students may make advance arrangements to pay for the quarterly cost of room, board and laundry in installments by writing to the comptroller. A student may not secure honorable dismissal, obtain a transfer of credit, be admitted to final examinations, or be graduated until all bills are paid. The charges per quarter are as follows:

	<i>Resident Students</i>	<i>Non-Resident Students</i>
Matriculation Fee	\$ 45.00	\$145.00
Student Activity Fee	6.00	6.00
Health Service Fee	4.00	4.00
Room	27.00	27.00
Board	105.00	105.00
Laundry	9.00	9.00
Total charges each quarter	\$196.00	\$296.00



## OTHER SERVICES

(1) When an applicant for admission to the college receives formal approval of admission from the Registrar a fee of \$5.00 must accompany her acceptance. This fee, in the case of a resident student, also reserves a room in one of the residence halls. The fee is refundable only if notice of withdrawal is received fifteen days prior to the opening of the quarter in which the student is scheduled to enroll.

(2) The Graduation Fee of \$10.00 is payable at the beginning of the final quarter of the year in which a senior student plans to graduate.

(3) Private instruction in piano, organ, violin, voice or speech, two lessons a week per quarter..... \$30.00

(4) Class instruction in voice or piano per quarter..... 15.00

(5) The cost of books and supplies will vary from \$10.00 to \$15.00 per quarter. Textbooks and supplies are available for all students in the college bookstore.

(6) Room rent and charges for board and laundry are based on current prices. The right to adjust these charges to meet changing conditions is reserved by the College.

## CITIZENSHIP QUALIFICATIONS

To be classified as a resident of Georgia a student 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.

## FEES 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.

#### 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

Through the generosity of friends of the College scholarships and loan funds have been established for the purpose of assisting deserving students. Interested students should write Dean Donald H. MacMahon.

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**SCHOLARSHIP MEMORIALS AND ENDOWMENTS****THE J. L. BEESON SCHOLARSHIP FUND**

The J. L. Beeson Scholarship Loan Fund, established in 1939 by Dr. J. L. Beeson, third president of the College, was made available for scholarships in 1953.

**THE J. HARRIS CHAPPELL MEMORIAL SCHOLARSHIP FUND**

The former J. Harris Chappell Memorial Loan Fund, established by faculty and students as a memorial to Dr. Chappell, first president of the College, was made available for scholarships in 1953.

**THE FACULTY SCHOLARSHIP FUND**

This fund, originally a loan fund, was established by the faculty in 1903-1904. It has been increased by voluntary contributions from the faculty and by donations from several senior classes and now serves as a scholarship fund.

**GSCW ALUMNAE ASSOCIATION SCHOLARSHIP**

In 1952 a scholarship was established by the Alumnae Association of the College to assist students of high scholastic ability. Information may be obtained by writing to the Alumnae Secretary, Georgia State College for Women.

**THE 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.

**THE 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.

**THE HALLIE CLAIRE SMITH SCHOLARSHIP FUND**

Established in 1953 by faculty, students and friends of Miss Hallie Claire Smith as a memorial to her, this scholarship fund is available to students needing financial aid.

**THE BLANCHE TAIT SCHOLARSHIP FUND**

Established in 1953 by the faculty, students and friends of Miss Blanche Tait as a memorial to her, this scholarship fund is available to students needing financial aid.

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## LOAN FUNDS

### 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 Mrs. Ann Simpson Smith, Milledgeville, Georgia, 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.

### 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.

### 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

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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.

#### 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.

**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 BEATTY 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-around 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, Penquin, 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 CUP

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 honorary 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.

## PI OMEGA PI

Pi Omega Pi is a national honorary fraternity in Business Education. It is limited to majors who have made exceptionally high records in business and education courses.

## SIGMA ALPHA IOTA

Sigma Alpha Iota is a national professional fraternity in music. Its membership is made up of professional musicians and college students whose work is outstanding.

## 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.

#### 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 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 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 lectures 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 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 GROUPS

The *Madrigal Singers* and the *Modern Dance Club* are also groups which appear in public recital several times each 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, 1952-53

Willie Snow Ethridge, *Author and Lecturer*

Hughes Spalding, *Lawyer, Atlanta*

Byron Reece, *Poet*

Atlanta Symphony Orchestra

Sarah Campbell Caldwell, *President, National Education Association*

A Cappella Choir: *The Messiah*

W. H. Auden, *Poet*

Omer C. Aderholt, Ph.D., *President*, University of Georgia

College Theatre: *Cradle Song*

Estelle Erwin Kandel, *President*, Georgia Congress of Parents and Teachers

A Cappella Choir: *Stabat Mater*

Donald Grant, *Lecturer*

Mark Ryder—Emily Frankel, *Dancers*

Marvin Griffin, *Lieutenant-Governor of Georgia*

Walter Cassel, *Baritone*

Henry King Stanford, Ph.D., *Assistant Chancellor*, The University System of Georgia

Ervin Lazlo, *Pianist*

William Heard Kilpatrick, Ph.D., L.L.D., Litt.D., *Professor Emeritus*, Columbia University

Alabama String Quartet

J. Winston Pearce, *Minister*, First Baptist Church, Durham, North Carolina

## 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.



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## 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 and one-quarter quality points 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 an over-all average of five quality points for every five quarter hours.

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." When such a 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 the Georgia State College for Women. 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:

	<i>Affiliation</i>		<i>Classification</i>	
	<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) Students working 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.

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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 credit 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. The course is offered 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 winter quarter.

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## 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 work 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.



### SPECIAL REQUIREMENT

An act of the 1953 session of the Georgia Legislature provides that no student in any school or college supported by public funds " . . . shall receive a certificate of graduation without previously passing a satisfactory examination on the History of the United States, and the History of Georgia, and the Constitution of Georgia." The general education program in the social sciences at GSCW has been designed by the faculty of the Division of Social Sciences to meet the requirements of this law.

For all students not taking the general education program there are two alternatives for complying with the state law: (1) course credit may be offered to meet all or part of the requirements; (2) examinations may be taken over United States History, including American institutions and ideals, the United States Constitution, and the History of Georgia and the Constitution of Georgia or over that part for which no course credit is earned.

Students who have satisfied the requirements of the law in another unit of the University System through course work or by passing an examination may receive credit at GSCW for work previously done.

### 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. The degree programs for Elementary and High School teachers outlined on pages 67 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 interest 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 58. These courses or equivalent courses in the same department are required for all degrees.

English 101, 102—General College Composition.....	10 hours
English 206—Nineteenth Century English Poetry.....	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 210, 211—History of Civilization.....	10 hours
*Biology 110, 111—Principles of Biology.....	10 hours
*Mathematics 100—Introduction to College Mathematics	5 hours
or	
*Mathematics 201, 222—Plane Trigonometry; College Algebra .....	10 hours
*Physical Science 100, 101—Introduction to the Physi- cal Sciences .....	10 hours
Health 100—Personal and Community Health.....	5 hours
Physical Education 100, 200—Physical Education Activities .....	12 hours
Total .....	82 hours

\*One double-course must be taken in Biology, Mathematics, or Physical Science and one course (5 hours) in each of the two remaining areas.

### 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.

The following degrees are given:

#### Bachelor of Arts

Curriculum for 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

Curriculum for Health and Physical Education 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 Education

Curriculum for General Business

Curriculum for Secretarial Training

## BACHELOR OF ARTS

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

Junior College.....	82 hours
The general education requirements described on page 59.	
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 .....	40-50 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 Education
Chemistry and Physics	Psychology
English	Sociology
French	Spanish
History and Political Science	
Mathematics	

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	Speech

### 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 59.)

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, 220, 311

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

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 REQUIREMENTS BY YEARS FOR BACHELOR OF ARTS DEGREE
 

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<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
*Mathematics or Nat- ural Science.....	5-10	Humanities 200.....	5
Health 100.....	5	English 206.....	5
English 101, 102.....	10	History 210, 211.....	10
Social Studies 103, 104.....	10	*Physical Sciences 100, 101	
Art 103 or Music 100.....	5	Biology 110, 111	
**Foreign Language.....	5-10	Mathematics 100 or	
Physical Education 100.....	6	201, 222 .....	15-10
	—	Foreign Language.....	5-10
	51	Physical Education 200.....	6
		Elective .....	5
			—
			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 the program listed on page 67.

