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BULLETIN
GEORGIA STATE COLLEGE
FOR WOMEN
MILLEDGEVILLE, GEORGIA

VOLUME XXXII

MARCH 15, 1947

NUMBER 6

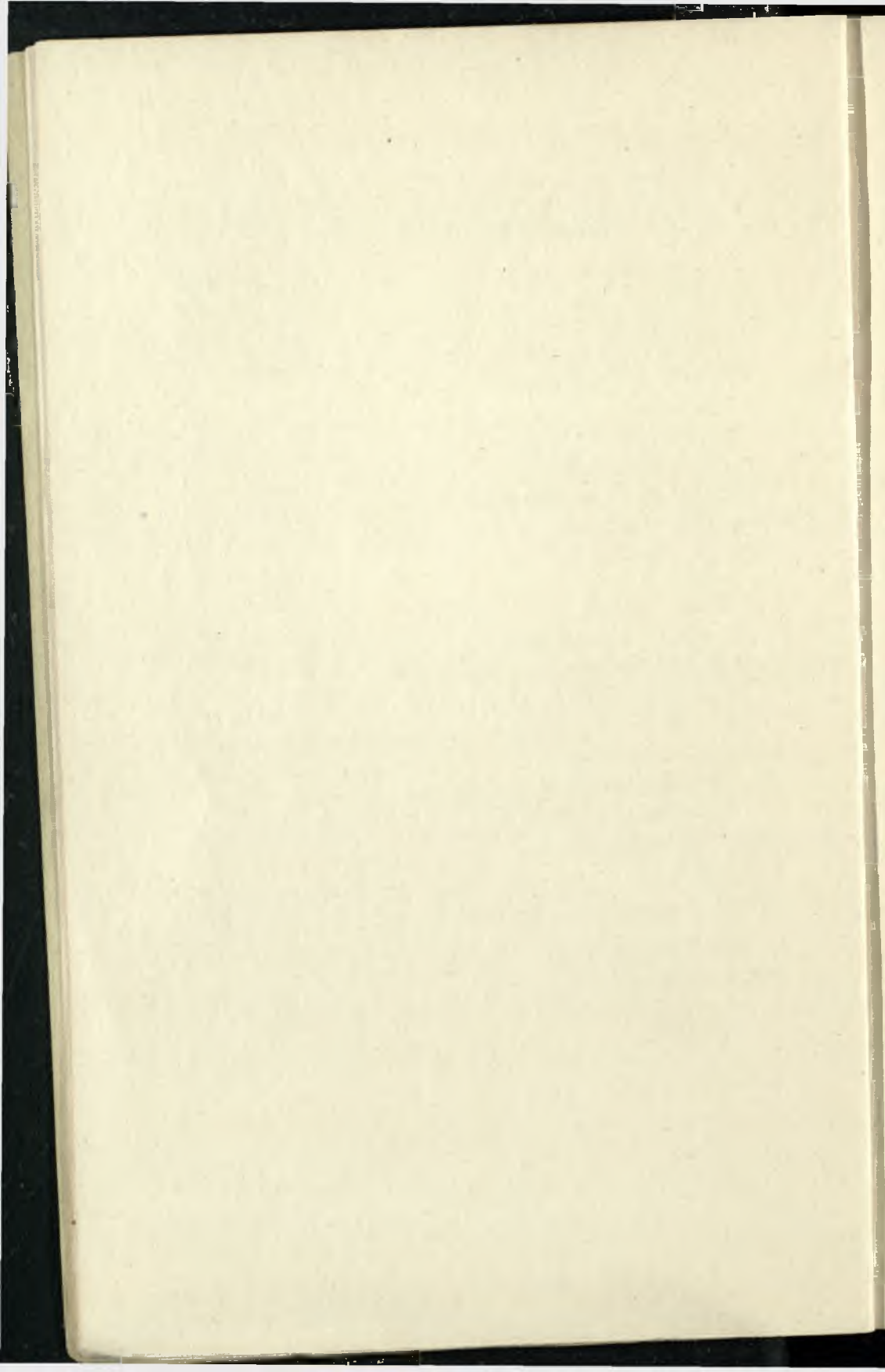


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ANNOUNCEMENTS 1947-1948

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CALENDAR 1947-1948

FALL QUARTER, 1947

- September 22, Monday.....4:00 p.m., Faculty meeting
- September 22, Monday.....New students arrive
- September 23-27
Tuesday-Saturday.....Orientation and registration of new students
- September 26, Friday.....3:00-5:00 p.m.
- and
- September 27, Saturday.....10:00 a.m.-1:00 p.m., Registration of juniors and seniors
- September 27, Saturday.....8:30 a.m., Registration of sophomores
- September 29, Monday.....Classes begin
- September 29, Monday.....10:30 a.m., Opening convocation
- October 4, Saturday.....Last day to register for three courses
- November 26, Wednesday.....1:00 p.m. November 30, Sunday
Thanksgiving recess
- December 16-19
Tuesday-Friday.....Fall quarter examinations
- December 19, Friday.....1:00 p.m., Christmas vacation begins

WINTER QUARTER, 1948

- January 5, Monday.....Students return to campus
Registration of students not in college previous quarter
- January 6, Tuesday.....Classes begin
- January 12, Monday.....Last day to register for three courses
- March 17-20
Wednesday-Saturday.....Winter quarter examinations

SPRING QUARTER, 1948

- March 24, Wednesday.....Students return to campus
Registration of students not in college previous quarter

REGENTS

UNIVERSITY SYSTEM OF GEORGIA

State Capitol, Atlanta

MARION SMITH, Atlanta	January 1, 1946 - January 1, 1953
<i>State at Large</i>	
ALBERT S. HARDY, Gainesville	February 26, 1945 - January 1, 1951
<i>State at Large</i>	
FRANK M. SPRATLIN, Atlanta	January 1, 1946 - January 1, 1953
<i>State at Large</i>	
EARL B. BRASWELL, Athens	January 1, 1943 - January 1, 1949
<i>State at Large</i>	
POPE F. BROCK, Atlanta	January 1, 1943 - January 1, 1948
<i>State at Large</i>	
JAMES PETERSON, Soperton	May 9, 1945 - January 1, 1948
<i>First Congressional District</i>	
H. L. WINGATE, Camilla	January 1, 1947 - January 1, 1954
<i>Second Congressional District</i>	
CASON J. CALLAWAY, Hamilton	January 1, 1943 - January 1, 1950
<i>Third Congressional District</i>	
C. J. SMITH, Newnan	January 1, 1943 - January 1, 1949
<i>Fourth Congressional District</i>	
RUTHERFORD L. ELLIS, Atlanta	January 1, 1947 - January 1, 1954
<i>Fifth Congressional District</i>	
MILLER R. BELL, Milledgeville	January 1, 1943 - January 1, 1950
<i>Sixth Congressional District</i>	
ROY N. EMMET, Cedartown	January 1, 1945 - January 1, 1952
<i>Seventh Congressional District</i>	
S. PRICE GILBERT, Sea Island	January 1, 1943 - January 1, 1950
<i>Eighth Congressional District</i>	
SANDY BEAVER, Gainesville	January 1, 1945 - January 1, 1952
<i>Ninth Congressional District</i>	
WILLIAM S. MORRIS, Augusta	January 1, 1944 - January 1, 1951
<i>Tenth Congressional District</i>	

OFFICERS OF THE REGENTS

Chancellor	RAYMOND R. PATY
Chairman	MARION SMITH
Vice-Chairman	SANDY BEAVER
Executive Secretary	L. R. SIEBERT
Director of Budgets	HARRY T. HEALY
Treasurer	W. WILSON NOYES

STANDING COMMITTEES OF THE FACULTY

EXECUTIVE: President Wells, Mr. Taylor, Mr. MacMahon, Mr. Bonner, Miss Satterfield, Miss Hallie Claire Smith, Mr. Dawson, Mr. Fuller, Miss Mary Brooks.

FACULTY COMMITTEE ON STUDENT RELATIONS: President Wells, Miss Adams, Mr. Taylor, Mr. MacMahon, Miss Turner, Miss Nelson, Mr. Beiswanger, Miss Austelle Adams, Mr. Stokes (Representative of Student Council).

PROGRAMS AND POLICIES: President Wells, Mr. MacMahon, Mr. Taylor, Mr. Beiswanger, Mr. Noah, Miss Nelson.

PUBLIC LECTURES - STUDENT ACTIVITIES FUND: Mr. Taylor, Mr. MacMahon, Miss Walston, Mr. McDonough. President of student body and representatives of Pi Gamma Mu, Phoenix, IRC, and Phi U.

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

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

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

STUDENT PUBLICATIONS: President Wells, Mr. Dewberry, Miss Ethel Adams, Mr. Wynn, Mr. Bonner, Mr. Boesen, Miss Maxwell.

LIBRARY: Miss Satterfield, Miss Hallie Claire Smith, Mr. Morgan, Mr. Taylor, Mr. MacMahon, Mr. Little, Mr. Lindsley, Miss Johnson, Mr. Carroll.

GRADUATE SCHOLARSHIP COMMITTEE: Mr. Stokes, Miss Nelson, Mr. George Beiswanger, Mr. Carroll, Mr. Morgan, Mr. Taylor, Mr. MacMahon, Mr. Bonner, Miss Bolton, Miss Holtzclaw.

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

FACULTY ADVISERS FOR UPPER COURT: Mr. Bonner, Miss Maxwell.

FACULTY ADVISERS FOR STUDENT COUNCIL: Mr. Stokes, Mr. Dawson.

OFFICERS OF ADMINISTRATION

RAYMOND R. PATY, A.B., M.A., LL.D., LH.D.
Chancellor of the University System of Georgia

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

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

HOY TAYLOR, A.B., M.A., Ph.D.
Registrar

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

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

FACULTY

- ✓ GUY HERBERT WELLS*President*
 A.B., Mercer, 1915
 M.A., Columbia University, 1925
 LL.D., Mercer, 1934
- MARGARET ABERCROMBIE*Assistant Professor of Home
 Economics Education*
 B.S., University of Georgia, 1931
 M.A., Columbia University, 1938
- ✓ AUSTELLE ADAMS*Assistant Professor of Library Science*
 A.B., Georgia State College for Women, 1930
 M.A., University of Georgia, 1936
 B.S., in Library Science, Peabody College, 1944
- ✓ ETHEL A. ADAMS*Dean of Women*
 B.S., Piedmont College, 1901
 M.A., Columbia University, 1938
- ✓ MRS. W. H. ALLEN*Associate Professor of Piano*
 Graduate New England Conservatory of Music
 B.Mus., Boston University, 1934
 M.A., Columbia University, 1938
- ✓ MRS. BARBARA PAGE BEISWANGER*Associate Professor of
 Physical Education*
 B.S., University of Oregon, 1925
 M.A., Ohio Wesleyan University, 1931
 Ph.D., New York University, 1944
- ✓ GEORGE W. BEISWANGER*Professor of Philosophy and
 Humanities*
 A.B., Carthage College, 1922
 B.D., Hamma Divinity School, Ohio, 1925
 M.A., State University of Iowa, 1927
 Ph.D., State University of Iowa, 1928
- SARA BETHEL*Alumnae Secretary*
 B.S., Georgia State College for Women, 1939
- ✓ PAUL J. BOESEN*Associate Professor of Latin*
 A.B., Creighton University, 1927
 M.A., Peabody College, 1930
 Ph.D., Vanderbilt University, 1941
- ✓ EURI BELLE BOLTON.....*Professor of Education and Psychology*
 B.S., Peabody College, 1923
 M.A., Peabody College, 1924
 Ph.D., Peabody College, 1930

FACULTY

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- ✓ JAMES C. BONNER *Professor of History*
 A.B., University of Georgia, 1926
 M.A., University of Georgia, 1936
 Ph.D., University of North Carolina, 1943
- ✓ G. ROBERT BOYD *Associate Professor of Education*
 A.B., Western Teachers College, 1931
 M.A., University of Kentucky, 1938
 Ph.D., University of Kentucky, 1943
- ✓ MARY BACON BROOKS *Associate Professor of Education*
 B.S., Georgia State College for Women, 1925
 M.A., University of North Carolina, 1932
- ✓ EDITH BUCHANAN *Assistant Professor of English*
 A.B., Meredith College, 1930
- ELSIE HAZEL CALHOUN *Assistant Professor and Fourth*
 B.S., State Teachers College, Radford, Va., 1932 *Grade Critic*
 M.A., George Peabody College, 1942
- ✓ PAUL CARROLL *Professor of Education and Acting*
 A.B., Wofford College, 1921 *Supt. of Laboratory Schools*
 M.A., Peabody College, 1938
- ✓ IVA CHANDLER *Administrative Secretary of Personnel*
 A.B., Georgia State Womans College, 1929
 M.A., Columbia University, 1938
- ✓ GRACE STEVENSON CHAPIN *Assistant Professor of*
 B.S., University of Tennessee, 1938 *Physical Education*
 M.S., University of Tennessee, 1945
- ✓ J. WILSON COMER *Associate Professor of Home Economics*
 B.S., University of Georgia, 1935
 M.S., University of Tennessee, 1946
- ✓ BARBARA CONALLY *Instructor in Music*
 A.B., Agnes Scott College, 1944
 M.A., Eastman School of Music, 1946
- ✓ MRS. SUE WOODRUFF CROMARTIE *Instructor and Critic*
 B.S., University of Georgia, 1935
- ✓ VIRGINIA DANIEL *Assistant Professor of Business*
 A.B., Georgia State College for Women, 1933 *Administration*
- ✓ EDWARD DAWSON *Professor of English*
 A.B., Vanderbilt, 1934
 M.A., Vanderbilt, 1935
 Ph.D., Vanderbilt, 1937

- MRS. INEZ D. DOLVIN*Assistant Professor and Second
B.S., Georgia State College for Women, 1935 Grade Critic*
M.A., Columbia University, 1936
- ✓ MRS. FERN ELLISON DORRIS*Assistant Professor of
B.S., Peabody College, 1927 Geography*
M.A., Peabody College, 1928
- ✓ MANLY A. EAKINS*Associate Professor of Economics and
B.S., Furman University, 1931 Business Administration*
M.A., University of North Carolina, 1939
- ✓ CORNELIA EDMONDSON*Instructor in Physical Education
B.S., Woman's College, University of North Carolina*
- *MILDRED ENGLISH*Superintendent of Peabody School and
B.S., Peabody College, 1921 Professor of Education*
M.A., Peabody College, 1926
Ed.D., Columbia University, 1940
- MRS. ETHEL FAIRFIELD*Assistant Professor of Art
B.S., Peabody College, 1940 and Kindergarten Critic*
M.A., Peabody College, 1943
- ✓ ELIZABETH GRIEVE FERGUSON*Reference Librarian
A.B., Randolph-Macon, 1919
M.A., Georgia Washington University, 1921
A.B., in Library Science, University of North Carolina, 1939*
- ✗ JANET FOWLER*Secretary of Voluntary Religious Activities
A.B., Georgia State College for Women, 1946*
- BERNICE FREEMAN*Assistant Professor and Critic
A.B., Bessie Tift College, 1930
M.A., University of North Carolina, 1932*
- ✓ DONALD COLDWELL FULLER*Professor of Business
Administration and Chairman of the Division of
B.S., Boston University, 1934 Business Administration*
M.A., Boston University, 1935
D.Ed., Harvard University, 1943

*On leave: Education work, United States military government in Germany.

Bryce

FACULTY

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- ✓ KARL C. GARRISON *Professor of Psychology*
 B.S., Peabody College, 1922
 M.S., University of North Carolina, 1926
 Ph.D., Peabody College, 1927
- MRS. LINNEA M. GARRISON *Assistant Professor of Art*
 A.B. Eastern College of Education, 1938 *and Critic*
 M.A., Columbia University, 1940
- ✓ GLADYS ARTMAN GILBERT *Assistant Professor of Home*
 B.S., University of Georgia, 1939 *Economics*
- ✓ MORIS GLISSON *Assistant Professor of Home Economics*
 B.S., University of Georgia, 1934
- ✓ ALBERTA GOFF *Assistant Professor of Music*
 B.S., University of Cincinnati, 1938
 M.A., Peabody College, 1941
- ✓ HELEN IONE GREENE *Associate Professor of Social Science*
 A.B., Georgia State College for Women, 1928
 M.A., Emory University, 1930
 Ph.D., University of Chicago, 1945
- MRS. FRANCES LYDDY HAMBAUGH *Instructor and Critic*
 B.S., Austin Peay State, 1942
- ✓ CLARA WHORLEY HASSLOCK *Associate Professor of Home*
 A.B., University of Nashville, 1905 *Economics*
 M.A., and M.S. in Education, Columbia University, 1912
 Ph.D., Peabody College, 1943
- ✓ MARY GRACE HIGHTOWER *Librarian, Peabody High School*
 B.S., Georgia State College for Women, 1941
 B.S., in Library Science, Peabody College, 1943
- MRS. NELLE WOMMACK HINES *Public Relations*
 Diploma in Music, Georgia State College for Women, 1906
- ✓ M. K. MACMILLAN-HIRES *College Physician*
 M.D., Medical Department, University of Georgia, 1931

- ✓ KATHARINE HOLTZCLAW.....*Professor of Home Economics and
Chairman of the Division of Home Economics*
B.S., Peabody College, 1926
M.A., Peabody College, 1928
Ph.D., New York University, 1945
- ✓ THEODOSIA HOTCH*Assistant Librarian*
A.B., Georgia State College for Women, 1932
B.S., in Library Science, Peabody College, 1934
- ✓ NAN W. INGRAM*Associate Professor and Nursery
School Critic*
B.S., Columbia University, 1921
- ✓ MARY JOYCE BANKS IRELAND*Assistant Professor of Health*
B.S., Georgia State College for Women, 1926
M.A., Peabody College, 1931
- ✓ ROSALINE IVEY*Associate Professor of Home Economics*
B.S., North Texas State Teachers College, 1928
M.A., Peabody College, 1930
- AUGUSTA C. JENKINS*Assistant Professor and Third
Grade Critic*
A.B., University of Georgia, 1938
M.A., University of Georgia, 1945
- EMILY GRACE JENKINS*Instructor in Music*
B.S., Georgia State College for Women, 1944
- ✓ MAGGIE JENKINS*Associate Professor of Music*
B.S., Georgia State College for Women, 1929
M.A., Columbia University, 1938
- ✓ AMANDA JOHNSON*Professor of History*
A.B., University of Minnesota, 1906
M.A., University of Minnesota, 1907
Ph.D., University of Chicago, 1925
- ✓ ELOISE JOHNSON*Instructor of Music*
B.Mus., Wesleyan Conservatory, 1939
- ✓ NEVA GEORGE JONES*Associate Professor of Home Economics*
B.S., Georgia State College for Women, 1929
M.S., University of Georgia, 1944

FACULTY

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- † MRS. BLANCHE GREEN JORDAN *Instructor and Critic*
 B.S., Georgia State College for Women, 1929
 M.A., Peabody College, 1931
- EUGENE H. KECK *Instructor in Music*
 B. Mus., Northwestern University, 1942
 M.Mus., Northwestern University, 1944
- ✓ CLYDE E. KEELER *Professor of Biology*
 B.S., Denison University, 1923
 M.A., Harvard University, 1925
 M.S., Denison University, 1925
 Sc.D., Harvard University, 1926
- ✓ MRS. GUSSIE TABB KING *Assistant Professor of Home Economics*
 B.S., Georgia State College for Women, 1921
 M.A., Columbia University, 1930
- ✓ LUTHER CAMPBELL LINDSLEY *Professor of Chemistry*
 A.B., William and Mary College, 1907
 Ph.D., Cornell University, 1922
- ✓ HARRY A. LITTLE *Professor of Education and Chairman of the Division of Teacher Education*
 A.B., Hendrix College, 1919
 M.A., Peabody College, 1928
 Ph.D., Columbia University, 1934
- MRS. J. G. LOWE *Assistant Professor of Home Economics and Critic*
 B.S., Georgia State College for Women, 1921
 M.S., University of Georgia, 1939
- ✓ BERNICE BROWN McCULLAR *Associate Professor of English and Director of Public Relations*
 A.B., Georgia State College for Women, 1930
 M.A., Mercer University, 1944
- ✓ JAMES VERNON McDONOUGH *Professor of Fine Arts and Chairman of the Division of Fine Arts*
 A.B., Princeton University, 1931
 M.A., University of Pittsburgh, 1938
 M.F.A., Princeton University, 1943
- ✓ MRS. CECELIA BASON McKNIGHT *Associate Professor of Education*
 A.B., Flora MacDonald, 1909
 M.A., Columbia University, 1926
 Ph.D., Columbia University, 1937

- ✓ DONALD HUTCHINS MacMAHON *Dean of Instruction
and Professor English*
A.B., University of Michigan, 1925
M.A., Harvard University, 1929
Ph.D., Cornell University, 1935
- ✓ GARLAND PATSY MALCOM *Instructor in Business
Administration*
B.S., Georgia State College for Women, 1943
- ✓ GERTRUDE BRADLEY MANCHESTER *Professor of Physical
Education*
A.B., University of Oregon, 1924
M.A., University of Wisconsin, 1926
Ph.D., New York University, 1935
- ✓ CHARLOTTE E. MANKEY *Associate Professor of Distributive
Education*
B.S., Carnegie Institute of Technology, 1939
M.S., Retailing, New York University, 1944
- ✓ HERBERT N. MASSEY *Associate Professor of Sociology*
A.B., Mercer University, 1915
M.A., University of Chicago, 1925
- ✓ MARY THOMAS MAXWELL *Associate Professor of English*
A.B., Wesleyan, 1926
M.A., Columbia University, 1936
- ✓ MARGARET INMAN MEADERS *Assistant Professor of
Journalism*
A.B., Georgia State College for Women, 1926
A.B.J., University of Georgia, 1936
M.A., University of Wisconsin, 1946
- JOHN WILLIAM MORGAN *Professor of Social Science
and Chairman of the Division of the Social Sciences*
A.B., Mercer University, 1923
M.A., University of Georgia, 1934
Ph.D., Columbia University, 1940
- ✓ CLARA E. MORRIS *Assistant Professor of Home Economics*
B.S., Georgia State College for Women, 1922
M.A., Peabody College, 1932
- ✓ INA JEAN MORRIS *Instructor in Business Administration*
A.B., Davis & Elkins College, 1939
M.A., University of Kentucky, 1946
- ✓ MRS. LOUISE HATCHER NELSON *Instructor in Health*
A.B., Georgia State College for Women, 1934
M.A., University of Georgia, 1937
- ✓ MARGARET ELLEN NELSON *Instructor and Critic*
A.B., University of Kentucky, 1943
M.A., Peabody College, 1946

FACULTY

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- ✓ SARA LOUISE NELSON *Professor of Mathematics*
 B.S., Georgia State College for Women, 1926
 M.S., Cornell University, 1930
 Ph.D., Cornell University, 1939
- MRS. DOROTHY WILBUR NOAH *Instructor in Speech*
 Ph.D., Cornell University, 1939
 A.B., Iowa State Teachers College, 1926
 M.A., Columbia University, 1934
- ✓ MAX NOAH *Professor of Music*
 A.B., Iowa State Teachers College, 1927
 M.A., Columbia University, 1932
- ✓ MAMIE PADGETT *Professor of Art*
 Diploma, Pratt Institute, 1919
 B.S., Georgia State College for Women, 1923
 M.A., Columbia University, 1930
- ✓ LOIS CATHARINE PITTARD *Assistant Professor of Piano*
 B.Mus., Wesleyan Conservatory, 1937
 M.Mus., American Conservatory of Music, 1942
- NELLE M. QUARTERMAN *Instructor in Commerce and Critic*
 B.S., Georgia State College for Women, 1938
 M.A., Columbia University, 1946
- ✓ WILLIAM A. RICHARDS *Associate Professor of Business Administration*
 B.S., Eastern Kentucky State Teachers College, 1937
 M.A., University of Kentucky, 1940
- MARIO B. RODRIGUEZ *Associate Professor of Spanish*
 A.B., University of Oklahoma, 1928
 M.A., Columbia University, 1939
- ✓ MABEL T. ROGERS *Associate Professor of Physics*
 Ph.B., Alfred University, 1907
 M.S., Columbia University, 1916
- EMILY ROWE *Instructor and Critic*
 A.B., Agnes Scott College, 1936
 M.A., University of Georgia, 1941
- ROBERTA MORRIS RYAN *Circulation Librarian*
 A.B., Erskine College, 1921
 B.S., in Library Science, Peabody College, 1931
- BONNIE DALE SANSOM *Associate Professor of Home Economics*
 A.B., Georgia State College for Women, 1928
 M.A., Columbia, 1935

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- VIRGINIA SATTERFIELD*Librarian*
 B.S., Peabody College, 1926
 B.S., in Library Science, Columbia University, 1928
 M.S., in Library Science, Columbia University, 1936
- ✓ EDWIN HOBART SCOTT*Professor of Biology and Sub-Director
 of the Division of General Extension*
 B.S., Massachusetts Agricultural College, 1906
 A.B., Boston University, 1906
 M.S., Dartmouth, 1914
 Sc.D., University of Georgia, 1928
- ✓ KATHERINE KIRKWOOD SCOTT*Associate Professor of
 English*
 B.S., Columbia University, 1916
 M.A., Columbia University, 1921
- ROYAL FRED SESSIONS*Associate Professor of Chemistry*
 A.B., Southwestern University, 1921
 M.A., Vanderbilt University, 1923
 Ph.D., Stanford University, 1931
- ✓ MRS. ANN S. SMITH*Associate Professor of Home Economics*
 B.S., Georgia State College for Women, 1924
 M.S., University of Georgia, 1932
- ✓ HALLIE CLAIRE SMITH*Associate Professor of English*
 A.B., LaGrange College, 1909
 M.A., Emory University, 1926
- *SARA LOUISE SMITH*Associate Professor of Health*
 B.S., Georgia State College for Women, 1925
 M.A., Columbia University, 1930
- ✓ MRS. TOM HALL SMITH*Assistant Professor of Science
 and Critic*
 B.S., Georgia State College for Women, 1927
 M.A., Columbia University, 1931
- ✓ TRAVIS EDWIN SMITH*Professor of Education*
 A.B., Mercer University, 1922
 M.A., Mercer University, 1927
 Ph.D., Peabody College, 1932
- ✓ JAMES STOKES*Professor of Biology and Chairman of the
 Division of Science and Mathematics*
 B.S., University of Georgia, 1922
 M.S., University of Wisconsin, 1928
 Ph.D., University of Chicago, 1937

*On leave with Kellog Foundation in Florida.

