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Spring 1960

## catalog 1960-1961

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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# COLLEGE CALENDAR

1960-1961

## *Fall Quarter*

August	30	Last day to file applications for fall quarter
September	18	Arrival of new students
	18	Dormitories open
	20	Arrival of upperclassmen
	19-22	Orientation of new students
	20	Registration of freshmen with advisers
	21	Registration of upperclassmen—juniors and seniors, 10:00-12:00; sophomores 2:00-4:00 p. m.
	22	Classes convene, 8:30 a. m.
	24	Classes meet on this date
	24	Formal Convocation, 10:30 a. m.
	28	Last day to make course changes
October	31	Mid-quarter reports for all students
November	23	Thanksgiving holidays begin, 1:00 p. m.
	27	Thanksgiving holidays end, 11:30 p. m.
December	6-7	Registration for winter quarter, 3:00-5:00 p. m.
	12	Study day
	13-14-15	Fall quarter examinations
	15	Christmas holidays begin, 1:00 p. m.
	15	Dormitories close
	16	Last day to file applications for winter quarter

## *Winter Quarter*

January	2	Christmas holidays end, 11:30 p. m.
	2	Dormitories open
	3	Classes resumed
	6	Last day to make course changes
	7	Classes meet on this date
February	6	Mid-quarter reports for all students
March	1	Last day to file application for spring quarter
	7-8	Registration for spring quarter
14-15-16	14-15-16	Winter quarter examinations
	16	Spring recess begins, 1:00 p. m.

## *Spring Quarter*

March	20	Classes resumed
	24	Last day to make course changes
April	24	Mid-quarter reports for all students
	26	Honors Day
May	24	Last day to file application for first summer term
May 31, June 1, 2	2	Spring quarter examinations
June	4	Graduation
	4	Dormitories close

## *Summer Session*

June 12-August 17

# COLLEGE CALENDAR

1961-1962

## *Fall Quarter*

August	28	Last day to file applications for fall quarter
September	17	Arrival of new students
	17	Dormitories open
	19	Arrival of upperclassmen
	18-21	Orientation of new students
	19	Registration of freshmen with advisers
	20	Registration of upperclassmen—juniors and seniors, 10:00-12:00; sophomores, 2:00-4:00 p. m.
	21	Classes convene
	23	Classes meet on this date
	23	Formal Convocation, 10:30 a. m.
	27	Last day to make course changes
	October	30
November	29	Thanksgiving holidays begin, 1:00 p. m.
December	3	Thanksgiving holidays end, 11:30 p. m.
	5-6	Registration for winter quarter
	8	Study day
	11-12-13	Fall quarter examinations
	13	Christmas holidays begin, 1:00 p. m.
	13	Dormitories close, 6:00 p. m.
	16	Last day to file applications for winter quarter

## *Winter Quarter*

January	2	Christmas holidays end, 11:30 p. m.
	2	Dormitories open
	3	Classes resumed
	6	Classes meet on this date
February	8	Last day to make course changes
	5	Mid-quarter reports for all students
	28	Last day to file applications for spring quarter
March	6-7	Registration for spring quarter
	12-13-14	Winter quarter examinations
	14	Spring recess begins, 1:00 p. m.

## *Spring Quarter*

March	19	Classes resumed
	23	Last day to make course changes
April	23	Mid-quarter reports for all students
	25	Honors Day
May	23	Last day to file applications for summer term
May 30-June	1	Spring quarter examinations
	3	Graduation
	3	Dormitories close

## *Summer Session*

June 12-August 17

## DIRECTORY FOR CORRESPONDENCE

Requests for specific information should be directed as follows:

General college policy	Robert E. Lee <i>President</i>
Academic policies, and courses of study	Donald H. MacMahon <i>Dean of Instruction</i>
Housing, personal problems, and permissions	Barbara A. Chandler <i>Dean of Students</i>
Admission, records, transcripts, and catalogues	Travis E. Smith <i>Registrar</i>
Expenses, refunds, and other business matters	Herbert A. Meyer <i>Comptroller</i>
Public Relations	Hugh W. Cheek <i>Director of Public Relations</i>
Scholarships, loans and student employment	Betty Jo Strickland <i>Director</i>
Alumnae affairs	Sara Bethel <i>Alumnae Secretary</i>
Home Study Program	Katherine Weaver <i>Home Study Secretary</i>

GEORGIA STATE COLLEGE FOR WOMEN  
MILLEDGEVILLE, GEORGIA

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\*On leave, 1958-60.



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

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Elizabeth Grieve Ferguson, M.A.	<i>Reference Librarian</i>
Sarah Hathcock Lloyd, A.B. in L.S.	<i>Catalogue Librarian</i>

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Claudia R. Burrus, B.S.	<i>Associate</i>

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Margaret Bass Cresap, B.S.	<i>Fifth Grade Supervisor</i>
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Evelyn S. Birchall, B.S.	<i>Second Grade Supervisor</i>
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Sybil S. Harper, B.S.	<i>Sixth Grade Supervisor</i>
Edith C. Ivey, B.S.	<i>Fifth Grade Supervisor</i>
Cecilia L. Peabody, A.B.	<i>Kindergarten Supervisor</i>
Nena Gamble Word, B.S.	<i>Seventh Grade Supervisor</i>

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Martha Jo Camp, B.S.	<i>Admission Counselor</i>
Suetta Sims, B.S.	<i>Admission Counselor</i>

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Winnie Boyer Thompson, R.N.	<i>Nurse</i>
Jessie May Freeman	<i>Nurse</i>

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Grace Strickland	<i>Ennis Hall</i>
Annie Claire Erwin	<i>Sanford Hall</i>
Inez Gray	<i>Terrell Hall</i>
Daisy Coleman	<i>Terrell Hall</i>

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Juanita W. Worsham .... *Bookkeeper*

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Annabel Dockins .... *Assistant Dietitian*

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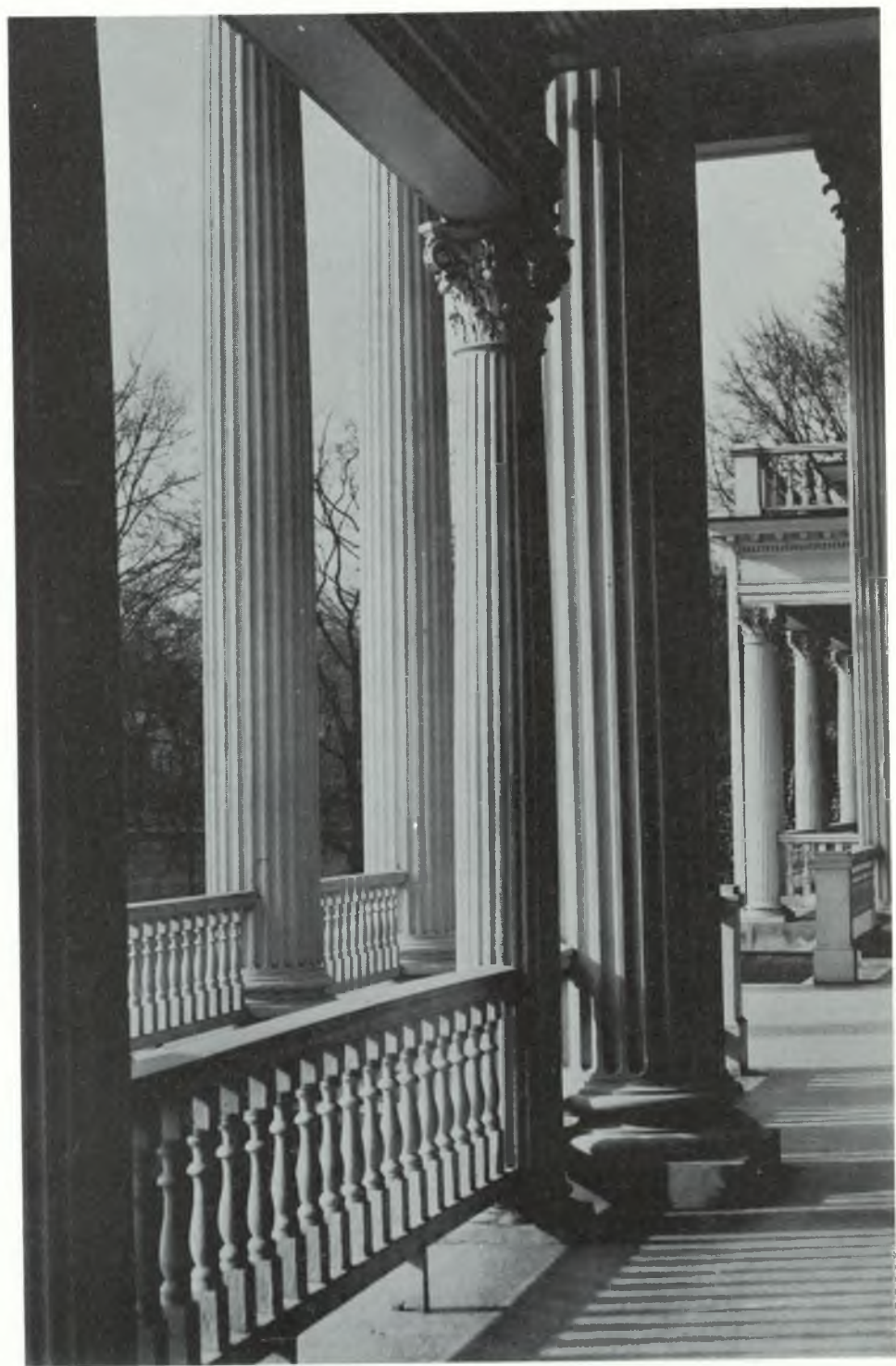
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Homemaking Education*

Coressa V. Hornsby .... *Secretary*





Corinthian Columns on porch of Atkinson Hall  
(oldest residence hall on campus)



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Bonnie Burge (Mrs. Roy) Johnson, '38,  
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*First District Vice-President:* Sara Jane Tate (Mrs. Robert L.)  
Pence, '49, Metter, Georgia

*Second District Vice-President:* Virginia Ann Holder (Mrs. W. C.)  
Baxley, '38, Box 351, Blakely, Georgia

*Third District Vice-President:* Edna DeLamar (Mrs. T. K.) Ken-  
drick, '31, 2203 Springdale Drive, Columbus, Georgia

*Fourth District Vice-President:* Mary Elizabeth Olive (Mrs. Frank  
J.) Jordan, '38, Talbotton, Georgia

*Fifth District Vice-President:* Blanche Hamby, '23, Piedmont Way,  
N. E., Atlanta 9, Georgia

*Sixth District Vice-President:* Katherine Butts (Mrs. W. K.) Jor-  
dan, '28, 923 High Street, Macon, Georgia

*Seventh District Vice-President:* Maybelle Hitchcock (Mrs. Charles  
B.) McGarity, '10, Dallas, Georgia

*Eighth District Vice-President:* Martha Barnes (Mrs. Murry) Bel-  
ger, '37, Exchange Bank, Douglas, Georgia

*Ninth District Vice-President:* Barbara Johnson (Mrs. Barbara J.)  
Tooke, '51, 222 Orchard Street, Commerce, Georgia

*Tenth District Vice-President:* Jean Stewart (Mrs. W. Troupe)  
Jones, '42, Greensboro, Georgia

## GENERAL INFORMATION

### HISTORY

Milledgeville, the home of the Georgia State College for Women, is on the fall line of the Oconee River, less than a dozen miles from the geographic center of Georgia. It is approximately 100 miles from Augusta, Atlanta, Albany, and Columbus, and 30 miles from Macon. The town, which has a population of over 14,000, 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.

Former presidents of the College were Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J. L. Beeson, Dr. Guy H. Wells, and Dr. Henry King Stanford. Since 1956, Dr. Robert E. Lee 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 increasingly complex society makes imperative a knowledge of and sensitivity to the problems of human relationship. Citizens who understand social problems and take responsibility for their solution are essential to the survival of civilization. The immediate application of education to society lies in the manner in which the citizen performs the work that is 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 the Georgia State College for Women. 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 one-hundred 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, five are residence halls.

*Nesbit Woods* is an attractive wooded area containing an amphitheatre, faculty apartments, and two home-management houses. It is also a bird sanctuary and serves as an excellent nature-study and ornithological laboratory.

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

*The Charles H. Herty Science Hall*, completed in 1954 at a cost of more than a half-million dollars, has many features which make for enriched experiences in basic and applied science. Numerous well-equipped laboratories have been designed for the specialized fields. The building has a large air-conditioned science library reading room equipped for convenience and comfort. A modern greenhouse for experimental studies in plant science and a modern animal house for genetic and nutritional investigations aid in vitalizing areas of the science program.

*Parks Hall*, containing the administrative offices, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." Also in the building are lecture rooms and offices for the Division of Social Sciences. 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 and a concert organ. Of special interest is the American Carillon, made possible through a gift of \$50,000 by Bessie Lindenstruth of the class of 1899. The auditorium 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, and a workshop for house furnishings.

*Lanier Hall*, facing the main entrance to the campus, houses the Department of English, the Division of Business Administration, the Department of Mathematics, and the College Duplicating Service. On the second floor are offices for the College Government Association.

*The Education Building*, situated behind the Library and facing Montgomery Street, 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 Laboratory School*, located across the street from Beeson Hall and Parks Memorial Hospital, consists of a classroom building and an auditorium. The school affords opportunities for all types of laboratory experiences for students in teacher education.

*The Nursery School*, erected in 1957, is located on the grounds of the Peabody Laboratory School. The building is of brick and concrete construction with modern physical and educational accommodations for twenty-four pre-school children. Here students may participate in a program of guidance and care of the pre-school child.

*The Health-Physical Education Building* 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 sport.

*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, offices, classrooms, a visual aids studio, a band room, music library, piano practice rooms, the Mamie Padgett Collection and Art Gallery, ceramic laboratories and art studios. The building was erected in memory of the late Anthony Porter of Savannah.

*The Institute of Languages* occupies a unit between Lanier Hall and the Education Building. It contains an up-to-date language laboratory with the most modern audio-visual devices by means of which the student is able to gain proficiency in the oral form of the modern languages taught here.

*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 fifty beds and modern equipment for clinical diagnosis and treatment of ordinary diseases.

*The Governor's Mansion*, the historic and stately 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, houses 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. Adjacent to it are the college shops and a warehouse. In this same unit is Miller Court, consisting of several faculty apartments.

There are five dormitories on the campus. 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 one thousand. 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. 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 one-hundred and fifty students. The rooms in this hall are also arranged in suites. The name honors the late Honorable Howard Ennis of Milledgeville.

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

*Sanford Hall*, the newest dormitory on the campus, 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, is a model urban home, making possible opportunities for home economics students to apply theory to realistic situations.

*The Georgia House* is a rural home-management house located at the edge of Nesbit Woods. Incorporating the most modern ideas in rural homes as brought to light in national surveys, the Georgia House is a two-story frame structure housing eight home economics 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, is a faculty apartment house consisting of twelve family-sized apartments, four efficiency apartments, and three single rooms.

*The Guest House*, located next to the Mansion, is available for visiting alumnae and other groups desiring overnight accommodations.

*The Student Union* is an annex to Atkinson Hall. It is an air-conditioned unit containing the book and supply store, a snack bar, 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* is located in the Health-Physical Education Building. It serves noon-day meals to the students of the Peabody Laboratory School.

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

#### BANKING SERVICE

As a service for students and at no cost, 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.



## THE INSTITUTE OF LANGUAGES AND FOREIGN SERVICE

Under the supervision of a director, the Institute of Languages and Foreign Service conducts a 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 summer Institute, which has its headquarters in the Institute of Languages.

## 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 over 75,000 books, numerous documents and other pamphlets, and several hundred phonograph records, slides, and pictures. The subscription list to periodicals includes 284 magazines and newspapers. About 2,000 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 program 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 is shelved in this room. Displays and special collections of books are frequently exhibited here. Adjoining the Beeson Reading Room is the Music Room where audio-visual equipment and collections are found. Faculty and students have access at all times to the recorder 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.

A collection of books for browsing and circulation is placed in the Student Union for the convenience of faculty and students.

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 townspeople and to teachers and students in other local schools.

### PROVISION FOR STUDENT-TEACHING

The College, through its supervisors of student teaching, has arranged with a number of school systems in Georgia for students to teach for one quarter under selected teachers. A supervisor assists the student with all details of preparation for the work and also visits her regularly while on the job.

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. This provision makes it possible for 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.

### PERSONNEL AND GUIDANCE SERVICES

The philosophy and objectives of the College emphasize the importance of every aspect of college life in providing a broad and meaningful educational experience. Within the over-all program the personnel and guidance services function to help the student grow in self-understanding, achieve satisfactory adjustments, and make choices from the offerings of the academic program, activities, and other experiences so as to derive the greatest benefit from a college career.

### ORIENTATION

At the beginning of the fall term, new students spend several days in activities that will better prepare them for life on the campus. During this time both freshmen and transfer students have an opportunity to begin their acquaintance with one another and with the College.

Many of the activities are planned and carried out by leaders in the three major student organizations—the College Government Association, the Young Women's Christian Association, and the Recreation Association. Junior Advisors, elected by Student Council, and Big Sisters, sponsored by the YWCA, also play an important part in the program of adjustment.

During the Orientation period several standardized tests are administered. The results obtained are used in assigning students to sections for fall courses and also in counseling with students.

#### FRESHMAN GUIDANCE

Further assistance is given to freshmen through a series of experiences known as Freshman Guidance. Transfer students are invited to participate in those phases which concern them. Beginning with Orientation Week and continuing throughout the year, general meetings are held and discussion in small groups is encouraged. The purposes of these experiences are to acquaint the new student with the history, traditions, and program of Georgia State College for Women; to guide her in her adjustment to campus life; and to offer assistance in the exploration of educational and vocational areas leading toward planning her college program and choosing and preparing for her career.

#### ACADEMIC COUNSELING

*Freshman:* The College recognizes the abrupt break between home and high school life on the one hand and the demands of dormitory life and college work on the other, and tries to provide as favorable transition conditions as possible. A group of faculty members serves as *faculty advisers*. Each freshman and transfer student is assigned to one of the advisers for whatever assistance is needed. The advisers help students register and counsel with them periodically concerning their adjustment and progress.

*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 pro-



fessional 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.