*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 education background, including languages, for the student who wishes preparation for homemaking. The number of electives in this program offers opportunities for specialization which leads to other vocations in the field of home economics.

The following are the requirements for this degree:

Junior College .....82 hours

General education requirements described on page 59.

Foreign Language (see page 61) .....10-20 hours

Divisional Major .....50 hours

Required Courses .....15 hours

Electives .....25-35 hours

\*See footnote, p. 59.

\*\*See p. 61.



## REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
*Mathematics or Nat- ural Science.....	10-5	English 206.....	5
Home Economics 105.....	5	Home Economics 111, 205, 220.....	15
Health 100.....	5	*Mathematics or Nat- ural Science.....	10-5
English 101, 102.....	10	Physics 104.....	5
Social Studies 103, 104.....	10	Physical Education 200.....	6
Art 104.....	5	**Foreign Language.....	5-10
**Foreign Language.....	10-5		
Physical Education 100.....	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 311, 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, Speech 208 or 309.

Rural Adult Work: Education 295, 305, Home Economics 428, 466, Physical Education 423, Speech 208 or 309.

Clothing and Textiles: Home Economics 217, 412, 454.

\*See footnote, p. 59.

\*\*See p. 61.

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 PROGRAMS FOR TEACHER EDUCATION
 

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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 .....	74
Elementary Education .....	69
Homemaking Education .....	72
Health and Physical Education.....	68
Music Education .....	70
Secondary Education .....	67, 69

## BACHELOR OF ARTS FOR HIGH SCHOOL TEACHERS

*Curriculum for High School Teachers**Freshman**Sophomore*

	Hours		Hours
*Mathematics or Nat- ural Science.....	5-10	Art 103 or Music 100.....	5
Education 104.....	5	Education 295.....	5
English 101, 102.....	10	English 206.....	5
**Foreign Language.....	5-10	**Foreign Language.....	10-5
Health 100.....	5	Humanities 200.....	5
Social Studies 103, 104.....	10	History 210, 211.....	10
Physical Education 100.....	6	*Mathematics or Nat- ural Science.....	15-10
	—	Physical Education 200.....	6
	51		—
			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:

\*See footnote, p. 59.  
\*\*See p. 61.

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

BACHELOR OF SCIENCE DEGREE FOR HEALTH AND  
PHYSICAL EDUCATION TEACHERS

The primary purpose of the curriculum listed below is to prepare students to teach health and physical education in the high schools. This curriculum meets the requirements for the *Bachelor of Science Degree in Education*.

Those who wish to secure the *Bachelor of Arts Degree* must satisfy the requirements for a foreign language, and should plan the program with the head of the department.

Those who are interested in the fields of *physical therapy and recreation* may secure basic preparation by meeting the requirements for the *Bachelor of Science Degree in Health and Physical Education*. This course of study should be planned with the head of the department.

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Art 103 or Music 100.....	5	Biology 303, 304.....	10
Physical Science 100-101.....	10	Education 295.....	5
Education 104.....	5	English 206.....	5
English 101, 102.....	10	History 210, 211.....	10
Health 100.....	5	Humanities 200.....	5
Social Studies 103, 104.....	10	Physical Education 210.....	6
Physical Education 100.....	6	Speech 208.....	5
	—	Elective .....	5
	51		—
			51
<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Biology 310, 311.....	10	Health 340, 445.....	10
Education 365, 445.....	10	Physical Education 331, 430 .....	5
Health 330.....	5	Physical Education 423, 433 .....	10
Physical Education 311, 313, 322.....	15	Education 305, 445 .....	10
Physical Education 312, 314 .....	5	Electives .....	10
	—		—
	45		45

To add to the understanding of and experience in recreational activities, all major students are required to participate in the after-school 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 103 or Music 100.....	5	Education 295.....	5
**Mathematics or Nat- ural Science.....	10	English 206.....	5
Education 104.....	5	Humanities 200.....	5
English 101, 102.....	10	**Mathematics or Nat- ural Science.....	10
Health 100.....	5	History 210, 211.....	10
Social Studies 103, 104.....	10	Physical Education 200 or 215.....	6
Physical Education 100.....	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. (See page 67.)

### *Curriculum for Elementary Teachers*

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Art 103 or Music 100.....	5	Biology 215.....	5
**Mathematics or Nat- ural Science.....	10	Education 295.....	5
Education 104.....	5	English 206.....	5
English 101, 102.....	10	Humanities 200.....	5
Health 100.....	5	**Mathematics or Natural Science.....	10
Social Studies 103, 104.....	10	History 210, 211.....	10
Physical Education 100.....	6	Speech 208.....	5
	51	Physical Education 215.....	6
			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.

\*See footnote, p. 59.

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 the quarter of student teaching.

In the selection of electives, the student should follow the principles stated for the high school teachers under Bachelor of Arts, page 67.

#### *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..... 3	Psychology 201, 323
Music 321 and 322.....10	Sociology 452.....10
	Electives .....25
	90

### BACHELOR OF SCIENCE IN MUSIC EDUCATION DEGREE

#### GENERAL SUPERVISION MAJOR

This curriculum is designed to meet the needs of those students preparing to teach and supervise music in the public schools. Each General Supervision major must pass an examination in piano and voice with an average degree of proficiency before graduation.



### 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 110.....	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
	—	Physical Education 200.....	6
	51		—
			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 110.....	5	Economics 301.....	5
English 101, 102.....	10	Home Economics 111.....	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,	
Home Economics 324, 424,		421, 425, 432, 446.....	30
443, 451.....	20	Electives .....	10
Sociology 301.....	5		—
	—		45
	45		

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

BACHELOR OF SCIENCE IN BUSINESS  
ADMINISTRATION

*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
*Mathematics or Natural Science.....	10
Secretarial Training 125, 127, 128.....	15
Physical Education 100.....	6
	—
	51

\*See footnote, p. 59.

*Sophomore*

	HOURS
Health 100.....	5
English 206.....	5
History 210.....	5
*Mathematics or Natural Science.....	5
Business Machines 203.....	5
Physical Education 200.....	6
Concentration for.....	20

*Secretarial and Business Education*

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

*General Business*

Business, Economics, or Business Ma-  
chines 206, 209, or related electives.....10  
Electives .....10

51

*Junior*

History 211.....	5
Mathematics 312.....	5
Humanities 200.....	5
Art 103 or Music 100.....	5
General Business 317.....	5
Concentration for.....	20

*Secretarial*

General Business 301..... 5  
Electives .....15

*Business Education*

Education 304..... 5  
Education 295..... 5  
Education 305..... 5  
Education 476..... 5

*General Business*

General Business 301..... 5  
General Business 331..... 5  
Electives .....10

45

\*See footnote, p. 59.

*Senior*

Economics 301 .....	5
General Business 302 .....	5
General Business 307 .....	5
Concentration for .....	30

*Secretarial*

Business or Economics elective.....	5
Electives .....	25

*Business Education*

Education 445A, 445B.....	5 or 10
Education 343 .....	5
Education 455 .....	5
General Business 301.....	5
Electives .....	5 or 10

*General Business*

Business, Economics, or related electives	10
Electives .....	20

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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
Mathematics or Natural Science.....	10
Secretarial Training 125, 127, 128.....	15
Physical Education 100.....	6

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*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
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*Business Machines*

General Business 331.....	5
Business Machines 206.....	5
Business Machines 209.....	5
Elective .....	5

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BACHELOR OF SCIENCE IN NURSING

Pre-Professional Program Number 1

REQUIREMENTS BY YEARS

*Freshman*

		Hours
English 101, 102	General College Composition	10
Social Studies 103, 104	Contemporary Civilization	10
Chemistry 101, 102A	General Chemistry	10
Health 100	Personal and Community Health	5
Home Economics 220	Food for the Family	5
Biology 110	Principles of Human Biology	5
Physical Education 100	Physical Education Activities	6
Hospital Observation 100		0

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		<i>Sophomore</i>	
English 206		Nineteenth Century English Poetry	5
Philosophy 310		Introduction to Ethics	5
Art 103 or Music 100		Introduction to Art or Music	5
Biology 111		Principles of Biology	5
Biology 320		Microbiology	5
Health 320 or Health 428		Family Health	
		Mental Hygiene	5
Home Economics 324		Foods and Nutrition	5
Psychology 201		Principles of General Psychology	5
History 210 or 211		History of Civilization	5
Physical Education 200		Physical Education Activities	6
Hospital Observation 200			0
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Pre-Professional Program Number 2 (Planned for students expecting to enter a hospital affiliated with a university. Some of these institutions have special requirements.)