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FACULTY

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- ✓ LOUISE McDANIEL STOKES*Assistant Professor of*
 B.S., Georgia State College for Women, 1933 *Mathematics*
 M.A., University of North Carolina, 1936
- SHIRLEY WILLSON STRICKLAND*Instructor in Social Science*
 A.B., Randolph-Macon Woman's College, 1945
 M.A., University of Pennsylvania, 1946
- ROSALIE SUTTON*Instructor in Mathematics and Critic*
 B.S., Georgia State College for Women, 1936
- ✓ BLANCHE TAIT*Associate Professor of Biology*
 B.S., Georgia State College for Women, 1927
 M.A., Peabody College, 1930
- ✓ HOY TAYLOR*Registrar and Professor of Social Science*
 A.B., Duke University, 1906
 M.A., Columbia University, 1913
 Ph.D., Peabody College, 1931
- ✓ JESSIE TRAWICK*Associate Professor of Chemistry*
 B.S., Georgia State College for Women, 1924
 M.S., Emory University, 1932
- ✓ PATTIE MANGUM TURNER*Associate Professor of French*
 A.B., Woman's College, University of North Carolina, 1925
 M.A., Columbia University, 1926
- ✓ JOSEPH FRANCIS VINCENT*Associate Professor of Physics*
 B.S., Alabama Polytechnic Institute, 1936 *and Chemistry*
 M.A., Ohio State University, 1938
 Ph.D., Ohio State University, 1940
- ✓ ROSA LEE WALSTON*Professor of English, and Chairman of*
the Division of Languages and Literature
 A.B., Huntingdon College, 1921
 M.A., in Education, Birmingham-Southern, 1924
 M.A., in English, Columbia University, 1928
 Ph.D., Duke University, 1931
- ✓ LILLIAN EDNA WEST*Associate Professor of Speech*
 A.B., Bessie Tift College, 1926
 M.A., Columbia University, 1934
- ✓ ALETHEA HELEN WHITNEY*Assistant Professor of Physical*
 B.S., University of Tennessee, 1938 *Education*
 M.S., University of Tennessee, 1944
- ✓ RICHARD EMERSON WILLIAMS*Instructor in Art*
 A.B., Carnegie Institute of Technology, 1943

- MARY WITT *Instructor and Critic*
B.S., Memphis State, 1938
M.A., Peabody College, 1942
- ✓ MRS. KATHLEEN W. WOOTTEN *Professor of Health*
A.B., Sullins College, 1910
M.A., Columbia University, 1930
- WILLIAM THOMAS WYNN *Professor Emeritus of English*
A.B., Emory University, 1900
M.A., Peabody College, 1920
Litt.D., Central University, 1928

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GENERAL INFORMATION

HISTORY OF THE COLLEGE

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

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

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

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

Throughout its whole career the College has been fortunate in its leadership. The four men who have in turn served as president have all been men of vision and energy. They have read the signs of the times and have translated their convictions into concrete provisions for the education of women according to the needs of the generation in which they were going to live. They have all been pioneers and builders for the future. The program of work has always been planned to meet anticipated needs.

GENERAL OBJECTIVES

The one major purpose of education is the development of a well-rounded personality. A good college will not neglect any phase of such a program. The Georgia State College for Women recognizes its obligations to its students in this respect and attempts to accomplish its purpose through emphasis on three major divisions of the field of human learning and activity. These broad general fields are: general culture, effective citizenship, and vocational competence.

LIBERAL CULTURE

Man has accumulated a vast store of knowledge about the world. This has been achieved through a painful and tedious process extending over the whole period of the life of man. It is not possible for any individual to explore the field of science in a lifetime, but every person is at least entitled to an introduction to some of the principles and fruits of scientific progress. Every person should certainly have a chance to understand that we live in a world that obeys natural law. Lacking such understanding people are doomed to live in an atmosphere of superstition and fear.

A knowledge of the emotional nature, its modes of expression and means of satisfaction, is a proper field of education. The great in art, music, and literature are no less inventions than the steam engine and the radio. Not many will be creators or inventors in art but all can, with the proper environment, become aware of its values and live richer and fuller lives as consumer participants. The college must attend carefully to the task of seeing to it that students are introduced to the esthetic world in all its aspects.

CITIZENSHIP

The world is much more complex than it was even a generation ago. Scientific progress, industrial development, and commercial enterprise have created new human problems. Simple individualism is less and less possible. No one any longer lives by himself and unto himself. All are dependent and all have social obligations. An awareness of the problems of social relationship and a knowledge of the attempts at their solution are absolutely essential qualities for citizenship. New political, economic, and social problems arise with each new year. People who understand and who are disposed to meet the situation with a faith based on a concept of a long view of justice and fairness are essential to the survival of modern society. The college attempts through the field of social science to bring students into an awareness of the nature of their environment and to help them to form such attitudes as will make them active and positive members of society.

VOCATIONAL PREPARATION

Not all of life is in knowing and living. The third major objective is to prepare to do something. No matter what else he is or has, man must have bread. Every worthy citizen contributes to the society from which he draws his support. It becomes, therefore, the duty of the college to help its students to perform some useful work. They should be able to earn their living. The Georgia State College for Women has long made it a special task to help young women prepare to teach any subject or level of public school work. More recently a four-year college program in business administration has been introduced. Now splendid preparation is provided for those who wish to become stenographers and secretaries. In smaller numbers G.S.C.W. students are preparing for almost any work ordinarily done by women. The capable college graduate of today has the necessary educational background to learn to do the work of her choice.

GENERAL PROGRESS

Though it seems necessary to speak of culture, citizenship, and vocational preparation separately, it is not to be understood that any one stands alone. Education is a unit. An educated person has touched life and culture at many points, all of which converge in character. There is no such thing as a good teacher ignorant of citizenship, or a good citizen unable to perform some useful work, nor can any one lead a well-rounded and satisfying life without an acquaintance with the cultural arts.

Though the objectives of college education change but slowly, the procedures are always undergoing modification. New approaches are being tried, new courses are being introduced, and new requirements are being set up. But whatever the change, the purpose is always to approach a little nearer the goal of a well-rounded program for every student.

INTERCOLLEGIATE RELATIONS

The Georgia State College for Women is fully accredited by the Southern Association of Colleges and Secondary Schools. Its graduates are eligible for teachers' certificates in any state, and they are accepted for graduate work by any university.

The College is a member of the following associations:

1. The Association of Georgia Colleges.
2. The Association of Colleges and Secondary Schools of the Southern States.
3. The Southern Association of Colleges for Women.
4. The Association of American Colleges.

CAMPUS AND GROUNDS

The Georgia State College for Women is located on a beautiful campus in the center of the historic town of Milledgeville. The campus proper contains about twenty-three acres. It is surrounded by paved streets and is artistically landscaped.

NESBIT WOODS

In addition to the campus proper, the College owns an attractive recreation park of about twenty acres only a couple of blocks from the main campus. The park contains tennis courts, an amphitheatre, a cabin, and picnic grounds. It is also a bird sanctuary, serving as a laboratory for nature study and ornithology classes.

LAKE LAUREL

The College owns a recreation park consisting of about 100 acres of land near Milledgeville. The park contains a lake of about fifteen acres, providing boating, bathing, and fishing facilities. There is a clubhouse available for parties, dances, and over-night camping grounds.

THE PLANT

The College has more than twenty buildings well-located for their purposes. Most of them are of red brick with limestone trim, and they are adorned with stately Corinthian columns. Ten of the number serve for administrative offices, the Science and Home Economics laboratories, the training school, the nursery school, and the class work of the college.

INSTRUCTIONAL BUILDINGS

PARKS HALL is situated at the southwest corner of the main group of College buildings. It contains the offices of the President, the Dean of Instruction and Registrar, the Dean of Women, and the Treasurer on the first floor. The second and third floors contain the Biology, Chemistry, and Physics laboratories and lecture rooms. It also has classroom space for History, Geography, and Sociology. The building is named for Dr. M. M. Parks, former president of the college.

THE RICHARD B. RUSSELL AUDITORIUM is the assembly room for all major college gatherings. The main floor and balcony together have a seating capacity of 1,327. The stage is well lighted and equipped for any kind of stage performance. It contains a modern sound motion picture projector and a concert organ. It is named for the late Chief Justice Russell, who was for many years Chairman of the Board of Trustees of the College.

CHAPPELL HALL is the home of the Home Economics department. It has two large food laboratories, three clothing laboratories, lecture rooms, conference rooms, offices, etc. It is named in honor of Dr. Joseph H. Chappell, first President of the College.

* ARTS HALL is primarily an instructional building. It has classrooms for foreign languages, English, Mathematics, Art, etc. It also houses the work of the business administration department.

EDUCATION BUILDING, formerly used by the Peabody Elementary School, now provides space for the Education and Placement offices and rooms for Education classes. It contains the curriculum materials room.

THE PEABODY HIGH SCHOOL building is in the middle of the campus and has space and equipment for the high school department of the Peabody School.

THE PEABODY ELEMENTARY SCHOOL is a new building and houses the elementary grades of the Peabody School. It contains an auditorium with a seating capacity of 450. Both the Peabody buildings are named for George Peabody, philanthropist, who contributed generously to the cause of education in the South after the War Between the States.

THE HEALTH-PHYSICAL EDUCATION BUILDING is one of the newest and largest buildings on the campus. It has a standard size tiled swimming pool with showers and dressing rooms. The large gymnasium and several smaller rooms are used for instruction in Physical Education and in Health. The building is also used for dances and other social functions. It contains the cafeteria, which also has private dining rooms for special luncheon and dinner parties.

THE ANTHONY PORTER FINE ARTS HALL was built largely by funds donated by the late Mrs. Louise Minis, as a home for the fine arts departments of Music and Art. It contains a small auditorium, a band room, offices, classrooms, and piano practice rooms. It was erected in memory of the late Anthony Porter of Savannah.

INA DILLARD RUSSELL LIBRARY

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

PARKS MEMORIAL HOSPITAL

Parks Memorial Hospital was built largely by the contributions of friends of former President Parks and of the college. It has modern

equipment for clinical diagnosis and treatment of ordinary diseases. It has a capacity of about 40 beds.

THE MANSION

The historic old Governor's Mansion, the home of the governors of Georgia from 1838 to 1865, is a part of the College plant. It is used as a home for the President of the College. It is being equipped with furniture in keeping with the history of the building.

MILLER MEMORIAL HALL

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

RESIDENCE HALLS

The college plant contains eleven dormitory buildings with a capacity to accommodate about 1,100 students. The rooms are all modern, convenient, and comfortable. Most of the rooms are arranged in two-room suites with connecting baths. All residence halls contain parlors and recreation rooms for the entertainment of guests.

ATKINSON HALL was the first dormitory built on the main campus. The ground floor is used for a dining hall and has a seating capacity of about 1,200. The upper floors are dormitory rooms, housing sophomores and juniors. The building was named for the late Governor W. Y. Atkinson, who introduced the bill into the legislature that chartered the college.

TERRELL HALL contains the original building known as Terrell Proper and the more recent Annexes, A, B, and C. The Annexes are arranged in two-room suites with a connecting bath for each suite. The whole Terrell cluster is used for freshmen. The original building was named for the late Governor Joseph M. Terrell.

BELL HALL is composed of Bell Proper and Bell Annex. All rooms have a connecting bath for each suite of two rooms. Freshmen live in the Bell cluster. 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 is just across Hancock Street from the main campus. It accommodates about 150 students in two-room and connecting bath suites. There is a large recreation room on the ground floor. It is named for Honorable Howard Ennis of Milledgeville.

MANSION HALL accommodates about 75 students. It is on the corner near the old Governor's Mansion.

MAYFAIR HALL is a wooden structure on the corner of Clarke and Hancock Streets. It is occupied by about 60 sophomore and junior students.

BEESON HALL is a two-story and basement dormitory fronting Montgomery Street. It has several apartments open to members of the faculty and student accommodations for about 75 girls. It is used by sophomores and juniors. The building was named for President and Mrs. J. L. Beeson.

SANFORD HALL is the newest dormitory. It fronts on Greene Street and adjoins Nesbit Woods Park. It has accommodations for seniors. It also has a dining room to take care of all the students who live in it.

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

ADMISSION TO THE COLLEGE

Young women who are fifteen years old and give evidence of good character and proper preparation are admitted to the freshman class, or to such advanced standing as their previous work justifies.

Applications for admission to the College must be made in writing on a special form provided by the college. In accepting applications, preference will be given to those with the best records as to character, health, scholarship, personality, earnestness of purpose, and ability.

ADMISSION TO THE FRESHMAN CLASS

Graduates of officially accredited senior high schools are admitted to the freshman class on certificate from the official head of the high school. Fifteen units of high school work are required as specified below:

English	3 units
Mathematics	2 units
Social Science	2 units
Natural Science	1 unit
Elective from above subjects or foreign language	3 units
Additional from any credit given in a standard high school	4 units
	15 units
Total.....	15 units

It is urged that students make it a point to take as much as twelve units in the fields of English, mathematics, social science, natural science, and foreign language whenever possible. The remainder of the usually required 16 high school units may well be in home economics or commercial subjects. Ordinarily not more than three units in either of these fields will be desirable.

Foreign language is not a requirement for admission, but two or more units in any language will be accepted as electives. Less than two units in one language will not be accepted.

Graduates of unaccredited high schools must satisfy the unit requirements listed above, and, in addition, must pass an examination on the high school content.

ADMISSION TO ADVANCED STANDING

Students who present official transcripts of work done in other standard colleges may be admitted to such advanced standing as their previous work justifies. They must present evidence of honorable discharge from the college last attended.

SPECIAL STUDENTS

Women over twenty-one years of age may be admitted as special students regardless of previous high school training, and registered for any courses approved by the department concerned and by the Dean of Instruction.

GRADUATES OF JUNIOR COLLEGES

Graduates of standard junior colleges or students who have completed the first two years of work in a standard four-year college are admitted to the senior college without condition. They will not be required to make up specific deficiencies in any of the sixteen general education courses required at the junior level in this college, but they are required to satisfy the specific course and major and minor requirements for the degree for which they apply.

Students will not be given credit for more than twenty courses of work done in a junior college, or for additional junior college work after twenty courses have been completed.

COLLEGE EXPENSES

The Georgia State College for Women is a state-supported institution and does not charge tuition to residents of Georgia. There is a fee which includes a charge for matriculation, library service, and laboratory fees. There is a health service fee for which there is ordinary medical and hospital care. There is a student activity fee which includes the charge for the operation of the three major college organizations, four college classes, publication of the Colonnade, the Corinthian, and the Spectrum, and for the concert and lecture series. These fees are uniform for all students who register for college courses in any of the three academic quarters.

STUDENTS LIVING ON CAMPUS

In addition to the regular fees listed above a charge is made to students living in college residence halls for room, meals, and laundry. This charge varies according to the residence hall and room occupied. The two types of residence halls are as follows:

Group I

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

Group II

This group includes Beeson, the first and second floors of Atkinson, the first, second, and third floors of Ennis, Bell Hall and Annex, first

and second floors of Sanford, Mayfair, and Terrell Annexes. Most of these rooms are arranged in suites of two rooms with connecting baths and accommodate two or more students to the room.

CLASSIFICATION AND ROOMS

To facilitate the administration of regulations and to provide for better morale and *esprit de corps* among the student body, freshmen are assigned exclusively to one group of residence halls. These are Terrell Proper and Terrell Annexes, Bell, and Bell Annex.

Seniors live in Sanford Hall.

Sophomores and Juniors are housed in Beeson, Ennis, Atkinson, Mayfair, and Mansion Halls.

EXPENSES

Payments are due and payable on the first day of each quarter, according to the following scale:

	<i>Resident Students</i>		<i>Non-resident Students</i>	
	Group I	Group II	Group I	Group II
Matriculation fee	\$ 25.00	\$ 25.00	\$125.00	\$125.00
Students Activity fee	4.00	4.00	4.00	4.00
Health Service fee	4.50	4.50	4.50	4.50
Room	9.00	18.00	9.00	18.00
Board	96.00	96.00	96.00	96.00
Laundry	9.00	9.00	9.00	9.00
Total for one quarter	\$147.50	\$156.50	\$247.50	\$256.50
Total for three quarters	\$442.50	\$469.50	\$742.50	\$769.50

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

The non-resident fee is applicable to all students who are not bona fide residents of Georgia. To be classified as a resident of Georgia the student must meet the following qualifications:

(1) If under 21 years of age, the supporting parent (or guardian) must have been a bona fide resident of Georgia for at least one year next preceding registration.

In the event that a legal resident of Georgia is appointed as the 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 over 21 years of age, bona fide residence in the state must have been established for at least one year next 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.

Summer school charges are approximately half the quarterly charge for each session.

The college reserves the right to change the charge for fees, board, room, and laundry at the beginning of any quarter.

Charge for Extra Services

Diploma fee (paid in quarter of graduation)	\$ 5.00
Private instruction in Piano, Organ, Violin, Voice or Expression, two lessons a week, each quarter	18.00
Practice rental fee for Voice, each quarter	2.00
Practice rental fee for Piano, each quarter	2.00
Practice rental fee for Organ, per hour10
Special charge for class instruction, instrument, each quarter	9.00
Rental fee for instruments, group instruction or private, each quarter	3.00
Cost of materials for cooking in Home Economics foods courses	3.00

The cost of books and school supplies will vary from about \$6.00 to \$12.00 a quarter. In some courses a book fee is charged to take care of special facilities to supplement or substitute for the textbook.

Spending money for incidentals will be about what students choose to make it. A very small amount will be sufficient to cover actually necessary expenses.

Refunds

No refund of the reservation fee can be made except when notice of withdrawal of application is received fifteen days prior to the opening of the quarter in which student was scheduled to enroll.

General Fees

A student who formally withdraws within one week following the scheduled registration date of a quarter will receive a refund of 80% of the matriculation fees paid; a student who formally withdraws within the period of the second week will receive a refund of 60%; a student who formally withdraws during the period of the third week will receive a refund of 40%; a student who formally withdraws during the period of the fourth week will receive a refund of 20%. A student who formally withdraws after the end of the fourth week will not receive any refund for any part of the matriculation fees paid.

A student who formally withdraws after the original registration

for a quarter will not receive any refund for student activity fees or health service fees paid.

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

Board

A student who formally withdraws from the college during a quarter will be charged at the rate of \$1.50 per day from the first scheduled registration date for board, room, and laundry. 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.

Freshman Scholarships

By authorization of the Board of Regents on December 11, 1946, a student scholarship will be awarded to the Number One student in the graduating class of any accredited Georgia High School; student scholarships will be awarded to the Number One and Number Two students of the graduating class that has not fewer than twenty-six and not more than forty students; student scholarships will be awarded the Number One, Number Two, and Number Three graduates if there are forty-one or more students in the graduating class. The holder of such a scholarship will be exempt from the payment of matriculation fees for her freshman year if she enters this College within twenty months of her graduation from high school.

Sophomore Scholarships

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

TRUST FUNDS

Through the generosity of friends or benevolent organizations a number of loan funds have been established. The purpose of all the funds is to help worthy young women, otherwise unable to attend college, finance a part of their period of education. Most of the funds are reserved for students who have proved their disposition and ability to profit by a college education. Unless otherwise indicated, loans are administered by a loan committee of the faculty. Following is a brief statement about each fund.

G. S. C. W. Alumnae Association Fund

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

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

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

Earl Bailey Loan Fund

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

Beeson Loan Fund

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

Callie Christie Belle D. A. R. Loan Fund

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

Philo Sherman Bennett Loan Fund

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

The Lizzie Dennard Wimberly Bridge Loan Fund

The Hawkinsville Chapter, Daughters of the American Revolution, has contributed \$200 to establish the above named fund for aiding students from Pulaski County.

The Corrie Hoyt Brown Loan Fund

In 1919 Mr. George M. Brown, who was born in the Executive Mansion in Milledgeville, made a substantial donation to the College

to be used as a loan fund in memory of his wife, Corrie Hoyt, and daughter, Corrie Hoyt Brown. Both principal and interest are to be re-loaned from year to year. Preference is given to residents of Atlanta and of Baldwin and Liberty Counties.

The J. Harris Chappell Memorial Loan Fund

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

Faculty Loan Fund

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

Felton Fund

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

Home Economics Club Loan Fund

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

History Club Loan Fund

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

Knights Templar Educational Foundation

The National Order of the Knights Templar has established an education foundation of several million dollars to aid worthy students throughout the country in getting an education. Each year the foundation lends to several students in the junior or senior class of the Georgia State College for Women part of the money necessary to pay their college expenses. It is administered by the Knights Templar Educational Foundation, 16 Baker Street, N. E., Atlanta.

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

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

The L. Morel Funds

In 1934 Miss Elizabeth Morel, a former member of the faculty, gave \$1,500 to establish a loan fund to be known as the Morel Loan Fund. This fund is administered by the Loan Committee. In her will, Miss Morel provided funds for a memorial to her brother, Wm. W. Morel. The interest on the fund is to be used to purchase books for the library.