### HEALTH SERVICES

Promoting sound physical and emotional health is a major goal of the College. This is accomplished through the health services and health education. The health services are centered in Parks Memorial Hospital. In charge of the Hospital and its staff of nurses and of the health service 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.

As a part of the health service arrangements are made each year to provide immunization for polio.

### PHYSICAL EXAMINATION

Before admission to the College, all new students are required to have a thorough physical examination, preferably by the family physician. The Medical Record Form is provided by the Registrar. On it are recorded the family and health history of the student and also the findings of the medical examination. The completed Medical Record Form should be mailed by the physician *directly* to the *Medical Records Section, Parks Memorial Hospital, Georgia State College for Women, Milledgeville, Georgia*. This record serves as the basic medical record for the student and is used in providing medical care and health guidance, in assigning education courses, and in approving sports activities.

Upperclass students are required to have a supplementary physical examination each year. The brief report form used is also mailed directly by the physician to the above address.

### PLACEMENT OFFICE

As a service to students and graduates, the College maintains a Placement Office to aid them in finding the kinds of positions which they desire and for which they are best qualified. The Placement Office, through its registry of desirable openings and its contact with potential employers, is able to help students and graduates in securing teacher appointments and business and professional positions.

### THE PROMOTION OF GRADUATE STUDY

The screening, selection, and placement of qualified students for advanced work in graduate and professional schools is a responsibility of the Committee on Faculty Research and the Promotion of Graduate Study, of which Dr. J. C. Bonner is chairman. This committee annually has promoted the candidacy of outstanding students and alumnae for scholarships and assistantships which enable them to pursue a master's or a doctor's degree without great financial burden to themselves. In general, those who rank in the upper five per cent in academic standing are recommended for scholarships and assistantships. These stipends range in value from \$700 to \$2,500 each.

### HOME STUDY PROGRAM

The Georgia Center for Continuing Education of the University of Georgia maintains a Home Study Office at the Georgia State College for Women.

Home Study courses consist of textbooks and library assignments on which written reports are made by the student. Twenty lessons constitute one college course.

For further information write to Miss Katherine Weaver, Home Study Secretary, Georgia State College for Women, Milledgeville, Georgia.

# INFORMATION CONCERNING ADMISSION AND EXPENSES

## ACADEMIC REGULATIONS

### ADMISSION

By action of the Board of Regents in April, 1953, in May, 1956, and in March, 1958, the following admission requirements became effective. Appropriate forms for the required statements will be furnished by the registrar.

1. Any resident of Georgia applying for admission to an institution of the University System of Georgia shall be required to submit certificates from two citizens of Georgia, alumnae of the institution that she desires to attend, on prescribed forms, which shall certify that each of such alumnae is personally acquainted with the applicant, that she is of good moral character, bears a good reputation in the community in which she resides, and in the opinion of such alumna, is a fit and suitable person for admission to the institution and able to pursue successfully the courses of study offered by the institution she desires to attend.

Provided, however, that any applicant who seeks admission to an institution with an enrollment of less than 1,000 students and who lives in a county in which no alumna of the institution she wishes to attend resides, may furnish a certificate from the Judge of the Superior Court of her circuit in lieu of the certificate from alumnae. In such a case the certificate of the Judge of the Superior Court shall set forth the same facts that the alumnae certificate must contain in other cases.

Each such applicant shall also submit a certificate from the Ordinary or Clerk of the Superior Court of the county in which the applicant resides that such applicant is a *bona fide* resident of such county, is of good moral character and bears a good reputation in the community in which she resides.

However, any applicant who lives in a county having a population of 100,000 or more, may submit in lieu of the certificate from the Ordinary or Clerk of the Superior Court a certificate, on a prescribed form, from a third alumna of the institution that applicant desires to attend. This third alumna shall be one of those on a list of alumnae designated by the president of the alumnae association of the institution to assist the institution in its efforts to select students of character, aptitude, and ability and to obtain corroborating evidence regarding the place of residence of such students. The certificate of the third alumna in counties with a population of 100,000 or more shall set forth the facts required in the certificate from the Ordinary or Clerk of the Superior Court.

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2. Any non-resident of the State applying for admission to an institution of the University System of Georgia shall submit a similar certificate from two alumnae of the institution that she desires to attend, or from two reputable citizens of the community in which the applicant resides.

Every such applicant shall also submit a certificate from a judge of a court of record of the county, parish or other political subdivision of the State in which she resides that she is a *bona fide* resident of such county, parish or other political subdivision and a person of good moral character and bears a good reputation in the community in which she resides.

3. There is reserved to every institution of the University System of Georgia the right to require any applicant for admission to take appropriate intelligence and aptitude tests in order that the institution may have information bearing on the applicant's ability to pursue successfully courses of study for which the applicant wishes to enroll and the right to reject any applicant who fails to satisfactorily meet such tests.

4. There is reserved to every institution of the University System of Georgia the right to determine the sufficiency of any certificate required by this resolution; the right to determine whether any applicant has met the requirements for admission as set forth by this resolution, or otherwise, and is a fit and suitable person for admission to such institution. There is also reserved the right to reject the application of any person who has not been a *bona fide* resident of Georgia for more than twelve months.

5. If it shall appear to the president or other proper authority of any institution of the University System of Georgia that the educational needs of any applicant for admission to that institution can best be met at some other institution of the University System, he may refer the application to the Board of Regents for consideration for reference or assignment to such other institution.

6. All alumnae, ordinaries and clerks of the Superior Courts, called upon or requested to execute certificates on behalf of applicants for admission to any institution under any paragraph as hereinbefore provided, shall, with respect to certifications as to good moral character, reputation, fitness and suitability for admission to the institution, and ability to pursue successfully the courses of study therein, be guided and controlled by the following standards:

- (a) Age of applicant.
- (b) Past educational record, academic achievements, and overall scholastic ability of the applicant.



- (c) Temperament, demeanor and attitude of the applicant.
- (d) Sobriety.
- (e) Marital status, and all other similar obligations.
- (f) Financial ability of the applicant to successfully defray all school and living expenses.
- (g) Physical and mental fitness—any nervous or other physical defects or disorders.
- (h) Any military service record of the applicant.
- (i) The general reputation of the applicant in the community in which she resides, as the same may be known to such alumna, ordinary or clerk, or as may be known by recommendations or testimonials from persons known to such alumna, ordinary or clerk to be reliable.

#### SCHOLASTIC AND PERSONAL REQUIREMENTS

Application for admission forms will be provided by the Director of Admission on request. Completion of all application forms and of all requirements contained therein is required of each applicant before her request for admission can be considered. No application form will be considered unless received twenty days before the first day of registration for the quarter of desired admission as set forth in the college calendar. The Georgia State College for Women reserves the right to terminate receipt of application forms when enrollment limits are reached.

1. The applicant must be at least sixteen years of age and of established good moral character. The Georgia State College for Women reserves the right to examine and investigate the moral worth, character, and personality of the applicant.

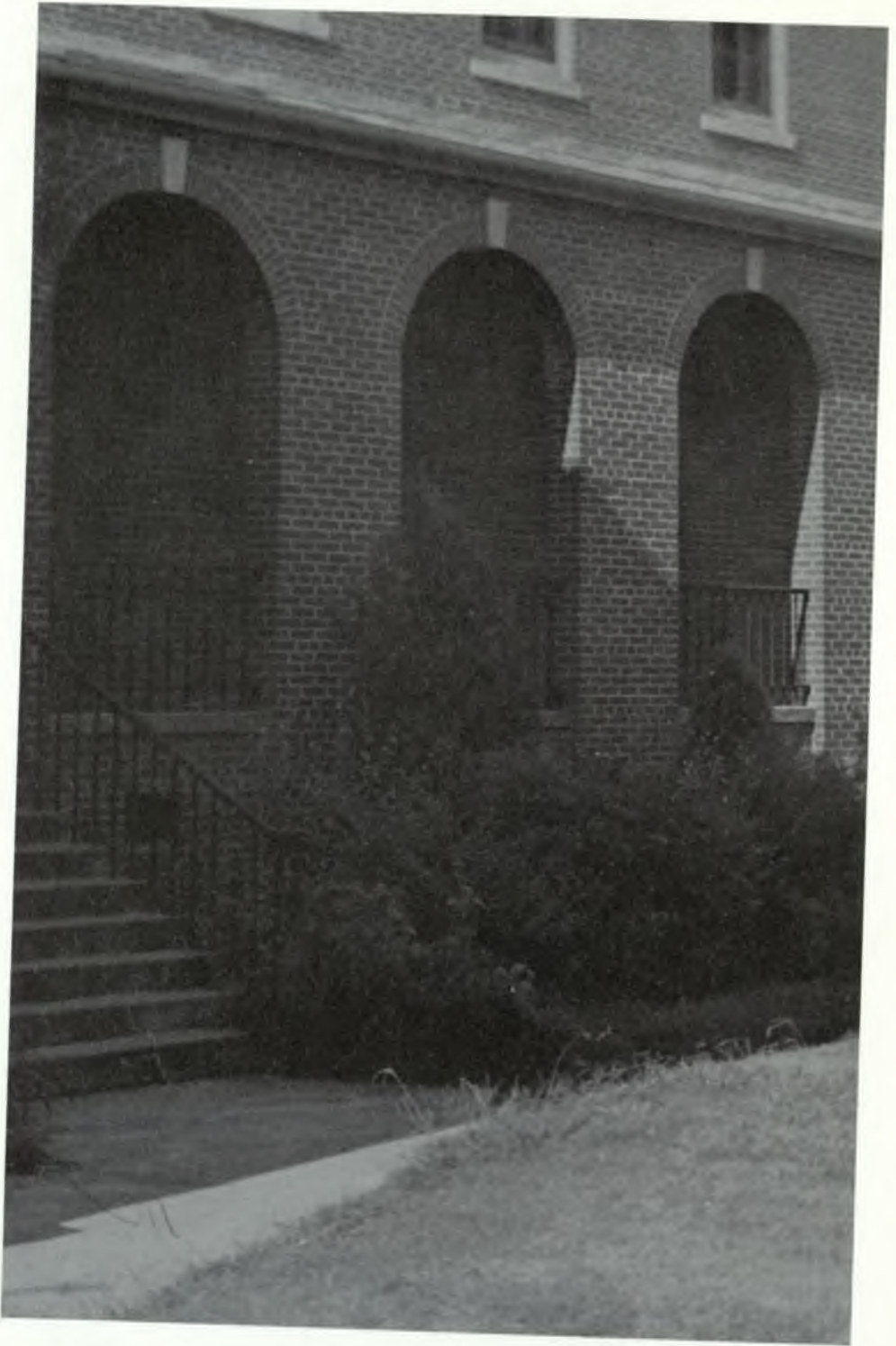
2. The College Entrance Examination Board's Scholastic Aptitude Test is required of all applicants for admission. The results of the test must be filed with the Director of Admissions by the required date. The high school principal or counselor will supply the necessary information for making application to take the CEEB Scholastic Aptitude Test, or the applicant may write directly to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey.

3. The applicant must meet at least one of the following requirements:

- a. Graduation from an accredited high school.
- b. Possession of a State Department of Education High School Equivalency Certificate and a record of acceptable scores on the equivalency examination.



Open stacks in the Ina Dillard Russell Library



Colonnade of Porter Fine Arts Building



4. The applicant must have a minimum of 16 units, as follows:

English .....	4
Mathematics .....	2
(including one unit in algebra)	
Social Studies .....	2
Science .....	1
Other academic units .....	4
Others .....	3

The College reserves the right to reject the credits from any high school or other institution notwithstanding its accredited status, where the College determines either from investigation or otherwise, that the quality of instruction available at such high school or institution is for any reason deficient or unsatisfactory.

5. Applicants who qualify under terms of Numbers 3 and 4 above must have a predicted grade point average (based upon high school record, College Entrance Examination Board scores, and other pertinent data as determined by the Admissions Committee) which indicates that the applicant has the potential to pursue effectively the educational program of the College.

If the application forms, CEEB Scholastic Aptitude Test scores, and other required records of the applicant are found to be complete and in proper order, the applicant will be evaluated in terms of her predicted grade point average, scholastic aptitude, biographical data, social and psychological adjustment and the probability of her completing the requirements for the desired degree.

A personal interview is considered an essential part of the admission process. Each applicant for admission will arrange with the Director of Admission an appropriate time to appear for an interview. The College reserves the right, in every case, to reject any applicant whose general records and attitude do not indicate success in the College environment, notwithstanding the completion of other requirements. The College reserves the right to examine further any applicant extensively by the use of psychological, achievement, and aptitude tests. Each applicant must give evidence of good moral character, promise of growth, seriousness of purpose, and a sense of social responsibility.

7. The Admission Committee and/or the academic dean shall review any application directed to them by the Director of Admission for total study and subsequent recommendation to the Director of Admission.

8. Acceptance or rejection of each and every application will be determined by the Director of Admission, subject to the right of appeal as provided in the policies of the Board of Regents of the University System.

9. A validating deposit of \$25.00 must accompany each completed application form before it can be given official consideration. This deposit does not bind Georgia State College for Women to admit the applicant nor does it indicate acceptance of the applicant's qualification.

### TRANSFER STUDENTS

1. Transfer students should refer to the foregoing information relative to the admission procedures, requirements, and dates for filing the completed application with the Director of Admission.

2. Transfer applicants must comply with the policy of the Board of Regents in furnishing the certificate described in the college catalog, and included in the official application for admission form.

3. The applicant must request that official transcripts showing evidence of studies pursued at all other colleges or universities be sent to the Director of Admission. These transcripts must furnish a statement of honorable dismissal. Completion of ALL application forms is required of each applicant for admission by transfer from another institution before his request for admission can be considered. It should be understood that only those applicants will be admitted whose past records indicate a favorable prospect of successful study with the faculty and with the other students in the College.

A personal interview is considered an essential part of the admission process. Each applicant for admission will arrange with the Director of Admission an appropriate time to appear for an interview. Every transfer student seeking admission will be evaluated for aptitude, achievement, motivation, social and psychological adjustment, and scholastic performance and probability of completing the requirements for a degree. The College reserves the right to examine further any applicant extensively by the use of psychological, achievement, and aptitude tests.

4. The College Entrance Board's Scholastic Aptitude test is required of all applicants for admission. In addition, the applicant must expect to obtain acceptable scores on designated standardized aptitude and achievement tests prior to admission.

5. The College reserves the right to deny admission to any student applying for transfer to the College when, in opinion of the Director of Admission, the academic standards or the admission procedures of the institution(s) previously attended are not equivalent or comparable to those existing at Georgia State College for Women.

6. When a transfer applicant's qualifications are in question, the Director of Admission, at his discretion, will refer the application in totality to the academic dean and/or the Admission Committee for review and recommendations.

7. Acceptance or rejection of each and every application will be determined by the Director of Admission, subject to the right of appeal as provided in the policies of the Board of Regents of the University System.

8. The total number of hours that may be earned toward a degree by either extension or correspondence courses or both shall not exceed forty-five quarter hours. The College reserves the right to otherwise restrict the acceptance of the above mentioned type of credits.

9. A validating deposit of \$25.00 must accompany each completed application form before it can be given official consideration. This deposit does not bind Georgia State College for Women to admit the applicant nor does it indicate acceptance of the applicant's qualifications.

#### RECAPITULATION OF PROCEDURE FOR FIRST APPLICANTS

Before admission is complete the student must have on file the following:

1. Formal application.
2. Report of personal interview.
3. Transcript of High School or previous College Record.
4. Report from Educational Testing Service of scores made on the College Entrance Board Examination.
5. Certificate of physical fitness from family physician (on form submitted by the college).
6. Certificates from two alumnae of the Georgia State College for Women or Judge of the Superior Court.
7. Certificate from the Ordinary or Clerk of the Superior Court of the county in which the student resides.
8. Validating deposit of \$25.00.

#### GRADUATE STUDENTS

The graduate program has requirements in addition to those stated above. (See pages 79-80.)

#### AMOUNT OF CREDIT TRANSFERABLE

The amount of credit that the Georgia State College for Women will allow for work done in another institution within a given

period of time may not exceed the normal amount of credit that could have been earned at the Georgia State College for Women during that time. A maximum of 90 academic quarter hours from a junior college, or 135 academic quarter hours from a senior college may be applied toward a degree.

Courses transferred for credit from other institutions must have an over-all average of C. Not more than 20% of the courses may be of the lowest passing grade.

### 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.

### MARRIAGE

Married students who wish to attend college and live in the dormitory must submit to the President of the College a request in writing. Students, already enrolled, who are planning to be married and to continue in college after marriage should consult with the Dean of Students concerning the plans as they relate to the College.

### EXPENSES

As a unit of the University System of Georgia, the Georgia State College for Women is a state-supported college. As such it makes no tuition charge for residents of the State of Georgia.

The basic charges are as follows:

#### DEPOSITS REQUIRED UPON APPLICATION

**Registration Deposit**—All students applying for admission to the College for the first time will submit with the application for admission a Registration Deposit of \$25.00. This deposit shall be credited to the Matriculation Fee.

**Room Reservation Deposit**—After September 1, 1960, new students who expect to live in the college residence halls shall pay in advance a room reservation deposit of \$20.00 upon receipt of a Request for Room Form. The payment, together with the form, shall be sent to the Comptroller's office. Students already in residence halls shall pay a room deposit of \$20.00 in April prior to the assignment of rooms for the following year. In both instances



this deposit shall be credited to the student's room rent account for the quarter.

A REFUND OF THESE DEPOSITS will be made only when:

1. Application for withdrawal by students entering for the first time is received prior to July 1st for students entering in September; or
2. Application for withdrawal by students in residence is received prior to May 1 for students returning in September; or
3. Application for withdrawal is made 30 days prior to the opening dates of the Winter and Spring quarters; or
4. Application for admission is not approved.

#### PAYMENT OF COLLEGE EXPENSES

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.

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.

#### FEES AND LIVING EXPENSES EACH QUARTER

Matriculation Fee .....	\$ 45.00
Health Service Fee .....	6.00
Student Activity Fee .....	8.00
Board .....	115.00
Room Rent .....	54.00
Laundry .....	15.00
	243.00*

\*Non-residents of Georgia add \$100.00

#### GENERAL FEES

Matriculation Fee—Paid by all students during the registration period at the beginning of each quarter.