#### REQUIREMENTS BY YEARS

##### *Freshman*

		HOURS
English 101, 102	General College Composition	10
Social Studies 103, 104	Contemporary Civilization	10
Chemistry 101, 102	General Chemistry	10
Art 103 or Music 100	Introduction to Art or Music	5
Elective	Foreign Language or Mathematics	
	Recommended	10
Physical Education 100	Physical Education Activities	6
Hospital Observation 100		0
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		51

*Sophomore*

Biology 303, 304	General Zoology	10
History 210, 211	History of Civilization	10
English 206	Nineteenth Century English Poetry	5
Humanities 200	Survey of the Humanities	5
Psychology 201	Principles of General Psychology	5
Speech 208	Fundamentals of Speech	5
Philosophy 310	Introduction to Ethics	5
Physical Education 200	Physical Education Activities	6
Hospital Observation		0
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Programs for the bachelor of science in nursing will be adjusted to fit the particular needs of students.

BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

REQUIREMENTS BY YEARS

*Freshman*

		HOURS
Chemistry 101, 102	General Chemistry	10
Mathematics 100, 201, or 222	Introduction to College Mathematics, Plane Trigonometry, or College Algebra	5
English 101, 102	General College Composition	10
Social Studies 103, 104	Contemporary Civilization	10
*Foreign Language		10
Physical Education 100		6
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		51

*Sophomore*

Chemistry 303, 322	Quantitative and Qualitative Analysis	10
Biology 303, 304	General Zoology	10
English 206	Nineteenth Century English Poetry	5
History 210, 211	History of Civilization	10
Art 103 or Music 100	Introduction to Art or Music	5
Elective		5
Physical Education 200		6
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\*Three courses in one foreign language required if the student has not presented two units for entrance in the language selected.

*Junior*

Chemistry 326, 327	Organic Chemistry	10
Chemistry 432	Physiological Chemistry	5
Biology 320, 322	Microbiology and Botany of the Lower Plants	10
Humanities 200	Survey of the Humanities	5
Physics 301, 302	General Physics	10
Elective		5
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*Senior*

In School of Medical Technology approved by this institution and accredited by the American Society of Clinical Pathologists. The senior year program is usually of twelve months duration.

BACHELOR OF SCIENCE IN MEDICAL RECORD  
LIBRARY SCIENCE

## REQUIREMENTS BY YEARS

*Freshman*

		HOURS
English 101, 102	General College Composition	10
Mathematics 100	Introduction to College Mathematics	5
Chemistry 101, 102	General College Chemistry	10
Art 103, or Music 100	Introduction to Art or Music	5
Medical Record 100	Introduction to Medical Record Field	0
Electives	(Proficiency in typewriting must be acquired at this time. Two courses credit permitted.)	15
Physical Education 100		6
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*Sophomore*

English 206	Nineteenth Century English Poetry	5
Biology 303, 304	General Zoology	10
Business Machines 203	Office Practice	5
General Business 317	Business Correspondence	5
Medical Record 200	Hospital Observation	0
Electives	(Proficiency in shorthand must be acquired at this time. Three courses credit permitted.)	20
Physical Education 200		6
		<hr/> 51

*Junior*

Psychology 201	Principles of General Psychology	5
History 210	History of Civilization	5
History 211 or Humanities 200	History of Civilization or Survey of the Humanities	5
Economics 301	Principles of Economics	5
Sociology 301	Introduction to Sociology	5
General Business 331	Introduction to Office and Business Principles	5
Accounting 301	Accounting Principles	5
Biology 320 or	Bacteriology	
Psychology 441, 448, 463	Psychology	5
Medical Record 300	Hospital Observation	0
Elective		5
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*Senior Year*

The senior year is spent in a hospital accredited by the American Association of Medical Record Librarians. The senior program is usually of twelve months duration.

Students must register *in absentia* their senior year.

## ACADEMIC DIVISIONS, DEPARTMENTS OF INSTRUCTIONS, 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*

*Secretarial Training, Business Education, General Business*

The program described below is designed for students desiring to fit themselves for office or business positions or for teaching business in secondary schools.

#### *Business*

Mr. Fuller, Miss Anthony, Mr. Specht, Miss White

General concentrations leading to the Degree in Business Administration are provided. The description of the requirements for this degree may be found on pages 74-77. 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

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**302. ACCOUNTING PRINCIPLES.**

A continuation of 301, 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.

Mr. Fuller

**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 White

## 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\*

Miss Anthony

## 220. BEGINNING SHORTHAND.

The principles of Gregg's Simplified Shorthand and the develop-

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

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ment of a fair degree of skill in reading and writing from printed shorthand.

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.

## 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: seven 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: A major of twenty-seven hours and a minor of twenty-three hours 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, Theory, and Music Literature.

2. Bachelor of Science in Music Education Degree: General Supervision Major: eighty-one hours required, including the areas of Applied Music, Theory of Music, History of Music, Class Instruments, Choral Instruction, and Conducting, plus the professional courses in education.

Voice, Piano, or Organ Major: eighty-one hours required with concentration in the area of Applied Music, plus the professional courses in education. Opportunity is given to earn a Certificate or Proficiency in the particular medium of specialization.

## 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. COLOR AND DESIGN.

Experience in working with color and design in various media as a basis for the development of taste. The ability to select objects and materials worthy to be lived with is the main purpose of the course. 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 processes and materials including block printing, simple weaving, batik, stitchery, modeling, stencil, silk screen, enameling on copper for simple jewelry and small objects.

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. This 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.

Prerequisites: 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.

Miss Padgett

## 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, Miss Goff, Miss Jenkins, Mr. Richards

The objectives of the Department of Music are designed to meet the needs for competent vocal and instrumental teachers of music in Georgia and elsewhere.

The Department also attempts to meet the music needs of (1) students majoring in the field of elementary education; (2) students



majoring in one of the academic fields and desiring to minor in music; and (3) students desiring to broaden their cultural background.

All music majors are required to:

1. Participate in a vocal or instrumental ensemble during their entire residence in college.
2. Attend Allegro Club meetings, faculty and student recitals, and special concerts at the college during the year.

#### HISTORY AND LITERATURE OF MUSIC

Miss Jenkins

##### 100. INTRODUCTION TO MUSIC.

A study of various types and forms of music as a means of increasing the student's understanding and enjoyment. Designed for the general student only. Five periods a week. Five hours credit.

##### 300. APPRECIATION OF MUSIC.

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.

##### 340-341-342. HISTORY OF MUSIC.

A general survey of the development of music from the primitive era to the present. The great composers and compositions of the Classical, Romantic, and Modern periods are studied by use of recordings. Four periods a week. Three hours credit each quarter.

##### 400. SURVEY OF MUSIC LITERATURE.

A survey of style characteristics of periods, forms, and types of music, and the music of individual composers through a study of representative musical compositions. The course is motivated by means of lectures, class and individual projects, outside reading, and music analysis. Five hours a week. Five hours credit.

#### MUSIC THEORY

##### 257-258-259. ELEMENTARY THEORY.

A study of the fundamentals of musical structure, terminology, and pitch recognition. A composite course relating Theory, Har-

mony, Sight-Singing, Melodic and Harmonic Dictation, and Written and Keyboard Harmony. Designed to coordinate the visual, aural, and mental factors involved in well-rounded musicianship. Five periods a week. Three hours credit each quarter.