The Sylvester Mumford Loan Fund

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

Alice Walker Shinholser Memorial Fund No. 1

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

Alice Walker Shinholser Memorial Fund No. 2

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

The Anna Brown Small Loan Fund

This fund was established in 1912 by Mrs. Clem Steed Hardman of Macon as a memorial to her mother. Loans are made to two students of recognized character, ability, and need each year.

The Joseph M. Terrell Loan Fund

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

The Fannie Trammell D.A.R. Fund

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

The Frances Clementine Tucker Fund

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

The Grace Beaty Watson Loan Fund

This fund was established by the Hawkinsville Chapter, Daughters of the American Revolution, and is open to students from Pulaski County. It is handled by the Loan Committee.

SELF-HELP

Students of limited financial means find just as warm a welcome at Georgia State College for Women as those with ample resources. The College does all that it can to help those who are not able to pay all their expenses. A considerable part of the work in the dining room, the offices, the library, and the mimeographing rooms is done by part-time student employees. All work jobs are reserved for those who have made good records in high school and who continue to do satisfactory work in college.

SPECIAL SERVICES TO STUDENTS

CONCERTS

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

LECTURES

The lecture series is supported entirely by funds derived from the student activity fee. It is administered by a joint committee of faculty and students. During the past year, the speakers included Robert St. John, Charles Collingwood, Carl Van Doren, and Dr. Ralph Sockman. It is the purpose of the committee to bring the best talent available to the campus.

INSTITUTES AND CONFERENCES

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

LIBRARY SERVICE

The library, with its growing collection of book and non-book materials, is the center of instructional activities of the College. At the present time, it contains more than 35,000 volumes and 20,000 pamphlets. It receives regularly 225 magazines and newspapers. The students have free access to the stacks and most of the books are available for an unlimited loan period.

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

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

Special collections in the library include an outstanding Georgia library of books by and about Georgians and a unique collection of books and manuscripts by Georgia women writers. There is also the Alberta Telfair Gould collection of travel books and a small but growing collection of autographed copies of books.

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

THE PEABODY SCHOOL

The Peabody School is the laboratory school for the benefit of students who are preparing to teach. The school is located on the College campus and contains a pre-school grade, seven elementary grades, and four years of high school. It is accessible to all Education classes and

others interested in observing the education process. All students who apply for degrees in Education are required to do one quarter of supervised teaching in the school.

THE NURSERY SCHOOL

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

APPRENTICE CENTERS

The State Board of Vocational Education has approved the Home Economics Departments of a number of high schools within reach of Milledgeville. This provides for a number of Home Economics majors to do their supervised teaching under typical school conditions. A student teacher spends a quarter at the teaching center working under the supervision of a supervisor and receives credit for three courses.

CADET TEACHING

The College has a working arrangement with the school system of Atlanta whereby students who have completed their Education requirements on the campus do one quarter of actual teaching under normal school conditions. The teaching is supervised by a member of the college staff, and two courses credit are given for the quarter.

HEALTH SERVICE

The college employs a full-time woman physician and a staff of nurses to look after the health of students. A physical examination is given each student as near the opening of college in the fall of each year as possible. The facts thus discovered about the physical condition of the student help to form a basis for medical advice and treatment.

Within her first year in college each student is given a tuberculosis test, and in all positive cases an X-ray is made. This is purely a precaution and a service to individual students.

Students are required to report all cases of illness, no matter how slight, to the College physician. This is a necessary precaution for the sake of early diagnosis and treatment. It is a protection to the individual student and to the student body in cases of contagious diseases.

All ordinary cases of illness are treated in Parks Memorial Hospital on the campus. The hospital has a capacity of 36 beds and thoroughly modern equipment throughout. It cares for all cases of illness except surgical operations. There is no extra charge of treatment in the hospital for students who live in the dormitories. Students

who do not live in dormitories do not receive medical treatment by the College physician or in the College hospital.

THE COLLEGE LAUNDRY

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

THE COLLEGE CAFETERIA

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

THE UNION

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

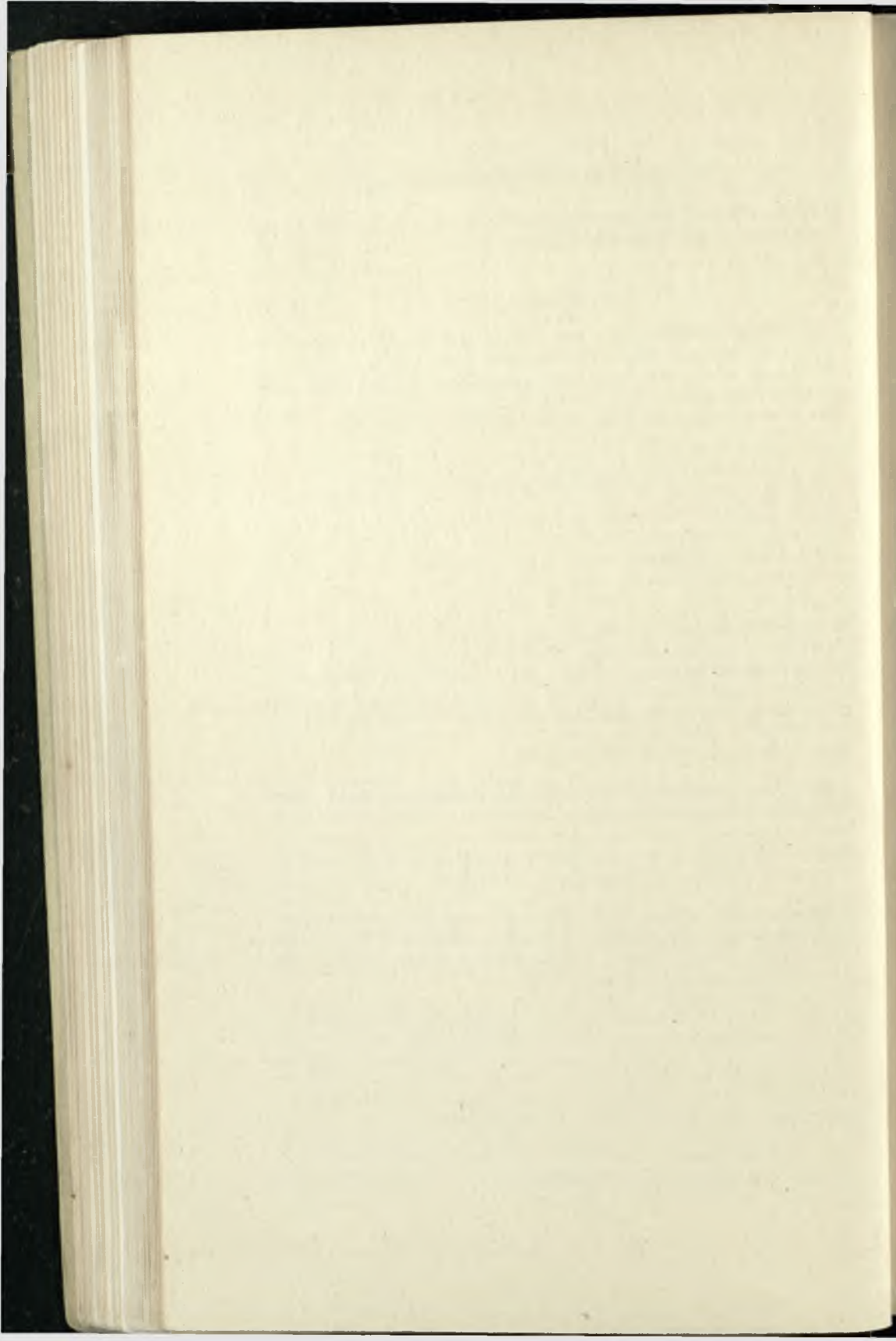
The lunch and sandwich stand enjoys a generous patronage between classes. The Union also contains a bookstore for the accommodation of the students.

EXTENSION DIVISION

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

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

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



STUDENT RELATIONS

It is the purpose of the College to provide an opportunity for the broadest and most wholesome development possible for all students. It is believed that practice in normal living and participation in desirable activities is no less important than the academic work of the institution. Participation in student activities and assumption of student responsibility are encouraged. The three major phases of activity are government, religion, and recreation. These are administered by the three major organizations.

THE COLLEGE GOVERNMENT ASSOCIATION

The control of the conduct of the students is largely in the hands of the student body. Government is administered by the College Government Association, an organization composed of all students in the College. The Association operates under a constitution drawn up by a committee of the student body and approved by the student relations committee of the faculty. The Student Council is the chief administrative body of the Association, the members of which are elected by the student body. Faculty advisers, nominated by the Council and appointed by the President of the College, participate in all deliberations of the Council. The Council proposes regulations which must be approved by the student relations committee of the faculty before they become effective.

All minor matters of student conduct are handled by the Student Council or the Courts, which are created under it. Major offenses are referred to the faculty committee for final disposition.

SENIOR CODE

Soon after the opening of college in September the senior class organizes for the purpose of self-government during the year. Each senior class works out its own code under which its members live. When the code is approved by the Dean of Women it becomes the guiding principle for the conduct of the members of the class.

THE Y. W. C. A.

As its name implies, the Young Women's Christian Association is primarily a religious organization. It is campus-wide in its nature and is open to all students. Its chief administrative officers are students elected by the student body. The "Y" fosters and directs the religious activities on the campus. Vesper programs, Bible study classes, and devotional exercises are arranged and sponsored. Study groups in various types of social problems are also organized and conducted.

The "Y" also sponsors the bringing to the campus of many speakers for assembly and for special groups of students.

THE RECREATION ASSOCIATION

The Recreation Association provides a varied program of sports, dancing, swimming, and related activities to meet the need of the leisure time of students. Every student enrolled in the College is a member of the Association and is invited to participate in its activities. There are three phases of the program: intramurals, skill groups or clubs, and unorganized recreation, all based on the present and future needs and interests of the students. The Association is guided by the Recreation Board elected by the student body and a faculty adviser from the Physical Education staff.

VOLUNTARY RELIGIOUS ACTIVITY

The College employs a full-time director of religious activity, who spends her time assisting and directing the various religious and welfare organizations on the campus. She acts as executive secretary of the Y. W. C. A. and helps to correlate the work of the denominational groups.

THE ALUMNAE ASSOCIATION

In an effort to centralize alumnae activities and to strengthen the bond between students and alumnae, the Alumnae Association and the College maintain a local Alumnae Office with a full-time executive secretary. Through an extensive annual program students learn college traditions, history, purposes, etc. Students are urged to visit the Alumnae Office to read, to relax, to study. Informal student-teas are held frequently; magazines are furnished for students; annual Parents' Day, sponsored by the Granddaughters Club, is supervised by the alumnae; and alumnae activities during Commencement have their headquarters at the local office.

THE PHOENIX

The Phoenix is an honor society established in 1939. Members are selected from the senior class on the basis of scholarship. To be eligible for selection a student must be in highest seven per cent of her class.

PI GAMMA MU

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

ALPHA PSI OMEGA

Alpha Psi Omega is a national honorary dramatic fraternity. The

local chapter, The Theta Beta Cast, was established in 1940 for the purpose of providing an honor society whereby the outstanding work done by students in the various branches of the College Theatre may be recognized and rewarded.

PHI UPSILON OMICRON

Phi Upsilon Omicron is a national honor fraternity open to Home Economics students only. Membership is limited to the students in the upper two-fifths of the Senior and Junior classes and last quarter Sophomores. Students must also meet qualifications which particularly fit them for leadership.

CLUBS

The students have organized themselves into numerous small groups for special purposes. There are many departmental clubs to which majors in the departments usually belong. There are other clubs that are not connected with departments which appeal to students in a general way. Most of the clubs have monthly meetings for the discussion of topics of interest to the particular group. All these clubs and activities provide opportunities for educational development in study, discussion, and leadership.

THE BULLETIN

THE BULLETIN is a semi-monthly publication issued by the College. It is published and distributed to give information about the functions and activities of the College. Copies of issues published in the past may be had by addressing the President. Names will be placed on the permanent mailing list on request.

STUDENT PUBLICATIONS

THE SPECTRUM is an annual in book form. It is published by the student body to illustrate student life and collegiate surroundings. It possesses a strong sentimental value to students.

THE COLONNADE is a weekly newspaper, edited and managed by students. Its purpose is to reflect student life on the campus and to keep the student body informed about happenings of consequence in the community. Incidentally, it provides an opportunity for a small number of students to get valuable journalistic experience each year.

THE CORINTHIAN is the literary magazine of the college. It is published four times a year. It is sponsored for the purpose of encouraging creative writing.

CREATIVE WRITING

A prominent Georgia author has made an initial gift to be used in encouraging students of the Georgia State College for Women to write for publication. As additional contributions are received from interested friends the interest will be distributed according to the suggestions of the original donor. The College desires to further this activity and will cooperate with the donors and with the students to the fullest extent.

PERSONNEL

FALL ORIENTATION

The purpose of Fall Orientation is to give the new students just entering college for the first time an opportunity to begin their acquaintance with one another and with the College under as favorable circumstances as can be provided. The new students spend two or three days in activities that will better prepare them for happy and profitable life on the campus.

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

Placement tests and physical examinations are administered and students are grouped and assigned to sections for their fall courses. New students complete their registration before the registration of former students begins.

COUNSELING

The College recognizes the abrupt break between home life and high school conditions on one hand and dormitory life and college work on the other and tries to provide as favorable transition conditions as possible. A number of members of the faculty with special personal and professional qualifications serve as a committee for personal advice and professional counseling for all students during their first two years in college. Every freshman is given to understand that there is one particular member of the faculty of whom she may ask advice about any problem.

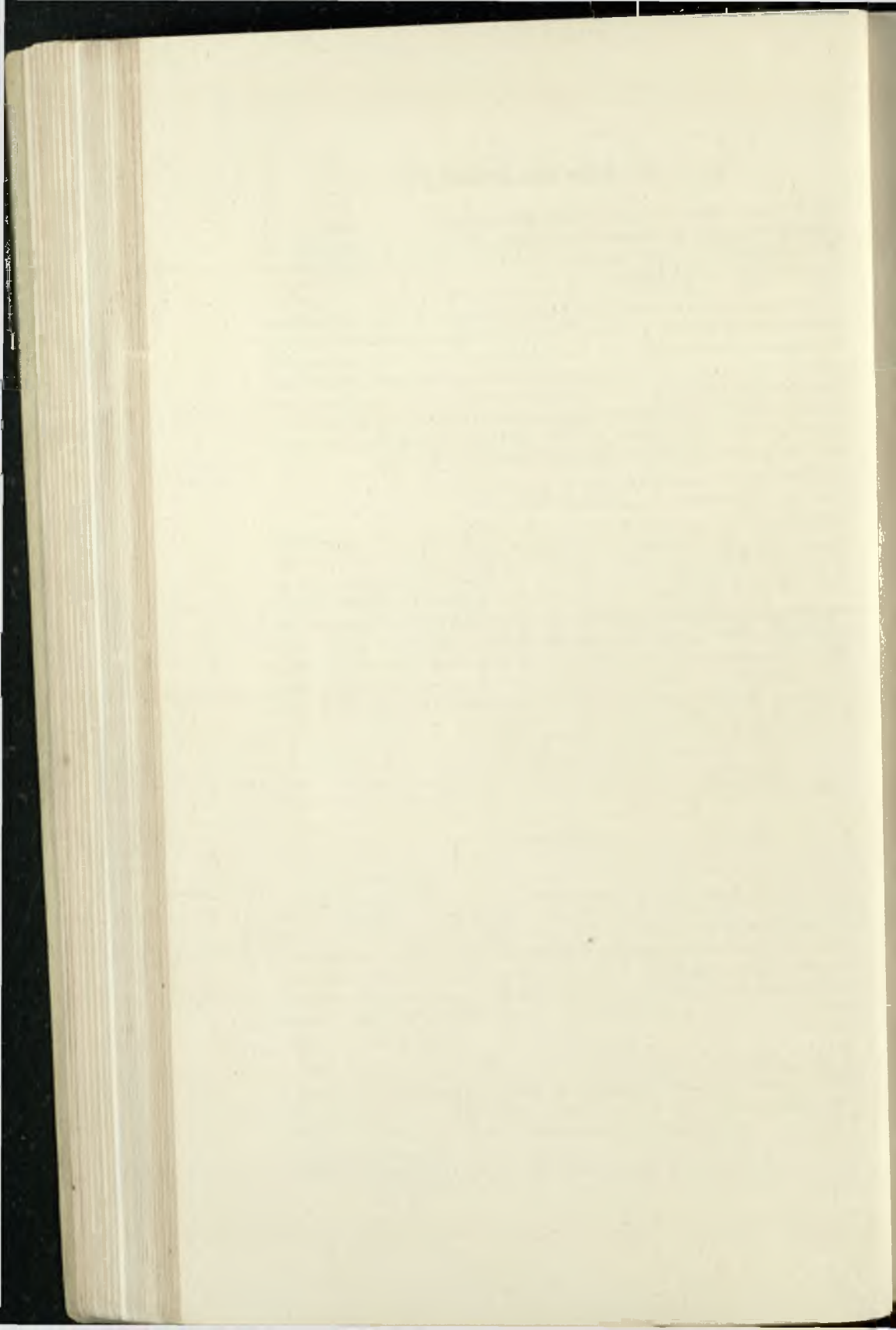
The same relations are continued in the sophomore year, and, in addition, more attempt is made to assist students in choosing courses for future study and in selecting the type of work the student is to do after she leaves college. Achievement tests are given to all freshmen when they enter college and similar tests are given again at the close of the sophomore year. The records of progress in general

achievement, together with the students' grades on work taken in the College and other information gathered in the two years, are used in advising students about the type of work in which they may expect to succeed best in the future.

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

PLACEMENT

The placement of graduates in suitable positions at the end of the college course is a natural culmination of the personnel work carried on throughout the period of training. The College maintains a placement office, the purpose of which is to keep at hand information about employment conditions throughout the state and to keep those seeking employees informed about the qualifications of students who are completing their work. Through the help of this office, most of the graduates are able to find the work which they choose and for which they are fitted. The placement office invites alumnae to keep in touch with it and use its facilities in finding the positions most suited to their qualifications.



GENERAL COLLEGE REGULATIONS

RESIDENCE IN DORMITORIES

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

WHAT TO BRING

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

COLLEGE REGULATIONS IN MILLEDGEVILLE

Students arriving in Milledgeville to enter college or returning from trips away from college come under college regulations as soon as they reach town and must report at once to the housemother of their dormitory, and students leaving college at the end of the college term or for trips away must leave town according to the schedule approved by the housemother.

VISITING

Spending frequent week-ends off the campus interferes seriously with the college work of the students and is a burdensome expense to many parents. On the other hand, it is not desirable for students to be separated from their homes and parents for too long periods. The College tries to strike a happy medium by providing a reasonable number of opportunities for students to go home or visit off the campus.

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

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

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

PERMITS FROM PARENTS

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

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

UNREGISTERED STUDENTS

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

VISITORS TO DORMITORY ROOMS

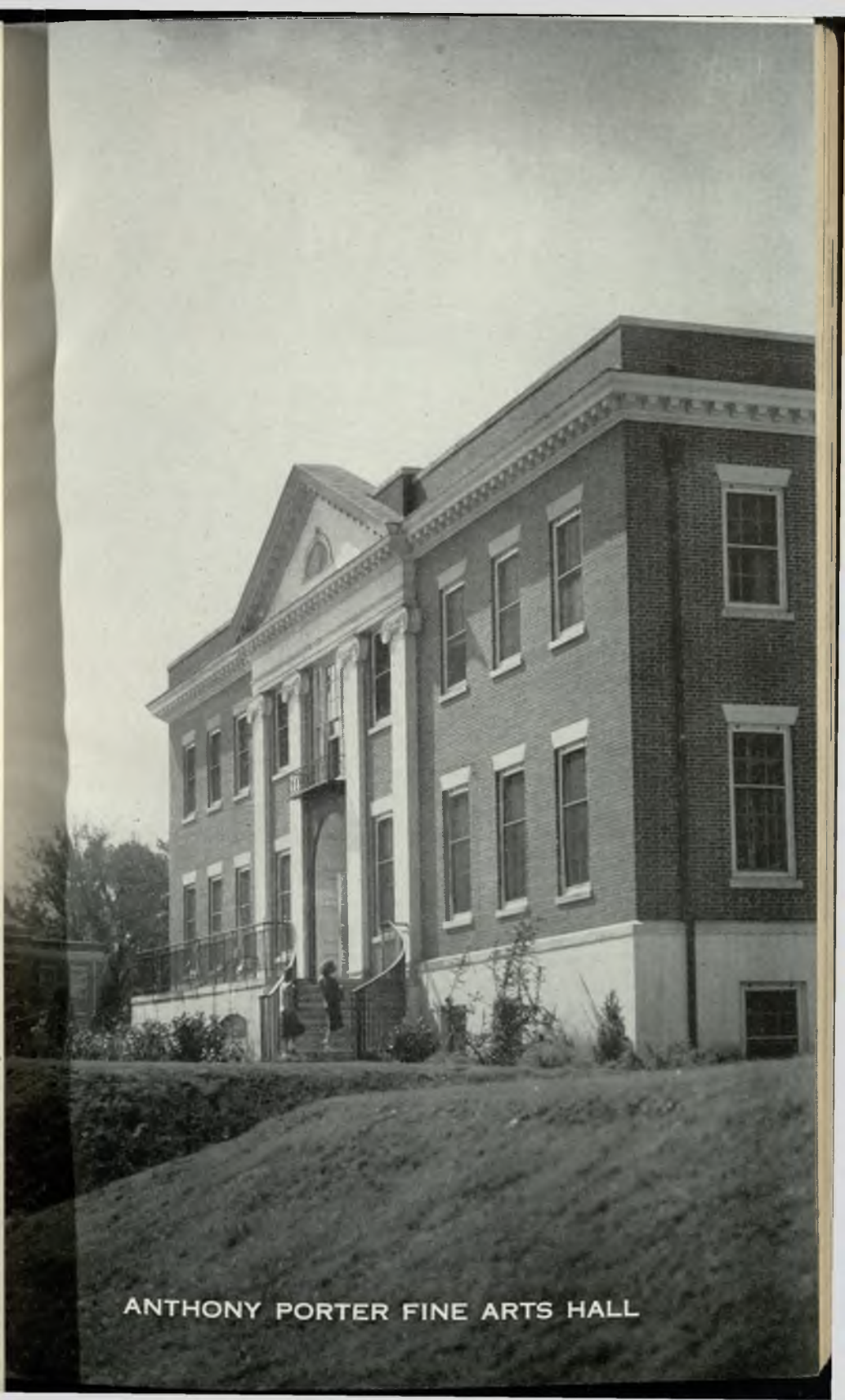
Students are not allowed to receive visitors in their rooms except by special permission of their housemothers. Mothers, near relatives, and close friends of students may be permitted to spend the night in the dormitories. They will be charged at the rate of one dollar for lodging and fifty cents for meals.

VACCINATION

Students are required to present evidence of successful vaccination for smallpox within the past five years, or evidence of a revaccination following an older take. They are also required to present evidence of immunization against typhoid. A three-shot treatment within three years or an annual one-shot treatment following an earlier complete treatment will be satisfactory.

A Schick test for diphtheria is also recommended.