Health Service Fee—Paid by all students during the registration period at the beginning of each quarter. The fee provides for medical care by the college physician and nurses, except in cases of severe or prolonged illness. When another physician is called in con-

sultation or a special nurse is required or hospitalization is necessary the expense becomes the obligation of the student and her family. A combination blanket accident and hospital insurance plan is available to students of the College at extra cost. The plan is provided by a reputable insurance underwriter and the cost is reasonable. The College does not in any manner profit from fees or commissions in the plan but will furnish information when requested.

Student Activities Fee—Paid by all students during the registration period. This fee is used to finance such student activities as the college newspaper, the annual, the College Government Association, the YWCA, the artist's series and other similar college activities.

\*Non-Resident Tuition—Paid during the registration period at the beginning of each quarter by all students who are not residents of the State of Georgia. (See Citizenship Qualifications, Page 39).

### SPECIAL FEES

Graduation Fee—A Graduation Fee of \$10.00 is charged at the beginning of the final quarter of the year in which a senior student plans to graduate.

Laboratory Fee—Certain college departments charge a laboratory fee in courses requiring extra materials of instruction. These laboratory fees are indicated in the course descriptions.

Late Registration Fee—Students who fail to register and arrange for payment of fees and living expenses at the time provided in the college calendar will be charged a late registration fee of \$3.00 for the first day and \$1.00 for each additional day to a maximum of \$5.00.

Special Students—Students permitted to register for fewer than ten (10) quarter hours, with or without credit, will pay a matriculation fee of \$3.75 per quarter hour. Such 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 ten hours in regular residence classes whether for credit or non-credit.
2. Students registered in Saturday classes on the campus.

Music Fees—Private lessons in music are offered by the College Music Department faculty. The fees are:

Instruction in piano, voice, and orchestral instruments, two one-half hour lessons each week, per quarter.....	\$30.00
Instruction in organ, two one-half hour lessons each week, per quarter.....	\$42.00
Instruction in organ, one lesson each week, per quarter.....	\$21.00

#### 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.

#### REFUNDS

It is a regulation of the Board of Regents of the University System of Georgia that an approved applicant who registers and withdraws during the first quarter of her attendance shall forfeit not less than the amount of her admission deposit.

Matriculation Fee and Non-Resident Fee—The following refund regulations apply to withdrawals after each scheduled registration date:

One Week	80% refund
Two Weeks	60% refund
Three Weeks	40% refund
Four Weeks	10% refund

Students who withdraw after the expiration of the fourth week will not receive a refund of any portion of these fees.

**Student Activities Fees and Health Service Fees**—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.

**Music Fees**—A student who discontinues study of any private instruction in music in the middle of a quarter will not be entitled to any refund except for illness certified by the college physician.

**Board, Room, and Laundry**—A student who formally withdraws from the College during any quarter will be charged for board, room, and laundry at the rate of \$3.00 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.

#### SUPPLIES

Textbooks and school supplies are available in the college bookstore as well as other student needs. The cost of books and supplies will vary with the courses elected by the individual student. A fair estimate of this cost is from \$25.00 to \$30.00 per quarter.

### FINANCIAL ASSISTANCE

The College offers financial assistance to students who will profit most in the realm of need and ability through the National Defense Student Loan Program, through scholarships and loan funds made possible by friends of the College and through part-time student employment. Details of the various aspects of the financial assistance program are found on the following pages. For further information write the Director of Scholarships, Loans, and Student Employment, Georgia State College for Women.

#### 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.

##### ANNA BROWN SMALL SCHOLARSHIP FUND

This fund was established in 1912 by Mrs. Clem Steed Hardman of Macon, as a memorial to her mother.

##### CORRIE HOYT BROWN FUND

The Corrie Hoyt Brown Loan Fund was established in 1919 by Mr. George M. Brown, who was born in the Executive Mansion at



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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.

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 as a memorial to deceased members of the faculty. 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 SCHOLARSHIPS

From the Alumnae Loyalty Fund the Alumnae Association of the College grants scholarships to assist students of high scholastic ability. Information may be obtained by writing the Alumnae Secretary, Georgia State College for Women.

A. A. 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 THOMAS E. MITCHELL 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. A limited number of scholarships is granted from this fund annually.

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.

## LOAN FUNDS

## 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.

## 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 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 the Georgia State College for Women. The fund is administered by the Knights Templar Educational Foundation, 136 Forrest Avenue, Atlanta, Georgia.

## 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 officer 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 1238, 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 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.

## JOSEPH M. TERRELL LOAN FUND

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

## FANNIE TRAMMELL D. A. R. FUND

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

## 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 College.

## NATIONAL DEFENSE STUDENT LOAN PROGRAM

The "National Defense Education Act of 1958" was designed to develop to the fullest the "mental resources and technical skills" of the young men and women of the nation. In conjunction with the participating colleges, government funds were made available for the "making of low interest loans to students in need thereof to pursue their course of study" in institutions of higher learning.

In selecting students to receive loans special consideration is given to:

- (a) students with a superior academic background who express a desire to teach in elementary or secondary schools, and
- (b) students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering or a modern foreign language.

In addition to academic ability and achievement, consideration is given to the student's need of financial aid. Determination of need is based upon an evaluation of the financial circumstances of both the applicant and her family.

The recipient of a loan is expected to maintain an above average academic standing. The College reserves the right to review the approved loan each quarter.

Applications should be filed with the Director of Loans at least 60 days prior to the quarter for which the loan is desired.

#### STUDENT AID FOUNDATION

In 1908 a group of Atlanta women who were interested in the education of women formed what is now known as the Student Aid Foundation. This foundation makes funds available to young women of academic ability and personal integrity. The fund is administered by the Student Aid Foundation, 1025 Clairmont Avenue, Decatur, Georgia.

#### 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 dormitories seeks to approximate the best type of home situation. Each residence hall is in the charge of a house director, 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 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 Council.

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 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 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 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 all religious activities on the campus, some of which are vesper programs, Bible study classes, and nightly worship services in the residence houses. The Y also supervises study and discussion groups on social problems and current affairs.

During Religious Focus Week outstanding speakers are brought

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, four skill clubs (Modern Dance, Penquin, 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 who makes an average of 3.3 on fifteen or more hours of work in any quarter and who has an all-college average of 2.5 shall have her name placed on the Dean's List during the following quarter.

##### PHI SIGMA

Freshmen who have carried a full academic program and have made a general average of B or higher and have qualified for the Dean's List at least once 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, recog-

nizes 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-fifth 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, the Canterbury Club, 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.

## PUBLICATIONS

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 purpose, functions, and programs of the three major organizations, the governmental routine of the campus, and the official personnel of the major groups.

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

*Thirty* is published weekly (exclusive of holidays and vacations) by the Public Relations Department. This publication provides a summary of faculty and student activities for the college community.

A series of *Bulletins* giving information about the College are published periodically and are coordinated through the Public Relations Department.

## ENTERTAINMENTS AND INFORMAL EDUCATION

## CONCERTS AND LECTURES

Students hear symphonies and artists of national and international reputation in a series of three or four attractions during the year. In addition, several lecturers of equal standing are brought to the campus, annually. Guest speakers also appear regularly on Assembly programs.

#### COLLEGE THEATRE

Once each quarter the College Theatre presents a student production of a well-known drama.

#### SATURDAY SOIREES

The Recreation Association sponsors the Saturday evening programs. Programs consist of varied types of recreations, including square and social dances, skating parties, and outings of varied types. Students and college personnel are invited to attend.

#### ART EXHIBITS

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

#### THE MILLEDGEVILLE COLLEGE CHOIR

The Milledgeville College Choir, composed of approximately sixty 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 Auditorium, featuring student vocalists and instrumentalists. Each contributes to the general program of entertainment of the College.

## 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 house director 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 the Dean of Students.

### 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

Permission to take trips away from the campus and to participate in certain special activities is granted by the Dean of Students in accordance with the wishes of the parents or guardians. A printed form covering the usual requests, permission for which requires parental consent, is sent by the College. Parents or legal guardians must check items to meet with their approval and then *mail the signed sheet to the Dean of Students*. Special permits sent directly to the Dean of Students are required for approval of trips or requests not covered by 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 on weekends.

### 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 Students. *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.

Regular attendance at bi-weekly chapel is expected of all students. A maximum of two unexcused absences per quarter is allowed.

Absence from class on the first day of any quarter or on the day preceding or following a campus-wide 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.



GRADE POINT REDUCTION

Excess absences for the year will result in a reduction of 2.25 grade 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 C, or 2.0 grade points.

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.

## 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 five and one-half and three and one-half weeks each.

Under the intensive quarter system classes in general meet every day Monday through Friday.

### 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. Two hours of laboratory work count as one hour of recitation.

### GRADES AND POINTS

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

<i>Grade</i>	<i>Points per Quarter Hour</i>
A—Excellent .....	4 per hour
B—Above average .....	3 per hour
C—Average .....	2 per hour
D—Lowest passing grade .....	1 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.

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### CLASSIFICATION

Freshmen and sophomores are expected to complete forty-eight quarter hours a year; juniors and seniors, forty-five quarter hours a year. No more than five D's in regular courses may count towards graduation. D's in excess of this number must be made up by taking additional courses.

However, for easier class organization and room assignment, a student is classified with her class if she has acquired credit in *graduation* hours as follows:

Sophomores	43
Juniors	91
Seniors	136

### THE DEAN'S LIST

A student who makes an average of 3.3 on fifteen or more hours of work in any quarter and who has an all-college average of 2.5 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 prescribed courses 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) Seniors 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 one or two-hour courses in music without credit. A student who is not taking other extra work may take a one or two-hour course in music 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 ten hours.
- (2) 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.
2. Sophomores, juniors and seniors 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 of credit during a quarter.
4. Any student registered in college for three quarters—September to June—must earn a 1.5 average to be eligible to register for the Fall Quarter.
5. A student who at the end of the Spring Quarter is deficient in hours or who has not a 1.5 average for the academic year may re-establish eligibility by earning ten hours of credit with a 2.0 average *in a six-weeks summer term*.
6. A student who is ineligible to register because of a deficiency in hours 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 have a 1.33 average or better to be eligible to register for the following quarter. A student deficient in hours or average 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 REQUIREMENT IN ENGLISH

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 four times a week during the winter quarter.



## REQUIREMENTS FOR GRADUATION

In order to receive a degree from the College the candidate must satisfy the following conditions:

1. Complete a total of one hundred and eighty-six hours of college work, one hundred and sixty-one of which must be of C grade or higher—including transfer credits from other institutions. Below C grades in home study or extension courses will not be accepted for credit. Seventy-five of the total number of hours 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. 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 home study courses.

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 are currently enrolled. Students who began their work prior to the last approved programs of the College 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

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passing a satisfactory examination on the History of the United States, the History of Georgia, and upon the provision and principles of the United States Constitution and the Constitution of Georgia."

There are four requirements of this law: (1) History of the United States, (2) History of Georgia, (3) Constitution of the United States, and (4) Constitution of Georgia. The first two requirements may be met by a special examination or by the completion of any one of the following history courses: History 211, 307, 308, 422, 432, or 520. The last two requirements may be met by special examination or by taking any one of the following courses: Social Science 104, Political Science 324, or Political Science 326.

Students who do not satisfy the state law through the passing of appropriate courses may qualify by passing a special examination covering all or any part of the material on which they lack credit. Suggested reading covering this material may be obtained from the department concerned. These examinations are administered about the middle of each quarter.

Students who have satisfied the requirements of the law at another institution will be given credit at the Georgia State College for Women for these special requirements.

### 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. Programs leading to certification in eleven different areas have been approved by the State Department of Education. See page 65 for details.

## 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 such courses have already been 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.

The general education program of the College therefore seeks:

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 strength and weaknesses, that can use knowledge creatively, and that can discern the best in aesthetic experience.

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

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

### GENERAL EDUCATION PROGRAM

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

English 100, 101, 102—General College Composition .....	10-15 hours
English 200—Literature of the Western World .....	5 hours
English 206—Romantic Poetry .....	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 101, 102—Principles of Biology .....	5-10 hours
or	
***Biology 101, 221—Principles of Biology; General Botany .....	10 hours
*Mathematics 100—Introduction to College Mathematics .....	5 hours
or	
**Mathematics 201, 222—Plane Trigonometry; College Algebra .....	10 hours
*Physical Science 101T-102T—Introduction to the Physical Sciences .....	5-10 hours
or	
***Chemistry 101, 102—General Chemistry .....	10 hours
Health 100—Personal and Community Health .....	5 hours
Physical Education 100, 200—Physical Education Activities .....	6 hours
<b>Total .....</b>	<b>76-81 hours</b>

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

\*\*Recommended for majors and minors in Mathematics.

\*\*\*Recommended for majors and minors in the Natural Sciences.



### 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 an equivalent in credit. Exceptions may be made upon the written approval of the Dean of Instruction.

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

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

### DEGREES

The degree a student takes will be determined by the groupings of courses chosen.

The following degrees are given:	Pages
Bachelor of Arts	
Curriculum for Liberal Arts .....	62
Curriculum for Secondary Teachers .....	66
Bachelor of Science	
Curriculum for Medical Technology .....	76
Curriculum for Medical Record Library Science .....	76
Curriculum for Physical Therapy .....	77
Bachelor of Science in Education	
Curriculum for Elementary Teachers .....	67
Curriculum for Secondary Teachers .....	66
Curriculum for Health and Physical Education Teachers	68
Bachelor of Science in Music Education .....	70
Bachelor of Science in Home Economics .....	70
Curriculum for Home Economics Education .....	70
Curriculum for Institutional Management (Dietetics) ....	71

	Pages
Bachelor of Science in Business Administration .....	73
Curriculum for Business Education	
Curriculum for General Business	
Curriculum for Secretarial Training	
Master of Education .....	79

### BACHELOR OF ARTS

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

Junior College .....	76-81 hours
The general education requirements described on page 60.	
Foreign Languages .....	10-20 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 .....	45-55 hours
	186 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 departments, in addition to the general education requirements. Usually the major consists of a specified nucleus of three or four basic courses, with the remaining courses selected according to the interest of the student.

Majors may be taken in the following departments:

Art	Music
Biology	Health and Physical
Chemistry and Physics	Education
English	Psychology
French	Sociology
History and Political Science	Spanish
Mathematics	

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

#### MINOR PROGRAMS

A minor consists of four related courses. It may be taken in the departments offering major programs, and also in the following specific subjects:

Economics	Health	Library Science
Philosophy	Political Science	Speech
	Modern Dance	

#### DIVISIONAL MAJORS

Divisional majors may be taken in the following divisions:

Business Administration	Sciences-Mathematics
Social Sciences	

The purpose of these majors is to provide an opportunity for the student to gain a fairly thorough knowledge in a group of related fields. Divisional majors are advantageous to the student who expects to teach these subjects in high school. No minor is required; but, in the case of each divisional major, a minimum of ten courses in the division concerned must be included in the program in addition to the general education requirements. (See page 60.)

Specific requirements are described below.

#### *Business Administration*

Specific Business Administration courses are not prescribed but are to be worked out by the student and the chairman of the Division of Business Administration. The amount of specialized work may be limited by the Dean of Instruction.

#### *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 221, 222, 225, 226  
Chemistry 101, 102, 104, 331T  
Mathematics 201, 222, 323, 340  
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 301  
Psychology 201  
Sociology 301

### BACHELOR OF SCIENCE

#### PARAMEDICAL MAJORS

Paramedical majors (see pp. 76-77) leading to the degree of Bachelor of Science may be taken in the following fields:

Medical Record Library Science  
Medical Technology  
Physical Therapy





Old Governor's Mansion — home of the President



Back campus entrance to Bell Annex

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*PREPARATION FOR TEACHING*

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.

Programs leading to certification in eleven different areas have been approved at the Georgia State College for Women. They are:

*Elementary School.* One certificate for all grades.

*Art.* For teaching or supervising art throughout elementary and high school; not for teaching in one or two media.

*Music.* For teaching or supervising music throughout the elementary and secondary school; not for teaching in one or two media.

*Business Education* (secretarial subjects).

*Social Studies.* The certificate is for the field. One may not be certified for history, or sociology alone.

*General Science.* No certificates are issued for teaching one science such as biology or chemistry.

*Health and Physical Education.*

*Mathematics.*

*English.*

*Foreign Languages* (French and Spanish).

*Home Economics.*

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 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.



## BACHELOR OF ARTS

*Curriculum for High School Teachers*

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
*Mathematics or Nat- ural Science.....	10	Education 204, 295.....	10
Art 103 or Music 100.....	5	English 200, 206.....	10
English 100, 101, 102.....	10-15	**Foreign Language.....	10-5
**Foreign Language.....	5-10	History 211.....	5
Health 100.....	5	*Mathematics or Nat- ural Science.....	10
Social Studies 103, 104.....	10	Physical Education 200.....	3
History 210.....	5		
Physical Education 100.....	3		
	48		48

Junior and senior years are alike for both the Bachelor of Arts and the Bachelor of Science in Education degrees. See the description under Bachelor of Science in Education below.

## 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 204, 295.....	10
*Mathematics or Nat- ural Science.....	15	English 200, 206.....	10
Health 100.....	5	*Mathematics or Nat- ural Science.....	5
English 100, 101, 102.....	10-15	History 210, 211.....	10
Social Studies 103, 104.....	10	Physical Education 200.....	3
Physical Education 100.....	3	Electives.....	10
	48		48

*Junior and Senior*

In the junior and senior years careful planning is essential. The student must schedule student teaching for one quarter of the

\*See footnote, p. 60.

\*\*See p. 62.



senior year, complete the other education courses and also the requirements for the teaching field.

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

Not more than fifteen 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 ninety quarter hours distributed as follows:

Education 305, 445, 446, 448, and 455.....	25 quarter hours
A departmental major and a minor or a divisional major and electives or a double major and electives.....	65 quarter hours

### *Curriculum for Elementary Teachers*

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Art 103 or Music 100.....	5	Education 204, 295.....	10
*Mathematics or Nat- ural Science.....	10	Biology 215.....	5
English 100, 101, 102.....	10-15	English 200, 206.....	10
Health 100.....	5	*Mathematics or Nat- ural Science.....	10
Social Studies 103, 104.....	10	History 210, 211.....	10
Speech 208.....	5	Physical Education 215.....	6
Physical Education 100.....	3		—
	—		51
	48		

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 first quarter of the junior year.

The course, Education 355, is essentially preparation for student teaching and should be scheduled in the quarter preceding student teaching. Education 305 should be scheduled for this same quarter. Education 428 must be scheduled with Education 425-26.