Miss Jenkins

260-261-262. INTERMEDIATE THEORY.

Continuation of Elementary Theory with emphasis on aural, keyboard, analytical and compositional procedures. Includes the study of non-harmonic tones, modulations, altered chords and chromatic harmonies. Four periods a week. Three hours credit each quarter.

Mr. Richards

363-364-365. ADVANCED THEORY.

Continuation of Intermediate Theory with emphasis on creative writing, improvisation, orchestration, form and analysis of representative music of the eighteenth, nineteenth and twentieth centuries, and the beginnings of the contrapuntal approach to part writing. Three periods a week. Three hours credit each quarter.

Mr. Richards

CONDUCTING, CHORAL AND INSTRUMENTAL INSTRUCTION

116 A, B, C. CLASS INSTRUCTION IN VOICE.

The study of fundamentals of breathing, vowel and consonant production, phrasing, development of good tone, correct posture, proper diction, and interpretation of simple song classics. Two periods a week. Two hours credit each quarter.

Mr. Noah

119 A, B, C—319 A, B, C. CLASS INSTRUCTION IN PIANO.

The purpose of group piano instruction is to introduce the student to piano study. Meeting in small groups, students have the opportunity of exploring together the study of piano and developing their capacities in the field of piano music.

Group piano instruction is concerned with (1) promoting musical growth of the individual, (2) seeking to know and understand the basic fundamentals of music, (3) acquiring piano skill, (4) striving for artistic self-expression and (5) developing functional ideas and practical use of employing piano playing in the public school classroom. Two periods a week. Two hours credit each quarter.

Mr. Richards

210 A, B, C—211 A, B, C. CHORAL INSTRUCTION.

The study and performance of sacred and secular choral litera-

ture. Designed to give students a wide experience in the art of ensemble singing with particular emphasis on public appearances and staging. General college students may elect the course for credit after one year of participation. One hour each week for one quarter is devoted to the study of the fundamentals of music in addition to the regular rehearsals for the general college student who elects the course for credit. Three hours each week. One hour credit each quarter.

Mr. Noah

213-214-215. CLASS INSTRUCTION IN BRASS, WOODWIND, AND STRING INSTRUMENTS.

A laboratory course in the instruments of the orchestra and band. Designed to give the student a working knowledge of the standard instruments used in a small orchestra or band. Actual experience in playing easy melodies and compositions on various instruments. All necessary instruments are furnished by the Department of Music. Four periods a week. Two hours credit each quarter.

Mr. Hearn

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. Five hours credit.

Mrs. Allen, Mr. Richards

380. A, B, C. CONDUCTING.

A course which attempts to integrate all of the elements of the language of music with the processes of conducting. The student is taught the skills of the hands and baton as a means of maintaining a proficient performing unit, and the skill in the science of re-creating in performance choral and instrumental compositions at all levels. Three periods a week. Two hours credit each quarter.

Mr. Noah

MUSIC EDUCATION

Miss Goff

321, 322. MUSIC IN THE ELEMENTARY SCHOOL.

These courses seek to develop desirable attitudes and skills in prospective teachers by providing experiences in music that are appropriate for the classroom. Emphasis is placed upon personal enjoyment through participation in music, study of materials, and the acquirement of sufficient knowledge and skill to develop self-confidence in leading classroom music. These courses are designed for the lower and upper grades and should be taken consecutively.

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Required for the Bachelor of Science degree in Elementary Education. Five hours a week. Five hours credit each quarter.

330, 331. MUSIC IN THE LOWER AND UPPER GRADES.

Careful analysis and evaluation of the music materials and methods for developing and maintaining a desirable music program in the elementary school. The first course centers around music experiences for young children; the second for the upper grades. For music majors who plan to teach or supervise. Four hours a week. Three hours credit each quarter.

332. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.

A study of the organization, development, and maintenance of a balanced high school music program. Stress is put upon study and evaluation of the many materials available and varied methods of presentation. For music majors. Four hours per week. Three hours credit.

APPLIED MUSIC

Any course in Applied Music may be used as an elective in any other curriculum. A student may also minor in the field of Applied Music.

GENERAL SUPERVISION MAJOR

Each major is required to study some one subject in applied music. The length of time required for study on the piano will be determined, in each individual case, by the staff of the department. In addition, the student will be expected to fulfill other set requirements.

PIANO OR ORGAN MAJOR

Sufficient preparatory training in one special medium is required of each student who applies for admission to this major. A piano or organ major must satisfy the faculty committee as to her level of achievement during the third and sixth quarters, play a partial recital during the ninth quarter and a full public recital during the senior year before graduation. The candidate will receive a Certificate of Proficiency after fulfilling the stipulated requirements.

VOICE MAJOR

To be eligible for this major a student must have had sufficient preparatory training in voice. She must also satisfy the faculty committee as to her level of achievement during the third and sixth quarters, sing a partial public recital during the ninth quarter, and

a full public recital during the senior year before graduation. The candidate will receive a Certificate of Proficiency after fulfilling the stipulated requirements.

#### CERTIFICATE OF PROFICIENCY

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

#### CREDIT IN APPLIED MUSIC

Credit in applied music is based upon instruction and supervised practice. One hour of credit represents one individual lesson and a minimum of five hours practice per week; two hours of credit, two individual lessons and a minimum of ten hours practice per week. A piano, voice or organ major is required to take two one-hour lessons and a minimum of twelve hours practice per week. Credit will not be given for less than three quarters study in Applied Music. (See page 33, under Extra Services for fees.)

MUSIC 103-203-303-403-503-603	<i>Piano</i>	Mrs. Allen, Mr. Richards
MUSIC 105-205-305-405-505	<i>Voice</i>	Mr. Noah, Miss Goff
MUSIC 109-209-309-409	<i>Organ</i>	Mr. Noah, Miss Jenkins
MUSIC 104-204-304-404	<i>Orchestral Instruments</i>	Mr. Hearn

#### MUSIC ACTIVITIES

##### MILLEDGEVILLE A CAPPELLA CHOIR

This organization is made up of students from the Georgia State College for Women as well as young men from the neighboring Georgia Military College. Students from both institutions are eligible for auditions at the opening of the fall quarter. Rehearsals are held three times weekly for the purpose of reading and memorizing a large amount of musical literature from Palestrina to the present. The chorus offers Handel's *Messiah* in December, a major oratorio in April, and an operetta or musical comedy in May. Tours are made during the winter quarter throughout Georgia and to some distant point such as Miami, New Orleans, Chicago or New York.

##### MADRIGAL SINGERS

The purpose of the Madrigal Singers is to promote enjoyment and musical growth through the singing of madrigals, folk songs,

and other music appropriate for the small ensemble. Members perform, seated around a table, in the style of early madrigalists. Public appearances are made in Milledgeville and other Georgia cities.

#### INSTRUMENTAL ENSEMBLE

Opportunity is provided to students to participate according to their interests in instrumental groups of various combinations.

#### ALLEGRO CLUB

This organization is open to music majors and minors. Meetings are held each month and are composed of recitals, discussions of state, regional and national music problems, and of other activities that concern the needs of the music program.

#### GEORGIA SCHOOL MUSIC FESTIVAL

Each year, the Georgia State College for Women is host to the Georgia School Music Festival sponsored by the Georgia Music Educators Association. Approximately six thousand elementary and high school children assemble on the college campus for an entire week of playing and singing for the purpose of receiving constructive criticism from national experts in the field of music.

### The Division of Home Economics

#### *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

Mr. Comer, Miss Gilbert, Mrs. Ingram, Miss Ivey, Miss Jones,  
Miss Maynard, Mrs. Smith

#### 105. INTRODUCTION TO HOME ECONOMICS.

An introduction to the history, meaning, and scope of home economics; the contribution it can make to individual and group living; the vocational and avocational opportunities it offers; and a consideration of the competencies necessary for the attainment

of the aims, goals, and purposes considered desirable by students majoring in the various phases of home economics.