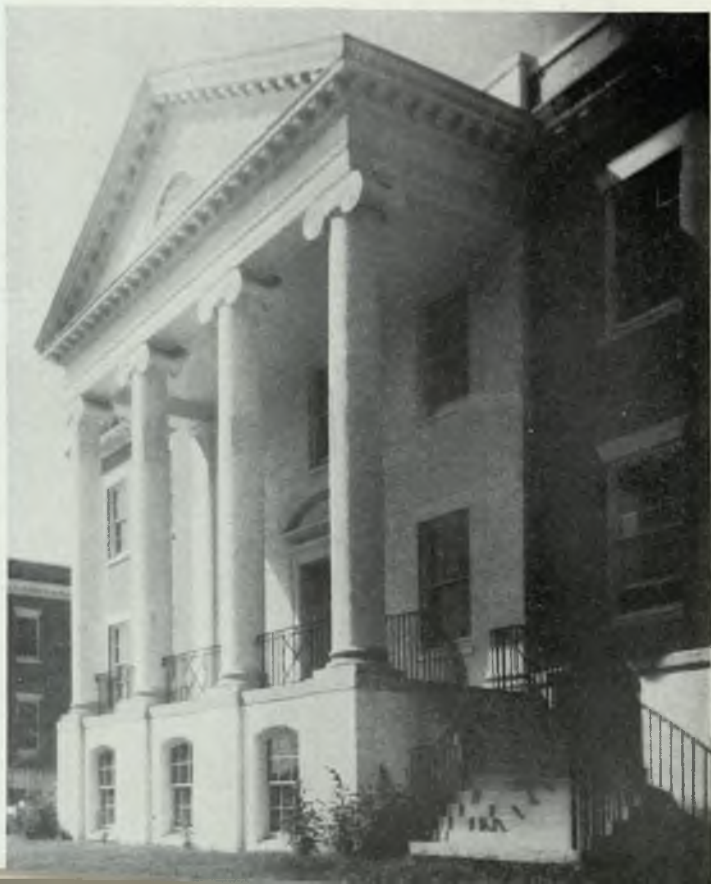
Smallpox and typhoid immunizations should be completed before the student enters college. A form is provided for a report by the family physician. However, if for any reason the immunizations cannot be completed at home, they will be done by the hospital staff after entrance.



ANTHONY PORTER FINE ARTS HALL



The Mansion



Health and
Physical
Education
Building

Chappell
Hall



Parks Memorial Hospital





PHYSICAL EXAMINATIONS

Every student is given a physical examination during the fall quarter. Announcements will be made as to when examinations must be completed, and students who neglect to comply with the regulations are required to complete the examination later and pay a fee of \$1.00.

CLASS ATTENDANCE

Students are required to attend all regularly scheduled classes and assembly programs. Attendance is counted from the first day classes meet each term. Absences caused by illness are excused on the certification of the College physician. Certain other absences, such as those caused by serious illness of members of the student's family and necessary trips away on approved college errands or student activities, may be excused by the Dean of Instruction. Unexcused absences in excess of four class periods any quarter carry quality point deductions.

Absences incurred by leaving early on any holiday or other home-going occasion or by returning late are counted as double absences. It is assumed that any absence that occurs on a day of homegoing is because of leaving and should therefore be counted as a double absence.

MINIMUM CLASS ATTENDANCE

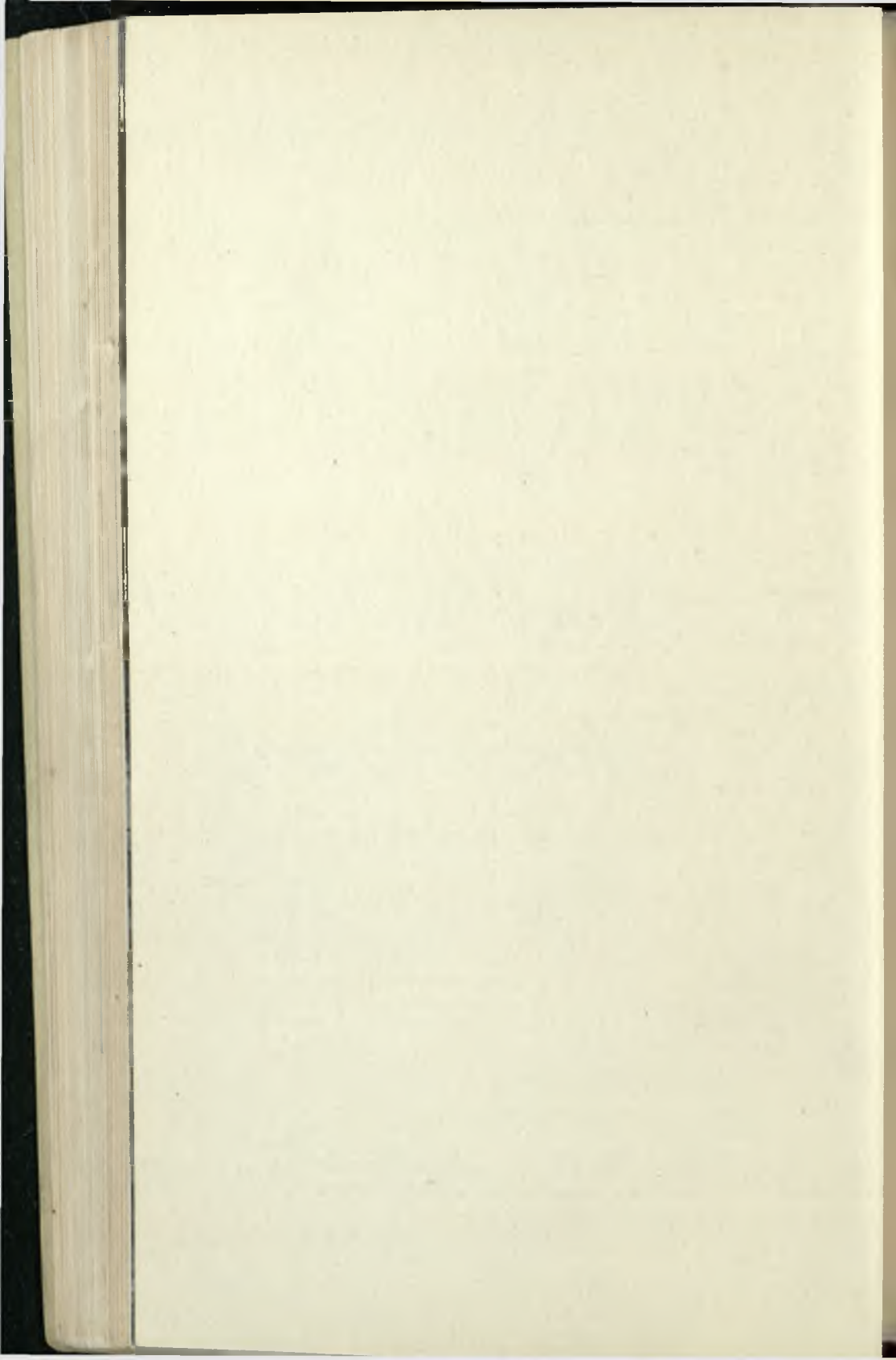
To receive credit in a course a student must attend three-fourths of the regularly scheduled class meetings. This is true no matter what the reasons for non-attendance are. Students who withdraw before three-fourths of the term is completed will receive no credit, and students will not be admitted to any course after one-fourth of the quarter has elapsed.

SCHOLARSHIP REQUIREMENTS FOR EXTRA-CURRICULAR ACTIVITIES

To be eligible to hold an office in a student organization, to participate in off-campus activity which is sponsored by the College, or to receive work assignments under college assistance, a student must have made an average of "C" in the quarter preceding the activity. An average of "C" is defined as an average of 2 quality points per course taken with no failure.

TRANSCRIPT OF RECORD

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



ACADEMIC REGULATIONS

THE QUARTER SYSTEM

The college year is divided into four quarters of eleven to thirteen weeks each. The Fall Quarter will continue from the opening of college until the beginning of the Christmas holidays. The Winter and Spring Quarters together extend to the spring commencement. The Summer Quarter is divided into two terms of approximately six weeks each.

The subjects are taught according to the intensive quarter system. A student usually takes three courses, each of which has five meeting times a week. Classes do not meet on Saturday.

CREDIT

The credit assigned to a subject is expressed in courses. A course is the amount of credit earned by the completion of the equivalent of five recitations a week, each one hour long, for one quarter. Two hours of laboratory work counts as the equivalent of one hour of recitation. A half-course is a class meeting two or three times a week for a quarter.

GRADES AND QUALITY POINTS

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

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

INCOMPLETE GRADES

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

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

A student may repeat a course she has passed with a grade of D, on recommendation of the head of the department and with permission of the Dean of Instruction. In such case of repetition, she does not receive additional credit, and the last grade becomes the official grade for the course.

DEDUCTIONS FOR ABSENCES

Quality points are deducted for unexcused class and assembly absences at the rate of one point for the first five absences and one point for each two absences thereafter. Class absences incurred on week-end trips away from the campus are counted as double absences. A student who in any quarter has enough unexcused absences to amount to five quality points will have one-half course deducted from her credit. A student who incurs more than fifteen unexcused absences in any quarter is subject to immediate dismissal from college. A student's net points for any quarter is the total number earned less the number deducted.

TRANSFER POINTS

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

CLASSIFICATION

Ten courses is the normal amount of work to be completed in each of the freshman and sophomore years, and nine in the junior and senior years. When a student completes the normal load for her class with a minimum average grade of C—twenty quality points in the freshman and sophomore years and eighteen in the junior and senior years—her rank moves up to the next higher class.

However, for purposes of class organization, room assignment, etc., the student is affiliated with the next higher class, if, at the beginning of the term, she comes within one course and two quality points of the standard for such class. The minimum standards for class affiliation and student classification are as follows:

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

Students are classified at the beginning of each term.

THE DEAN'S LIST

A student who makes an average of 4.4 quality points in a full program of not less than three courses for any quarter shall have her name placed on the dean's list for the following quarter; provided that a student doing cadet teaching may qualify for the dean's list by making the proper average in two courses.

THE STUDENT LOAD

The normal amount of credit work is three courses each quarter besides the Physical Education courses required in the freshman and Sophomore years. However, a student who is on the dean's list may register for four courses and a student who has made an average of 3.5 points may register for three and one-half courses.

A student who, at the beginning of any quarter, is within four courses of graduation may register for four courses, if she has an average of "C" or better.

Any student taking extra work by reason of grades for the preceding term may be required to have a certificate from the College Physician stating that her health is satisfactory.

A student who is not taking any other extra work may take any one-third course in Music or Expression, but the same subject must be continued three quarters to receive credit toward a degree.

Students may take any of the one-third courses in Music or Expression as non-credit work regardless of academic credit load.

Students are not allowed to take extra work during the quarter in which they are doing supervised teaching.

A student working twelve hours a week will not be allowed to take more than the normal college program.

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

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

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

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

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

SCHOLARSHIP STANDARDS

The College is operated for students who demonstrate their ability and disposition to profit by their college work. Hence certain standards have been adopted which every student must reach. The following are minimum standards for eligibility to remain in college:

1. In any quarter a student must earn credit in as much as one course to be eligible to register for the succeeding quarter. Freshmen failing in the above their first quarter, however, may be placed on probation for one quarter.
2. A student earning credit in one course and less than two courses will be placed on probation for the succeeding quarter.
3. During any quarter, when a student is on probation, she must earn credit in as much as two courses to be eligible to register for the next quarter.
- 3a. Students failing to meet eligibility requirements because of failures in courses at the end of fall and winter quarters may, by special permission, be permitted to remain in college on probation the following quarter.
4. If a student on probation earns credit in two courses but less than three courses she remains on probation for the next quarter. To get off probation, she must earn credit in as much as three courses one quarter.
5. A student who is registered in college for three quarters—September to June—in any year must earn as many quality points as courses taken to be eligible to register for the following fall quarter. A student failing in the above may re-establish eligibility in summer work as indicated in No. 7 below.
6. A student who is out of college for one or more quarters because of failure in courses or deficiency in quality points may be readmitted on probation. Such student must earn credit in not less than two courses with a quality grade of not less than 4 points in the first quarter she is back in college to be eligible to re-register for the following quarter. A student ineligible the second time for courses or points may be readmitted only at the discretion of the committee on admissions.
7. A student who is deficient in courses or points at the end of the spring quarter may re-establish eligibility by earning credit in two courses with four quality points in a six weeks summer term.

8. The above regulations as to scholarship apply to students who transfer from other institutions equally with those who have been students at this college. A student who is ineligible to return to a college which she has been attending will be ineligible to transfer to the Georgia State College for Women until such ineligibility is removed.

REQUIREMENTS FOR GRADUATION

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

1. Complete thirty-eight courses of college work. Fifteen courses should be done in senior college numbers, at least twelve of which must be done after the student attains senior college standing.
2. Fulfill the requirements for majors and minors. One-half the major and minor must be of senior college level; provided that a minor in a foreign language need not be half of senior college level. At least one course in the major should be taken in the senior year.
3. Complete the constant requirements prescribed for the degree chosen.
4. Complete one of the last two years of work and eight of the last twelve courses required for the degree in residence. Nothing in the above regulations will be construed to deprive students of credit earned prior to September 1, 1937.
5. Earn a total of seventy-six quality points. Students who transfer credit from other institutions or present credit for correspondence or extension work must earn in residence an average of two quality points for all the courses taken in residence toward the fulfillment of the course requirement for the degree.
6. May not receive credit for more than nine courses taken by class extension and correspondence.
7. Present a written application to the Registrar for a degree at least one month before the date of graduation.
8. The College reserves the right to withhold a degree from any student whose record as to conduct is unsatisfactory.

GENERAL DEGREE REQUIREMENTS

The course requirements for degrees described in this catalog will be applicable to students who entered college in 1946 and to those who enter in 1947. Students who had begun their work prior to 1946 will come as near as reasonably possible to meeting the new requirements. However, no student will be held to an undue hardship in meeting requirements. The college reserves the right to change degree requirements at any time, but no such change will be so administered as to cause a student to lose credit in work already taken.

TEACHERS' CERTIFICATES

The State Department of Education of Georgia issues professional teachers' certificates on the completion of six approved courses in Education. The usual procedure is for the student to take two to four courses which are general in their nature and two to four that deal specifically with materials, methods, observation, and practice. At least one course in supervised teaching is required for a professional certificate. Two certificates for general school subjects are issued; one qualifying the teacher to teach in the elementary grades and the other to teach in the high school.

ELEMENTARY CERTIFICATES

Elementary professional certificates are issued at present on the basis of two years or three years of college credit, and on college graduation. The College recommends that students preparing to qualify for the professional elementary certificates take the Education courses described in the requirements for the B.S. in Education for Elementary Teachers. Since preparation for teaching in elementary grades involves a great deal more than taking the required number of courses in Education, the attention of students is called to the other subjects listed in the requirements for the Elementary Education Degree, such as Public School Art, Public School Music, Nature Study, and Children's Literature.

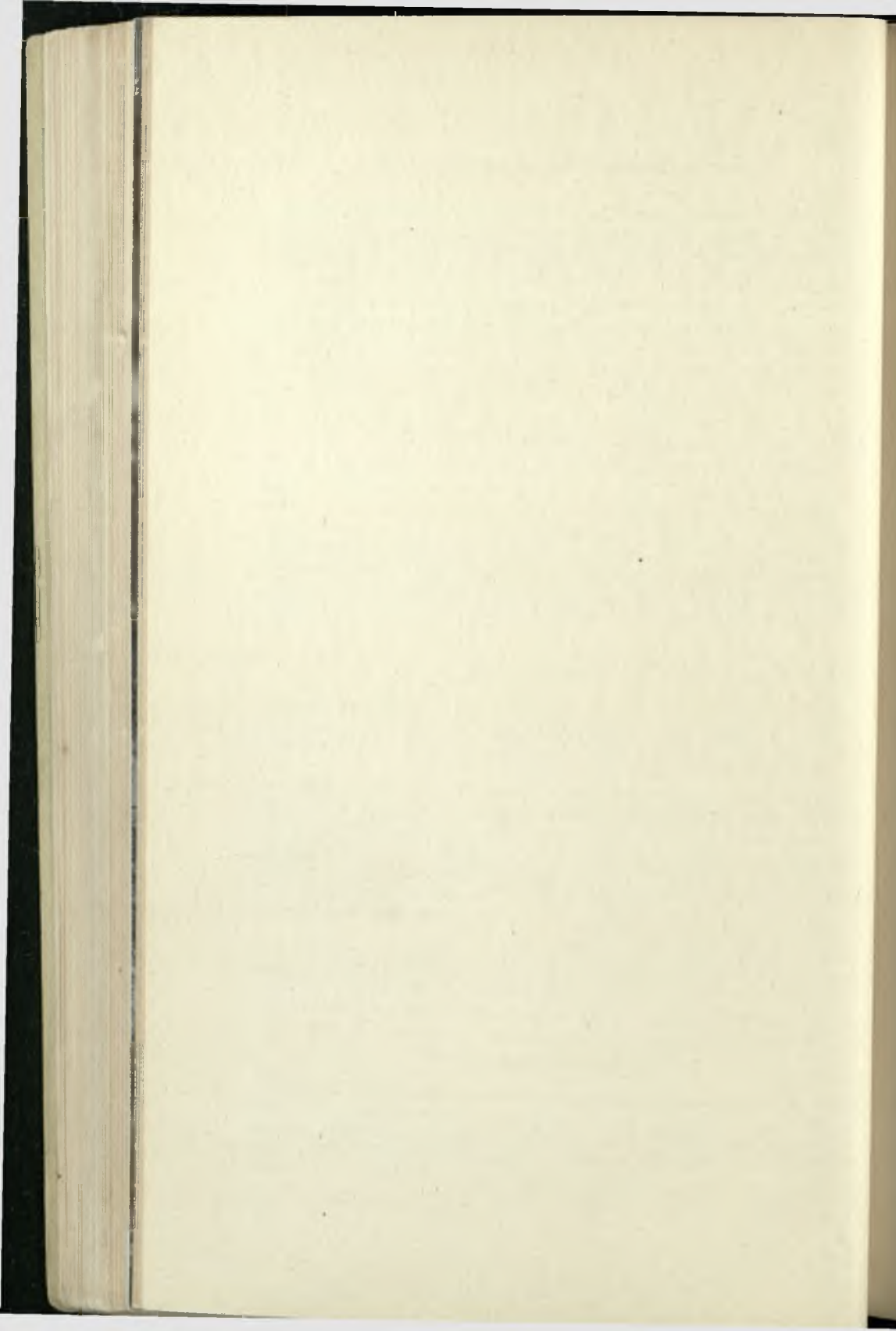
A student may qualify for a provisional elementary certificate, on the two-year, three-year, or graduation level, by taking three general courses in Education. Introduction to Education, Human Growth and Development, and a course in general methods are recommended.

HIGH SCHOOL CERTIFICATES

Students may qualify for professional high school certificates by taking the required number of courses in the subjects to be taught and six approved courses in Education. The College recommends those listed elsewhere in this catalog in the requirements for the B.S. in Education for High School Teachers Degree.

A student may qualify for a provisional high school teacher's certificate by taking three general courses in Education. The College recommends Introduction to Education, Human Growth and Development, and the course in Conduct of High School Teaching.

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



DEGREE PROGRAMS

The work of the College is divided mainly into junior college and senior college levels. It is not considered good educational practice for immature junior college students to take work in the same classes with more experienced students with two or more years of college credit.

Courses are numbered to show the level at which they are to be taken. Courses numbered 100 to 299 are junior college courses and should be taken by students only within their first two years in college. Courses numbered 300 to 499 are senior college courses and should be taken by students with two or more years of college credit.

A student with credit for less than sixteen courses must have written permission from the Dean of Instruction to take a senior college course. A student with credit for more than twenty-three courses must have written permission from the Dean of Instruction to take a junior college course. Failure to secure such permission may mean the loss of credit in work taken out of order.

GENERAL EDUCATION

The College believes that ideally the work of the first two years of college should be devoted to the acquirement of a general cultural background of information. Young women are seldom ready to choose a vocation or field of special interest until they have had the opportunity to explore several fields of knowledge.

The Executive Committee of the faculty has adopted a statement of the broad general purposes of a general education program. Following is a statement of the objectives:

1. To assist the student in the continued development of certain basic abilities, as:
 - a. The ability to read with comprehension and to express the results of her thinking in adequate written and oral form.
 - b. The ability to solve problems involving essential mathematics.
 - c. The ability to secure and maintain physical, mental, and emotional fitness.
2. To develop in the student a breadth of knowledge of the world and society, a mastery of the leading ideas, significant facts, habits of thought, and methods of work in several fields, such as the natural sciences, the social sciences, languages and literature, the fine arts, history, philosophy, and religion, so that she may:

- a. Better realize the inter-relationships of all knowledge.
 - b. Familiarize herself with logical methods of thought and procedure and recognize their applicability to conduct.
 - c. Recognize facts of different types and interpret them intelligently.
 - d. Acquire some understanding of contemporary society, its social, economic, and political structures, and the principal forces and trends of the past and present molding the future.
 - e. Appreciate the basic values upon which civilization and culture rest and through which they may be improved.
 - f. Come to understand the background of the moral standards and conventions of modern society to the end that she will exercise mature evaluations regarding her family, occupation, community, democratic state, and the world.
3. To aid the student in the development of a resourceful and independent mind. This involves:
 - a. The ability to accumulate and use knowledge creatively.
 - b. An awareness of her mental strengths and weaknesses.
 4. To provide the student with experiences which will be conducive to the development of character and a sense of personal responsibility—including such qualities as: self-reliance, perseverance, integrity, cooperation, and humility.
 5. To develop the student's native aptitude for aesthetic discernment, enjoyment, and expression.
 6. To give the student opportunity to concentrate in certain fields which may be helpful in future study and/or in professional pursuits.
 7. 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.
 8. To develop in the student an appreciation and understanding of the home and homemaking.

JUNIOR COLLEGE PROGRAM

The following courses are prescribed to meet the above objectives. These courses or equivalent courses in the same departments are required for all degrees.

English 101, 102—General College Composition 2 courses
 English 206—The Romantic Period in English Literature.... 1 course

GENERAL PROGRAM

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

The above courses are basal in the junior college and are not to be counted as satisfying any part of the requirements for majors or minors. In general, they must be completed before courses of senior college level can be taken.

IRREGULAR JUNIOR COLLEGE PROGRAMS

Any student who has graduated at a standard junior college or completed the first two years of regular work at a standard four-year college will be permitted to pursue her work in senior college without regard to the junior college constant requirements. She must, however, fulfill all major, minor, and special requirements for the degree for which she applies.

Students transferring from other colleges with less than twenty courses will ordinarily be required to take special "junior college program" or other junior college courses until they have completed a twenty course junior college program. Exceptions may be made on the written approval of the Dean of Instruction.

Resident students who become irregular in their program must complete the junior college program or approved substitutes in order to comply with the requirements for any degree.

Freshmen and sophomores should not omit any of the general edu-

cation courses without special permission from the Dean of Instruction.

MAJOR AND MINOR PROGRAMS

The senior college provides an opportunity for the student to concentrate her interest in some field of knowledge. She should choose her major concentration in the field of her greatest interest, and her minor should usually be in some related field. From the beginning of her junior year the student should plan all her work in consultation with the head of her major department. A major may be taken in a division or a department, or it may be part of a general program for a special degree.

Students who expect to complete the requirements for the Bachelor of Arts Degree, the Bachelor of Science Degree, or the Bachelor of Science in Education Degree for High School Teachers must choose either a division major or a departmental major and a departmental minor. Before registering for the beginning of the junior year, the student must choose her fields of major and minor concentration and must work out with the heads of the departments concerned her major and minor programs. Any subsequent change in the major or minor program must have the approval of the head of the department in which the change is made. Before the student qualifies for any of the degrees mentioned above, the heads of her major and minor departments must certify to the registrar's office that she has completed satisfactory major and minor programs.

DEPARTMENTAL MAJORS

A departmental major is composed of six or more courses in the major department in addition to the junior college general education requirements. Usually it consists of a specified nucleus of three or four basal courses, with the remaining courses selected according to the interest of the student.

Majors may be taken in the following departments:

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

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

DIVISION MAJORS

63

DEPARTMENTAL MINORS

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

Geography	Philosophy
Journalism	Political Science
Library Science	

DIVISION MAJORS

Division majors may be taken in the divisions of Mathematics-Science and of Social Science. The purpose of these majors is to provide an opportunity for the student to gain a fairly thorough knowledge in a group of related fields. They are advantageous to the student who expects to teach these subjects in high school. No minor is required with either of these majors.