\*See footnote, p. 60.

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

<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Art 315 and 316 .....	10	Education 305, 355, 425, 426, 428 and 451 .....	30
Music 321 and 322 .....	10	Electives .....	15
English 314 .....	5		—
Geography 300 .....	5		45
Home Economics 324B .....	5		
Electives .....	10		
	45		

The student may wish to use electives to complete a minor, or she may prefer to study in several areas. In any case the program should be approved by the chairman of the Division of Teacher Education.

#### NURSERY SCHOOL AND KINDERGARTEN EDUCATION

Students who are taking and others who have completed their work in Elementary Education may enroll for Education 493, *Early Childhood Education*, and also take an additional five hours credit in student teaching in Nursery School and Kindergarten. This will enable the student to teach at either the pre-school or elementary level.

Students who wish this additional teaching experience should make application for it early in the junior year.

#### BACHELOR OF SCIENCE DEGREE IN EDUCATION 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 field of recreation may secure basic preparation by meeting the requirements for the Bachelor of Science Degree in Education with a major in Health and Physical

Education. This course of study should be planned with the head of the department.

Students having special interest in dance or health may secure a minor in either of these fields. The minor has definite course requirements and should be planned with the head of the department.

### Curriculum

<i>Freshman</i>		<i>Sophomore</i>	
	Hours		Hours
Biology 101, 102.....	10	Education 204, 295.....	10
Art 103 or Music 100.....	5	Physical Science 101T- 102T.....	10
English 100, 101, 102.....	10-15	English 200, 206.....	10
Health 100.....	5	History 210, 211.....	10
Social Studies 103, 104.....	10	Physical Education 210.....	9
Speech 208.....	5		—
Physical Education 100, 110	5		49
	—		
	50		
<i>Junior</i>		<i>Senior</i>	
	Hours		Hours
Biology 310, 311.....	10	Health 340, 445.....	10
Education 305, 365.....	10	Physical Education 331, 430	6
Health 330.....	5	Physical Education 433.....	5
Physical Education 311, 313, 322.....	15	Education 445, 446, 448.....	15
Physical Education 312, 314	6	Electives.....	10
Physical Education 423.....	5		—
	—		46
	51		

### BACHELOR OF SCIENCE IN MUSIC EDUCATION

The following program is designed for those who wish to prepare to teach music in the public schools.

#### *Curriculum*

##### General Education

Art 103.....	5
Biology 101, Mathematics 100, Physical Science 101T or 102T.....	15
English 101, 200, 206.....	15
Social Studies 103, 104, History 210, 211*.....	15
Health 100.....	5
Physical Education 100, 200.....	6
Basic Music Theory.....	29
History of Music.....	9
Applied Music.....	60
Professional Education**.....	33

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### BACHELOR OF SCIENCE IN HOME ECONOMICS

Two curricula are offered for the degree of Bachelor of Science in Home Economics: (1) home economics education and (2) institutional management.

#### *Curriculum for Home Economics Education*

The requirements for this program are approved by the Vocational Division of the United States Office of Education. Students completing the requirements are qualified to teach vocational home economics in departments approved for homemaking education by the State Department of Vocational Education.

\*Social Studies 104 and History 211 satisfy the legislative requirements described on pages 57-56.

\*\*A comprehensive examination in piano must be approved before the candidate enters student teaching.



*Curriculum*

<i>Freshman</i>		<i>Sophomore</i>	
			Hours
Art 104.....	5		
Health 100.....	5	Mathematics 100.....	5
Biology 101.....	5	English 200, 206.....	10
English 100, 101, 102.....	10-15	Chemistry 101, 102.....	10
Home Economics 120, 215.....	10	History 211.....	5
Social Studies 103, 104.....	10	Home Economics 224, 293.....	10
Physical Education 100.....	3	Education 204.....	5
	—	Physical Education 200.....	3
	48		—
			48
 <i>Junior</i>		 <i>Senior</i>	
	Hours		Hours
Biology 320.....	5	Home Economics 314, 331,	
Education 305.....	5	432.....	15
Physics 104.....	5	Education 466, 472.....	10
Sociology 301.....	5	Education 481, 482, 483.....	15
Home Economics 311, 324,		Elective.....	5
326, 451.....	20		—
Elective.....	5		45
	—		
	45		

*Curriculum for Institutional Management*

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

Students graduating in institutional management are eligible for appointments 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 for one year in a hospital or other institution approved by the American Dietetic Association.

### *Curriculum*

<i>Freshman</i>	<i>Sophomore</i>																		
Hours	Hours																		
Art 104..... 5	History 211..... 5																		
Biology 101..... 5	Chemistry 101..... 5																		
English 100, 101, 102..... 10-15	Mathematics 100..... 5																		
Health 100..... 5	Home Economics 326..... 5																		
Home Economics 120, 215..... 10	English 200, 206..... 10																		
Social Studies 103, 104..... 10	Biology 311..... 5																		
Physical Education 100..... 3	Psychology 201..... 5																		
—	Education 204..... 5																		
48	Physical Education 200..... 3																		
	—																		
	48																		
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Junior</i></th> <th style="text-align: center;"><i>Senior</i></th> </tr> <tr> <th style="text-align: center;">Hours</th> <th style="text-align: center;">Hours</th> </tr> </thead> <tbody> <tr> <td>Biology 320..... 5</td> <td>Education 478..... 5</td> </tr> <tr> <td>Chemistry 331T, 451..... 10</td> <td>Home Economics 341, 421, 425, 446..... 20</td> </tr> <tr> <td>Home Economics 324, 424, 443, 451..... 20</td> <td>Psychology 448..... 5</td> </tr> <tr> <td>Physics 104..... 5</td> <td>Business Administration 331 5</td> </tr> <tr> <td>Business Administration 301 5</td> <td>Electives..... 10</td> </tr> <tr> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> </tr> <tr> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> </tr> </tbody> </table>		<i>Junior</i>	<i>Senior</i>	Hours	Hours	Biology 320..... 5	Education 478..... 5	Chemistry 331T, 451..... 10	Home Economics 341, 421, 425, 446..... 20	Home Economics 324, 424, 443, 451..... 20	Psychology 448..... 5	Physics 104..... 5	Business Administration 331 5	Business Administration 301 5	Electives..... 10	—	—	45	45
<i>Junior</i>	<i>Senior</i>																		
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Chemistry 331T, 451..... 10	Home Economics 341, 421, 425, 446..... 20																		
Home Economics 324, 424, 443, 451..... 20	Psychology 448..... 5																		
Physics 104..... 5	Business Administration 331 5																		
Business Administration 301 5	Electives..... 10																		
—	—																		
45	45																		

Suggested Electives: Home Economics 331, 432, 444, Health 333, and typing (no credit).

BACHELOR OF SCIENCE IN BUSINESS  
ADMINISTRATION

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 in Business Administration. Most of the work of the first two years is identical for all students, but there are wide variations in the programs of the last two years.

*Curriculum*

*Freshman*

	Hours
English 100, 101 102	General College Composition... 10-15
Social Studies 103, 104	Contemporary Civilization..... 10
Mathematics 100	Introduction to College Mathematics..... 5
Biology 101	Principles of Biology..... 5
Business Administration 125, 127	Typewriting..... 10
Health 100	Personal and Community Health 5
Physical Education 100	Physical Education Activities..... 3
	48

*Sophomore*

	Hours
Physical Science 101T	Introduction to the Physical Sciences..... 5
Music 100 or Art 103	Music Appreciation Introduction to Art..... 5
English 206	Romantic Poetry..... 5
English 200	Literature of the Western World... 5
History 210, 211	History of Civilization..... 10
Education 204 or elective	Introduction to Education..... 5
Education 295 or elective	Human Growth and Development 5

	Hours
Business Administration 128	Typewriting ..... 5
Physical Education 200	Physical Education Activities ..... 3
	48

*Junior*

Mathematics 312	Business Mathematics ..... 5
Education 305 or elective	Educational Psychology ..... 5
Education 476 or elective	Teaching of Secretarial Subjects ..... 5
Business Administration 301, 302	Accounting ..... 10
Business Administration 305	Methods and Materials of Teach- ing Basic Business Subjects ..... 2
Concentration for Shorthand	..... 20
Business Administra- tion 320, 322, 323, 324	
General Business	
Business Administra- tion 306, 309, 331	
Elective	

45 or 47

*Senior*

	Hours
Business Administration 403	Office Practice ..... 5
Economics 301	Principles of Economics ..... 5
Business Administration 307	Business Law ..... 5
Business Administration 317	Business Correspondence ..... 5
Education 343, 445, 446, 455 or Electives	Observation and Practice Teaching ..... 20
Elective	..... 5
	45



*TWO-YEAR BUSINESS CERTIFICATE*

A Two-Year Business Certificate in Secretarial Training or in Business Machines will be awarded by the Business Administration Division upon the satisfactory completion of the following program.

*Curriculum**Freshman*

Seven approved general education courses including Social Science 104 and History 211. Program for first year the same as degree program for freshmen listed on page 73.

*Sophomore*

	Hours
Business Administration 301	Accounting ..... 5
Business Administration 307	Business Law ..... 5
Business Administration 317	Business Correspondence ..... 5
Business Administration 203	Office Practice and Business Machines ..... 5
Business Administration 128	Typewriting ..... 5
Concentration for Shorthand	..... 20
Business Adminis- tration 320, 322, 323, 324	
Business Machines Business Adminis- tration 306, 309, 331	
Elective	
Physical Education 200	Physical Education Activities ..... 3

BACHELOR OF SCIENCE  
with a major in  
MEDICAL RECORD LIBRARY SCIENCE

*Curriculum*

<i>Freshman</i>	Hours	<i>Sophomore</i>	Hours
Biology 101, 102.....	10	Chemistry 101, 102.....	10
Art 103 or Music 100.....	5	Biology 226 or 310.....	5
English 101, 102.....	10	English 200, 206.....	10
Health 100.....	5	Psychology 250.....	5
Social Science 103, 104.....	10	Speech 208.....	5
Elective.....	5	History 210, 211.....	10
Physical Education 100.....	3	Physical Education 200.....	3
	48		48

*Junior*

	Hours
Biology 320.....	5
Business Administration 125, 317, 331, 403.....	15
Mathematics 312, 331.....	10
Foreign Language 211, 212.....	10
Philosophy 316.....	5
	45

*Senior*

The senior year is of twelve months duration and is spent at an approved professional school.

BACHELOR OF SCIENCE  
with a major in  
MEDICAL TECHNOLOGY

*Curriculum*

<i>Freshman</i>	Hours	<i>Sophomore</i>	Hours
Biology 101.....	5	Chemistry 336, 337.....	10
Chemistry 101, 102.....	10	English 200.....	5
English 101, 102.....	10	Music 100 or Art 103.....	5
Health 100.....	5	Foreign Language 211, 212.....	10
Mathematics 100 or 222.....	5	History 210, 211.....	10
Social Science 103, 104.....	10	Biology 102.....	5
Physical Education 100.....	3	Physical Education 200.....	3
	48		48

<i>Junior</i>	Hours	<i>Senior</i>
Elective .....	5	The senior year is spent in a school of medical technology approved by this institution and accredited by the American Society of Clinical Pathologists. The senior year program is of twelve months duration.
Biology 320 .....	5	
Chemistry 280, 451 .....	10	
English 206 .....	5	
Biology 334 or 446 .....	5	
Physics 104 or 301 or 302 or 303 .....	5	
Biology 311 .....	5	
Political Science 324 or 421 .....	5	
	45	

BACHELOR OF SCIENCE  
with a major in  
PHYSICAL THERAPY

*Curriculum*

<i>Freshman</i>	Hours	<i>Sophomore</i>	Hours
Biology 101, 102 .....	10	Biology 226, 310, 320 .....	15
English 101, 102 .....	10	English 200, 206 .....	10
Health 100 .....	5	Mathematics 222 .....	5
Mathematics 201 .....	5	History 210, 211 .....	10
Psychology 201 .....	5	Chemistry 101 .....	5
Social Science 103, 104 .....	10	Physical Education 200 .....	3
Physical Education 100 .....	3		48
	48		

<i>Junior</i>	Hours	<i>Senior</i>
Art 103 or Music 100 .....	5	The senior year is spent in a school of physical therapy accredited by the American Physical Therapy Association.
Biology 311 and 334 or 446 and Health 330 .....	10	
Chemistry 102 or 451 .....	5	
Physics 301, Physical Education 322 .....	10	
Psychology 250, 448 .....	10	
Elective .....	5	
	45	

### PRE-NURSING PROGRAM

The freshman year of the curriculum for the degree of Bachelor of Science in Nursing is offered on the campus of the Georgia State College for Women.

#### *Freshman Year Curriculum*

General College Composition, Inorganic Chemistry, History of Civilization, Principles of Physics, General Psychology, Introduction to Sociology, Fundamentals of Speech and Physical Education.

The sophomore, junior, and senior years are spent on the campus of the Medical College of Georgia at the Eugene Talmadge Memorial Hospital School of Nursing. The academic and clinical program to be pursued at the Medical College of Georgia will be explained to the student during her freshman year at this institution. The degree in nursing is granted by the Medical College of Georgia.

A special two-year pre-nursing curriculum is also offered for those students who plan to attend other degree granting University Hospital Schools of Nursing.



## THE GRADUATE PROGRAM

The Georgia State College for Women offers a graduate program for teachers leading to the degree of Master of Education and qualifying the holder to a T-5 certificate as issued by the State Department of Education. The program is primarily offered in the summer quarter. Both men and women are eligible to attend and work towards a degree.

Instruction is offered on the graduate level in the areas of elementary and secondary education. Subject matter fields include business education, English, French, health and physical education, home economics, mathematics, social science and Spanish. Application for admission should be made to the Director of the Graduate Program.

## ADMISSION

Applicants for admission to the Graduate Program must have a bachelor's degree from an accredited institution, hold a teacher's certificate, and have an undergraduate record of above average grade.

*Admission to the Graduate Program does not constitute candidacy for the master's degree.*

A student is admitted to candidacy only after he has demonstrated ability to do advanced work of a high calibre by (1) making an acceptable score on the Graduate Record Examination or its equivalent, and (2) completing with a B grade or better fifteen quarter hours of graduate work, including two of the four basic courses in education required of all candidates. Final admission to candidacy and recommendation for the degree itself are subject to the approval of the Graduate Council.

## REQUIREMENTS FOR GRADUATION

Satisfactory completion of 60 hours of work as follows:

### I. Professional Education

A. Education 600, 620, 640 and 628 or 648 (basic courses common to all areas of specialization), 20 hours.

B. Elective courses, 20 hours.

### II. Subject Matter Field

#### A. Elementary Education

Four or more courses to be selected from one or more subject matter fields with the approval of the advisor.

### B. Secondary Education

Four or more courses to be selected in the field of certification.

## GRADUATE CREDIT

Courses numbered 600 or above are for graduate students only. Those numbered 500 or above are primarily for graduates, but may be taken by qualified seniors. Graduates taking work in courses numbered in the 400's or 500's will be expected to do work beyond that required of seniors and to earn a grade of B or better to receive graduate credit. No more than twenty-five credit hours applied to a Master of Education degree may be taken in courses numbered in the 400's.

An average of B must be maintained in the total graduate program. No grade below C will be accepted for graduate credit.

## MINIMUM RESIDENCE REQUIREMENTS

A candidate for the master's degree must complete at least forty-five hours of graduate work at the Georgia State College for Women.

## TRANSFER OF CREDIT

No more than fifteen quarter hours of credit transferred from an approved graduate school may apply toward the master's degree at this institution.

## MAXIMUM TIME LIMITS

Credit applicable to the master's degree must be acquired within six years after admission to candidacy.

## ACADEMIC DIVISIONS DEPARTMENTS OF INSTRUCTION, AND COURSE OFFERINGS

In general, courses numbered 100 to 299 should be taken during the freshman and sophomore years, and those numbered 300 or above should be taken during the junior and senior years. Any variation from this order must have the approval of the Dean of Instruction, unless such courses have already been included in a particular program.

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

Unless otherwise designated, all courses carry credit for five quarter hours.

### THE DIVISION OF BUSINESS ADMINISTRATION

MR. FULLER, *Chairman*

Miss Anthony, Miss Robinson, Mr. Specht

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

General concentrations leading to the Degree in Business Administration are provided. The description of the requirements for this degree may be found on pages 73-75. Other related courses will be found in the areas of economics, geography, mathematics and political science.

#### GENERAL BUSINESS

##### 301. ACCOUNTING PRINCIPLES.

An understanding of the fundamental principles of accounting as applied to professional and personal-service enterprises. Theory of debits and credits, the trial balance, preparation of various business forms and simple statements, opening, adjusting and closing entries.

Mr. Specht

##### 302. ACCOUNTING PRINCIPLES.

A continuation of course 301, covering partnership and corporation problems, controlling accounts, columnar journals, accruals, depreciation, working sheets, statements, and closing entries.

Mr. Specht

##### 305. METHODS AND MATERIALS OF TEACHING BASIC BUSINESS SUBJECTS.

Designed to provide planning and teaching experiences in the basic business subjects with strong emphasis in the area of General Business. Two hours credit.

Miss Robinson

**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

**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. Specht

**BUSINESS MACHINES****306. INTERMEDIATE OFFICE MACHINES.**

Specialization in the development of two or more office machines.

Mr. Specht

**309. 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.

Mr. Specht

**403. OFFICE PRACTICE.**

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

Mr. Specht



## TYPEWRITING\*

## 125. BEGINNING TYPEWRITING.

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

Miss Robinson

## 127. INTERMEDIATE TYPEWRITING.

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

Miss Robinson

## 128. ADVANCED TYPEWRITING.

Advanced office typewriting problems.

Miss Robinson

## 125y-127x. BEGINNING AND INTERMEDIATE TYPEWRITING.

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

Miss Robinson

## 127y-128x. INTERMEDIATE AND ADVANCED TYPEWRITING.

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

Miss Robinson

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

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

Miss Robinson

## SHORTHAND\*

## 320. BEGINNING SHORTHAND.

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

Miss Anthony

## 322. INTERMEDIATE SHORTHAND.

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

Miss Anthony

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

## 323. ADVANCED SHORTHAND AND TRANSCRIPTION.

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

Miss Anthony

## 324. SHORTHAND TRANSCRIPTION.

High levels of skill in dictation and transcription.