Staff

#### 111. CLOTHING FOR THE INDIVIDUAL.

A beginning course including figure analysis and selection of appropriate dress for all occasions. Basic principles of construction are applied in making simple garments. 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, fabrics and finishes.

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.

Prerequisites: 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 nutri-

tional 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 course offering advanced students opportunities to observe and practice food demonstration. Designed to show individual proficiency in the planning, preparing, and serving of economical meals; and to provide for participation in a group activity in food service.

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.

Staff

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.

Staff

443. INSTITUTIONAL ORGANIZATION AND MANAGEMENT.

Principles of scientific management of such food and living units as the hospital, school lunchroom, student residence, and commer-



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cial units. Emphasis on business organization, employer and employee relationships, and keeping of records. Field trips to various types of institutions.

Staff

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.

Staff

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.

Staff

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.

Miss Gilbert, Miss Jones

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.

Staff

331. HOME MANAGEMENT.

Parallel with residence in the Home Management Houses.

A study of the management problems underlying the effective use of time, money, energy, and equipment in order to promote better human relationships and provide a home environment conducive to individual and family development.

Miss Maynard

428. LANDSCAPE GARDENING.

Principles and practice in improving the home grounds; selec-

tion and culture of plant materials and their use in landscape design. Three lecture and two laboratory periods.

Mr. Comer

432. HOUSE RESIDENCE.

Prerequisites: Home Economics 324 and 326. Parallel: Home Economics 331.

Residence in the urban and rural home management houses. Practical application of problems of living together in the home. Open to seniors. Work should be limited to fifteen hours.

Miss Maynard

451. CHILD DEVELOPMENT.

A study of the factors which contribute to the physical, intellectual, social and emotional development of nursery school children. The course includes observation and interpretation of the behaviour of various age levels; and participation in guiding nursery school children according to accepted principles of child growth and development. For Home Economics majors; also a service course for non-majors. Three lecture and two laboratory periods.

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 Dean of Instruction. 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, Miss Jones

478. METHODS OF TEACHING NUTRITION.

For description of course, see data regarding Education 478.

Miss Gilbert

481-482. 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, and Spanish. A minor is offered in each of these fields and in Philosophy and Speech. 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.

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:* 208, 309 or 310, and two other courses at senior college level.

*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 Scott

### 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.

Staff

### 101. GENERAL COLLEGE COMPOSITION.

A course concerned with the problem 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 expository and with emphasis upon the research paper.

Staff

### 206. NINETEENTH CENTURY ENGLISH POETRY.

The poetry of the major writers. As much attention to critical theory and historical background as time permits.

Staff

## 311. CHAUCER, SPENSER AND MILTON.

A selected study of three major works: *The Canterbury Tales*, *The Faerie Queene* and *Paradise Lost*.

Mr. MacMahon

## 312. THE EIGHTEENTH CENTURY.

A continuation of English 311 concentrating on the major figures from Dryden through Dr. Johnson.

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

## 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

## 336. BIOGRAPHY.

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

## 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

## 438. TENNYSON AND BROWNING.

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

Mr. Dawson

## 449. THE ENGLISH LANGUAGE.

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

## HUMANITIES

Mr. Beiswanger, Mr. Dawson

## 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.

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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 earlier 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.



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**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 knowl-

edge 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 system 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

Mr. Gore

Students working toward a minor in Speech will be expected to attain a reasonable degree of proficiency in communicative speaking and oral reading. They will have the opportunity to add practical experience to their classroom theories and practice by working on College Theatre plays, staging other campus programs and participating orally in clubs and organizations.

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 elementary education and physical education majors.

309. PUBLIC SPEAKING.

Prerequisite: Speech 208, or consent of instructor.

Practice in speaking before an audience. Consideration of

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speaker-subject-audience relationship. Organization of material and effectiveness of delivery. Required of speech majors.

310. ORAL INTERPRETATION.

Prerequisite: Speech 208.

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

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.

375. PRIVATE STUDY.

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.

400. INDEPENDENT STUDY FOR MINORS.

Provision of opportunity for advanced study in any area of concentration in the speech field. Approval of the instructor and the Dean of Instruction required for registration. Credit depends upon the proficiency and the student's program of study.

423. DIRECTING.

Prerequisite: Speech 323 or consent of instructor.

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.

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## 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 four related courses, and approved by the Staff, must be selected.

*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.

*Pre-Medical Education:* 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 now offers a cooperative program with special schools of medical technology which are accredited by the American Society of Clinical Pathologists. The Bachelor of Science degree in Medical Technology is granted after satisfactory completion of three years of pre-medical technology training at this institution and satisfactory completion of a twelve-months program in a school of medical technology recommended by this institution. Students must register *in absentia* their senior year. See page 79 for degree program.

*Pre-Medical Record Library Science:* A Bachelor of Science degree in Medical Record Library Science will be granted upon satisfactory completion of a special three year program at this institution and a fourth year (twelve months) in a hospital accredited by the American Association of Medical Record Librarians. See page 80 for degree program.

*Pre-Nursing Education:* This institution, in cooperation with accredited hospitals, has planned two pre-professional curricula leading to the degree of Bachelor of Science in Nursing. After satisfactory completion of the outlined pre-nursing program and successful completion of a standard professional nursing program in an accredited hospital recommended by this institution, the degree of Bachelor of Science in Nursing is conferred. Students must register *in absentia* their senior year. See page 77 for degree program.

## BIOLOGY

Mr. Stokes, Mr. Keeler

### 110-111. PRINCIPLES OF BIOLOGY.

A double integrated course stressing some of the fundamental problems of biology. Emphasis on the unity of life, fundamental similarity in inorganic 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.

Mrs. Nelson

## 303. GENERAL ZOOLOGY.

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

Mr. Keeler

## 304. GENERAL ZOOLOGY.

Prerequisite: Biology 303.

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

Mr. Keeler

## 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.

Mr. Keeler

## 320. BACTERIOLOGY.

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.

Prerequisites: 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

## 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. INTRODUCTION TO THE PHYSICAL SCIENCES.

An examination of scientific thought and method as it has developed the broad concepts of the physical universe. Emphasis is placed on elementary particles, electron flow, electron chemistry, geology and meteorology.

Staff

#### 101. INTRODUCTION TO THE PHYSICAL SCIENCES.

A continuation of Physical Science 100. A study of the combination of elements to form the chemicals of living things, methods used by man to control natural forces and man's place in the universe from the standpoint of astronomy.

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 1954-55 and in alternate years.

Staff

## 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.

## 360. THEORY OF EQUATIONS.

Prerequisite: Mathematics 340.

Fundamental properties of polynomials, complex numbers, transformation and solution of equations, numerical equations, symmetric functions. Offered in 1955-56 and in alternate years.

Mrs. Nelson

## 470. INTRODUCTION TO HIGHER GEOMETRY.

Designed to give the student some of the basic ideas and methods of higher geometry. Includes geometrics 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 and Political Science:* A major in the Department of History and Political Science should include History 301, 302, 307, 308, and at least two other courses in the department. An alternate program may include History 307, 308, 315, 316, and two additional courses. Only Political Science 324, 421, and 422 may be offered as credit toward a history major or minor.

*Sociology:* A major in the Department of Sociology should include Sociology 301, 428, 452, and three additional courses in sociology. Mathematics 331 is especially recommended as an elective 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 an elective 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 FOR EVERYDAY LIVING.

A course in consumer economics designed to develop an understanding of the 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. HISTORY OF CIVILIZATION, I.

A survey of the development of western society from its beginnings in the ancient period to 1500.

Staff

### 211. HISTORY OF CIVILIZATION, II.

A continuation of 210, carrying the study to the contemporary period.

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 1954-55 and alternate years.

Miss Greene

### 302. MODERN EUROPE, II.

A continuation of 301, carrying the study to the contemporary period. Offered in 1954-55 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 1955-56 and in alternate years.

Miss Greene

## 316. ENGLAND, II.

A continuation of 315, with special emphasis on contemporary England. Offered in 1955-56 and in alternate years.