MATHEMATICS-SCIENCE

A major in the Mathematics-Science Division contains a minimum of ten courses in this division in addition to the junior college general education requirements. The requirements are designated as follows:

Four courses must be selected from a major department within the division, and two courses must be selected from each of the other three departments. The basic courses are listed below.

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

SOCIAL SCIENCE

A major in the Division of Social Science contains a minimum of ten courses in the division in addition to the junior college constant requirements. Four courses must be selected from a major department within the division and six additional courses must be selected from the remaining departments. Usually it will be preferable to select two courses from each of three departments, but variations may be made on the approval of the chairman of the social science division.

The basic courses are listed below:

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

SPECIAL MAJOR PROGRAMS

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

DEGREES

The degree a student takes will be determined by the groupings of courses chosen. The groups may range from almost wholly academic and cultural concentrations to very highly specialized and technical programs.

The following degrees are given:

Bachelor of Arts.

Bachelor of Science.

Bachelor of Science in Education.

Curriculum for High School Teachers.

Curriculum for Elementary Teachers.

Curriculum for Health Education Teachers.

Curriculum for Physical Education Teachers.

Bachelor of Science in Music Education.

Bachelor of Science in Home Economics.

Curriculum for Homemaking Education.

Curriculum for Institutional Management.

Curriculum for General Home Economics.

Bachelor of Science in Business Administration.

Curriculum for Distributive Education.

Curriculum for General Business.

BACHELOR OF ARTS

This is the traditional liberal arts degree. It is distinctive in that it requires a rather comprehensive knowledge of one or more foreign languages. It also allows the student a wide margin of choice in the selection of her college work. She may select her major and minor from any academic department or division that is prepared to offer the proper selection of courses.

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

Junior College16 courses

The general education requirements described on pages
60 and 61.

Foreign Language4 to 6 courses

Four college courses in one foreign language, based on two units of high school work in the same language, will satisfy the requirements. If the student prefers to take a language in which she has presented less than two units for entrance, six courses are required. If she prefers to fulfill the language requirement by taking two languages, a total of six courses in the two languages combined will be required.

Departmental Major	6 courses
and	
Departmental Minor	4 courses
or	
Division Major	10 courses
Elective	6-8 courses
	—
	38 courses

REQUIREMENTS BY YEARS

Freshman

Sophomore

	COURSES		COURSES
Biology 100	1	Humanities 200	1
Health 100	1	English 206	1
English 101, 102	2	One from the following....	1
Social Science 103, 104	2	Humanities 201, English	
Art 103, or Music 100	1	207, Art 103, or Music 100	
Foreign Language (French,		Social Scienc 210, 211	2
Latin, Spanish)	2	Two from the following..	2
Physical Education 100	1	Math 100, Chemistry 100,	
		Physics 100	
		Foreign Language (French,	
		Latin, Spanish)	2
		Physical Education 200	1
	—		—
	10		10

Junior and Senior

In these two years students will take courses to satisfy their major or minor requirements. Those who expect to qualify for professional teachers' certificates in Georgia will take six courses in Education as described in one of the curricula for the B.S. in Education on page 68 or page 69.

BACHELOR OF SCIENCE

The requirements for this degree differ from those for the A.B. de-

gree in that they include less foreign language and that they specify major and minor concentrations in biology, chemistry, physics, or mathematics.

Following are the requirements for the Bachelor of Science Degree:

Junior College16 courses

The general education program described on pages
60 and 61.

Foreign Language2 or 3 courses

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

Departmental Major6 - 8 courses
and

Departmental Minor 4 courses
or

Division Major10 courses

Elective7-10 courses

Total..... 38 courses

REQUIREMENTS BY YEARS

<i>Freshman</i>	COURSES	<i>Sophomore</i>	COURSES
Biology 100	1	Social Science 210, 211	2
Health 100	1	Humanities 200	1
English 101, 102	2	English 206	1
Social Science 103, 104	2	One from the following....	1
Art 103, or Music 100	1	Humanities 201, English	
Foreign Language (French, Latin, Spanish)	2	207, Art 103, Music 100	
Physical Education 100	1	Chemistry 101, 102	
		or	
		Biology 303, 304	
		or	
		Math 201, 222	2
		Two from the following....	2
		Physics 100, Chemistry 100, Math 100 (Students plan- ning to major or minor in chemistry, physics, or mathematics may be ex- cused from the 100 course	

in that subject on the recommendation of the head of the department concerned.)	
Physical Education 200	1
10	10

Junior and Senior

In these two years students will take courses to satisfy their major and minor requirements. Those who expect to qualify for professional teachers' certificates in Georgia will take six courses in Education as described in one of the curricula for the B.S. in Education degree on page 68 or page 70.

BACHELOR OF SCIENCE IN EDUCATION

The curricula offered for the Bachelor of Science in Education are intended to prepare students for the various levels and phases of teaching that they choose. No foreign language or laboratory science is required for this degree, but the student must take six courses in education as described in the various curricula.

The following curricula are provided:

- Curriculum for High School Teachers
- Curriculum for Elementary School Teachers
- Curriculum for Health Education Teachers
- Curriculum for Physical Education Teachers

Curriculum for High School Teachers

This curriculum is designed primarily for students who wish to prepare to teach high school subjects and who do not care to take foreign language or science. It offers the opportunity for two or more large majors or the equivalent in other academic subjects.

Following are the requirements:

Junior College	16 courses
The general education program described on pages 60 and 61.	
Education	6 courses
104—Introduction to Education	
295—Human Growth and Development	
305—Educational Psychology	
343—The Conduct of High School Teaching	
455—Directed Observation	
445—Student Teaching in the High School	

Speech 308—Spoken English	1 course
Choice of two courses from the following	2 courses
442—Adolescent Psychology	
306—School and Society	
480—Techniques of Guidance	
445 B, C—Cadet Teaching	
330—Health Service	
Departmental Major	6 courses
and	
Departmental Minor	4 courses
or	
Division Major	10 courses
Elective	3 courses
	—
Total.....	38 courses

REQUIREMENTS BY YEARS

<i>Freshman</i>	COURSES	<i>Sophomore</i>	COURSES
Biology 100	1	Social Science 210, 211	2
Education 104	1	Math 100, or Physics 100, or Chemistry 100	1
English 101, 102	2	English 206	1
Health 100	1	Humanities 200	1
Social Science 103, 104	2	Music 100, or Art 103, or English 207, or Humanities 201	1
Art 103 or Music 100	1	Education 295	1
Math 100 or Chemistry 100....	1	Major	2
Physical Education 100	1	Physical Education 200	1
	—		—
	10		10
<i>Junior</i>	COURSES	<i>Senior</i>	COURSES
Education 305	1	Education 455	1
Education 343	1	Education 445	1
Speech 308	1	Choice of two courses from the following	2
Major	3	Psychology 442	
Minor	2	Education 306	
Elective	1	Education 445 B, C	
		Health 330	
		Major	1
		Minor	2
		Elective	2
	—		—
	9		9

Note: The methods course should come immediately preceding the student teaching. This means that only those students who will do student teaching the fall quarter of the senior year will take the methods in the junior year. In instances where students expect to do cadet teaching in the senior year they will be permitted to take student teaching the spring quarter of the junior year and will take methods the winter quarter of that year.

Curriculum for Elementary Teachers

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

Following are the requirements:

Junior College	16 courses
The general education program described on pages 60 and 61.	
Education	6 courses
104—Introduction to Education	
295—Human Growth and Development	
305—Educational Psychology	
328 or 334—Methods	
355—Directed Observation	
325—Student Teaching	
English 214—Children's Literature	1 course
Speech 308—Spoken English	1 course
Art 215, 316—Public School Art	2 courses
Music 221, 323—Public School Music	2 courses
Geography 300—Principles of Geography	1 course
Biology 215—Nature Study	1 course
Home Economics 324—Nutrition	1 course
Choice of two courses from the following	2 courses
Psychology 323—Psychology of Childhood	
Education 306—School and Society	
Education 325 B, C—Cadet Teaching	
Health 325—School Health Education	
Electives, from which the student will be encouraged to build a major or minor in some field	5 courses
Total.....	38 courses

GEORGIA STATE COLLEGE FOR WOMEN

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
Biology 100	1	Social Science 210, 211	2
Education 104	1	Math 100, or Physics 100, or	
English 101, 102	2	Chemistry 100	1
Health 100	1	English 206	1
Social Science 103, 104	2	Humanities 200	1
Art 103 or Music 100	1	Music 100, or Art 103, or	
Math 100, or Chemistry 100....	1	English 207, or	
Physical Education 100	1	Humanities 201	1
		Education 295	1
		English 214	1
		Biology 215	1
		Physical Education 200	1
	10		10
<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Education 305	1	Education 325	1
Speech 308	1	Education 355	1
Music 221, 323	2	Home Economics 324	1
Art 215, 316	2	Geography 300	1
Education 328 or 834	1	Choice of two of the	
Elective	2	following	2
		Psychology 323	
		Education 306	
		Education 325 B, C	
		Health 325	
		Elective	3
	9		9

Note: The methods course should come immediately preceding the student teaching. This means that only those students who will do student teaching in the fall quarter of the senior year will take the methods course in the junior year. Others will take it in the senior year and will take some senior subjects in the junior year. In instances where students expect to do cadet teaching the senior year they will be permitted to take student teaching in the spring quarter of the junior year and will take methods the winter quarter of that year.

Curriculum for Health Education Teachers

This curriculum is planned to prepare students to teach Health Education in both elementary and high schools and to serve as health co-

ordinators. The student should take, in addition to other required work, the following courses in biology, chemistry, physical education, sociology, psychology, or other related fields.

Following are requirements:

Junior College	15 courses
The general education program described on pages 60 and 61 except Chemistry 100.	
Health	7 courses
320—Family Health—Marriage, Mothercraft	
330—Health Service—Examination, Testing, Counseling	
333—First Aid and Home Nursing	
335—Safety Education	
340—Public Health	
428—Mental Hygiene	
460—Health Education: Organization, Administration, Curriculum	
Biology	4 courses
303—General Zoology; Invertebrate Animals.	
310—Anatomy	
311—Physiology	
320—Microbiology	
Chemistry	2 courses
101, 102—General Chemistry	
Education	6 courses
104—Introduction to Education	
295—Human Growth and Development	
305—Introduction to Educational Psychology	
343—Conduct of High School Teaching	
445—Student Teaching in High School	
455—Directed Observation	
Physical Education	1 course
423—Recreational Leadership	
Home Economics	1 course
324—Nutrition	
Elective	2 courses
Total.....	38 courses

GEORGIA STATE COLLEGE FOR WOMEN

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
Biology 100	1	Social Science 210, 211	2
Health 100	1	Chemistry 101, 102	2
English 101, 102	2	Humanities 200	1
Social Science 103, 104	2	English 206	1
Education 104	1	Art 103, or Music 100, or	
Art 103 or Music 100	1	Humanities 201,	
Mathematics 100 or Physics		or English 207	1
100	1	Health 320	1
Physical Education 100	1	Education 295	1
		Physical Education 200	1
	10		10
<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Education 343, 305	2	Education 445, 455	2
Health 330, 333, 340	3	Health 428, 445	2
Biology 303, 311	2	Physical Education 423	1
Home Economics 324	1	Biology 320, 310	2
Elective	1	Elective	2
	9		9

Curriculum for Physical Education Teachers

This curriculum is intended to prepare students to teach Physical Education in both elementary and high schools.

Following are the requirements:

Junior College	16 courses
The general education program described on pages 60 and 61.	
Physical Education	9 courses
310—Theory and Practice of Plays and Games	
311—Theory and Practice of Rhythmical Activities	
312—Theory and Practice of Formalized Activities	
313—Technique of Sports	
314— $\frac{1}{2}$ Technique of Sports	
315— $\frac{1}{2}$ Orthopedic and Remedial Physical Education	
322—Kinesiology	
331— $\frac{1}{2}$ Tests and Measurements in Physical Education	
423—Recreational Leadership	
430— $\frac{1}{2}$ History and Principles of Physical Education	
433—Organization and Administration of Physical Education	

Biology	3 courses
304—General Zoology; Chordate Animals	
311—Physiology	
310—Anatomy	
Health	1 course
333—First Aid and Home Nursing	
Speech	1 course
308—Spoken English	
Education	6 courses
104—Introduction to Education	
295—Human Growth and Development	
305—Educational Psychology	
334 or 343—Methods	
355 or 455—Directed Observation	
325 or 445—Directed Teaching	
Elective	2 courses
Total.....	38 courses

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

REQUIREMENTS BY YEARS

Freshman

Sophomore

	COURSES		COURSES
English 101, 102	2	Social Science 210, 211	2
Biology 100	1	Humanities 200	1
Health 100	1	English 206	1
Social Science 103, 104	2	Humanities 201, or English	
Education 104	1	207, or Art 103, or	
Art 103 or Music 100	1	Music 100	1
Math 100, or Chemistry 100,		Math 100, or Physics 100,	
or Physics 100	1	or Chemistry 100	1
Physical Education 100	1	Biology 304	1
		Education 295	1
		Education 305	1
		Physical Education 210	1
	—		—
	10		10

<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Biology 311	1	Health 333	1
Education 334 or 343	1	Education 325 or 445	1
Biology 310	1	Education 355 or 455	1
Physical Education 310	1	Physical Education 423	1
Physical Education 311	1	Physical Education 433	1
Physical Education 312	1	Physical Education 331	½
Physical Education 313	1	Physical Education 430	½
Physical Education 322	1	Speech 308	1
Physical Education 314	½	Elective	2
Physical Education 315	½		
	—		—
	9		9

BACHELOR OF SCIENCE IN MUSIC EDUCATION

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

Following are the courses required for the degree:

Junior College	16 courses
The general education program described on pages 60 and 61.	
Music	18 courses
103, 203—Piano	2
116—Class Instruction in Voice	1
213, 214, 215—Class Instruction in Orchestra Instruments	1
257—Fundamentals of Music	1
258, 259—Ear Training and Sight Singing	1
260, 261—Harmony	1
262, 263 264—Advanced Harmony	1½
282, 283, 284—Advanced Ear Training and Sight Singing	1½
*325—Public School Methods in Elementary Grades	1
*326—Music in Junior and Senior High School.....	1
340, 341—History of Music	2
365, 366, 367—Form and Analysis	1½
380—Choral and Instrumental Conduction	1½
Elective—Applied Music	1
Education	4 courses
304—Introduction to Education	
305—Educational Psychology	

*Music 325 and 326 also carry education credit.

334 or 343—Methods of Teaching in the Elementary
Grades or in High School

325—Student Teaching

—
38 courses

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
English 101, 102	2	Social Science 103, 104	2
Health 200	1	Art 103	1
Music 103	1	Music 203	1
Music 116	1	Music 262, 263, 264	1½
Music 213, 214, 215	1	Music 282, 283, 284	1½
Music 257, 258, 259	2	Music 340, 341	2
Music 260, 261	1	Physical Education 200	1
Physical Education 100	1		—
	—		—
	10		10
<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Education 304, 305, and 334 or 343	3	Biology 100	1
Music 325, 326	2	English 206	1
Music 365, 366, 367	1½	Humanities 200	1
Music 380	1½	English 207, or Humanities 201, or Music 100	1
Applied Music elective	1	Social Science 210, 211	2
		Choice of two from	2
		Math 100, Chemistry 100, Physics 100	
		Education 325	1
	—		—
	9		9

A student may major in choral or instrumental work by satisfying entrance qualification in her chosen field and by taking the above program with the exception of Music 325 or 326 and of Education 325. She will have to pass qualifying tests in her special field each year.

BACHELOR OF SCIENCE IN HOME ECONOMICS

Three curricula are set up for this degree. They are built around particular phases of home and community life and vocational employment. They are highly specialized and all the courses are selected because of their particular bearing on the central purpose of the program.

The curricula are:

- Curriculum in Homemaking Education
- Curriculum in Institutional Management
- Curriculum in General Home Economics

Curriculum in Homemaking Education

The requirements for this program are approved by the Vocational Division of the United States Office of Education. Students completing the requirements are qualified to teach Vocational Home Economics in departments approved for Homemaking Education by the State Department of Vocational Education.

Following are the requirements:

Junior College	13 courses
The general education program described on pages 59 and 60 except Mathematics 100, Chemistry 100, Physics 100, and the Music or Literature elective.	
Art 104—Beginning Course in Drawing and Painting.....	1 course
Biology 320—Microbiology	1 course
Chemistry	3 courses
101, 102—General Chemistry	
324—Organic Chemistry	
Physics 104—Household Physics	1 course
Sociology 428—The Family	1 course
Education	7 courses
104—Introduction to Education	
305—Educational Psychology	
466—Rural Homemaking Education	
472—Methods of Teaching Home Economics	
445—Student Teaching (three courses)	
Home Economics	10 courses
105—Introduction to Home Economics	
111—Clothing for the Individual	
211—Family Clothing Problems	
220—Food for the Family	
314—The House	

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- 324—Principles of Nutrition
- 326—Advanced Foods
- 331—Problems in Home Management
- 432—House Residence
- 451—Child Guidance

Elective	1 course
<hr style="width: 10%; margin: 0 auto;"/>	
Total.....	38 courses

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
Art 103	1	Art 104	1
Health 100	1	English 206	1
Biology 100	1	Humanities 200	1
English 101, 102	2	Chemistry 101, 102	2
Home Economics 105, 111	2	Social Science 210, 211	2
Social Science 103, 104	2	Home Economics 211, 220....	2
Physical Education 100	1	Physical Education 200	1
<hr style="width: 10%; margin: 0 auto;"/>		<hr style="width: 10%; margin: 0 auto;"/>	
10		10	
<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Biology 320	1	Sociology 428	1
Chemistry 324	1	Home Economics 331, 432....	2
Education 304, 305	2	Education 445 A, B, C,	3
Physics 104	1	Education 466, 472	2
Home Economics 314, 324, 326, 451	4	Elective	1
<hr style="width: 10%; margin: 0 auto;"/>		<hr style="width: 10%; margin: 0 auto;"/>	
9		9	

Curriculum for Institutional Management

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

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

The curriculum in institutional management prepares students for managerial positions in cafeterias, school lunch programs, residence halls, as well as for hospital dietitians. It is recommended that students gain practical experience through hospital or other employment

in some food service during the summer between the junior and senior years. On completion of this curriculum, students should plan to serve an internship of six months to a year in a hospital or other organization approved by the A. D. A. in order to become fully qualified dietitians.

Following are the requirements:

Junior College	13 courses
The junior college general education program described on pages 59 and 60 except Mathematics 100, Physics 100, Chemistry 100, and the Music or Literature elective.	
Art 104—Beginning Course in Drawing and Painting	1 course
Biology	2 courses
311—Physiology	
320—Microbiology	
Chemistry	4 courses
101, 102—General Chemistry	
324—Organic	
432—Food and Physiological Chemistry	
Physics 104—Household Physics	1 course
Education	2 courses
305—Introduction to Educational Psychology	
478—Methods of Teaching Nutrition	
General Business 410—Institutional Accounting	1 course
Sociology 428—The Family	1 course
Home Economics	11 courses
105—Introduction to Home Economics	
220—Food for the Family	
313—Clothing Problems	
321—Nutrition and Dietetics	
328—Experimental Cookery	
341—Quantity Cookery	
421—Meal Planning and Table Service	
424—Advanced Nutrition	
425—Diet and Disease	
446—Food Purchasing	
451—Child Guidance	
Elective	2 courses
Total.....	
	38 courses

Suggested Electives:

- Education 295 or 306
- Home Economics 444, 451
- Mathematics 100
- Typing (no credit)

BACHELOR OF SCIENCE IN HOME ECONOMICS 79

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
Art 103	1	Chemistry 101, 102	2
Biology 100	1	Art 104	1
English 101, 102	2	Home Economics 313	1
Health 100	1	Humanities 200	1
Home Economics 105, 220	2	English 206	1
Social Science 103, 104	2	Business Administration	
Physical Education	1	410	1
		Social Science 210, 211	1
		Physical Education 200	1
	—		—
	10		10
<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Biology 311, 320	2	Education 478	1
Chemistry 324, 432	2	Home Economics 323, 341,	
Education 305	1	421, 425, 446	5
Home Economics 321,		Sociology 428	1
424, 443	3	Elective	2
Physics 104	1		
	—		—
	9		9

Curriculum for General Home Economics

This course is planned for the student who wishes training in home-making. It also provides a background of training for fields of specialization other than teaching and institutional management. Courses are provided for the students desiring to serve in the fields of home service, through home demonstration, commercial demonstration, and other agencies for which specific training is needed, and a curriculum adequate to meet the requirements is planned with the advice of the director of the department.

A similar arrangement is made for those desiring to go into the field of clothing and textiles.