Miss Anthony

## 320y-322x. BEGINNING AND INTERMEDIATE SHORTHAND.

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

Miss Anthony

## 322y-323x. INTERMEDIATE AND ADVANCED SHORTHAND.

Elements of intermediate and advanced shorthand. A continuation of course 320y-322x.

Miss Anthony

## 323y-324x. SHORTHAND TRANSCRIPTION.

Emphasis on mailable transcripts with a high level of skill in dictation and transcription. A continuation of course 322y-323x.

Miss Anthony

## 324y-324z. SHORTHAND TRANSCRIPTION AND SECRETARIAL PROCEDURE.

High levels of skill in dictation and transcription. A study of secretarial office procedure. A continuation of course 323y-324x.

Miss Anthony

## GRADUATE COURSES

## 529. IMPROVEMENT OF INSTRUCTION IN BUSINESS SKILL SUBJECTS.

Methods and procedures common to all vocational skill subjects in business, including the development in the business pupil of occupational intelligence, of good personal business traits, and of an understanding of what to expect in an office.

Mr. Fuller

## 530. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION.

Modern principles of business education in relation to the actual problems that face business teachers in the secondary school.

Mr. Fuller

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

## THE DIVISION OF FINE ARTS

MR. BEISWANGER, *Chairman*

## Art

Mr. Gaines (Head), Mr. Beiswanger, Mrs. Jones

## Music

Mr. Noah (Head), Miss Benton, Mr. Etheridge, Miss Goff, Miss Jenkins,  
Mr. Lamb, Miss White

## Philosophy and Religion

Mr. Beiswanger (Head), Miss Rogers

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: six courses required, including Art 304 or equivalent, 329, 333, 429, and two additional courses.
2. Bachelor of Arts degree with a minor in art: four courses required, including Art 304, 329 or 333, 335, and 429.
3. Bachelor of Science in Education degree with a major in art: six courses required, including Art 315, 316, 335, 429, and two additional courses.
4. Bachelor of Science in Education degree with a minor in art: four courses required, including Art 315, 316, 429, and a choice of one out of 329, 335, and 310.

*Music*

1. Bachelor of Science in Music Education degree. This degree is designed to meet the needs of those students who are preparing

to teach or supervise music in the public schools. A course of study may be found on page 70.

2. Bachelor of Arts degree with a major in music. This degree is designed on a cultural rather than a professional basis. All completed courses in music are transferable to other accredited college music departments. Should a student intend after graduation to continue her graduate study toward a master's degree in music, attention is called to the fact that the standards set up by the music department must be met as a prerequisite.

3. The Department of Philosophy and Religion shares with the division in which it is located and with the cultural disciplines in general an abiding interest in the nature, development and ground of human values. At present, six courses are offered in the field of philosophy proper, four of which may constitute a minor, and the department has begun to build a curriculum in the study of religion.

## ART

The Art Department is concerned with the creative, educational and technical development of the student. The program is planned with emphasis upon the background of knowledge necessary for value judgments and the sense of order in the several areas of the visual arts. Aside from the purely esthetic and cultural point of view, the student has the opportunity to explore, experiment and apply his knowledge through courses in drawing, painting, design, crafts, ceramics, interior design and independent study courses.

Art Education courses for elementary and secondary grades are open to students preparing to teach in the public schools.

### 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 lectures and three laboratory periods.

Mrs. Jones



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**304. COLOR AND DESIGN.**

Art 304 is designed for juniors and seniors. The work covered is similar to that of Art 104 but is on a more advanced level. Two lectures and three laboratory periods.

Staff

**310. POTTERY AND MODELING.**

Approached from the standpoint of developing an appreciation for good design in ceramic art. Preparation of clay and glazes, hand-building, throwing on the potter's wheel, surface decoration, and firing.

Mr. Gaines

**315. 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 and activities in a variety of materials suitable for adaptation to the elementary grades. Three lectures and two laboratory periods.

Staff

**316. PUBLIC SCHOOL ART.**

A continuation of Art 315, 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 lectures and two laboratory periods.

Mr. Gaines

**324. INTERIOR DESIGN AND 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 lectures and two laboratory periods.

Mr. Gaines

**329. LETTERING AND POSTER DESIGN.**

Emphasis on fine lettering with pen and brush. Design in poster and other forms of advertising. Problems in poster design, book-jacketing, packaging and other exercises in the application of this branch of commercial art to present-day advertising.

Mr. Gaines

**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. One lecture and four laboratory periods or three three-hour periods. Offered in alternate years.

Mr. Gaines

### 335. CRAFTS.

Design related to a variety of materials and processes including textile weaving, printing, silk screen and dyeing; jewelry and metalwork, enameling, stone-setting and other processes. Leatherwork and other areas of craft by arrangement.

Mr. Gaines

### 424. ADVANCED INTERIOR DESIGN AND DECORATION.

Prerequisite: Art 324. A continuation of Art 324 with additional opportunity for solution of individual problems. Two lectures and three laboratory periods.

Mr. Gaines

### 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 upperclassmen in other departments who may or may not have had Art 103. Offered in alternate years.

Mr. Gaines

### 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. One lecture and four laboratory periods or three three-hour periods.

Staff

### 454. INDEPENDENT STUDY.

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

Staff

## MUSIC

The objectives of the Department of Music are designed to meet the needs for competent vocal and instrumental students of music whose desire is to qualify as teachers or supervisors of music in the public schools, to specialize in some instrument as a means to-

ward performance or teaching, or to prepare for graduate study toward a master's degree in music.

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.

The Georgia State College for Women is a member of the National Association of Schools of Music.

#### ATTENDANCE REQUIREMENTS

All music majors shall (1) participate in a vocal or instrumental ensemble during their residence in college, and (2) attend Allegro Club meetings, faculty and student recitals, and special concerts at the college during the year. A complete attendance record is a prerequisite to graduation.

#### HISTORY AND LITERATURE OF MUSIC

##### 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 college student only. Five periods a week. Five hours credit.

Miss Jenkins

##### 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. Five periods a week. Five hours credit.

Staff

##### 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. Three periods a week. Three hours credit each quarter.

Miss White

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

A survey of style characteristics of periods, forms and types of 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.

Staff

#### MUSIC THEORY

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

A study of the fundamentals of music structure, terminology and pitch recognition. A composite course relating theory, harmony, 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. Four periods a week. Four hours credit each quarter.

Staff

##### 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. Four hours credit each quarter.

Staff

##### 363. COUNTERPOINT.

Counterpoint is approached through species. Two-part, three-part and four-part counterpoint is explored with emphasis on the value and practical application to public school music. Three hours a week. Three hours credit.

Mr. Etheridge

##### 364. FORM AND ANALYSIS.

The following facets of form are touched upon: the musical phrase, song forms and their application to the march and dance, contrapuntal forms, the suite, theme and variations, the rondo, the sonata, vocal forms, accompaniment in its stylistic and formal significance, canon, fugue, concerto and symphony. Listening to scores and musical diagramming. Harmonic analysis of compositions. Three hours a week. Three hours credit.

Mr. Etheridge

##### 365. INSTRUMENTATION.

A course in practical writing for instruments of the band and orchestra. All written exercises played by college ensembles. Three hours a week. Three hours credit.

Mr. Etheridge



## 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. Four periods a week. Two hours credit each quarter.

Mr. Noah

## 119-319. 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. 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 public school classrooms. Two periods a week. Two hours credit each quarter.

Mr. Etheridge

## 210, 211; 310, 311. A, B, C. CHORAL AND INSTRUMENTAL INSTRUCTION.

The study and performance of choral and instrumental literature. Designed to give students a wide experience in the art of ensemble singing and playing with particular emphasis on public appearance and staging. General college students may elect the courses for credit after one year of participation. One hour each week for one quarter is devoted to the study of music fundamentals in addition to the regular rehearsals for the general college student who selects the courses for credit. Three hours a week. One hour credit each quarter.

Staff

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

A laboratory course in the instruments of the band and orchestra which is designed to give the student a working knowledge of the standard instruments used in small bands and orchestras. Stress is placed on materials of teaching, fundamentals of tone production, embouchure, bow technique, care of the minor repairs for the standard band and orchestra instruments. Actual playing of easy melodies and band parts is experienced by the student. All necessary instruments and books are furnished. Reeds are supplied by

the student. Strings are replaced by the student after the second breakage and remain on the instrument as replaced furnished equipment. Four periods a week. Two hours credit each quarter.

Mr. Lamb

327. A, B, C. MATERIALS AND METHODS FOR PIANO TEACHING.

Modern piano methods; piano literature with special emphasis on selection and organization of materials for teaching; application of methods through supervised practice teaching. One hour a week. One hour credit each quarter.

Miss Benton

380. A, B, C. CONDUCTING.

A course which attempts to integrate all the elements of the language of music with the processes of conducting. The student is taught the skills of the hands and the use of the 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. Two periods a week. Two hours credit each quarter.

Mr. Noah

MUSIC EDUCATION

321-322. MUSIC IN THE ELEMENTARY SCHOOL.

These courses seek to develop desirable attitudes and skills in prospective teachers by providing experience 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. Piano and voice classes are included as laboratory experience according to individual needs. The courses are designed for lower and upper grades and should be taken consecutively. Required for the Bachelor of Science degree in Elementary Education. Five hours a week plus two laboratory hours in piano or voice. Five hours credit.

Miss Goff

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

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

Miss Goff

### 332. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.

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

Miss Goff

#### APPLIED MUSIC

The serious study of applied music is considered an essential factor in education. Each student preparing for music teaching is required to study some one applied music subject throughout her undergraduate course. A creditable performance in piano and voice is required for graduation.

Credit in applied music is based on instruction and supervised practice. One hour credit represents one individual lesson and a minimum of five hours of practice per week; two hours of credit represent two individual lessons and a minimum of ten hours practice per week. In all cases credit is established through individual progress reports heard at the close of each quarter by the music faculty. The credit is also based on performance standards and satisfactory progress. (See p. 39, under *Music Fees.*)

#### 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. The candidate must give (1) a partial recital in the junior year, (2) a complete public recital in the senior year, (3) plus taking the performer's examination which will be heard and approved by the music faculty. The Certificate of Proficiency may be awarded in addition to the Bachelor of Science degree in Music Education or the Bachelor of Arts degree with a major in music.

#### MUSIC EDUCATIONAL FUNCTIONAL PIANO REQUIREMENTS

A comprehensive examination in piano shall be approved by the music faculty before the candidate in music education enters student teaching. The examination includes the ability to play songs of the type found in a standard assembly song book and to play piano accompaniments for simple songs and pieces of the type used for school rhythmic activities.

#### PIANO

#### 103-203. A, B, C. ELEMENTARY PIANO.

These courses are designed mainly for music education majors as preparation for the comprehensive examination mentioned



above. General college students who are beginners or have had some piano study may elect these courses for credit. One or two hours credit each quarter.

Miss Benton, Mr. Etheridge

One to two hours of credit may be elected from the following applied music courses each quarter.

303-403-503-603.	A, B, C.	<i>Piano</i>	Miss Benton, Mr. Etheridge
205-305-405-505.	A, B, C.	<i>Voice</i>	Mr. Noah, Miss White
109-209-309-409.	A, B, C.	<i>Organ</i>	Mr. Noah

#### BAND AND ORCHESTRA INSTRUMENTS

120-220-320-420.	A, B, C.	<i>Baritone</i>
121-221-321-421.	A, B, C.	<i>Bassoon</i>
122-222-322-422.	A, B, C.	<i>Clarinet</i>
123-223-323-423.	A, B, C.	<i>Cornet or Trumpet</i>
124-224-324-424.	A, B, C.	<i>Flute or Piccolo</i>
125-225-325-425.	A, B, C.	<i>French Horn</i>
126-226-326-426.	A, B, C.	<i>Oboe or English Horn</i>
127-227-327-427.	A, B, C.	<i>Percussion</i>
128-228-328-428.	A, B, C.	<i>Saxophone</i>
129-229-329-429.	A, B, C.	<i>Sousaphone or Tuba</i>
131-231-331-431.	A, B, C.	<i>Trombone</i>
132-232-332-432.	A, B, C.	<i>Violin</i>
133-233-333-433.	A, B, C.	<i>Viola</i>
134-234-334-434.	A, B, C.	<i>Violoncello</i>
135-235-335-435.	A, B, C.	<i>String Bass</i>

#### MUSIC ACTIVITIES

##### MILLEDGEVILLE COLLEGE CHOIR

This organization is made up of approximately sixty students. Auditions are held 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 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,



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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 ENSEMBLES

Opportunity is provided to students to participate according to their interest and ability in the Concert Band, and various woodwind, brass, string and small mixed ensembles.

#### ALLEGRO CLUB

This organization is open to music majors and minors. Meetings are held twice 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.

### PHILOSOPHY AND RELIGION

#### PHILOSOPHY

##### 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.

Mr. Beiswanger

##### 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.

Mr. Beiswanger

##### 316. INTRODUCTION TO LOGIC.

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

Mr. Beiswanger

##### 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.

Mr. Beiswanger

## 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.

Mr. Beiswanger

## 413. CURRENTS IN CONTEMPORARY THOUGHT.

A survey of competing ideologies in the current scene as they relate to basic intellectual themes of western culture.

Mr. Beiswanger

## RELIGION

## 300. INTRODUCTION TO CHRISTIAN ETHICS.

A study of the central assumptions and principles of the Christian conception of the good life, as applied to modern society.

Miss Rogers

## 310. INTRODUCTION TO THE OLD TESTAMENT.

A comprehensive survey of the books of the Old Testament. The literature will be examined in the light of its origin in the history and religion of the Hebrew people, in order that its theological significance in its own day and in ours may be understood.

Miss Rogers



West wing of Atkinson Hall (left), Lanier Hall and Institute of Languages and Foreign Service (foreground).



**T**ruth is an achievement possessed only by those who earnestly perceive it and actively seek it. Our lives reflect the aspirations of our higher self and the demands of our nature. We conceive our own universe. Only great and worthy things exist permanently and absolutely, petty fears and petty pleasures become shadows of reality. We are tasked, therefore, to make our lives worthy of the contemplation of our most elevated and critical hours.

Jean Sparks  
 Elizabeth Taylor  
 Alice Little  
 Rose Jean West  
 Mable Young  
 Peggy O'Neil  
 Fay Ann Thomas  
 Marie Brown  
 Joyce Anderson  
 Mary Ann  
 Betty Kelly  
 Helen Fisher  
 Mildred Kennedy  
 Helen Jones  
 Shirley Stappell  
 Bernice Johnson  
 June Lee  
 Mary L. Patton  
 Ruth Stetson  
 Mary E. Taylor  
 Martha Ann Thomas  
 Rebecca  
 Marcia Hodges  
 Martha Ann Robinson  
 Clara Brown  
 Evelyn Pittman  
 Jacke Morris  
 Shirley Brown  
 Ellen Hill  
 Mary Jean Taylor  
 Julie West  
 Mary Ann West  
 Margaret West  
 Ruth M. Jones  
 Anne Hill  
 Janet Jones  
 Jean Charles McLaughlin  
 Ann M. Hill  
 Dorothy Cook  
 Sarah Cook  
 Sue Stovall  
 Mary F. Stovall  
 Corine Hill  
 Mary Francis Keatley  
 Dora Carter  
 Loretta Anderson

Carol Gray Taylor  
 Mary Ann Taylor  
 Ruth Daniel  
 Barbara Jean West  
 Lois Johnson  
 Nancy Robinson  
 Sylvia Cook  
 Mary Ann  
 Joyce Tidwell  
 Emma Harden  
 Helen Morris  
 Shirley Taylor  
 Margaret Taylor  
 Ruth Johnson  
 Mary Ann  
 Iris Barr  
 Mildred Smith  
 Ruth Ann  
 Kellie Lee West  
 Mary Jane Belmont  
 Helen Johnson  
 Virginia Ruth Cook  
 Annie Padgett  
 Josie Baker  
 Helen Jones  
 Mary Ann Taylor  
 Pat Cook  
 Margaret Anderson  
 Carl Lewis Moore

Each Senior Class prepares its own Senior Code



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## THE DIVISION OF HOME ECONOMICS

MISS SNEED, *Chairman*

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

The Division of Home Economics offers two programs as follows: (1) Home Economics Education and (2) Institutional Management. The purposes of the division are to prepare students for the profession of home economist and to develop skills, attitudes and appreciations which will enable them to live worthwhile lives as members of a family and of society. A large part of the program is devoted to the education of young women in fundamentals that make for better homes and better living.

### CLOTHING AND TEXTILES

#### 120. 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 lectures and two two-hour laboratory periods.

Miss Ivey

#### 224. TEXTILES AND MERCHANDISE INFORMATION.

A study of fibers and fabrics used in wearing apparel with emphasis on determining factors of quality in merchandise.

Miss Ivey

#### 311. FAMILY CLOTHING PROBLEMS.

Prerequisites: Art 104 and Home Economics 111, and 217.

A study of the consumer problems involved in meeting family clothing needs. The application of fundamental principles of construction through the making of garments for the family. Three lectures and two two-hour laboratory periods.

Miss Ivey

#### 412. TAILORING.

Prerequisites: Home Economics 111, 217, and 311.

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

Miss Ivey

#### 515. NEW DEVELOPMENTS IN CLOTHING.

A study of methods of clothing construction, new developments in textiles, merchandising, and an examination of research, and practical research problems in the field.

Miss Ivey

## FOODS AND NUTRITION

## 215. FOOD FOR THE FAMILY.

Fundamental problems in planning, preparing and serving adequate family meals efficiently within the limitation of time, energy, and money. The family's meals are planned with the current trend of more casual living. Three lectures and two two-hour laboratory periods. Laboratory fee, \$5.00.

Mrs. Smith

## 324A. FOODS AND NUTRITION.

Fundamental principles of nutrition as applied to the individual, the family, and the community. Practical application in the school lunch-room showing how nutrition influences the child's behaviour, attitudes, interest and progress. Four lectures and one two-hour laboratory period.

Mrs. Smith

## 324B. FOODS AND NUTRITION.

Basic nutrition concepts and application of knowledge to selection of food. Making best use of visual aids and demonstrations in teaching. Practical nutrition problems in the school lunchroom. For elementary education majors. Four lectures and one two-hour laboratory period.

Mrs. Smith

## 326. ADVANCED FOODS.

Prerequisite: Home Economics 220.