Miss Greene

## 411. THE TWENTIETH CENTURY SCENE.

A study of contemporary problems and background with emphasis on the social and political revolutions stemming from the 1914-18 war.

Miss Greene

## 422. HISTORY OF THE SOUTH.

An historical examination of some basic factors in Southern life such as agrarian economy and racial dualism. Offered in 1954-55 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 1955-56 and in alternate years.

Mr. Bonner

## 432. STUDIES IN GEORGIA HISTORY.

A study of the economic, social, and political developments in Georgia with emphasis on the recent period. Offered in 1955-56 and in alternate years.

Mr. Bonner

## 450. ADVANCED STUDY.

Independent reading and reports arranged by the instructor according to the individual student's preparation and background. Open to advanced students with the approval of the head of their respective departments and of the Dean of Instruction.



## 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 government 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

## 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

## 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.

Staff

**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, familial, social, political, and economic setting with present trends.

Mr. Massey

**PHILOSOPHY 412.**

See description in data on the Department of Philosophy.

Mr. Beiswanger

**428. THE FAMILY.**

A study of the origin and evolution of the family, remedial measures designed to resolve the disintegrating factors in the current situation, and proposals for the future.

Mr. Massey

**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, Miss Brooks, Mr. Comer, Miss English,  
Mrs. Fairfield, 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; curricu-

lum 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, Education 295 or 305.

The role of the home economist in the rural community; the principles and practices involved in solving typical problems of rural and suburban families, including planning a "live-at-home" program, producing and preserving foods, and improving the home grounds. Laboratory is integrated with residence in the rural home management house.

Mr. Comer

### 472. METHODS OF TEACHING HOMEMAKING IN THE SECONDARY SCHOOL.

Prerequisites: Education 104, Education 295 or 305 and a general average of "C."

An exploration of instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences

with high school pupils and adults. Recognizing the relation of home economics to the entire school program and community. Selecting, evaluating, organizing and developing desirable teaching materials for adolescents and adults.

Miss Gilbert, Miss Jones

475. PHYSICAL EDUCATION METHODS IN SECONDARY SCHOOLS.  
(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.

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 textbooks.

Miss Robinson

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.

Mrs. Hicks

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.

Staff

## 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.

Staff

## 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, Mrs. Ireland, Miss Smith

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 in Education.

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 may take the Bachelor of Science degree in Health and Physical Education.



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**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 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

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\*Majors will take Education 365. See page 126.

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 GYMNASTICS 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

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.

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

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

### COURSES IN HEALTH

#### 100. PERSONAL AND COMMUNITY HEALTH.

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

Mrs. Ireland

#### 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. Ireland

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

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 arrangements 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. Driver education included as needed.

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. Ireland

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. Ireland

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

Prerequisites: Health 100 and 340, or equivalents.

Materials, methods and techniques in the health education program in the secondary school. Observation of students in the labora-

tory school; preparation of tentative courses of study in health. To be followed by practice teaching.

Mrs. Ireland

### 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

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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.

Staff

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 1953

JUNE

### *Bachelor of Arts*

Lauratine Aiken.....	Covington
Betty Jane Allen.....	Atlanta
Roberta Ann Arnold.....	Washington
Jewel Reta Askew.....	Luthersville
Edna Lois Atwood.....	Atlanta
Dorothy Jane Barrett.....	Jersey
Mary Barbara Beasley.....	Savannah
Mary Joan Bentley.....	Milledgeville
Mary Webb Bradbury.....	Fitzgerald
Jane Elizabeth Brantley.....	Tennille
Gloria Victoria Brooks.....	Griffin
Laura Janet Butler.....	Milledgeville
Lois Annette Chalker.....	Kennesaw
Mary Cobb.....	Mt. Vernon
Lucigene Davis.....	Bowdon
Olga Emilia Fallen.....	Brunswick
Miriam Anita Field.....	Atlanta
Mrs. Louise Heaton Foster.....	Americus
Vivian Rebecca Funderburk.....	Flovilla
Rebecca Groves.....	Lincolnton
Martha Jerrilyn Haines.....	Guyton
Marie Jeanne Herfurth.....	Antwerp, Belgium
Barbara Louise Jackson.....	Covington
Judith Johnson.....	Shiloh
Mrs. Ouida Mozo Kines.....	Milledgeville
Rolene Berniece LaHayne.....	Tampa, Fla.
Joan Kathryn Mendel.....	Savannah
Diane Morris.....	Sparta
Wynelle Irene Oglesby.....	Elberton
Shirley Gay Pettit.....	Cartersville
Jeanne Claire Pierce.....	Perry
Betty Marleen Shuman.....	Hagan
Anne Marlene Smith.....	Waycross
Anne Virginia Stone.....	Sparta
Martha Simpson Stover.....	West Point
Peggy Sutton.....	Dublin
Mrs. Betty Camp Thomas.....	Monroe
Georgia Isabel Trawick.....	Douglas



Mrs. Kay Margaret Sullivan Tyler.....	Dawson
Lyndoll Ruth Ulm.....	Milledgeville
Peggy Shannon Watson.....	Lithonia
Arneita Faye Wood.....	McIntyre

*Bachelor of Science in Business Administration*

Betty Ruth Beckham.....	Fort Valley
Shirley Irene Bryant.....	Fitzgerald
Joan Beverly Burns.....	Decatur
Martha Lancaster Byrd.....	Gainesville
Frances Elizabeth Crawford.....	Rayle
Keitha Luckey Culpepper.....	Thomson
Mavis Ada Fleeman.....	Hawkinsville
Corinne Ramsay Glover.....	Vidalia
Fannie Laura Harrell.....	Eastman
Ruth Winona Howington.....	Buford
Norma Ruth Marshall.....	Eatonton
Patricia Ann Morris.....	Hartwell
Winifred Darlene Prince.....	Godfrey
Anne Scott Royster.....	Nahunta
Mrs. Patricia Green West.....	Milledgeville

*Bachelor of Science in Education*

Betty Lanell Allen.....	Newton
Mrs. Nora J. Bankston.....	Jackson
Mrs. Dera Mae Adams Bostick.....	Camilla
Tommie Ann Bryan.....	Waycross
Mrs. Sara Carter Caldwell.....	Jackson
Martha June Clark.....	Stapleton
Mrs. Betty Fleming Collins.....	Bowman
Mrs. Wanda Bryant Crumbley.....	Milledgeville
Elsie Daniels.....	Dexter
Mrs. Allie B. Downs.....	Vidalia
Mrs. Jewel Ballard Duffey.....	Dublin
Mrs. Dola Mae Evans.....	Jakin
Martha Aurelia Fountain.....	Hawkinsville
Frances Worsham Freeman.....	Tifton
Mrs. Frances Welden Gore.....	Milledgeville
Constance Eleanor Harden.....	Osierfield
Mrs. Irene McKie Hartley.....	Davisboro
Charlotte Euphemia Harvey.....	Monticello
Annie Katherine Higgins.....	Roberta
Virginia Raye Holt.....	Americus
Betty Lee Inglett.....	Augusta

Mrs. Margaret Amerson Jones.....	Sandersville
Patricia Neal Kendrick.....	Decatur
Mrs. Sylvia Crew Kent.....	Whigham
Mary Carolyn King.....	Hardwick
Peggiann King.....	Wrens
Emma Jean Knight.....	Dexter
Emmie Lane.....	Monticello
Joy Lawson.....	Canton
Lucille Jane McKinney.....	Hawkinsville
Mrs. Virginia Motes Mathews.....	Thomson
Mrs. Bertha Mae Pattillo.....	Dexter
Mrs. Mary Elizabeth Adams Pattillo.....	Milledgeville
Mrs. Nelle Ragan Peavy.....	Irwinton
Millidon Popwell.....	Thalmann
Mrs. Mary Lee Giles Ray.....	Norwood
Jeanne Audrey Repak.....	Perth Amboy, N. J.
Beulah Belger Summerlin.....	Douglas
Mrs. Helen Foard Sweat.....	Savannah
Mrs. Frances Parkes Thompson.....	Millen
Martha JoAnn Traylor.....	Gabbettville
Mrs. Pauline Elizabeth Bush Turk.....	Fitzgerald
Mrs. Margaret Thomson Walden.....	Milledgeville
Mary Carolyn Webb.....	Springfield
Mrs. Jean Whaley Williams.....	Athens
Mrs. Mary Edgar Hart Witt.....	Americus
Mrs. Remelle Southwell Young.....	Macon