Following are the requirements:

Junior College	13 courses
The general education program described on pages 59 and 60 except Mathematics 100, Physics 100, Chemistry 100, and the Music or Literature elective.	
Art 104—Beginning Course in Drawing and Painting	1 course
Biology 320—Microbiology	1 course
Physics 104—Household Physics	1 course

Chemistry 101, 102—General Chemistry	2 courses
Psychology 301—General Psychology	1 course
Sociology 428—The Family	1 course
Home Economics	10 courses
105—Introduction to Home Economics	
111—Clothing for the Individual	
211—Family Clothing Problems	
220—Food for the Family	
314—The House	
324—Principles of Nutrition	
326—Advanced Foods	
331—Problems in Home Management	
432—House Residence	
451—Child Guidance	

Suggested electives for different fields of specialization are listed below:

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

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

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

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
Art 103	1	Art 104	1
Health 100	1	English 206	1
Biology 100	1	Humanities 200	1
English 101, 102	2	Chemistry 101, 102	2
Social Science 103, 104	2	Social Science 210, 211	2
Home Economics 105, 111	2	Home Economics 211, 220 ..	2
Physical Education 100	1	Physical Education 200	1
	—		—
	10		10
<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Biology 320	1	Psychology 301	1
Physics 104	1	Sociology 428	1
Home Economics 314, 324, 326, 451	4	Home Economics 331, 432 ..	2
Elective	3	Elective	5
	—		—
	9		9



The College
Theatre's
"Song of
Bernadette"





Folk Dance Party



Spirit of "Y"



Annual High School Band Clinic



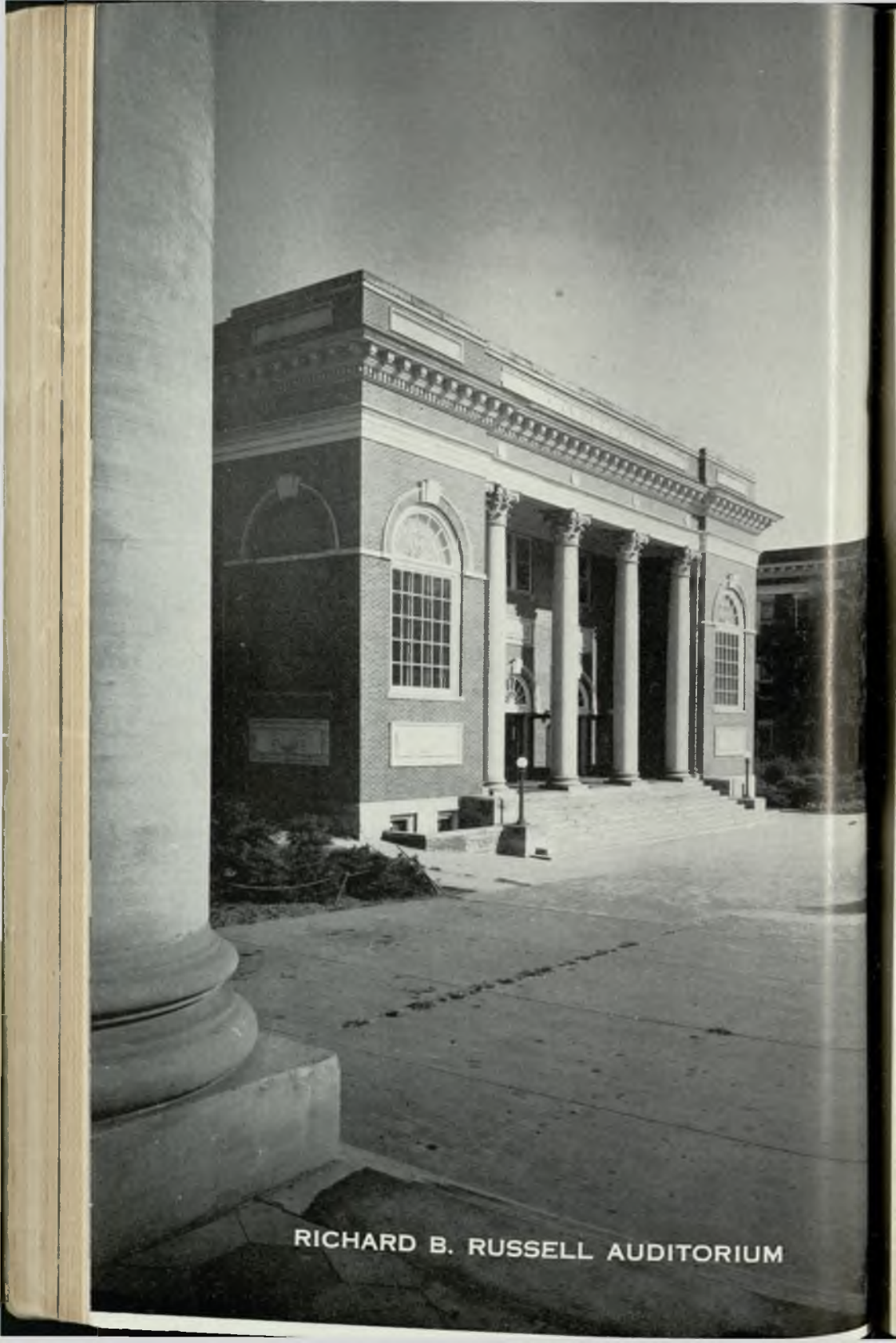
"Cub" Pilot



Fun in a "Dorm" Kitchen



G.S.C.W.'s Campus—A Place of Beauty



RICHARD B. RUSSELL AUDITORIUM

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION*

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

Curriculum in Distributive Education

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

Following are the requirements:

Junior College	13 courses
The general education program described on pages 59 and 60 with the exception of Chemistry 100, Physics 100, Mathematics 100, and the Music or Literature elective.	
Art	1½ courses
324—Interior Decoration	
326—½-Lettering	
Chemistry 101, 102—General Chemistry	2 courses
Economics 301—Principles of Economics	1 course
Education	2 courses
104—Introduction to Education	
305—Educational Psychology	
Home Economics 217—Textiles	1 course
Mathematics 312—Business Mathematics	1 course
Physics 104—Household Physics	1 course
Secretarial Training	1 course
125x - 125y - Typewriting	
General Business 417—Business Correspondence	1 course
Distributive Education	7½ courses
111—Salesmanship	
251—Non-Textiles	
352—Store Management	
353—Advertising and Sales Promotion	

*Student should note that credit is not given in shorthand and typewriting toward any degree except Business Administration.

354—History of Costume	
461—Buying and Marketing	
462— $\frac{1}{2}$, Display	
465—Methods of Teaching Retailing	
Elective	6 courses
Total.....	38 courses

Suggested Electives

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

Store Experience

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

REQUIREMENTS BY YEARS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
English 101, 102	2	English 206	1
Social Science 103, 104	2	Humanities 200	1
Health 100	1	Social Science 210, 211	2
Biology 100	1	Chemistry 101, 102	2
Art 103	1	Physics 104	1
Education 104	1	Home Economics 217	1
Distributive Education 111	1	Distributive Education 251	1
Physical Education 100	1	Physical Education 200	1
	10		10
<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
Economics 301	1	General Business 417	1
Education 305	1	Art 326	$\frac{1}{2}$
Art 324	1	Distributive Education 462..	$\frac{1}{2}$
Secretarial Training 125x, 125y	1	Distributive Education 354..	1
Mathematics 312	1	Distributive Education 465..	1
Distributive Education 352	1	Elective	5
Distributive Education 353	1		
Distributive Education 461	1		
Elective	1		
	9		9

CURRICULUM IN BUSINESS

This program is built to satisfy the needs of those students who are interested in office and business positions. It provides a background of general education, business background education, and skill training to fit the students for the better types of business openings. It provides a background for employment as secretaries, business machine operators, accountants, business managers, and as qualified business teachers in the high schools.

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

The courses listed below are uniform for all business groups.

Junior College	16 courses
Junior college general education program described on page 60.	
General Business	3 courses
401—Accounting Principles	
407—Business Law	
417—Business Correspondence	
Economics	3 courses
301—Principles of Economics	
302—Current Economic Problems	
Economics or Business Administration elective	
Total for all group majors.....	22 courses

Additional Courses for Secretarial Training

Secretarial Training	7 courses
120x, 120y, 122x, 122y, 323x, 323y, 324x, 324y—	
Shorthand—8 half courses	
125x, 125y, 127x, 127y, 328x, 328y—	
Typewriting—6 half courses	
Business Machines	1 course
303— $\frac{1}{2}$ —Office Procedures	
304— $\frac{1}{2}$ —Introduction to Office Machines	
Elective	8 courses

Total for degree.....38 courses

Additional Courses for Business Machines

Secretarial Training	3 courses
125x, 125y, 127x, 127y, 328x, 328y—	
Typewriting—6 half courses	
Business Machines	3 courses
303— $\frac{1}{2}$ —Office Practice	
304— $\frac{1}{2}$ —Introduction to Office Machines	
306x, 306y—Intermediate Office Machines—2 half courses	
409—Advanced Office Machines	
Mathematics 312—Business Mathematics	1 course
Choice of one	1 course
General Business 402, or 408, or Mathematics 331	
Elective	8 courses
	—
Total for degree.....	38 courses

Additional Courses for Accounting

Secretarial Training	1 course
125x, 125y—Elementary Typewriting—2 half courses	
Business Machines	1 course
303, 304—Intermediate Office Machines—2 half courses	
General Business	4 courses
402—Accounting Principles	
412—Intermediate Accounting	
413—Advanced Accounting	
408—Advanced Business Law	
Mathematics	2 courses
312—Business Mathematics	
331—Statistics	
Elective	8 courses
	—
Total for degree.....	38 courses

Additional Courses for Business Education

Secretarial Training	7 courses
120x, 120y, 122x, 122y, 323x, 323y, 324x, 324y—	
Shorthand—8 half courses	
125x, 125y, 127x, 127y, 328x, 328y—	
Typewriting—6 half courses	

Business Machines	1 course
303— $\frac{1}{2}$ —Office Procedures	
304— $\frac{1}{2}$ —Introduction to Office Machines	
Education	6 courses
304—Introduction to Education	
305—Educational Psychology	
343—Conduct of High School Teaching	
295—Human Growth and Development	
445—Student Teaching in High School	
455—Directed Observation in High School	
Elective	2 courses
Total for degree.....	38 courses

Additional Courses for General Business

Secretarial Training	1 course
125x, 125y—Typewriting—2 half courses	
Economics elective	3 courses
Political Science	2 courses
324—American National Government	
428—Government and Business	
Choice of two	2 courses
General Business	
402—Accounting Principles	
408—Advanced Business Law	
418—Advanced Business Correspondence	
Mathematics	
312—Business Mathematics	
331—Statistics	
Elective	8 courses
Total for degree.....	38 courses

GEORGIA STATE COLLEGE FOR WOMEN

REQUIREMENTS BY YEARS

CONCENTRATION IN SECRETARIAL TRAINING

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
English 101, 102	2	English 206	1
Social Science 103, 104	2	Humanities 200	1
Health 100	1	English 207, or Humanities, 201, or Art 103, or Mu- sic 100	1
Biology 100	1	Social Science 210, 211	2
Art 103 or Music 100	1	Math 100, or Physics 100, or Chemistry 100	1
Math 100 or Chemistry 100	1	Secretarial Training 120y, 122x, 122y	1½
Secretarial Training 120x	½	Secretarial Training 125y, 127x, 127y	1½
Secretarial Training 125x	½	Physical Education 200	1
Physical Education 100	1		
	10		10

<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
General Business 401, 407, 417	3	Secretarial Training 324y ..	½
Economics 301, 302	2	Business Machines 304	½
Secretarial Training 323x, 323y, 324x	1½	Economics or Business Administration elective....	1
Secretarial Training 328x, 328y	1	Elective	7
Business Machines 303	½		
Elective	1		
	9		9

CONCENTRATION IN BUSINESS MACHINES

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
English 101, 102	2	English 206	1
Social Science 103, 104	2	Humanities 200	1
Health 100	1	English 207, or Humanities 201, or Art 103, or Mu- sic 100	1
Biology 100	1	Social Science 210, 211	2
Art 103 or Music 100	1	Math 100, or Chemistry 100,	
Math 100 or Chemistry 100	1		
Business Machines 303	½		

CURRICULUM IN BUSINESS

87

Secretarial Training 125x	½	or Physics 100	1
Physical Education 100	1	Secretarial Training 125y, 127x, 127y, 328x, 328y	2½
		Business Machines 304	½
		Physical Education 200	1

10

10

Junior

Senior

	COURSES		COURSES
General Business 401, 407, 417	3	Business Machines 306x, 306y, 409	2
Economics 301, 302	2	Economics or Business Administration elective....	1
Math 312	1	Elective	6
General Business 402, or 408, or Math 331	1		
Elective	2		
	<hr/>		<hr/>
	9		9

CONCENTRATION IN ACCOUNTING

Freshman

Sophomore

	COURSES		COURSES
English 101, 102	2	English 206	1
Social Science 103, 104	2	Humanities 200	1
Health 100	1	English 207, or Humanities 201, or Art 103, or Mu- sic 100	1
Biology 100	1	Social Science 210, 211	2
Art 103, or Music 100	1	Math 100, or Chemistry 100, or Physics 100	1
Math 100, or Chemistry 100 ..	1	Secretarial Training 125y ..	½
Business Machines 303	½	Business Machines 304	½
Secretarial Training 125x	½	Math 312	1
Physical Education 100	1	Math 331	1
		Physical Education 200	1
	<hr/>		<hr/>
	10		10

Junior

Senior

	COURSES		COURSES
General Business 401, 402 407, 412, 417	5	General Business 408, 413....	2
Economics 301, 302	2	Economics or Business Administration elective....	1
Elective	2	Elective	6
	<hr/>		<hr/>
	9		9

GEORGIA STATE COLLEGE FOR WOMEN

CONCENTRATION IN BUSINESS EDUCATION

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
English 101, 102	2	English 206	1
Social Science 103, 104	2	Humanities 200	1
Health 100	1	English 207, or Humanities 201, or Art 103, or Mu- sic 100	1
Biology 100	1	Social Science 210, 211	2
Art 103, or Music 100	1	Math 100, or Chemistry 100, or Physics 100	1
Math 100, or Chemistry 100 ..	1	Secretarial Training 120y, 122x, 122y	1½
Secretarial Training 120x	½	Secretarial Training 125y, 127x, 127y	1½
Secretarial Training 125x	½	Physical Education 200	1
Physical Education 100	1		
	10		10
<i>Junior</i>		<i>Senior</i>	
	COURSES		COURSES
General Business 401, 407, 417	3	Economics 301, 302	2
Secretarial Training 323x, 323y, 324x	1½	Economics or Business Administration elective....	1
Secretarial Training 328x, 328y	1	Secretarial Training 324y ..	½
Business Machines 303	½	Business Machines 304	½
Education 304, 305, 343	3	Education 295, 445, 455	3
	9	Elective	2
			9

CONCENTRATION IN GENERAL BUSINESS

<i>Freshman</i>		<i>Sophomore</i>	
	COURSES		COURSES
English 101, 102	2	English 206	1
Social Science 103, 104	2	Humanities 200	1
Health 100	1	English 207, or Humanities 201, or Art 103, or Mu- sic 100	1
Biology 100	1	Social Science 210, 211	2
Art 103, or Music 100	1	Math 100, or Chemistry 100, or Physics 100	1
Math 100, or Chemistry 100 ..	1	Economics 301, 302	2
Secretarial Training 125x	½	Physical Education 200	1
Secretarial Training 125y	½	Elective	1
Physical Education 100	1		
	10		10

Junior

Senior

	COURSES		COURSES
General Business 401, 407, 417	3	Political Science 428	1
Political Science 324	1	Economics or Business Administration elective....	2
Economics elective	2	Choice of two from General Business 402, 408, 418, Math 312, 331....	2
Elective	3	Elective	4
	—		—
	9		9

TWO-YEAR BUSINESS CERTIFICATE

The courses required for the certificate are arranged to give the two-year student exactly the same background of general college culture that the four-year degree students receive in their Freshman year when they have a Secretarial or Business Machines major. The student's choice of the two-year business certificate program or the four-year degree program need not be made until the beginning of the Sophomore year. The Sophomore Certificate program is intended as the end of a terminal two-year course. Students who plan to attend college until the four-year program is completed should not take this course and risk forgetting their skills, but they should follow the regular four-year program leading to the degree of Bachelor of Science in Business Administration.

Freshman

Sophomore

	COURSES		COURSES
English 101, 102	2	General Business 401, 407, 417	3
Social Science 103, 104	2	Business Machines 304	½
Health 100	1	Secretarial Training 125y, 127x, 127y, 328x	2
Biology 100	1	Secretarial Training 120y, 122x, 122y, 323x, 323y, 324x and Business Ma- chines 303	3½
Art 103 or Music 100	1	or	
Math 100 or Chemistry 100	1	Secretarial Training 328y and Business Machines 306x, 306y, 409 and one elective	3½
Secretarial Training 125x	½	Physical Education 200	1
Secretarial Training 120x or Business Machines 303	½		
Physical Education 100	1		
	—		—
	10		10

Senior College Requirements for Students with the Secretarial Certificate

A student who completes the requirements for the two-year Business Certificate and then continues her work for a Bachelor of Science in Business Administration degree must fulfill all omitted degree requirement subjects. In addition it will be required for her to pass an examination at least one quarter before graduation in either the Advanced Transcription course or the Advanced Business Machine course. Failing this, she will be required to take for credit or at least audit such last course to insure another chance at the examination before graduation time.

SECRETARIAL CONCENTRATION

<i>Junior</i>	COURSES	<i>Senior</i>	COURSES
English 206	1	Economics or Business	
Humanities 200	1	Administration elective....	1
English 207, or Humanities 201, or Art 104, or Music 100	1	Secretarial Training 324y ..	½
Social Science 210, 211	2	Secretarial Training 328y ..	½
Math 100, or Chemistry 100, or Physics 100	1	Elective	7
Economics 301, 302	2		
Elective	1		
	—		—
	9		9

BUSINESS MACHINES CONCENTRATION

<i>Junior</i>	COURSES	<i>Senior</i>	COURSES
English 206	1	Economics or Business	
Humanities 200	1	Administration elective....	1
English 207, or Humanities 201, or Art 104, or Music 100	1	Math 312	1
Social Science 210, 211	1	General Business 402, or 408, or Math 331	1
Math 100, or Chemistry 100, or Physics 100	1	Elective	6
Economics 301, 302	1		
Elective	1		
	—		—
	9		9

ACADEMIC DIVISIONS

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

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

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

DEPARTMENTS OF INSTRUCTION AND COURSE OFFERINGS

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

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

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

ART

MISS PADGETT, MRS. GARRISON, MR. McDONOUGH,
MR. WILLIAMS

The Art Department provides:

1. Opportunities to gain a knowledge and appreciation of art as a part of a liberal education.
2. Undergraduate training as preparation for professional careers in art, including teaching, commercial art, painting and illustration, occupational therapy, archaeological research, or work in museums or art libraries. The chief purpose of the department is to provide an adequate foundation for such work.

The courses of study are presented to give:

1. Familiarity with works of art.
2. Training in aesthetic discernment.
3. Acquaintanceship with the results of modern scholarship and research.
4. Directed experience in the techniques of the graphic and plastic arts.

Requirements for Major:

1. Major in Creative Art with the Bachelor of Arts degree: eight courses required, including Art 103, 104, 333, 339, 429, and additional art history and two creative arts courses.
2. Major in Art History and Criticism with the Bachelor of Arts degree: eight courses required, including Art 104, 340, 341, and any three of the following, Art 344, 346, 347, 348, plus one additional creative arts course.

3. Major in Art with the Bachelor of Science in Education degree: six courses required, including Art 100 or 307, 215, 316, and 429. Art 103 may be substituted for 100 or 307.

Before planning their courses in art, students should consult with a member of the department.

100. ELEMENTARY COLOR AND DESIGN.

Study of color and design for the individual and her surroundings as needed in the Art of Everyday Living—color, dress, furniture and picture selection discussions of some of the world's great in architecture, sculpture, and painting. Three lectures and two laboratory periods.

103. INTRODUCTION TO ART.

The aim of this course is to assist the student in acquiring a more complete understanding of the Fine Arts; to stimulate development of intelligent seeing and evaluation, and hence sounder judgment. A study of the principles governing the arts of architecture, sculpture, and painting, with reference to the monuments that best illustrate these principles. This will be followed by an analysis of the periods when the several arts found their fullest development, and of the cultural background within which such development took place.

104. BEGINNING COURSE IN DRAWING AND PAINTING.

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

215. PUBLIC SCHOOL ART.

This course includes the study of the place of Art in the program of the school from the standpoint of appreciation through creative expression and discussions. Problems in color and design from the standpoint of age, interests, and attainment level of children carried out in cut paper, opaque and transparent water color, clay, finger painting, manuscript writing, stitchery. Required readings on:

1. Art of children of different countries.
2. Famous works of art.
3. What is art?
4. Children's illustrators with emphasis on beautifully illustrated books.

Three lectures and two laboratory periods.

307. COURSE FOR DEVELOPMENT OF PERSONAL TASTE.

Discussion of dress, cosmetics, flower arrangement, picture selection and hanging, pottery, china, furniture, color. Three lectures and two laboratory periods.

310. POTTERY AND MODELING.

Approached from the standpoint of developing an appreciation for what is really beautiful in form, decoration, color and types of glazes. Preparation of clay: shaping through hand, wheel mold; glazing—grinding and applying through spraying, dipping, brushing; reading and discussions on the development of pottery, past and present. Three lectures and two laboratory periods.

316. PUBLIC SCHOOL ART.

A continuation of Art 215, with more emphasis placed upon discussion of architecture, sculpture, and painting, and the opportunity for further experience in various media as block printing, batik, stitchery. Three lectures and two laboratory periods.

324. INTERIOR DECORATION.

A course to acquaint the student with materials of interior decoration. Furniture selection and arrangement, floor and wall treatments, draperies, selection, framing, and hanging of pictures, color. Practices in drawing architectural details, floor plans and wall elevations. Three lectures and two laboratory periods.

326. LETTERING.

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

329. LETTERING AND POSTER DESIGN.

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

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. Discussion of works of outstanding artists of the past and present. Two lectures and three laboratory periods.

335. CRAFTS.

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

339. DESIGN.

This course is intended for students who look forward to creative work, whether professional or amateur. It provides a study of the basic elements of design and color in the decorative and useful arts and the opportunity to design and execute a variety of projects. Latitude in the choice of media, technique, and problem is given. The many materials now available are conducive to this need. Two lectures and three laboratory periods.

340. ANCIENT AND MEDIEVAL ART.

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

341. RENAISSANCE AND MODERN ART.

A continuation of Art 340 which is prerequisite to this course for majors in Art History and Criticism.

344. PAINTING OF THE ITALIAN RENAISSANCE.

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

346. PAINTING OF THE NORTHERN RENAISSANCE.

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

347. MODERN PAINTING.

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

348. AMERICAN ART.

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

350. ART IN THE SCHOOL.

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

400. ART IN THE HOME.

Emphasis is placed on design and color as it is applied to the home. Furniture selection, period furniture, room arrangement, floor and wall treatments, draperies, china, silver, glass, pottery, and textiles are discussed. Three lectures. One-half course.

424. ADVANCED INTERIOR DECORATION.

Continuation of 324, with more opportunity for solution of individual problems. Three lectures and two laboratory periods.

429. ART APPRECIATION.

This course consists of an appreciative and analytic study of the world's masterpieces in painting, sculpture, and architecture, and art principles as related to everyday living. Five lectures.

444. ADVANCED PAINTING.

Continuation of Art 333, the work being mainly in oil. A variety of subjects such as landscape, the human figure, portrait, and abstract painting is encouraged, but the student may work more, though not exclusively in any one of these. Techniques and works of artists of different countries and periods are studied. Two lectures and three laboratory periods.

450. MUSEUM TRAINING COURSE.

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

ASTRONOMY

MISS ROGERS

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

BIOLOGY

MR. STOKES, MR. KEELER, MR. SCOTT, MISS TAIT

A major in biology should include biology 303, 304, 305, 320, 321, 322; 323, and 440 are suggested. A minor should include biology 303, 304, 321, 322; 320 is suggested. Variations from the suggested major and minor programs will be permitted but courses must be selected with the approval of the biology staff.

100. HUMAN BIOLOGY.

Prerequisite: Health 100. The subject matter of biology 100 and health 100 is integrated into a double-course. The aim of this sequence is to give the student some acquaintance with vital phenomena in general and their application to the human organism. The first course (Health 100) deals particularly with the problems of the individual. Its content includes an introduction to human anatomy and physiology and stresses health in the individual. The second course (Biology 100) introduces the fundamental principles of biology and stresses the problems of the racial life of man. It is concerned with such problems as the origin and development of the individual, genetics, eugenics, and racial development. Five lecture or demonstration periods.

215. NATURE STUDY.

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

303. GENERAL ZOOLOGY.

Prerequisite: Biology 100. Structure, classification, life history, and adaptations of invertebrate animals. Three lecture and two laboratory periods. (Formerly 431.)

304. GENERAL ZOOLOGY.

Prerequisite: Biology 303. Structure, classification, life history, and adaptations of chordate animals. Three lecture and two laboratory periods. (Formerly 433.)

305. COMPARATIVE ANATOMY OF THE VERTEBRATES.

Prerequisites: Biology 303, 304. Classification, comparative anatomy, and adaptations of a selected series of vertebrate animals. Three lecture and two laboratory periods.

310. HUMAN ANATOMY.

A detailed study of the structures of the human body together with their relationships and biological functions. Designed especially for students interested in medicine, physical education, health, and nursing. Dissections, demonstrations, models. Three lecture and two laboratory periods. (Formerly Health 321.)

311. PHYSIOLOGY.

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

312. DEVELOPMENT, HEREDITY, AND EUGENICS.

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

320. MICROBIOLOGY.

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

321. GENERAL BOTANY; Structure and Function.

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

322. GENERAL BOTANY; Evolution and Classification.

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

323. FIELD BOTANY.

Prerequisite: Biology 321, 322. Field observation, collection, identification and ecological studies of the local flora. Two lecture and three laboratory periods.

328. ORNITHOLOGY.

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

334. BIOLOGICAL TECHNIC.

Prerequisite: Consent of the instructor. The collection, preparation and preservation of materials commonly used in laboratory instruction. Two lecture and three laboratory periods.

434. FIELD ZOOLOGY.

Prerequisite: Biology 303, 304. Field observation, collection, identification, and ecological studies of the local fauna. Two lecture and three laboratory periods.

440. GENETICS.

Prerequisite: Biology 303, or 321. A study of the physical basis of inheritance, the laws of heredity, and their relation to man. Four lecture and one laboratory period.

444. EMBRYOLOGY.

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

450. HONORS COURSE.

Prerequisite: Honors in biology. Open to seniors only. Special problems in biology.