A course offering advanced students opportunities to observe and practice food demonstration. Designed to develop individual proficiency in planning, preparing, and serving of economical meals, and to provide for participation in group activity in food service. Laboratory fee, \$5.00.

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 lunchroom is used as a laboratory. Three lectures and two three-hour laboratory periods.

Mrs. Smith

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**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 lectures and two three-hour laboratory periods. Laboratory fee, \$5.00.

Mrs. Smith

**424. ADVANCED NUTRITION.**

Prerequisite: Chemistry 432.

Advanced study of principles of nutrition for normal conditions. Recent developments in nutrition. Selected problems.

Miss Maynard

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

Mrs. Smith

**444. ADVANCED INSTITUTIONAL ORGANIZATION AND MANAGEMENT.**

Prerequisite: Home Economics 443.

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

Mrs. Smith

**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 lectures and two two-hour laboratory periods. For dietetics majors of senior rank.

Mrs. Smith

#### HOME AND FAMILY LIFE

##### 293. FUNDAMENTALS OF FAMILY LIFE.

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

Miss Jones, Miss Gilbert

##### 314. HOUSE FURNISHING.

Application of principles of economics, social living and art to the furnishing and decorating of the house. Includes practical problems of house planning and furnishing.

Miss Sneed

##### 331. HOME MANAGEMENT AND FAMILY FINANCE.

A study of the managerial, economic and some of the social problems of the house and family. Parallel with residence in the home management house.

Miss Maynard

##### 428. LANDSCAPE GARDENING.

Principles and practice in improving home and public grounds; selection and culture of woody plant materials and flowers and their use in landscape design. Three lectures and two laboratory periods.

Staff

##### 432. HOUSE RESIDENCE.

Prerequisites: Home Economics 324 and 326.

Application of principles of management through residence in the home management houses. Open to seniors. Number of credits should be limited to fifteen hours during the quarter in which this course is taken. Parallel with Home Economics 331.

Miss Maynard

##### 451. CHILD GUIDANCE.

A study of the factors which contribute to the physical, intellectual, social, and emotional development of nursery school children. Includes (1) observation and interpretation of the behaviour of various age levels, and (2) 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 lectures 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

550. MANAGEMENT AND HOUSEHOLD EQUIPMENT.

A study of family management in relation to selection, use, arrangement, and care of equipment in home and school situations. Consideration given to the advantages of various types of equipment in relation to food preparation, laundering, cleaning, and home lighting. Laboratory experiences provided with many types of equipment.

Miss Maynard

HOME ECONOMICS EDUCATION

466. SCHOOL-COMMUNITY PROBLEMS IN HOME ECONOMICS EDUCATION.

For description of course, see data regarding Education 466.

Miss Jones, Miss Gilbert

472. METHODS OF TEACHING HOMEMAKING IN THE SECONDARY SCHOOL.

For description of course, see data regarding Education 472.

Miss Jones, Miss Gilbert

478. METHODS OF TEACHING NUTRITION.

For description of course, see data regarding Education 478.

Miss Jones, 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.

Miss Jones, Miss Gilbert

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483. CURRICULUM BUILDING IN HOMEMAKING EDUCATION.

Prerequisites: Education 481-82.

For description of course, see data regarding Education 483.

Miss Jones, Miss Gilbert

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.

For description of course, see data regarding Education 510.

Miss Sneed and Staff

511. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.

For description of course, see data regarding Education 511.

Miss Sneed and Staff

564. METHODS OF HOME ECONOMICS ADULT EDUCATION.

For description of course, see data regarding Education 564.

Miss Sneed

564. METHODS OF HOME ECONOMICS ADULT EDUCATION.

For description of course, see data regarding Education 564.

Miss Sneed

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## THE DIVISION OF LANGUAGES AND LITERATURE

MISS WALSTON, *Chairman*

### English and Speech

Miss Walston (Head), Mr. Dawson, Mr. Hart, Mr. MacMahon,  
Miss Maxwell, Mrs. Phillips

### Modern Languages

Mr. Mangiafico (Head), Mr. Hamilton

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 Speech. Requirements in the major fields are as follows:

*English:* 311, 312, 321, 450, 460, 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, 450 or 460, 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.

*Spanish:* 321, 322, and two additional courses at the senior college level. They 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

### FRESHMAN ENGLISH

The courses in Freshman English required of a student vary with her ability as demonstrated by her score on standard tests. Students making a sufficiently high score will be exempt from English 100. Students making still higher scores will be exempt from English 101. All students must take English 102. English 100, 101, and 102 each carry full academic credit of five hours.

#### 100. GENERAL COLLEGE COMPOSITION.

Fundamentals of sentence structure and those elements of grammar necessary to the organization of clear and cogent sentences. Drill in basic mechanics. As much attention as time permits devoted to the improvement of reading skills.

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. Analysis of the best prose models to aid the student in seeing organization as a vital rather than a mechanical thing.

Staff

#### 102. GENERAL COLLEGE COMPOSITION.

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

Staff

#### 200. LITERATURE OF THE WESTERN WORLD.

A reading and lecture course designed to introduce the student to the literary and dramatic masterpieces of the classical and medieval civilizations.

Mr. Dawson



## 201. LITERATURE OF THE WESTERN WORLD.

A continuation of English 200, with readings selected from the modern Continental literatures—French, German, Russian, etc.

Mr. Dawson

## 206. ROMANTIC POETRY.

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

Miss Walston

## 300. ADVANCED ENGLISH GRAMMAR.

Designed primarily for English majors. A study of the English language as to make-up and usage.

Miss Maxwell

## 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.

Mrs. Phillips

## 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 Walston

## 434. 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

## 450. 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

## 460. 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

## 521. BACKGROUNDS OF LITERATURE.

A philosophical approach to literature as an art form, centering upon the values implicit in this expression of our culture and the ways in which they can be realized by students. Intensive study of a few masterpieces according to principles that will carry over to all reading.

Miss Walston

## 522. THE LANGUAGE SKILLS.

An analysis of the elements of language necessary for effective communication, of their proper location in the curriculum, and of the most effective means of presenting them to students. Extensive reading in the more recent studies of the teaching of grammar and composition.

Miss Maxwell

## 531. SHAKESPEARE.

An advanced course in Shakespeare open to those who have already had undergraduate work in the major plays. Emphasis on plays not usually studied at the undergraduate level. Consideration of divergent critical points of view.

Miss Walston

## 538. TENNYSON AND BROWNING.

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

Mr. Dawson

## 539. CHAUCER AND HIS AGE.

A detailed study of *The Canterbury Tales* with a glance at the minor poems. Focused upon the background of the life and literature of the Renaissance.

Mr. Dawson

## 541. SOUTHERN LITERATURE.

Southern literature of the last hundred years with emphasis upon regional factors as related to the body of our national culture.

Mr. Dawson

## 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 four times a week during the winter quarter.

Staff

## MODERN LANGUAGES

## FRENCH

## 101. ELEMENTARY FRENCH.

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

Staff

## 102. ELEMENTARY FRENCH.

Prerequisite: French 101 or its equivalent.

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

Staff

## 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.

Staff

## 212. INTERMEDIATE FRENCH.

Prerequisite: French 211 or its equivalent.

Continuation of French 211.

Staff

## 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.

Staff

## 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.

Staff

## 321. SURVEY OF FRENCH LITERATURE.

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

Mr. Mangiafico

## 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.

Mr. Mangiafico

## 421. LITERATURE OF THE CLASSICAL PERIOD.

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

Mr. Mangiafico

## 422. LITERATURE OF THE NINETEENTH CENTURY.

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

Mr. Mangiafico

## 423. CONTEMPORARY FRENCH DRAMA.

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

Mr. Mangiafico



434. THE EARLY FRENCH NOVEL.

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

Mr. Mangiafico

435. THE NOVEL SINCE 1800.

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

Mr. Mangiafico

SPANISH

101. ELEMENTARY SPANISH.

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

Staff

102. ELEMENTARY SPANISH.

Prerequisite: Spanish 101 or its equivalent.

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

Staff

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.

Staff

212. INTERMEDIATE SPANISH.

Prerequisite: Spanish 211 or its equivalent.

Continuation of Spanish 211.

Staff

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.

Staff

312. SPANISH CONVERSATION AND COMPOSITION.

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

Staff

## 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 representative authors.

Mr. Mangiafico

## 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.

Mr. Mangiafico

## 421. LITERATURE OF THE GOLDEN AGE.

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

Mr. Mangiafico

## 422. LITERATURE OF THE NINETEENTH CENTURY.

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

Mr. Mangiafico

## 438. SPANISH-AMERICAN CULTURE AND CIVILIZATION.

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

Mr. Mangiafico

## 440. CONTEMPORARY HISPANIC LITERATURE.

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

Mr. Mangiafico

## 450. SEMINAR IN CONTEMPORARY LATIN AMERICAN CULTURE AND INTER-AMERICAN RELATIONS.

A study of the culture of the Latin American peoples in the light of their various ethnical, economic and social factors that have influenced the cultural development of each people and therefore Inter-American relations. Traditional problems and their role in shaping United States Inter-American policies.

Staff of Spanish and History Departments

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## THE INSTITUTE OF LANGUAGES AND FOREIGN SERVICE

The College, through its Institute of Languages and Foreign Service, offers intensive, accelerated courses in Spanish and in English for Foreign Students. This work, offered only in the summer, is organized on the basis of programs of study. Each program consists of a minimum of three courses, with one hour of laboratory practice for each class.

No course within a program may be taken individually. Each program carries a credit value of ten quarter hours.

### SPANISH

#### 1. ELEMENTARY PROGRAM

Designed primarily for those who have no knowledge or a very limited knowledge of the language and for those who wish to prepare to teach Spanish in the elementary school.

##### IN-111. BASIC SPANISH CONVERSATION.

The first week will be devoted exclusively to the intensive development of a conversational pattern which will enable even the beginner to express himself in Spanish sufficiently to communicate simple ideas and to understand the teachers' careful explanations in his courses, which will be conducted in Spanish. Many hours of laboratory practice will be required of students in the Elementary Program.

##### IN-112. ESSENTIALS OF GRAMMAR AND READING.

##### IN-112a. LABORATORY PRACTICE FOR SPANISH IN-112.

##### IN-120. CONTINUATION OF SPANISH IN-111.

Conversation, composition, and pronunciation.

##### IN-120a. LABORATORY PRACTICE FOR SPANISH IN-200.

##### IN-130. METHODS OF TEACHING SPANISH IN THE ELEMENTARY SCHOOL.

The analysis of the most successful methods used in the teaching of Spanish in the elementary school. Students will be given the opportunity for observation and practice teaching.

## 2. INTERMEDIATE PROGRAM

For students who have an elementary knowledge of Spanish.

### IN-222. GRAMMAR AND READING.

A formal study of the essentials of Spanish grammar.

### IN-222a. LABORATORY PRACTICE FOR SPANISH IN-222.

### IN-223. CONVERSATION, COMPOSITION, PRONUNCIATION, AND VOCABULARY-BUILDING.

### IN-223a. LABORATORY PRACTICE FOR SPANISH IN-223.

### IN-224. STUDY OF HISPANIC CULTURE.

Folklore, dance, songs.

The Intermediate Program will be accepted in lieu of Spanish 211 and 212.

## 3. PROGRAM FOR HIGH SCHOOL TEACHERS OF SPANISH

### IN-421. GRAMMAR AND LINGUISTICS.

A thorough study of the more complicated syntactical structures. Typical difficulties met by American students in the use of constructions as they vary from the basic principles of Spanish grammar.

### IN-422. PRONUNCIATION AND PHONETICS.

Analysis of typical difficulties in pronunciation and diction conditioned by the student's native speech.

### IN-423. METHODS OF TEACHING SPANISH.

The teaching of Spanish at high school and college levels. A thorough study of the laboratory method of teaching languages. This course will include a study of existing laboratories.

### IN-424. DEVELOPMENT OF HISPANIC CULTURE.

A study of the culture of Spain and the various Spanish-American countries.



## ENGLISH FOR FOREIGN STUDENTS

## 1. ELEMENTARY PROGRAM

For students who have no knowledge of English. No prerequisites.

## IN-11. ESSENTIALS OF GRAMMAR.

Study of the basic structure of the English language. Minimum number of grammatical rules necessary for simple, correct expression.

## IN-12. PRONUNCIATION.

Characteristic variations in the pronunciation of vowels and consonants. Pronunciation and intonation of the rhythmic group as a unit of speech.

## IN-13. READING AND COMPOSITION.

The division of the sentence into rhythmic groups and stress patterns. Reading of simple sentences, anecdotes and very short stories with emphasis on pronunciation, stress and fluency.

## IN-14. VOCABULARY.

Study of the 3,000 words and idiomatic expressions of highest frequency. The student is expected to master a hundred new words each day. This task is facilitated by the repetition of the same words in all classwork and other daily activities.

## 2. INTERMEDIATE PROGRAM

For students who have an elementary knowledge of English.

## IN-111. GRAMMAR.

More detailed study of grammatical structure. Complex and compound sentences.

## IN-112. PHONETICS AND INTONATION.

Study of pronunciation by means of the International Phonetic Alphabet. The rhythmic group as a unit of oral expression. Comparison and contrast between American intonation and that of the student's native language.

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IN-113. READING AND COMPOSITION.

Practice in the reading of stories, dialogues and poetry.

IN-114. VOCABULARY AND IDIOMATIC EXPRESSIONS.

Study of the 5,000 words and idiomatic expressions of highest frequency. Review of elementary vocabulary.

3. ADVANCED PROGRAM

IN-311. ADVANCED GRAMMAR.

Study of more complex syntax. Idiomatic constructions and subtle distinction of meaning obtained by slight changes in structure or intonation.

IN-312. ADVANCED PHONETICS.

Detailed study of the correlation between structure, stress and intonation. Application of phonetics in the recitation of poetry, dialogues and speeches.

IN-313. ADVANCED COMPOSITION.

Analysis of model compositions. Recasting of these compositions by the students. Writing of original letters and speeches on a variety of social themes.

IN-314. VOCABULARY.

Review and use of vocabulary. Mastery of the 7,500 words of highest frequency. Synonyms, antonyms. Study of idiomatic expressions, abbreviations, and accepted slang.

4. PROGRAM FOR FOREIGN TEACHERS OF ENGLISH

IN-421. GRAMMAR.

Study of English grammar. Constructions typical of the speech of the United States. Comparison of English grammar with that of other languages. Typical difficulties met by foreign students. Methods of presenting English grammar to foreigners.

## IN-422. PRONUNCIATION AND PHONETICS.

Analysis of typical difficulties conditioned by the student's native language. Methods of overcoming these difficulties. Advantages and disadvantages of the International Phonetic Alphabet.

## IN-423. METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE.

The teaching of English at Elementary and High School levels. Review and analysis of the most modern methods.

## IN-424. DEVELOPMENT OF NORTH AMERICAN CULTURE.

A series of thirty lectures by eighteen or more specialists in the various fields.

## FOREIGN SERVICE

A major in Inter-American Relations consists of the following courses:

History 307, 308	.....	The United States
Political Science 421	.....	Comparative Government
History 423	.....	Latin America
General Business 307	.....	Business Law
Political Science 450	.....	International Law
Economics 301	.....	Principles of Economics
Spanish 450	.....	Seminar in Latin American Culture and Inter-American Relations

Proficiency in the use of the Spanish Language is required.

## SPEECH

Students working toward a minor in Speech will be expected to attain a reasonable degree of proficiency in 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. VOICE AND DICTION.

Development of effective speaking habits for everyday speech situations. Practical training for improvement of voice and diction. Voice recordings.

Mr. Hart

## 309. PUBLIC SPEAKING.

Prerequisite: Speech 208 or consent of instructor.

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

Mr. Hart

## 310. ORAL INTERPRETATION.

Prerequisite: Speech 208.

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

Mr. Hart

## 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.

Mr. Hart

## 400. INDEPENDENT STUDY FOR MINORS.

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.

Mr. Hart

## 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.

Mr. Hart



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## THE DIVISION OF NATURAL SCIENCES AND MATHEMATICS

MR. JONES, *Chairman*

### Biology

Mr. Jones (Head), Mr. Keeler, Mrs. Lowe

### Chemistry, Physics

Mr. Vincent (Head), Miss Brown, Miss Trawick

### Mathematics

Miss Nelson (Head), Mrs. Nelson

Courses in the Division of the Natural Sciences and Mathematics are designed to further the end 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, including paramedical areas.

#### MAJOR PROGRAMS:

The division offers majors in biology, chemistry, mathematics, and a divisional major. A major consists of a minimum of six courses in addition to the general educational requirements. Departmental major requirements are as follows:

**BIOLOGY:** 222, 225, 226, 440, and two additional courses.

**CHEMISTRY:** 303, 324 or 326, and two additional courses.

Chemistry 101, 102 may be used if not previously credited for general education.

**MATHEMATICS:** 323, 340, 341, 342, 450, or 470, and one additional course.

*Divisional Major:* A divisional major program consists of a minimum of ten courses in this division in addition to the requirements in general education. This program should include a double-course in each of the laboratory sciences—biology, chemistry, physics, and a double-course in mathematics. In addition a departmental concentration, prepared by the head of the department and consisting of four courses above general education, must be selected. *Advisers:* Mr. Jones, Miss Nelson, Mr. Vincent.