*Bachelor of Science in Home Economics*

Betty Jane Adams.....	Morgan
Clara Pauline Allen.....	East Point
Louise Wingate Baston.....	Evans
Juanita Blakey.....	Sylvania
Mrs. Marilyn Witt Clements.....	New Haven, Conn.
Frances Wynelle Deen.....	Pearson
Ruth Downs.....	Vidalia
Dorothy Durrence.....	Claxton
Jeannine Elizabeth English.....	Augusta
Mary Joyce Ford.....	Acworth
Mary Sue Garner.....	Ludowici
Mary Alice Haste.....	Donalsonville
Terrie Wynelle Henderson.....	Jesup
Johnnie Eleanor Hodge.....	Scriven
Emily Jeanne Holley.....	Jasper
Nellie Jo Howard.....	Donalsonville
Jeannette Jones.....	Sale City

JoAnn McNair.....	Calvary
Rena Frances Marshall.....	Perry
Janice Ileana Mattox.....	Griffin
Anne Grace Moore.....	Atlanta
Mary Jane Oliver.....	Clermont
Shirley Ruth Perry.....	Cochran
Marjorie Ann Shurling.....	Tennille
Barbara Lee Smith.....	Pembroke
Mrs. Mary Jo Smith.....	Milledgeville
Joel Whitfield.....	Toccoa
Mary Elizabeth Yarbrough.....	Edison

*Bachelor of Science in Music Education*

Mrs. Helen Bell Jones.....	Dublin
Julia Hill Willingham.....	Brunswick

AUGUST

*Bachelor of Arts*

Mrs. Lila Williams Akin.....	Unadilla
Mrs. Mary Key Wynne Ferrell.....	Sandersville
Zunilda Gonzalez.....	Pinar del Rio, Cuba
Thulia Kate Lindsley.....	Milledgeville
Mrs. Margie Arrant Palmer.....	Talbotton

*Bachelor of Science in Business Administration*

Mary Means Brown.....	Thomson
Mrs. Helen Foshee Randall.....	Augusta
Rowena Theresa Reed.....	St. Petersburg, Fla.
Betty Ann Smith.....	Perry
Jimmie Kathryn Warren.....	Tennille
Mary Helen Wheless.....	Douglas

*Bachelor of Science in Education*

Mrs. Velma Evans Adams.....	Rebecca
Martha C. Arnall.....	Rome
Mrs. Sadie Courson Barnes.....	Estill, S. C.
Mrs. Mabel Wilson Bell.....	Doerun
Mrs. Curtis E. Bostick.....	Juliette
Mrs. Abbie Rubye Swearingen Brady.....	Cochran
Mrs. Bessie Gunter Bredenberg.....	Augusta
Mrs. Sophia Cummings Bridges.....	McIntyre

Mrs. Frankie Livingston Brophy.....	Warner Robins
Celestia Burch.....	Dublin
Mrs. Alice Landrum Butler.....	Augusta
Mrs. Mary Hooten Carmichael.....	Jackson
Mrs. Anita Bridges Carter.....	Arlington
Mrs. Ethel Thrash Caudle.....	Mountville
Mrs. Chrystene Dennard Cauthen.....	Dublin
Mrs. LaVerne Nelson Chambliss.....	Gordon
Mrs. Maymelu H. Claxton.....	Macon
Mrs. Beth Bradford Cliett.....	Pelham
Mrs. Winnie Smith Coleman.....	Swainsboro
Mrs. Maude Haddock Collier.....	Damascus
Mrs. Elsia B. Cook.....	Fitzgerald
Mrs. Helen Moore Cook.....	McRae
Laverne Cook.....	Colquitt
Mrs. Mary Rozar Crooms.....	Dublin
Annie Will Cutts.....	Bronwood
Mrs. Mary Ellen Lawrence Daniel.....	Griffin
Essie E. Deason.....	McIntyre
Christene DeFoor.....	Sugar Valley
Mammie Linda Doss.....	Canton
Mary Edith Dupree.....	Americus
Mrs. Julia Thompson English.....	Gibson
Mrs. Louise Singletary Etheredge.....	Newton
Mrs. Myrtis Adams Eubanks.....	Pelham
Mrs. Elise W. Farmer.....	Louisville
Mrs. Rachel Guilford Farr.....	Blakely
Mrs. Kitty Wideman Fleming.....	Waycross
Mrs. Ruth McLean Fortson.....	Griffin
Mrs. Verna Bowers Fortson.....	Lincolnton
Betty Annette Fountain.....	Jeffersonville
Mrs. Mary Hardy Fowler.....	Warm Springs
Mrs. Radie McEwen Freeman.....	Comer
Mary Elsie Fulcher.....	Waynesboro
Mrs. Maxine McLendon Fulford.....	Shellman
Mrs. Mary McKenzie Gaskill.....	Rome
Mary Foxworth Gaulding.....	Concord
Mrs. Eloise Ward Gibbons.....	Iron City
Florence Hardison.....	Byron
Mrs. Hilda Brown Harper.....	Wray
Mrs. Nina Payne Harper.....	Adairsville
Mary Harris.....	Manchester
Mrs. Janie Scarborough Hedlund.....	Chicago, Illinois
Ann Wynelle Helms.....	Talbotton
Mrs. Annie Marcelyn Palmer Hobbs.....	Stapleton

Mrs. Doris A. Hockersmith.....	Colquitt
Mrs. Frances Kaigler House.....	Georgetown
Mrs. Helen Henderson Inman.....	Manor
Mrs. Louellen Sheffield Johnson.....	Donalsonville
Mrs. Mary Cannon Jolley.....	Dexter
Mrs. Ouida Grimsley Kelley.....	Donalsonville
Mrs. Lena Dampier Kennon.....	St. Simons Island
Bernice Lane.....	Monticello
Mrs. Lila Russell Lanc.....	Brinson
Ruby Lou Lanc.....	Jenkinsburg
Mrs. Martha Zelda Leverett Lilliott.....	Perry, Fla.
Mrs. Alda Roberts Lyon.....	Roswell
Mrs. Ruth Lytle McCranie.....	Milan
Mrs. Clytie Sloan McHargue.....	Moultrie
Mrs. May Belle Salter McLendon.....	Americus
Mrs. Thelma Chewing Mackey.....	Florence, S. C.
Mrs. Ruth Harrington Maddox.....	Granite Hill
Effie Claire Marshall.....	Eatonton
Mary Adeline Mathews.....	Bronwood
Mrs. Edith Jackson Mathis.....	Gordon
Mrs. LaFayne Hodges May.....	Hinesville
Mrs. Ruth Robinson Middlebrooks.....	Haddock
Louise Elizabeth Milam.....	Cartersville
Mrs. Clarice Hay Minter.....	Donalsonville
Peggy Joe Mitchell.....	Perry
Mrs. Mildred Carlisle Moon.....	Columbus
Mrs. Sue Snyder Moore.....	Hampton
Mrs. Ima S. Morgan.....	Vienna
Mrs. Eunice Cassels Morris.....	Montezuma
Mrs. Lillian Riles Morton.....	Tifton
Milbra Frances Morton.....	Haddock
Mrs. Clara Duggan Moye.....	Dublin
Frances Nelson.....	Pitts
Mrs. Bess Polhill Nipper.....	Hawkinsville
Mrs. Ollie Eve Hatcher Nixon.....	Augusta
Ruth Norman.....	Lincolnton
Frances Quinlan Nutt.....	Griffin
Colleen O'Brian.....	Doerun
Mrs. Annie Ruth Sawyer Odum.....	Brunswick
Mrs. Anna Leonora Turner Padgett.....	Americus
Mrs. Bessie L. Padgett.....	Donalsonville
Elizabeth Arlovine Partin.....	Osierfield
Mrs. Doris Anderson Paulk.....	Ambrose
Mrs. Jewel P. Pierce.....	Athens
Mrs. Isabel Wilkins Pilson.....	Rome