BUSINESS ADMINISTRATION

MR. FULLER, MISS DANIEL, MR. EAKINS, MISS MALCOM,
MISS MORRIS, MR. RICHARDS

General concentrations leading to the degree in business administration are provided. The description of the requirements for this degree will be found on pages 83-94.

The practical subjects are listed hereafter under the heads of:

General Business

Business Machines

Secretarial Training, Typewriting, Shorthand

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

General Business

401. ACCOUNTING PRINCIPLES.

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

402. ACCOUNTING PRINCIPLES.

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

412. INTERMEDIATE ACCOUNTING.

Emphasis on special corporation accounts, and use of the voucher system. Corporation stocks, bonds, sinking funds and surplus, classification of accounts, analysis and interpretation of statements, social security accounts.

413. ADVANCED ACCOUNTING.

A study of advanced accounting problems along with advanced techniques.

410. INSTITUTIONAL ACCOUNTING.

A course designed for Home Economics majors to develop a basic understanding of the principles of accounting and their application to the financial records of such food service enterprises as the school cafeteria, college residence hall, tearoom, city club, nutrition department of a hospital, and home.

407. BUSINESS LAW.

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

408. ADVANCED BUSINESS LAW.

A course designed to develop a knowledge of the law relating to partnerships, corporations and stockholders, property, deeds of conveyance, mortgages, landlord and tenant, torts, business crimes, and bankruptcy.

417. 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 dictionary for business information, effective sentences and paragraphs, psychology of tone, and basic forms of business communication.

418. ADVANCED BUSINESS CORRESPONDENCE.

Consideration is given further to the basic forms of business communication, basic data and market analysis, creating effective sales presentations, psychology in sales writing, credits, collection, and adjustments.

*Business Machines***303. OFFICE PROCEDURES.**

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

304. INTRODUCTION TO OFFICE MACHINES.

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

306x. INTERMEDIATE OFFICE MACHINES.

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

306y. INTERMEDIATE OFFICE MACHINES.

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

409. ADVANCED OFFICE MACHINES.

The development of a high degree of efficiency in the operation of a related group of office machines such as commercial posting, bank posting, 10-key bookkeeping; crank-driven, key-driven and electric calculators; 10-key, full-key, listing and figuring adding machines; direct process, gelatin, and stencil duplicators. This course affords a student with the opportunity of becoming certified as an official operator by leading machine manufacturers which would entitle the certified person free employment service and counsel by the company office.

*Secretarial Training—Typewriting**

125x. BEGINNING TYPEWRITING.

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

125y. BEGINNING TYPEWRITING.

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

127x. INTERMEDIATE TYPEWRITING.

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

127y. INTERMEDIATE TYPEWRITING.

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

328x. ADVANCED TYPEWRITING.

A study of advanced office typewriting problems. One-half course.

328y. ADVANCED TYPEWRITING.

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

*Credit not given in typewriting toward any degree except Business Administration.

*Shorthand**

120x. ELEMENTARY SHORTHAND.

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

120y. ELEMENTARY SHORTHAND.

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

122x. INTERMEDIATE SHORTHAND.

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

122y. INTERMEDIATE SHORTHAND.

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

323x. ADVANCED SHORTHAND AND TRANSCRIPTION.

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

323y. ADVANCED SHORTHAND AND TRANSCRIPTION.

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

324x. SHORTHAND TRANSCRIPTION.

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

324y. SHORTHAND TRANSCRIPTION.

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

CHEMISTRY

MR. LINDSLEY, MR. SESSIONS, MISS TRAWICK, MR. VINCENT

A major in Chemistry should consist of six to eight courses according to the interest and purpose of the student. It should include Chemistry 101, 102, 303, 322, 326, and 327 and such additional course as the instructor may recommend. In addition to chemistry, courses in biology, mathematics, and physics are recommended.

*Credit not given in shorthand toward any degree except Business Administration.

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

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

100. SURVEY COURSE IN CHEMISTRY AND GEOLOGY.

A survey of the fundamentals of Chemistry and Geology with applications. Five lectures.

101. GENERAL CHEMISTRY.

Fundamentals of General Chemistry. The emphasis is laid on the relation of Chemistry to every-day life. Three lectures and two laboratory periods.

102. GENERAL CHEMISTRY.

This is a continuation of Chemistry 101. The course is designed for those who are planning to continue the work in Chemistry and related subjects. Three lectures and two laboratory periods.

102A. GENERAL CHEMISTRY.

For Home Economics students. Includes general principles of chemistry and emphasis on the use of inorganic and organic compound in daily life. Three lectures and two laboratory periods per week.

303. QUALITATIVE ANALYSIS.

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

320. CHEMISTRY OF MINERALS.

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

321. INTRODUCTION TO GEOLOGY.

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

322. QUANTITATIVE ANALYSIS.

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

324. ORGANIC CHEMISTRY.

A brief study of the chief classes of organic compounds of the aliphatics and aromatics, designed for students majoring in other departments who are not able to take two courses in the study of Organic Chemistry. Three lectures and two laboratory periods.

326. ORGANIC CHEMISTRY.

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

327. ORGANIC CHEMISTRY.

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

341. CHEMICAL CALCULATIONS.

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

431.a,b. COMMERCIAL METHODS OF FOOD ANALYSIS.

- a. Three laboratory periods. One-half course.
- b. Three laboratory periods. One-half course.

432. FOOD AND PHYSIOLOGICAL CHEMISTRY.

Emphasis is placed on Physiological Chemistry. Three lectures and two laboratory periods.

442. MICROSCOPIC QUALITATIVE ANALYSIS.

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

444. ORGANIC PREPARATIONS.

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

445. ADVANCED INORGANIC CHEMISTRY.

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

447A. PHYSICAL CHEMISTRY.

Prerequisite: Mathematics 340 and 341 [341 may be taken concurrently]. Physics 301, 302 or equivalent. Chemistry 322 and 327. Minimum enrollment five students. Lecture, problem and laboratory course dealing with the elements of Physical Chemistry and elementary thermodynamics. Topics covered include solutions, equilibrium and chemical kinetics, molecular structure, electrical conductance and electromotive force, phase rule, colloids and photochemistry. Three lectures and two three hour laboratory periods per week.

447B. PHYSICAL CHEMISTRY.

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

447C. PHYSICAL CHEMISTRY.

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

450. QUALITATIVE ORGANIC ANALYSIS.

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

DISTRIBUTIVE EDUCATION

MISS MANKEY

A completion of the special program for the concentration in Distributive Education qualifies the student for a degree in Business Administration. The program is described in connection with the description of the requirements for that degree.

111. SALESMANSHIP.

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

251. NON-TEXTILES.

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

352. STORE MANAGEMENT.

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

353. ADVERTISING AND SALES PROMOTION.

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

354. HISTORY OF COSTUME.

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

461. BUYING AND MARKETING.

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

462. DISPLAY.

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

EDUCATION 465. METHODS OF TEACHING RETAILING.

Description of course in Department of Education.

ECONOMICS

MR. EAKINS, MR. MORGAN

A major in economics should include Economics 301, 302, and four other courses selected with the advice of the head of the department. Geography 301 or 326 or Political Science 428 may be included as one of the six courses for a major in economics. The four courses required in social science in the freshman and sophomore years or their equivalent are prerequisite to a major or minor.

301. PRINCIPLES OF ECONOMICS.

An introductory course in economics designed to develop a basic understanding of the principles underlying the organization and operation of the economic system. Among the principles covered are those pertaining to the factors of production, price determination, interest, wages, and money. Consideration is given to banking, public finance, foreign trade.

302. CURRENT ECONOMIC PROBLEMS.

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

304. ECONOMICS OF CONSUMPTION.

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

306. INDUSTRIAL RELATIONS.

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

311. MARKETING.

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

435. PUBLIC FINANCE AND TAXATION.

A study of revenues and expenditures of the local, state, and federal governments. Emphasis is given to the types of taxation and their effects upon the public and to taxation as an instrument of economic control.

437. MONEY AND BANKING.

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

EDUCATION

MR. LITTLE, MISS BOLTON, MR. BOYD, MISS BROOKS,

MR. CARROLL, MISS ENGLISH, MR. GARRISON,

MRS. MCNIGHT, MR. SMITH

Education is a service subject and may not be counted as a major or minor toward any degree. The basal courses are organized as a whole program and should be taken in the order indicated on pages 68 and 70.

Six courses, as described on pages 68 and 70, are required for the Bachelor of Science in Education degree. Students taking any other degree but preparing to teach usually take these courses.

Not more than ten courses classified as Education in the catalog may be counted toward any degree. Not more than three courses in methods may be counted, and not more than two of these may be at the same level, as primary, intermediate, or high school.

The maximum credit allowed for supervised teaching is three courses including both that done in the college laboratory school and in cadet teaching. Two courses is the maximum allowed for teaching in the college laboratory school or affiliated schools.

A student must have made an average of two quality points for each course of credit in order to be eligible to take either of the courses in supervised teaching, or any methods courses.

Supervised teaching is not possible in the summer school, so the college gives a summer school course in directed observation, which may be substituted for supervised teaching by teachers who have had three or more years of teaching experience and who cannot do any of their last nine courses during a regular academic quarter.

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

The following are regarded as general courses: 104, 295, 305, 306, 323, 327, 337, 441.

The following are regarded as functional: 319, 325, 351, 355, 445, 455, 465, 469, 472, 476, 477, 480.

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

104-304. INTRODUCTION TO EDUCATION.

This is the first course in education. Its purposes are; to help the student to gain the information and understanding, in regard to educational problems and procedures, that are needed by the average citizen; to acquire a broad overview of the field of education and of teaching as a profession; to understand educational terms and educational materials and to secure a background for future professional education; to decide whether or not she wishes to enter the teaching profession, and if so what particular branch; to plan, under guidance a professional program in the light of the individual student's interest and needs. Throughout the course students will observe school situations and children.

295. HUMAN GROWTH AND DEVELOPMENT.

This course is designed to lay the foundation for a working knowledge of the scientific facts and principles which explain human growth

and development and to develop skills essential in gathering, recording, interpreting, and utilizing data about the individual child and groups of children. Throughout the course the study of children will be carried forward.

305. EDUCATIONAL PSYCHOLOGY.

This course has as its main purpose helping the prospective teacher gain an insight into the psychological processes with a clearer understanding of individual differences as a basis for professional activities. Throughout the course the study of children will be carried forward.

306. THE SCHOOL AND SOCIETY.

Prerequisites: Two courses in education. This course is to help prospective teachers understand the social problems which affect the schools and with which the schools must deal. It should be taken after the students have had general training in basic education and in current social problems. Its purpose is to help students: acquire a sound philosophy in education, develop skill in determining important social problems, learn how to secure valid information on social problems facing any community, understand the relationship of various institutions and agencies in social progress, have experience in working with other students on the possible solution of certain social problems, with sources of information on these problems, and with institutions which are attacking them.

319. THE USE OF VISUAL AND AUDIO AIDS IN INSTRUCTION.

Prerequisites: Education 328 or 334 or 343 or other methods course. The purposes, values, and techniques of audio and visual instruction; the bulletin board, maps, the stereograph, lantern slides, pictures and diagrams, motion pictures, experiments, dramatization; the radio, phonograph, and other audio aids to instruction.

325. STUDENT TEACHING AND PARTICIPATION IN THE ELEMENTARY SCHOOL.

Prerequisites: Education 328 or 334 and an average of two quality points for each course credit. The purpose of the course in student teaching is to provide for the student-teacher practice in those activities in which a teacher must engage, to provide gradual induction into responsible teaching, and to serve as a coordinating and motivating factor for the professional and academic work. It includes a series of carefully evaluated and graduated experiences in the directed observation of, participation in the activities of, planning for and doing responsible teaching of children under careful supervision in the

campus laboratory school or properly affiliated off-campus schools. It makes definite provision for helping student understand the relation of the work of any given group to the general problems and organization of the entire school program. It encourages those high standards of school work which lay the foundation for continued personal and professional growth. When done on the campus, it is accompanied by Education 355, Directed Observation in the Elementary Grades. One to three courses.

327. STANDARD TESTS IN EDUCATION.

Prerequisites: Education 104 and Education 295 or 305 and a methods course. A critical survey and evaluation of standard tests available for school purposes; practice in giving and scoring tests, and interpreting results for the improvement of instruction; organization of testing program. Observation required in laboratory school.

328. MATERIALS AND METHODS FOR EARLY CHILDHOOD EDUCATION.

Prerequisites: Introduction to Education and Educational Psychology, or Human Growth and Development, and an average of two quality points for each course credit. This course seeks to develop, through class work and through observation in the nursery school, kindergarten, and primary grades, ability in the student to select and use effectively the methods and materials best suited to school situations for young children. Throughout this course the study of children begun in previous courses will be carried forward.

334. MATERIALS AND METHODS FOR LATER CHILDHOOD EDUCATION.

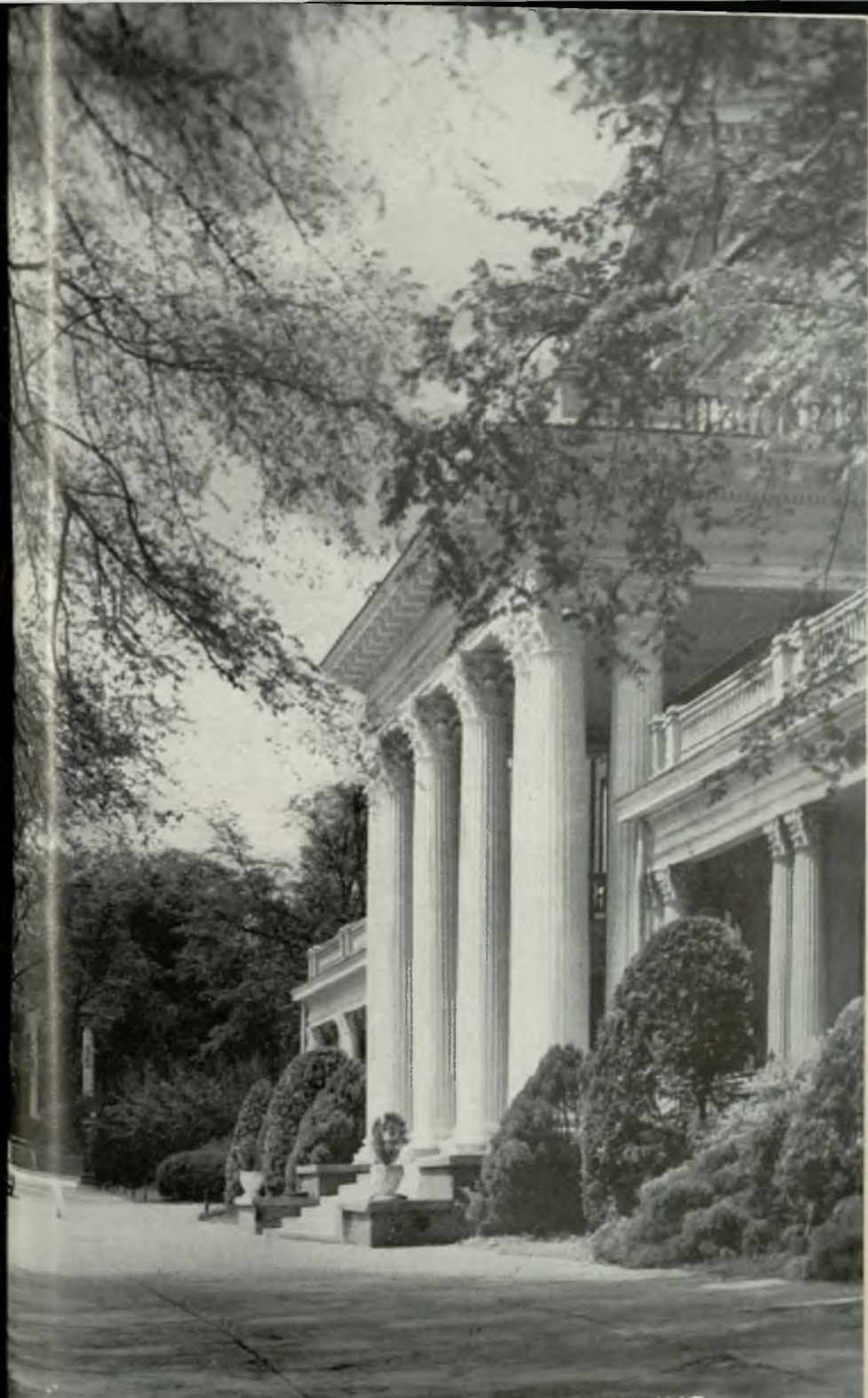
Prerequisites: Introduction to Education and Educational Psychology, or Human Growth and Development, and an average of two quality points for each course credit. This course seeks to develop, through class work and observation in the elementary school, the ability in the student to select and effectively use the methods, and materials best suited to school situations for upper grade children. Throughout this course the study of children begun in previous courses will be carried forward.

337. ADVANCED EDUCATIONAL PSYCHOLOGY.

Prerequisites: Education 104 and Education 295 or 305. The psychology of learning, laws of learning, thinking, transfer, expression, play, individual differences, measurement of mental functions, mental efficiency, personality traits, investigational methods and their application to educational situations. Observations required in laboratory school.

343. CONDUCT OF HIGH SCHOOL TEACHING.

Prerequisites: Introduction to Education and Human Growth and Development, or Educational Psychology and an average of two quality



PARKS HALL. ADMINISTRATION BUILDING



Atkinson Hall

Sanford Hall



rt
esson



Through
the
Microscope



As Heard
on the
Dictaphone



Learning
to be a
Teacher



points for each course credit. This course seeks to develop through class work and observation in the high school, the ability in the students to select and effectively use the methods and materials best suited for teaching in high school situations. Throughout this course the study of adolescents begun in previous courses will be carried forward.

351. METHODS OF TEACHING READING.

Prerequisites: Education 328, Education 334, or Education 343. This course makes an effort to meet the needs of teachers for specific training in the teaching of reading to elementary and high school pupils.

355. DIRECTED OBSERVATION IN THE ELEMENTARY GRADES.

Prerequisite: A methods course. This course is taken parallel with the course in Student Teaching. Its purpose is to help the student to gain an understanding of the entire school through regular guided observation in all of its classes; to provide an opportunity for the careful study and evaluation of teaching procedures; to provide for group discussion of problems encountered in teaching.

365. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL (Formerly Physical Education 325).

Prerequisite: Education 328 or 334. A concentrated study of the materials and methods of Physical Education for the elementary school. Offered only during summer school for teachers in service.

441. PHILOSOPHY OF EDUCATION AND EDUCATION TRENDS.

Prerequisite: Education 325 or 445. A study of philosophy from which modern education has developed and of recent trends in educational practices.

445. STUDENT TEACHING AND PARTICIPATION IN HIGH SCHOOL.

Prerequisite: Education 343 or a methods course in the particular subject taught, and an average of two quality points for each course credit. The purpose of the course in student teaching is to provide for the student teacher practice in these activities in which a teacher must engage, to provide gradual induction into responsible teaching, and to serve as a coordinating and motivating factor for the professional and academic work. It includes a series of carefully evaluated and graduated experiences in the directed observation of, participation in the activities of, planning for, and responsible teaching of high school students under careful supervision in the campus laboratory school or properly affiliated off-campus school. It makes definite provision for helping the student to understand the relation of the work of any given group to the general problems and organization of the entire school program. It encourages those high standards of work

which lay the foundation for continued personal and professional growth. When done on the campus, it is accompanied by Education 455, Directed Observation in the High School. One to three courses.

455. DIRECTED OBSERVATION IN THE HIGH SCHOOL.

Prerequisite: A methods course. This course is to be taken parallel with student teaching. Its purpose is to help students gain an understanding of the high school through regular guided observation in all the classes. It gives opportunity for the careful study and evaluation of teaching procedures. It provides a connecting link between methods courses and active teaching. Definite readings which serve as a background for understanding the observation are required.

465. METHODS OF TEACHING RETAILING.

Prerequisites: Education 104 and 295 or 305. This course deals with the material and information necessary for the teaching of retailing in the distributive program either in the high school or as a state coordinator teaching "in service" classes in a retail store. It contains units on lesson planning, illustrative material, analyzes the needs of the people to be trained and considers the program to be carried out.

466. METHODS OF TEACHING RURAL HOMEMAKING.

Prerequisites: Education 104 and 295 or 305. A study of how the home economist may assist people in solving some of the persistent problems confronted by families in time of war and peace. The course includes the planning for, producing and preserving food to meet the dietary needs of the family. Laboratories provide practical experience in production and preservation on a family and community basis; also observation of practices used by rural families in the solving of problems. Three discussion and two laboratory periods. Open to non-majors.

472. HOMEMAKING EDUCATION IN THE SECONDARY SCHOOLS.

Prerequisite: Education 104, 305, or 343; also an average of two quality points for each course passed prior to taking this course. This course is concerned with the contribution homemaking education can make to the secondary school and adult programs in the community. Special emphasis is placed on the problems of individuals and families in the present emergency and of the adjustment of homemaking curriculum to assist in the solving of these problems. Analysis and evaluation of teaching procedures, learning experiences and instructional materials for an effective homemaking program.

475. PHYSICAL EDUCATION METHODS IN SECONDARY SCHOOLS. (Formerly Physical Education 425.)

Prerequisites: Education 104, Education 305, and an average of two quality points for each course credit. A concentrated study of the materials and methods of Physical Education for the high school. Offered only during summer school for teachers in service.

476. THE TEACHING OF SECRETARIAL SUBJECTS. (Formerly Secretarial Training 431.)

Prerequisites: Education 104, Education 305, and an average of two quality points for each course credit. Subject matter taught in the commercial curriculum in high schools; methods of instruction; tests and measurements; lesson plans, examination of commercial text books.

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

Prerequisites: Education 104, Education 305, and an average of two quality points for each course credit. This course is concerned with the study of the principles of health education, with evaluation of health materials and methods, with the development of tentative health units and courses of study. Required of all majors in school health education. This course should be taken parallel with or as a pre-requisite for student teaching of health.

478. METHODS OF TEACHING NUTRITION.

Prerequisite: Education 305. Principles of teaching applied to those problems which arise in the teaching of dietetics. Analysis and evaluation of learning experiences and instructional material for courses taught by the dietitian.

480. THE TECHNIQUES OF GUIDANCE.

Prerequisites: Education 325, 355, or 445. This course attempts to give students a knowledge of and skill in modern techniques in guidance. The place of guidance in a school program is considered, and the reasons for our principles of guidance outlined.

490. THE CURRICULUM.

Prerequisites: Education 104, Education 295 or 305, and at least one other Education course. This course aims to develop the ability to organize and use integrated curricula to meet the needs of children, youths, and adults, based on a sound philosophy of education and knowledge of curriculum building.

492. A. B., WORKSHOP.

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

493. NURSERY SCHOOL EDUCATION.

Prerequisites: Education 104, Education 295 or 305, and an average of two quality points for each course credit. This course provides for the study of children from two to five years of age, the experiences and conditions needed for their normal development and the equipment, materials, and procedures most useful in the nursery school situation.

ENGLISH

MISS WALSTON, MISS ADAMS, MISS BUCHANAN, MR. DAWSON,
 MISS MAXWELL, MRS. MCCULLAR, MISS MEADERS,
 MISS SCOTT, MISS SMITH, MR. WYNN

A major in English will include six courses in addition to English 101 and English 102. English 311, 312, 321, 350, and 360 are prescribed. The student will select one other course of senior college rank.

A minor in English will include four courses beyond the junior college constants. Either English 311 or English 312 is required and either English 350 or 360 is required. The student will select two other courses of senior college rank.

The courses in English and Humanities required in the freshman and sophomore years or their equivalent are prerequisite to a major or minor in English.

101. GENERAL COLLEGE COMPOSITION.

This course is concerned with the problems of making language effective, and therefore, emphasizes accurate wording, well contrived sentences, and sound organization of ideas. Extensive analysis of the best prose models.