#### MINOR PROGRAMS:

Each major program must be accompanied by an academic minor—the latter may be departmental, intra-divisional, or extra-divisional, but must have the approval of the major professor and

the heads of departments concerned. A minor consists of four courses in addition to general education requirements. Minor programs in this division are as follows:

**BIOLOGY:** 222, 225, 226, and one additional course.

**CHEMISTRY:** 303, 324 or 326, and two additional courses.

**MATHEMATICS:** 323, 340, 341, and one additional course.

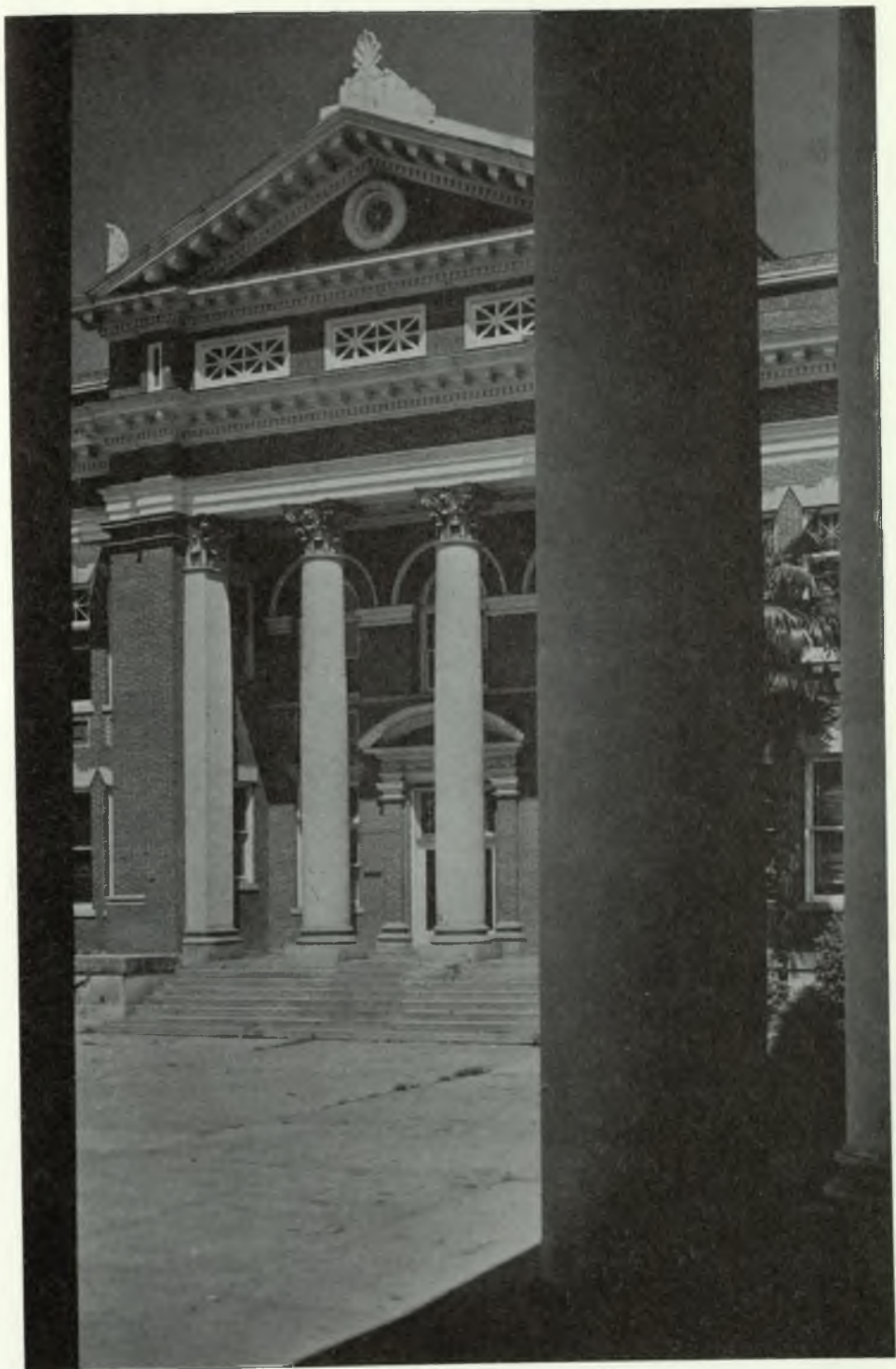
*Divisional Minor:* A program designed to fit the needs of students with special interests. It consists of four courses in addition to general education requirements. Such a minor program must be planned in conference with the major professor and the heads of departments concerned.

*Professional Education:* Students majoring in the Division of Natural Sciences and Mathematics and who desire to teach must also register with the Division of Teacher Education in one of the approved programs required for certification. The Division Major is planned for the teacher education program in mathematics-science. *Advisers:* Mr. Folger, Mr. Jones, Miss Nelson, Mr. Vincent.

*Pre-Medical Education:* Students are advised to complete the four-year degree program before requesting admittance to the Medical College of Georgia. Pre-medical science requirements are extensive and must be related to the general education requirements. The pre-medical program should be planned under the guidance of the official adviser in order to prevent excessive laboratory courses in the junior year and to enable the student to take the medical college admission test early in the senior year. *Adviser:* Mr. Vincent.

*Pre-Medical Technology:* This institution 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 with a major in medical technology is granted by this institution after satisfactory completion of the three-year pre-medical technology program outlined on page 76, completion of a twelve-months program in a school of medical technology recommended by this institution, and acquisition of a Certificate of Registration from the A.S.C.P. Students must register in *absentia* their senior year. *Adviser:* Mr. Vincent.

*Pre-Medical Record Library Science:* This institution offers a cooperative program in medical record library science with Emory University Hospital School for Medical Record Librarians. A Bachelor of Science degree with a major in medical record library science will be granted by this institution after satisfactory completion of



Chappell Hall viewed from the steps of Russell Auditorium





View from Charles H. Herty Hall stairwell



the three-year program outlined on page 76, completion of the twelve-months program in medical record library science at Emory University Hospital, and acquisition of a Certificate of Registration with the American Association of Medical Record Librarians. Students must register *in absentia* their senior year. *Adviser: Mr. Jones.*

*Pre-Physical Therapy:* The Bachelor of Science Degree with a major in physical therapy is granted by this institution after satisfactory completion of the three-year pre-physical therapy program outlined on page 77 and the completion of the senior year at a school of physical therapy accredited by the American Physical Therapy Association. *Adviser: Mr. Jones.*

*Pre-Nursing Program:* This institution, in cooperation with accredited hospitals, has planned two pre-professional curricula leading to the degree of Bachelor of Science in Nursing. After completion of the three-quarter program outlined on page 78 and successful completion of the nursing program at the Eugene Talmadge Memorial Hospital, the Bachelor of Science in Nursing will be granted by the Medical College of Georgia. A special two-year pre-nursing program is also offered for those students who plan to obtain a degree from such institutions as Emory University Hospital School of Nursing. *Adviser: Miss Trawick.*

## BIOLOGY

### 101-102. 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 lectures and two laboratory periods.

Mrs. Lowe

### 221. GENERAL BOTANY.

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

Mr. Jones

## 222. GENERAL BOTANY.

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

Mr. Jones

## 225. GENERAL ZOOLOGY.

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

Mr. Keeler

## 226. GENERAL ZOOLOGY.

Prerequisite: Biology 225.

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

Mr. Keeler

## 311. PHYSIOLOGY.

Prerequisite: Biology 310.

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

Mr. Jones

## 328. ORNITHOLOGY.

The biology and identification of native birds. Two lectures and three laboratory periods.

Mr. Jones

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**334. HISTOLOGY AND MICROTECHNIQUE.**

Prerequisites: Biology 221, 226.

Preparation and study of plant and animal tissues. Two lectures and three laboratory periods.

Staff

**440. GENETICS.**

Prerequisite: Biology 221 or 225.

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

Mr. Keeler

**444. EMBRYOLOGY.**

Prerequisite: Consent of instructor.

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

Mr. Keeler

**446. PARASITOLOGY.**

Prerequisites: Zoology 225, 226.

The biology, identification and control of protozoa, worms and insects that commonly parasitize man and domestic animals. Two lectures and three laboratory periods.

Staff

**450. INDEPENDENT STUDY.**

Special problems in biology. Open to seniors and graduate students with the approval of the head of the department and the Dean of Instruction.

Staff

**CHEMISTRY****101. GENERAL CHEMISTRY.**

Fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Three lectures 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 lectures and two laboratory periods.

Staff

## 104. QUALITATIVE ANALYSIS.

A study of the reactions of common elements and radicals, including their analyses. Emphasis on equilibrium, solubility products, and colloids. Three lectures and two laboratory periods.

Miss Trawick

## 280. QUANTITATIVE ANALYSIS.

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

Miss Trawick

## 311. INTRODUCTION TO GEOLOGY.

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

Miss Trawick

## 331T. ORGANIC CHEMISTRY.

A brief study of the chief classes of organic compounds of the aliphatics and aromatics. Designed for students majoring in other departments. Three lectures and two laboratory periods.

Mr. Vincent

## 336. ORGANIC CHEMISTRY.

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

Mr. Vincent

## 337. ORGANIC CHEMISTRY.

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

Mr. Vincent

## 339. ORGANIC PREPARATIONS.

A 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



## 440. 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

## 451. PHYSIOLOGICAL CHEMISTRY.

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

Mr. Vincent

## 481. COMMERCIAL METHODS OF FOOD ANALYSIS.

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

Staff

## 491-492-493. PHYSICAL CHEMISTRY.

Three courses 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 lectures and two three-hour laboratory periods per week.

Mr. Vincent

## PHYSICS

## 101T. INTRODUCTION TO PHYSICAL SCIENCE.

A study of the physical universe, the laws of nature and man's theories concerning these laws with applications in meteorology, geology, and chemistry.

Miss Trawick

## 102T. INTRODUCTION TO PHYSICAL SCIENCE.

A continuation of Physical Science 100 with application in astronomy and physics.

Miss Trawick

## 104. PHYSICS: PRINCIPLES OF PHYSICS-APPLIED.

A course presenting the elementary principles of mechanics, heat, light and electricity, designed for students of home economics and nursing. Four lectures and one laboratory period.

Miss Brown

## 301. GENERAL PHYSICS.

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

Mr. Vincent

## 302. GENERAL PHYSICS.

Prerequisite: Physics 301.

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

Mr. Vincent

## 303. GENERAL PHYSICS.

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

Mr. Vincent

## 324. ATOMIC PHYSICS.

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

Mr. Vincent

## MATHEMATICS

## 100. FOUNDATIONS OF ARITHMETIC.

Designed to acquaint students taking only one course in mathematics with some of the history and basic concepts of arithmetic. Includes the nature of mathematics, number and operations of arithmetic, dimensional relations, approximate numbers, etc. "Why" instead of "how" is stressed.

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 alternate years.

Staff

## 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.

Miss 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.

Mrs. Nelson

**323. ANALYTIC GEOMETRY.**

Prerequisites: Mathematics 201 and 222.

The study of coordinate systems; locus of an equation; the straight line; the circle; conic sections; tangents; normals; transformations and rotation of axes; polar equations; higher plane curves.

Mrs. 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. A careful derivation of the fundamental formulas of integration; differential equations; successive differentiation and integration; series; and physical and geometric applications of derivatives and integrals.

Miss Nelson

**342. ADVANCED CALCULUS.**

Prerequisite: Mathematics 341.

Differential equations. Partial differentiation and multiple integrals are studied in more detail. Emphasis is placed on the con-

ditions under which the theorems and processes of calculus are correct.

Miss Nelson

360. THEORY OF EQUATIONS.

Prerequisite: Mathematics 340.

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

Miss Nelson

430. AN INTRODUCTION TO THE FOUNDATIONS AND FUNDAMENTAL CONCEPTS OF MATHEMATICS.

An elective planned especially for teachers and those who expect to teach. Included will be an introduction to set theory. The ideas of group, ring, and field will be developed. The main topic will be the real number system.

Miss Nelson

440. SEMINAR IN MATHEMATICS.

Prerequisite: If taken for graduate credit a student must have completed an undergraduate major in mathematics including a year of calculus. Teachers who have taught high school mathematics but who lack an undergraduate major may, with special permission from the instructor, enroll for undergraduate credit.

The purpose of the seminar is to provide an understanding of modern developments in the teaching of high school algebra and geometry and thus improve the instruction of these subjects at the secondary level. Content and curricula will be studied. Some of the basic concepts in algebra and geometry will be developed.

Miss Nelson

450. INTRODUCTION TO HIGHER ALGEBRA.

Prerequisite: Mathematics 341.

An introduction to the meaning of an algebraic proof and to some of the basic ideas of algebra such as matrix, group, and invariant.

Miss Nelson

470. INTRODUCTION TO HIGHER GEOMETRY.

Prerequisite: Mathematics 341.

Designed to give the student some of the basic ideas and methods



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of higher geometry. Includes geometrics associated with the projected group and the group of circular transformations.

Miss Nelson

560. COLLEGE GEOMETRY.

This course is planned primarily for teachers of secondary mathematics. The use of analysis is stressed along with geometric constructions. Transformations, harmonic ranges, and inversion are among the topics discussed.

Miss Nelson

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## THE DIVISION OF SOCIAL SCIENCES

MR. MORGAN, *Chairman*

Economics, Geography, Sociology, Social Studies

Mr. Morgan (Head), Mr. Eakins, Mr. Matthews

History and Political Science

Mr. Bonner (Head), Miss Greene

The Division of the Social Sciences attempts to give to 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 Sciences 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. In any event the additional courses must be approved by the head of the department concerned.

*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. In any event the additional courses must be approved by the head of the department concerned.

*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. In any event the additional courses must be approved by the head of the department concerned.

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 Social Sciences in the areas of economics, history, political science, and sociology. A minor consists of four related courses and must be approved by 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

### 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

### 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

### 402. 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

### 406. 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. Offered in alternate years.

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.

Mr. Eakins

#### 301. ECONOMIC GEOGRAPHY.

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 world. Emphasis on transportation, foreign trade, and the regional aspects of commodities.

Mr. Eakins

### SOCIOLOGY

#### 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.

Mr. Morgan

#### 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.

Staff

#### 327. RURAL SOCIOLOGY.

A study of rural life in its historical, familial, social, political, and economic setting with present trends.

Staff



**PHILOSOPHY 412.**

See course description on page 96.

Mr. Beiswanger

**423. 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. Offered in alternate years.

Mr. Morgan

**424. CRIMINOLOGY.**

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

Mr. Morgan

**426. 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. Offered in alternate years.

Mr. Morgan

**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. Morgan

**452. CULTURAL ANTHROPOLOGY.**

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

Mr. Matthews

**SOCIAL STUDIES****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

## HISTORY

## 210. HISTORY OF CIVILIZATION, I.

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

Staff

## 211. HISTORY OF CIVILIZATION, II.

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

Staff

## 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 alternate years.

Miss Greene

## 302. MODERN EUROPE, II.

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

Miss Greene

## 307-407. 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

## 308-408. THE UNITED STATES, II.

A continuation of 307-407, 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 alternate years.

Miss Greene

## 316. ENGLAND, II.

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

Miss Greene

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**400-500. CLASSICAL CIVILIZATION.**

A survey of ancient civilization with emphasis on the processes of transmission of classical culture to modern times—of especial value to students interested in the humanities, art, and religion.

Mr. Bonner

**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 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 their relations with the United States. Offered in alternate years.

Miss Greene

**432. STUDIES IN GEORGIA HISTORY.**

A study of the economic, social, and political developments in Georgia with emphasis on the recent period. Offered 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.

Staff

**515. RENAISSANCE AND REFORMATION.**

A study of the transition from late medieval to modern European civilization with emphasis upon the religious upheaval of the sixteenth century.

Staff

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**520. CIVIL WAR AND RECONSTRUCTION.**

A study of the causes of the Civil War and its conduct, with a survey of the political, social, and economic aspects of reconstruction.

Mr. Bonner

**POLITICAL SCIENCE****324. AMERICAN NATIONAL GOVERNMENT.**

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

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. Offered in alternate years.

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. Offered in alternate years.

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. Offered in alternate years.

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. Offered in alternate years.

Mr. Morgan

**450. INTERNATIONAL LAW.**

A study of procedures practiced by sovereign states in settling disputes of a diplomatic or commercial nature, of organizations and agencies for implementing international agreements, and of contemporary international problems.

Staff



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**THE DIVISION OF TEACHER EDUCATION****MR. FOLGER, *Chairman*****Education****Mr. Folger (Head), Miss Brannan, Miss Brooks, Miss Chandler,  
Mrs. Leyda, Mr. Smith****Health and Physical Education****Mrs. Jacobs (Head), Mrs. Beiswanger, Miss Chapin,  
Mrs. Ireland, Mrs. Lowe, Miss McNeill****Library Science****Miss Satterfield (Head), Mrs. Browder****Laboratory School****Mrs. Erwin (Acting Director), and staff (see p. 15)****Psychology****Mrs. Hicks (Head), Mr. Cheek**

All courses in education are considered professional and may not be counted towards any major or minor. The basic courses listed in the degree programs are those required for the professional teaching certificates in Georgia.

Not more than ten courses classified as education may be counted toward any degree. The maximum credit allowed for student teaching is fifteen hours. Not more than three courses in Methods may be counted toward a degree.

Admission to any education course numbered 300 and above is contingent upon the student's fitness for teaching. A standing committee of the faculty determines upon basis of records, tests, observations, and personal interviews whether or not a student may enroll in the advanced courses.

Application forms may be secured from the Office in the Education Building, Room 210.

**204-304. 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; and to those skills essen-

tial 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.

Prerequisites: Education 204, and 295 or 305.

A study of theory and practice of school use of visual and audio media to aid in the formation of concepts. Includes evaluation of various methods of using audio or visual aids, criteria for selection, and techniques employed in both teacher-made and commercially produced aids and equipment.

Staff

328. MATERIALS AND METHODS FOR EARLY CHILDHOOD EDUCATION.

Prerequisites: Education 204, 295, 305, and 355; an average of C.

Study, observation, and a variety of other experiences relating to present and anticipated needs of 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.

Staff

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 teachers in the upper elementary

grades. Further study and guidance of children having difficulties in certain phases of their school work.

Staff

355. OBSERVATION AND PARTICIPATION IN THE ELEMENTARY SCHOOL.

Since this course is designed to prepare the student for student teaching, admission to the course is contingent upon acceptance for student teaching.

The function and program of the elementary school. Observation and participation in the laboratory school and other situations to acquire knowledge and skills for working with children. Ten hours per week. Five hours credit.

Mrs. Leyda, Miss Brannan

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. Also the study of age characteristics from the standpoint of physical development and play interests, and of the problems of playground organization and administration.

Staff

415-16-17. STUDENT TEACHING IN MUSIC EDUCATION.

Application for admission should be made in the first quarter of the student's junior year to the Coordinator of Student Teaching. Three hours credit each quarter.

Miss Goff

425-26. STUDENT TEACHING IN THE ELEMENTARY SCHOOL.

Application for admission should be made in the first quarter of the student's junior year to the Coordinator of Student Teaching. Maximum credit, fifteen hours.

Mrs. Leyda, Miss Brannan

427. STUDENT TEACHING AND PARTICIPATION IN NURSERY SCHOOL AND KINDERGARTEN.

This work is open to Elementary Education Students in the senior year who have completed Education 493. Five hours credit.