Mrs. Frances D. Poole.....	Unadilla
Mrs. Carolyn Shepard Price.....	Thomaston
Mrs. Wilma Scroggs Propes.....	Oakwood
Myra Bernice Ray.....	Doerun
Mrs. Erma King Reid.....	Zebulon
Helen Reynolds.....	Glenwood
Mary Frances Richardson.....	Fortson
Mrs. Adelaide Turton Roberts.....	Vienna
Lutheria Robertson.....	Cairo
Mrs. Catherine Castleberry Robinson.....	Ideal
Mrs. Ruby Goss Rockett.....	Stone Mountain
Mrs. Janet Cureton Ross.....	Macon
Mrs. Eloise Cockrill Rogers.....	Savannah
Mrs. Irene Pridgen Russell.....	Sanford, N. C.
Mrs. Hattie Oreita Drew Ryals.....	Milan
Norma Loette Salter.....	Barnesville
Mrs. Thelva H. Sharpe.....	Dexter
Mrs. Ethel Smith Simmons.....	Trion
Mrs. Annie Mae Mills Sims.....	Wadley
Mrs. Rosa Gibson Snider.....	Sandersville
Suzanne Snider.....	Experiment
Mrs. Cecile Wood Stephens.....	Dalton
Mrs. Ola Vanlandingham Stevenson.....	Wrightsville
Mrs. Agnes Dean Stokes.....	Perry, Fla.
Annah Dee Stokes.....	Atlanta
Mrs. Christine Massey Stovall.....	Madison
Estelle Stribling.....	Lincolnton
Mrs. Ethel Irene Harrison Tate.....	Rome
Mrs. Joy Prince Thomas.....	Pelham
Mrs. Ava Nelle Tomberlin.....	Waycross
Mrs. Ruth Estes Turner.....	Augusta
Audrey Lois Usry.....	Gibson
Mrs. Helen Livingstone Veal.....	Eatonton
Mrs. Luda Paschal Waller.....	Atlanta
Mrs. Bronice Sloan Watt.....	Albany
Mrs. Elizabeth Smith Whatley.....	Reynolds
Mrs. Mary Mann Wheelless.....	Abbeville
Mrs. Mattie Sue Edwards Whiddon.....	Harlem
Mrs. Mildred Roberts White.....	Willacoochee
Mrs. Gladys Hodges Whitehead.....	Comer
Corene Wilkes.....	Warner Robins
Mrs. Mary Ella Studstill Williams.....	Eastman
Mrs. Deedie Kimbrough Willis.....	Clarkston
Mrs. Cora Bateman Wilson.....	Gordon
Mrs. Frances Hanna Wren.....	Wrens

*Bachelor of Science in Home Economics*

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Martha Jane Grogan.....	Sale City
Sara Elizabeth James.....	Homerville
Margaret Kimbrough.....	Metter
Betty McCorkle.....	Butler
Una Dillard Smith.....	Loganville
Betty Patricia Terry.....	Armuchee

*Bachelor of Science in Music Education*

Jean Lemos Starr.....	Claxton
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## REGISTRATION BY COUNTIES, GEORGIA

1953-1954

<i>County</i>	<i>No. of Students</i>	<i>County</i>	<i>No. of Students</i>
Appling . . . . .	4	Fannin . . . . .	1
Atkinson . . . . .	2	Floyd . . . . .	12
Baldwin . . . . .	52	Franklin . . . . .	2
Barrow . . . . .	1	Fulton . . . . .	21
Bartow . . . . .	2	Gilmer . . . . .	1
Ben Hill . . . . .	2	Glascocock . . . . .	10
Bibb . . . . .	8	Glynn . . . . .	6
Bleckley . . . . .	2	Gordon . . . . .	1
Brantley . . . . .	10	Grady . . . . .	4
Bryan . . . . .	2	Greene . . . . .	6
Bulloch . . . . .	3	Gwinnett . . . . .	3
Butts . . . . .	2	Habersham . . . . .	3
Calhoun . . . . .	6	Hancock . . . . .	11
Camden . . . . .	1	Haralson . . . . .	4
Candler . . . . .	2	Harris . . . . .	2
Carroll . . . . .	6	Heard . . . . .	2
Chatham . . . . .	9	Henry . . . . .	5
Chattahoochee . . . . .	1	Houston . . . . .	7
Chattooga . . . . .	1	Jackson . . . . .	3
Cherokee . . . . .	10	Jasper . . . . .	1
Clarke . . . . .	2	Jefferson . . . . .	6
Clayton . . . . .	2	Jenkins . . . . .	4
Cobb . . . . .	9	Johnson . . . . .	7
Coffee . . . . .	5	Jones . . . . .	1
Colquitt . . . . .	3	Lamar . . . . .	1
Columbia . . . . .	7	Laurens . . . . .	17
Cook . . . . .	1	Lee . . . . .	2
Coweta . . . . .	1	Liberty . . . . .	2
Crawford . . . . .	5	Long . . . . .	2
Crisp . . . . .	6	Lowndes . . . . .	1
DeKalb . . . . .	11	McDuffie . . . . .	5
Dodge . . . . .	17	Macon . . . . .	9
Dooly . . . . .	10	Meriwether . . . . .	6
Dougherty . . . . .	1	Miller . . . . .	3
Early . . . . .	4	Mitchell . . . . .	4
Effingham . . . . .	1	Morgan . . . . .	4
Elbert . . . . .	5	Muscogee . . . . .	6
Emanuel . . . . .	3	Newton . . . . .	3
Evans . . . . .	4	Oconee . . . . .	2



<i>County</i>	<i>No. of Students</i>	<i>County</i>	<i>No. of Students</i>
Oglethorpe . . . . .	2	Terrell . . . . .	4
Peach . . . . .	5	Thomas . . . . .	5
Pierce . . . . .	2	Tift . . . . .	4
Pike . . . . .	3	Toombs . . . . .	11
Polk . . . . .	1	Towns . . . . .	1
Pulaski . . . . .	8	Troup . . . . .	1
Putnam . . . . .	4	Turner . . . . .	1
Quitman . . . . .	1	Upson . . . . .	8
Rabun . . . . .	2	Walker . . . . .	2
Randolph . . . . .	2	Walton . . . . .	5
Richmond . . . . .	7	Ware . . . . .	4
Schley . . . . .	1	Warren . . . . .	4
Seminole . . . . .	2	Washington . . . . .	19
Spalding . . . . .	5	Wayne . . . . .	4
Stephens . . . . .	1	Wheeler . . . . .	2
Stewart . . . . .	1	White . . . . .	1
Sumter . . . . .	10	Wilkes . . . . .	3
Talbot . . . . .	1	Wilkinson . . . . .	8
Tattnall . . . . .	1	Worth . . . . .	1
Taylor . . . . .	3		—
Telfair . . . . .	4	Total . . . . .	568

OUT-OF-STATE

Alabama . . . . .	1
Florida . . . . .	1
South Carolina . . . . .	3
Tennessee . . . . .	1
Virginia . . . . .	4
Canal Zone . . . . .	2
Cuba . . . . .	1
France . . . . .	1
Israel . . . . .	2
Panama . . . . .	1

Total . . . . . 17

Total registration  
academic year  
1953-1954

SUMMER SCHOOL, 1953  
First term, campus . . . 522

Augusta Workshop . . . . .	66
Cordele Workshop . . . . .	99
West Georgia Workshop . . . . .	11
Second term, campus . . . . .	418

Total . . . . . 1116  
Less Duplicates . . . . . 302

Total Individuals . . . . . 814

PEABODY LABORATORY SCHOOL  
1953-1954

Elementary Division . . . . .	318
High School Division . . . . .	199

Total . . . . . 517  
Total (academic year,  
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