Mrs. Ingram

## 428. SEMINAR IN ELEMENTARY EDUCATION.

Education 425-426 and 428 are taken concurrently.

Definition and analysis of problems of instruction, evaluation of materials of instruction and methods used in the student teaching experience.

Mrs. Leyda, Miss Brannan

## 445-446. STUDENT TEACHING AND PARTICIPATION IN HIGH SCHOOL.

Application should be made for admission to student teaching in the first quarter of the student's junior year to the Coordinator of Student Teaching.

Staff

## 448. MATERIALS AND METHODS FOR HIGH SCHOOL TEACHING.

Prerequisites: Education 204, 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

## 451. METHODS OF TEACHING READING.

Prerequisites: Education 204 and 295.

A study of materials and methods of teaching reading to elementary and high school students.

Miss Brooks

## 455. DIRECTED OBSERVATION IN HIGH SCHOOL.

Since this course is designed to prepare the student for student teaching, admission to the course is contingent upon acceptance for student teaching.

A study of principles of teaching: evaluation of teaching practices; and planning for student teaching.

Staff

## 456. EVALUATION AND MEASUREMENT IN EDUCATION.

A practical course designed to develop a working knowledge of standardized tests. Basic statistical methods are included to provide an adequate foundation for interpretation in the field of measurements.

Mrs. Hicks



466. SCHOOL-COMMUNITY PROBLEMS IN HOME ECONOMICS EDUCATION.

Prerequisites: Education 204, and 295 or 305, and a general average of C.

A study of the responsibilities and activities of the home economics teacher in the extended school program. Consideration of such problems as planning and developing adult education programs, promoting and vitalizing home experiences, and developing guides for F.H.A. programs in typical communities in the State. Hours of observation and participation in selected communities to be arranged.

Miss Jones, Miss Gilbert

472. METHODS OF TEACHING HOME MAKING IN THE SECONDARY SCHOOL.

Prerequisites: Education 204, and 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 Jones, Miss Gilbert

476. THE TEACHING OF SECRETARIAL SUBJECTS.

Prerequisites: Education 204 and 305.

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 Jones, Miss Gilbert

481-82. APPRENTICE TEACHING IN HOME MAKING 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

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the community; evaluation of all experiences in the apprentice center. A two-credit course.

Miss Jones, Miss Gilbert

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.

Miss Jones, Miss Gilbert

490. THE CURRICULUM.

Prerequisites: Education 204, and 295 or 305, and at least one other educational course.

A study of the organization and the use of integrated curricula for all age groups.

Staff

492. A, B. WORKSHOP.

A general curriculum problems course of study. Ten quarter hours credit. For teachers only.

Teachers who wish to take a workshop in lieu of student teaching should register for Education 496 or 497.

Staff

493. EARLY CHILDHOOD EDUCATION.

The study of children from two to six years of age. Consideration of the experiences and conditions needed for their development and the equipment, materials, and procedures most useful in the nursery school and kindergarten.

Mrs. Ingram

496. A, B. WORKSHOP FOR ELEMENTARY TEACHERS.

Prerequisites: Satisfactory completion of other professional requirements for certification and at least one year of full-time teaching experience.

This workshop is designed as a substitute for student teaching. Ten hours credit. Offered in the summer quarter only.

Staff

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**497. A, B. WORKSHOP FOR HIGH SCHOOL TEACHERS.**

Prerequisites: Satisfactory completion of other professional requirements for certification and at least one year of full-time teaching experience.

This workshop is designed as a substitute for student teaching. Ten hours credit. Offered in the summer quarter only.

Staff

**510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.**

Attention will be given to problems of teaching that are unique to the various areas of homemaking. This course will include methods of teaching important for the specific area of foods and nutrition as well as those methods that would be applicable to all phases of homemaking instruction. Laboratory fee, \$3.00.

Miss Sneed and Staff

**511. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.**

A continuation of Education 510 with the emphasis in the area of family finances.

Miss Sneed and Staff

**515. ART APPRECIATION FOR THE PUBLIC SCHOOLS.**

Prerequisite: Art 315, 316 or equivalents.

A course designed to give the non-art major an insight into the reasoning processes of the artist. Study will center around the creative process as a whole and the considerations which govern the artist in his work. Illustrative materials will be drawn from the major periods of art development including the present. Laboratory experiences in drawing and painting, crafts, or ceramics.

Mr. Gaines

**521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.**

Prerequisite: Music 100, 321 or 322 or the equivalent.

The survey, selection and evaluation of books, recordings, films, and other supplementary material for broadening and enriching music experiences in the elementary classroom.

Miss Goff

**525-526. SCIENCE FOR ELEMENTARY TEACHERS.**

The purposes of the course are to help teachers acquire basic knowledge in science appropriate for the elementary grades; to

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provide laboratory experiences that are essential to understanding science; to study methods and materials for teaching science in the elementary school. Offered in the summer quarter only.

Staff

564. METHODS OF HOME ECONOMICS ADULT EDUCATION.

Recent research, trends, promotion, organization, methods and materials in teaching homemaking for adults. Includes laboratory experiences with adult education programs.

Miss Sneed

580. BASIC PRINCIPLES OF GUIDANCE.

Prerequisite: Education 325, and 355 or 445.

Study of the principles of guidance, of its place in a school program, and of modern techniques in guidance; practice in using those techniques.

Staff

585. DIRECTING AND EVALUATING STUDENT TEACHING.

General prerequisites must include Bachelor's degree, Professional Certificate, and two years of successful teaching experience. Education 585, 586, 587 open to teachers by invitation only.

A study of the problems confronting supervising teachers, and college supervisors. Attention will be given to the understandings and techniques effective in facilitating the adjustment and development of student teachers in teaching procedures, personality growth, and human relations.

Staff

586. INTERNSHIP.

Prerequisite: Education 585.

A cooperative undertaking between the Georgia State College for Women and school systems in the state. The purpose is to apply some of the principles learned in prerequisite course, Education 585, evaluate the results, and experiment with further ideas.

Staff

587. SEMINAR IN SUPERVISION.

Prerequisites: Education 585 and Education 586.

The purpose of the seminar is to give graduate students an opportunity to do further research in the field of supervision.

Staff



**600. SOCIAL FOUNDATIONS OF EDUCATION.**

A study of the effects of our rapidly changing culture upon the objectives and means of education. Some of the topics to be considered are: the school as a social institution; the school and the structure of the community; the American ideals and conflicts and the social function of the high school; social aspects of school organization and teaching method; organization, function and problems of the teaching profession.

Mr. Folger

**620. PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF EDUCATION.**

A critical analysis and evaluation of educational philosophies and historical practices in education as a basis for creative leadership in the teaching profession.

Mr. Beiswanger

**628. SEMINAR IN ELEMENTARY EDUCATION.**

A study of current problems in elementary education. Each student may have opportunity to examine reports of research and studies in the field. Discussions of the meaning of theory and research findings for classroom procedures.

Staff

**640. ADVANCED STUDIES IN HUMAN DEVELOPMENT AND LEARNING.**

The implications for education of the findings of research and study in the fields of learning and human growth and development. A study of the techniques that may be used by teachers to gain understanding of individuals and groups.

Miss Brooks

**648. SEMINAR IN SECONDARY EDUCATION.**

Similar to Education 628 but on the high school level.

Staff

**690. CURRICULUM PLANNING.**

A study of the basic principles and current practices in the development and organization of school programs.

Staff

**HEALTH AND PHYSICAL EDUCATION**

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.

**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. *Dance 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 hour credit each quarter.

Staff

**110. PHYSICAL EDUCATION ACTIVITIES FOR FRESHMEN MAJORS.**

A course taking the place of Physical Education 100, offering more intensive instruction in physical education activities. Open only to freshmen anticipating physical education as a major or minor. Five periods a week—winter and spring quarters. Two hours credit 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 hour credit each quarter.

Staff

**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. Three hours credit 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

\*Majors will take Education 365. See page 137.

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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. Three periods a week throughout the year. Two hours credit each quarter.

Miss Chapin

300. ADVANCED SWIMMING AND LIFE-SAVING.

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

Mrs. Jacobs, Miss Chapin

312. THEORY AND PRACTICE IN STUNTS, TUMBLING AND GYMNASTIC ACTIVITIES.

Prerequisites: Physical Education 210 and 322.

A study of the content and methods of presentation of developmental gymnastics and self-testing activities in meeting the fundamental body needs of large teaching groups. One-half course.

Miss McNeill

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, and speedball. Three periods of lecture and two or three periods of assisting in college classes. Fall quarter.

Miss McNeill

314. THE TECHNIQUES OF SPORTS.

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

Miss McNeill

316. A, B, C. ELEMENTARY DANCE COMPOSITION.

Prerequisites: Physical Education 100, 200 and membership in Dance Club. (Minors in Dance are required to take all three quarters.)

A study of the art principles that help to organize movement into sequences and of the creative process whereby movement can

become expressive and molded into a form. Three hours a week throughout the year. Five hours credit.

Mrs. Beiswanger

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.

Mrs. Jacobs

331. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 322.

The analysis and practice of procedures for determining organic fitness and motor capacities and abilities as they relate to participation in physical education activities. Special attention to aptitude and achievement tests of general and specific motor abilities. Supplemented by clinical laboratory experience. One-half course.

Mrs. Jacobs

411. THEORY AND PRACTICE IN DANCE 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

416. A, B, C. ADVANCED DANCE COMPOSITION.

Prerequisites: Physical Education 316 A, B, C, and membership in Dance Club. (Minors in Dance are required to take all three quarters.)

A continuation of the Elementary Dance Composition, using more complex forms and projects. Three hours a week throughout the year. Five hours credit.

Mrs. Beiswanger

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.

Mrs. Jacobs

#### 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.

Mrs. Jacobs

#### 433. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION.

Prerequisites: Education 365 and Physical Education 313, 314, 411.

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.

Mrs. Jacobs

#### 500. METHODS AND MATERIALS IN DIRECTING FOLK AND SQUARE DANCE.

Attention in this course is given to teaching needs and to program and recreational planning.

Staff

#### 501. PROBLEMS SEMINAR IN HEALTH, PHYSICAL EDUCATION OR RECREATION.

A survey of current problems and trends in these fields. Students will be offered an opportunity for independent investigations and research.

Staff

### COURSES IN HEALTH

#### 100. PERSONAL AND COMMUNITY HEALTH.

An orientation course in applied personal, racial, home, and community health.

Mrs. Ireland, Mrs. Lowe

#### 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 with emphasis placed on elementary school methods.

Mrs. Ireland

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

A study of health 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.

Mrs. Ireland

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. Lowe

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 equivalent.

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

Mrs. Ireland

## LIBRARY SCIENCE

The courses in library science are planned to educate librarians in accordance with the requirements of the Georgia Department of Education, the Southern Association of Colleges and Secondary Schools, and the American Library Association.

Library science, as a minor, may be combined with any major program.

Students with a minor in library science are qualified as school librarians and as semi-professional assistants in public, special, and college libraries.

Open only to juniors and seniors.

## 354. 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.

Mrs. Browder

## 355. CATALOGUING AND CLASSIFICATION.

Instruction and practice in the elementary principles of cataloguing and classifying books and other library materials.

Miss Satterfield

## 356. 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 354 and 355.

Mrs. Browder

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**358. 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.

Mrs. Browder

**PSYCHOLOGY****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.

Mr. Cheek

**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

**250. THE PSYCHOLOGY OF PERSONALITY AND ADJUSTMENT.**

This course is an introduction to the psychology of character and personality development and the adjustment problems of the individual in group relationships. Some of the practical problems studied are: (1) the application of principles of learning and of mental hygiene to the solution of personal conflicts and personality maladjustments; and (2) the relation of motives, goals and purposive behavior to morale.

Mrs. Hicks

**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.

Mrs. Hicks

**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,





Sanford Hall at night



Beeson Hall, Parks Memorial Hospital (right), and Tennis Courts viewed from the porch of the Student Union

interests, and social adjustments. Special emphasis on the study topics in home and school life that influence adolescent behavior and personality.

Mrs. Hicks

#### 437. 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.

Mrs. Hicks

#### 448. PRINCIPLES OF ABNORMAL PSYCHOLOGY.

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

Mrs. Hicks

#### 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

#### 454. INDEPENDENT STUDY.

An opportunity for advanced study in the history of the development of psychology as a science and its theories and systems as applied to learning and personality development. Open to psychology majors with the approval of the head of the department and the Dean of Instruction.

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



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APPLICATION FOR ADMISSION

GEORGIA STATE COLLEGE FOR WOMEN

Milledgeville, Georgia

This application should be accompanied by a \$25.00 Registration Deposit (make checks payable to: Georgia State College for Women).

Mail this application and deposit to: The Registrar, Georgia State College for Women, Milledgeville, Georgia.

Date ..... 19.....

1. Name in full .....  
Last Name First Name Middle Name

2. Home address .....  
Number and street (or R.F.D.)

.....  
Town or City State County

3. Place of birth .....  
Town or City State

Date of birth .....  
Month Day Year

4. When do you expect to enter Georgia State College for Women? September..... January..... March..... June..... 196.....

5. Full name of father or guardian.....  
.....

6. Full name of mother or guardian.....  
.....

7. Parents' occupation.....  
.....

8. Church membership or preference.....

9. Name of high school attended.....

Name

.....  
Location

.....  
Name of Principal

.....  
Date of diploma or expected diploma

10. Names of any colleges attended

.....  
College

.....  
Location

.....  
Dates of attendance

11. Check one or more of the following college interest areas for which you have a preference:

.....Art

.....Biology

.....Business Education

.....General Business

.....Secretarial

.....Secretarial (Two years)

.....Business Machines  
(Two years)

.....Chemistry

.....Economics

.....Education, Elementary

.....Education, High School

.....Education, Nursery School-  
Kindergarten

.....English

.....Foreign Service

.....French

.....Health

.....History

.....Homemaking Teaching

.....Institutional Management  
(Dietetics)

.....Library Science

.....Mathematics

.....Medical Record Library  
Science

.....Medical Technology

.....Modern Dance

.....Music

.....Nursing

.....Philosophy

.....Physical Education

.....Physical Therapy

.....Physics

.....Political Science

.....Pre-Medical

.....Psychology

.....Social Science

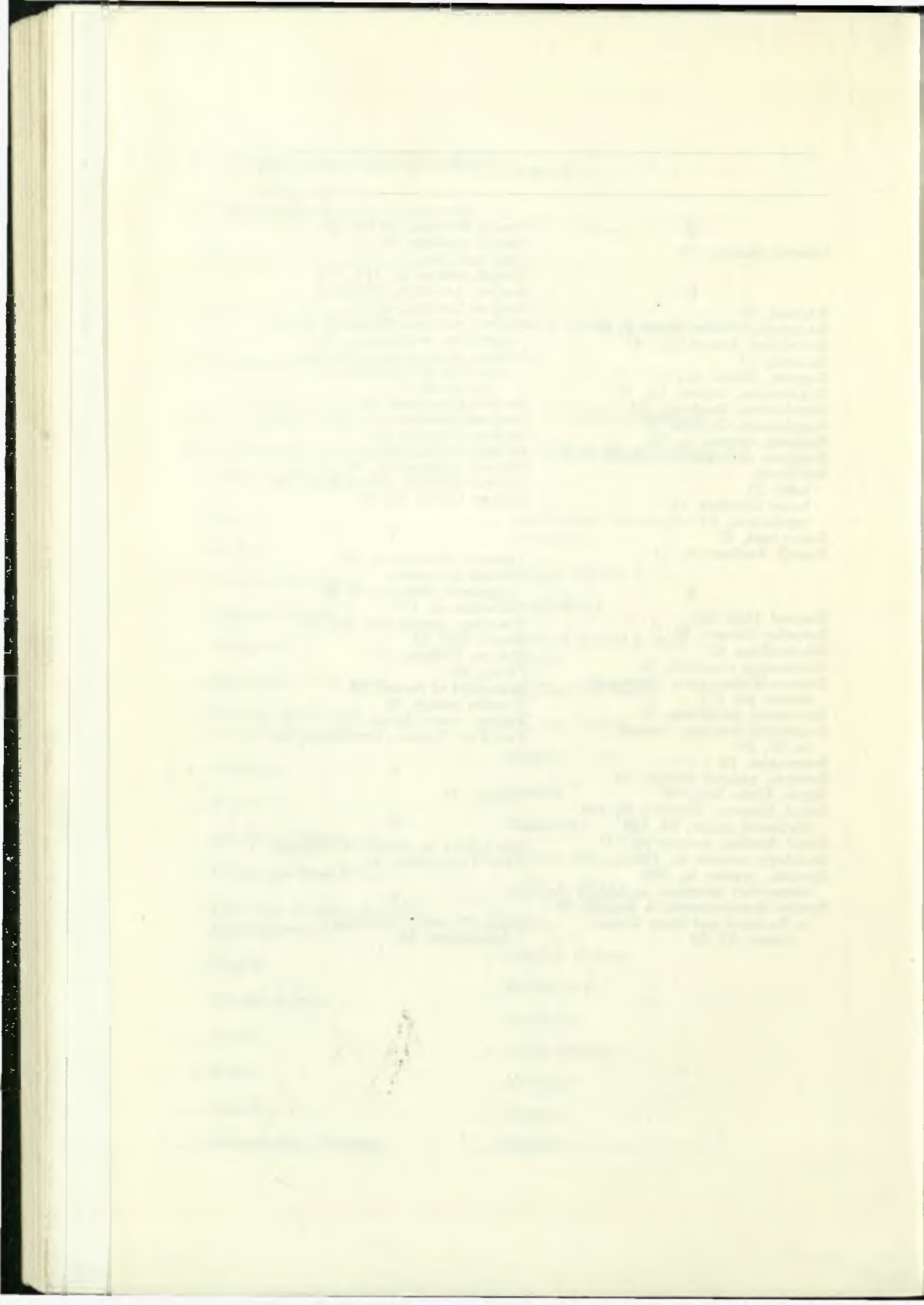
.....Sociology

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The Georgia State College for Women is fully accredited by the Southern Association of Colleges and Secondary Schools and is a member of the Association of American Colleges, the Georgia Association of Colleges, the American Council on Education, the National Council for Accreditation of Teacher Education, and the National Association of Schools of Music. Degree graduates of the College are eligible for membership in the American Association of University Women.



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