102. GENERAL COLLEGE COMPOSITION.

Continuation of English 101 with special attention to exposition,

narration, and description and with emphasis upon the research paper.

206. THE ROMANTIC PERIOD IN ENGLISH LITERATURE.

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

207. VICTORIAN LITERATURE.

A continuation of English 206 with emphasis on the major writers of the last half of the nineteenth century.

214. CHILDREN'S LITERATURE.

A study of literature suitable for children (fables, myths, nature stories); story-telling; dramatization. This course is designed for those who expect to teach in grades one to seven. Not counted as part of a major or a minor program.

311. SURVEY OF ENGLISH LITERATURE.

A survey of the periods in English Literature from its beginning to the 17th century.

312. SURVEY OF ENGLISH LITERATURE.

A continuation of English 311 to the 19th century.

321. SHAKESPEARE.

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

324. CREATIVE WRITING.

Prerequisite: English 102. Designed for students who desire to give special attention to any type of writing—the drama, the essay, the short story, or even the longer forms.

327. ENGLISH GRAMMAR.

A comprehensive study of present-day English grammar. Some attention will also be given to its historic development; however, most stress will be placed on its functional aspect—in speech, writing, and literary appreciation.

331. THE SHORT STORY.

A study of the history and technique of the short story. Extensive reading and analysis of both American and foreign short stories. The writing of an original short story is required.

332. DEVELOPMENT OF THE ENGLISH NOVEL.

Representative novels will be read, and the development of the novel as a type of literature will be studied.

336. BIOGRAPHY.

A chronological study of English biography. Collateral study of foreign biography in translation. Special attention is given to Boswell's "Life of Johnson."

341. SOUTHERN LITERATURE.

Deals with the poets, essayists, novelists, and orators of the South from colonial days to the present.

344. CONTEMPORARY LITERATURE.

A study of the chief writers in British and American literature since 1900 in the fields of fiction and poetry.

350. AMERICAN LITERATURE.

The study of American literature from its beginning to 1860.

360. AMERICAN LITERATURE.

A continuation of English 350 from Whitman to the present time.

438. TENNYSON AND BROWNING.

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

442. LITERATURE OF THE OLD TESTAMENT.

The literature of the Old Testament is studied to gain an appreciation and understanding of the great movements as recorded. Special emphasis will be given to the narrative and poetic books.

449. THE ENGLISH LANGUAGE.

A study of the history of the English language; its processes of growth; the origin of words and such aspects of modern English as idioms, slang, and dialects.

SPEECH. 466.

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

FRENCH

MISS TURNER

A major in French should include French 211, 212 and four additional courses in French of the senior college level. French 212 or the equivalent is a prerequisite for all senior college courses. The selection of courses of the senior college level should be made only with approval of the head of the Department.

101. ELEMENTARY FRENCH.

Fundamentals of grammar and pronunciation, composition, simple conversation, and reading of easy prose.

102. ELEMENTARY FRENCH.

Prerequisite: French 101 or the equivalent (ordinarily one year of high school French). Continuation of French 101, with added drill in rapid reading.

211. INTERMEDIATE FRENCH.

Prerequisite: French 101 and 102 or two years of high school French. Reading of modern French prose, review grammar, and drill in oral and written use of the language.

21. INTERMEDIATE FRENCH.

Prerequisite: French 211 or the equivalent. Continuation of French 211.

311. ADVANCED GRAMMAR AND COMPOSITION.

A detailed study of grammar with ample opportunity for its practical application in composition. This course is designed especially for prospective teachers of French.

312. FRENCH PHONETICS AND CONVERSATION.

An intensive drill in oral French, correction of defects in pronunciation by the systematic study and application of phonetics, original compositions in spoken French. Designed especially for prospective teachers of French.

321. SURVEY OF FRENCH LITERATURE.

A study of the chief authors and the principal literary landmarks from the beginnings to 1800.

322. SURVEY OF FRENCH LITERATURE.

French 321 is a desirable preliminary to this course. A study of outstanding authors and literary masterpieces since 1800.

326. MODERN FRENCH LYRIC POETRY.

A study of French lyric poetry from Lamartine to the present.

327. EARLY FRENCH POETRY.

A study of French poetry preceding the nineteenth century.

421. DRAMA OF THE CLASSICAL PERIOD.

A study of the dramatic production in France during the seventeenth and eighteenth centuries.

422. DRAMA OF THE NINETEENTH CENTURY.

A rather intensive study of the trends, authors, and masterpieces of the period.

423. CONTEMPORARY FRENCH DRAMA.

A study of dramatic production in France in the twentieth century with particular emphasis on the post-war period.

434. THE EARLY FRENCH NOVEL.

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

435. THE NOVEL SINCE 1800.

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

GEOGRAPHY

MRS. DORRIS

No major is offered in Geography.

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

130. INTRODUCTORY ECONOMIC GEOGRAPHY.

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

300. PRINCIPLES OF GEOGRAPHY.

This course is devoted to a study of man's physical environment, with a view to developing a definite knowledge of physical and social factors in geographic relationships. Emphasis is placed upon man's response to his environment; also an over-view is given of the Eastern and of the Western Hemisphere.

301. ECONOMIC GEOGRAPHY OF THE UNITED STATES.

A study of the relations of physical and economic conditions to the production and trade in the important agricultural, forest, mineral, and industrial products of the nation. Transportation and foreign trade, and special emphasis on the region aspect of commodities.

310. GEOGRAPHY FOR THE AIR AGE.

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

321. GEOGRAPHY OF SOUTH AMERICA.

Designed to give a better understanding and appreciation of our Latin American neighbors through the study of their geographic background and of how this environment leads to special problems.

326. ECONOMIC GEOGRAPHY OF FOREIGN COUNTRIES.

A survey of selected nations and groups of nations, in which the essential character and outstanding industries of each area are dis-

cussed, and an effort is made to point out the contribution of each land to world economy.

328. GEOGRAPHY OF GEORGIA.

Georgia—the unit. A consideration of the natural regions—physiographic, climatic, soil, vegetative—and their influence upon man's occupancy of the region. A survey of the major industries by which the inhabitants utilize the various resources, and the development of transportation, manufacturing, and commerce.

432. GEOGRAPHIC INFLUENCES ON AMERICAN HISTORY.

The major adjustments of American society to those earth conditions and resources which have helped shape the economic, social, and political development of the nation; relations between the rising American people and its environment at stated periods of time.

GEOLOGY

MISS TRAWICK

See Chemistry 321. An introductory course without science prerequisites.

HEALTH

MRS. WOOTTEN, MRS. IRELAND, MISS SMITH*, MRS. NELSON

Health Education is an applied science concerned with catching up with the lag in using scientific findings for the betterment, not the destruction, of mankind. Therefore the Health Department is fundamentally a service department concerned first, with helping each student to find and solve her own physical, mental, emotional or social health problems; second, with awakening the student's responsibility for her own health and that of others; third, with evaluating recent scientific findings; fourth, with professional training of health educators; fifth, with helping those in related fields to realize that a successful health program is a cooperative program developed by a variety of specialists—doctors, nurses, dentists, health specialists, teachers, social workers and lay workers interested in human welfare.

Materials used by the Health Department include textbooks, other standard health books, current bulletins, periodicals, and reports on

*On leave 1946-47.

preventive medicine from government agencies, professional and voluntary organizations. Classroom work is further enriched by models, charts, exhibits, lantern slides, silent and sound moving pictures, and lectures by specialists from State and County Departments of Health. Activities include parallel reading, laboratory work, field trips, surveys, use of various types of equipment, practice of basic techniques, observation and practice teaching, opportunities for observation and participation in county clinics.

Students who wish to major in public health, pre-nursing students, or those in related fields who wish a minor in health are advised to take courses best suited to their particular needs.

For the special curriculum leading to the Bachelor of Science in Education for Health Education Teachers, see pages 71-73.

100. AN ORIENTATION COURSE IN HEALTH.

An orientation course in applied personal, racial, home, and community health. Required of all freshmen. Five times a week any quarter and Summer School.

240. COMMUNITY HEALTH PROBLEMS.

This course presents community health problems, basic public health principles and practices with special emphasis on the citizen's responsibility for community health.

310. HEALTH EDUCATION IN GEORGIA.

This course is especially planned for Georgia teachers in service who have not had health training. It includes (1) the status of health education in Georgia, (2) health problems in Georgia, (3) basic health facts, (4) school health materials and procedures, (5) careful survey of student's own personal, school and community health problems with practical suggestions for their solution. Summer school and correspondence.

320. FAMILY HEALTH—MARRIAGE, MOTHERCRAFT, SOCIAL HYGIENE.

This course includes preparation for successful marriage and successful family relationships, with emphasis on (1) eugenics and eugenics, (2) problems of modern youth and the modern family, (3) an introduction to human embryology, pre-natal care, and infant care. Wide parallel readings and round-table discussions of current problems on sex-social relationships in the home, in the school, and in the community are an integral part of the course.

325. SCHOOL HEALTH EDUCATION.

A course designed to acquaint the student with basic health education principles, trends and procedures for the elementary school.

330. HEALTH SERVICE—EXAMINATIONS, FOLLOW-UP, COUNSELING.

This course is concerned with school health examinations, identification of physical, mental, emotional and social health problems, remedial procedures, and counseling techniques. It is designed to give actual experience in this work with special emphasis on the part of the classroom teacher in the health service program.

333. FIRST AID AND HOME NURSING.

This course includes the study, practice, and application of the standards and accepted principles of First Aid and Home Nursing. It qualifies the student for the standard certificate in first aid from the American Red Cross when all requirements are met satisfactorily. Lay Instructor's course certified by special arrangement with the American Red Cross.

335. SAFETY EDUCATION.

This course presents all the phases of safety programs—education, legislation, and engineering with emphasis (1) on the study of the facts, principles, and problems of school and public safety education, (2) on the teaching of safety education in the elementary and secondary schools, and (3) on military, industrial and civilian safety.

340. PUBLIC HEALTH.

This course includes (1) a study of the principles of sanitary science and their application to problems of the home and the community; (2) a study of local, state, and federal public health legislation and programs; (3) field trips and surveys; (4) experience in developing public health education programs.

400. PUBLIC HEALTH EDUCATION.

The purpose of this course is to study all the modern techniques of public health education—health talks, dramatizations, news releases, visual aids (posters, exhibits, moving pictures), radio scrip writing and broadcasting, etc. Participation in all these activities is expected of each student.

428. MENTAL HYGIENE.

Prerequisites: One course in Psychology, Health 100 and 320 or

equivalent. This course includes the study of mental hygiene (1) as a problem in personal health, (2) as a public health problem, and (3) as a post-war problem. The emphasis is on the potentially normal individual and his adjustments, not abnormal psychology.

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL, ORGANIZATION, ADMINISTRATION.

Prerequisites: Health 100, 240 or 340, 330, 333 or equivalents. An intensive study of the secondary school health program.

450. CHILD HEALTH.

Historical review of the modern child welfare program followed by an intensive study of the physical, mental, emotional, and social health problems of each age group. (Planned for mature students, teachers, parents, and social workers.)

460. HEALTH EDUCATION: ORGANIZATION, ADMINISTRATION, AND CURRICULUM PLANNING.

Prerequisites: Health 100, 240 or 340, 330, 333 or equivalents. A study of school health education: organization, administration with review of basic principles, state and local responsibilities, legal aspects, personnel, health services, special problems, facilities, equipment, maintenance, finances, office management of student files, materials, and experience in planning tentative curricula for specific situations and levels.

470. HEALTH AND HUMAN RELATIONS.

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

HISTORY

MR. BONNER, MISS GREENE, MISS JOHNSON

A major in the Department of History should include History 301,

302, 307, and 308, and at least two other courses. An alternate program for a history major may include History 307, 308, 315, 316, and two additional courses. Political Science 324 is recommended as one of the two additional courses in each program.

A minor in the Department of History consists of four courses, but these courses may not be selected at random. They must be selected on the advice of the head of the history department and approved by the head of the department in which the major is taken. English majors who minor in history are advised to select History 307, 308, 315, and 316.

The social science courses required in the freshman and sophomore years or their equivalent are prerequisite to a major or minor in history.

300. CLASSICAL CIVILIZATION.

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

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 is given to the period, 1789-1870. *Offered in 1948-1949 and in alternate years.*

302. MODERN EUROPE, II.

A continuation of 301, carrying the study to the contemporary period. *Offered in 1948-1949 and in alternate years.*

307. THE UNITED STATES, I.

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

308. THE UNITED STATES, II.

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

315. ENGLAND, I.

A survey of the history of England from the earliest times to the reign of the Hanovers. *Offered in 1947-1948 and in alternate years.*

316. ENGLAND, II.

A continuation of 315, with especial emphasis on contemporary England. *Offered in 1947-1948 and in alternate years.*

402. MEDIEVAL HISTORY.

A study of medieval history and civilization.

411. THE WORLD TODAY.

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

415. THE RENAISSANCE AND THE REFORMATION.

A study of the forces leading to the rise and growth of the Renaissance and the Reformation, and the influence of these movements.

417. THE FRENCH REVOLUTION.

A study of France and Europe from 1789 to the Congress of Vienna.

422. HISTORY OF THE SOUTH.

A study of the history and civilization of the southern states. Lectures, readings, discussions, field trips. Attention is given to the development of southern nationalism before 1860 and to the social and economic aspects of the plantation regime. An historical examination is made of such basic factors in contemporary southern life as agrarian economy and racial dualism. *Offered in 1948-1949 and in alternate years.*

423. THE UNITED STATES AND LATIN AMERICA.

A study of the political, economic, and social development of the Latin American republics with especial emphasis upon their relations with the United States. *Offered in 1947-1948 and in alternate years.*

432. HISTORY AND GOVERNMENT OF GEORGIA.

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

445. THE STORY OF THE FAR EAST.

A survey of Oriental civilization with particular emphasis upon the Far East and its relations to Europe and the United States.

HOME ECONOMICS

MISS HOLTZCLAW, MR. COMER, MISS GILBERT, MISS GLISSON, MISS
HASSLOCK, MISS IVEY, MISS JONES, MRS. KING, MISS
MORRIS, MISS SANSOM, MRS. SMITH

105. INTRODUCTION TO HOME ECONOMICS.

Problems of adjustment to college life are considered. A study of professional opportunities related to homemaking.

111. CLOTHING FOR THE INDIVIDUAL.

A study of the aesthetic, economic and hygienic principles involved in the selection of clothing for the individual. Application of these principles to the construction and ensembling of a basic costume for the wardrobe. Three discussion and two two-hour laboratory periods.

211. FAMILY CLOTHING PROBLEMS.

Prerequisites: Art 100 and Home Economics 111. A study of the consumer problems involved in meeting family clothing needs. Includes a study of textiles and the application of fundamental principles of construction through the making of garments for the family. Renovation of garments is encouraged. Three discussion and two two-hour laboratory periods.

217. MERCHANDISE INFORMATION.

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

220. FOOD FOR THE FAMILY.

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

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

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

314. THE HOUSE.

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

321. NUTRITION.

Prerequisite: Chemistry 324. Principles of normal human nutrition. Application of practical feeding problems to the individual. Calculation and preparation of dietaries. For Institutional Management majors. Three discussion and two two-hour laboratory periods.

324. PRINCIPLES OF NUTRITION.

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

326. ADVANCED FOODS.

Prerequisite: Home Economics 220. A study of food selection and preparation with emphasis on planning, preparation and serving of low cost meals. Preservation and use of home-grown products stressed. Two discussion and two three-hour laboratory periods.

328. EXPERIMENTAL COOKERY.

Prerequisites: Home Economics 220 and Chemistry 324. Investigation and study of the scientific principles involved in cookery processes. Understanding of basic proportions for standard recipes and evaluation of common food products. Three discussion and two two-hour laboratory periods. For Institutional Management majors.

331. PROBLEMS IN HOME MANAGEMENT.

Prerequisite: Home Economics 326. A study of the principles of scientific management as applied to the home. Emphasis is placed on the problems of group living, and special attention is given to the effective use of time, money, energy, and equipment. A short unit on home care of the sick is included. For Home Economics General and Education majors.

341. QUANTITY COOKERY.

Prerequisites: Home Economics 321 and 329. Practical experience

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

410. COSTUME DESIGN.

Prerequisites: Home Economics 111 and 211. A study of historic costume, national dress and current events as inspiration for the different cycles of fashion. Making of original designs made up for the individual. Three discussion and two two-hour laboratory periods.

412. DRESS DESIGN.

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

421. MEAL PLANNING AND TABLE SERVICE.

Prerequisites: Home Economics 321 and Chemistry 324. Meal preparation and methods of table service as they apply to informal and formal meals. Service for special occasions. Two discussion and two three-hour laboratory periods. For Institutional Management majors. Open to others with consent of instructor.

424. ADVANCED NUTRITION.

Prerequisites: Chemistry 432 and Home Economics 321. A study of nutrition in normal and pathological conditions. Recent developments in nutrition. Selected problems. For Institutional Management majors.

425. DIET AND DISEASE.

Prerequisites: Chemistry 432, Home Economics 424, and Biology 320 and 311. A study of impaired digestive or metabolic conditions. Adaptation of the diet to meet the conditions existing in those diseases, the prevention or treatment of which is largely influenced by diet. For Institutional Management majors. Three discussion and two two-hour laboratory periods.

428. LANDSCAPE GARDENING.

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

432. HOUSE RESIDENCE.

Prerequisite or parallel: Home Economics 331. Problems of living together in the home. Practical application of management problems. Residence during twelve weeks period. Open to all majors of junior-senior rank.

443. INSTITUTIONAL ORGANIZATION AND MANAGEMENT.

Principles of scientific management of such large food and living units as the hospital, school lunchroom, student residence, and commercial units. Emphasis on business organization, employer and employee relationships, and keeping of records. Field trips to various types of institutions. Required of Institution majors.

444. ADVANCED INSTITUTION ORGANIZATION AND MANAGEMENT.

Prerequisite: Home Economics 443. Individual and group investigation of problems in institution management. Training and practical experience in the food service department and residence halls. Elective for Institution majors. Conferences and reports at appointed hours and four two-hour laboratory periods.

446. FOOD PURCHASING.

Prerequisite: Home Economics 443. A study of the market organization; the wholesale market functions and the purchase of food for institutional use. Special emphasis is placed upon those factors which determine quality, grade and cost. Open to Institution majors of senior rank. Three discussion and two laboratory periods.

451. CHILD GUIDANCE.

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

454. INDEPENDENT STUDY.

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

Ed. 466. METHODS OF TEACHING RURAL HOME MAKING.

For description of course, see Department of Education.

Ed. 472. HOME MAKING EDUCATION IN THE SECONDARY SCHOOL.

For description of course, see Department of Education.

Ed. 478. METHODS OF TEACHING NUTRITION.

For description of course, see Department of Education.

HUMANITIES

MR. BOESEN, MR. BEISWANGER

200. SURVEY OF THE HUMANITIES.

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

201. SURVEY OF THE HUMANITIES.

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

JOURNALISM

MISS MEADERS

A student may complete a minor in Journalism by taking four of the courses listed below, or by taking three of them and English 324. It is recommended that students who expect to enter the field of Journalism after leaving college take a major in Social Science or in English, together with the Journalism minor.

326. THE SCHOOL NEWSPAPER.

Planned primarily for those who may need to assist students in the publication of school newspapers, and for those who desire to learn methods of school publicity. Teachers of English will also find this course helpful with their work in composition.

329. NEWS WRITING.

A general survey of fundamental principles of news gathering and news writing. Newspaper plants will be used for laboratory practice in editing and correcting copy, and for proof reading.

330. COPYREADING AND EDITING.

Principles and practices of copyreading, proofreading, headline writing, newspaper makeup (front, inside, and special pages). Consideration of display and body types and photoengraving.

333. FEATURE WRITING.

In this course special attention will be given to feature writing, the human interest story, and the personality sketch.

334. THE NEWSPAPER IN THE MODERN WORLD.

An approach to the problems of the newspaper from the contemporary angle. A study of the problems of free speech, suppression of news, coloring of news, etc., from the standpoint of the news consumer. The course will call for considerable feature writing as well as study of contemporary books and articles on the newspaper.

LATIN

MR. BOESEN

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

101. ELEMENTARY LATIN.

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

102. ELEMENTARY LATIN.

A continuation of Latin 101.

211. INTERMEDIATE LATIN.

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

212. INTERMEDIATE LATIN.

Prerequisite: Latin 211 or its equivalent. A continuation of Latin 211.

313. LATIN PROSE OF THE CLASSICAL PERIOD.

Readings in the prose writers pertinent to the decline of the democratic ideal and the rise of dictatorship.

314. LATIN POETRY OF THE CLASSICAL PERIOD.

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

321. JUVENAL.

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

322. LATIN DRAMA.

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

326. SURVEY OF LATIN POETRY.

A general course in the history of Latin poetry.

328. LATIN COMPOSITION.

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

431. VERGIL.

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

LIBRARY SCIENCE

MISS AUSTELLE ADAMS

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

454. REFERENCE AND BIBLIOGRAPHY.

The aim of this course is to provide the student with a working knowledge of the school library as an information laboratory, with special reference to the selection and use of books, periodicals, and other materials to supplement the Georgia curriculum. Assigned readings, problems, and discussions.

455. CATALOGUING AND CLASSIFICATION.

Instruction and practice in the elementary principles of cataloguing and classifying books. Supervised problems and discussions.

456. ADMINISTRATION OF SCHOOL LIBRARIES.

This course is planned to give the teacher-librarian the techniques needed for planning and organizing the library and making it function in the school. Includes directed observation and field work designed to give the student practical experience. It is recommended that this course be taken after 454 and 455.

458. READING GUIDANCE AND BOOK SELECTION FOR CHILDREN AND YOUNG PEOPLE.

Study of the principles used in evaluating and selecting books, magazines, and other materials for the school library; and of methods used to stimulate reading. Class discussion of books read and examined.

MATHEMATICS

MISS NELSON, MRS. STOKES

A major in the department of Mathematics must include Mathematics 201, 222, 323, 340, 341, and one to three additional courses, at least one of which must be numbered above 400.

A minor in Mathematics must include one course in the Calculus.

100. INTRODUCTION TO COLLEGE MATHEMATICS.

The purpose of this course is to provide those students who will take only one course in mathematics with some of the basic concepts of the subject in addition to furnishing them with some facts and processes which will facilitate understanding of required courses in other fields. Among the topics included are: the nature of mathematics, number and operations of arithmetic, arithmetic of numbers in exponential form, arithmetic of measurement, variation, functional relationships, the equations.

101. SOLID GEOMETRY.

This course includes lines and planes in space; dihedral and polyhedral angles; surfaces and volumes of polyhedrons, cylinders, cones, and spheres; the solution of numerous originals. Offered alternate years. Not offered in 1947-48.

201. PLANE TRIGONOMETRY.

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

222. COLLEGE ALGEBRA.

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

312. BUSINESS MATHEMATICS.

The first part of this course comprises the topics generally known as Business Arithmetic. The second part includes the more important topics of the mathematics of finance, such as compound interest, annuities, sinking funds, amortization, bonds, and insurance.

323. ANALYTIC GEOMETRY.

Prerequisites: Mathematics 201 and 222. This course includes the study of coordinate systems; locus of an equation; the straight line; the circle; conic sections; tangents; normals; transformation and rotation of axes; polar equations; and higher plane curves.

331. ELEMENTS OF STATISTICS.

This course presents the fundamental notions of statistical analysis in a way that can be comprehended by students who have but little training in Mathematics and yet in such a way that they can be studied to advantage by those who are specializing in Mathematics. Recommended for Social Science majors.

340. ELEMENTARY CALCULUS.

Prerequisite: Mathematics 232. This course includes a study of derivatives; maxima and minima; definite and indefinite integrals; and applications of derivatives and integrals. (This course may not be taken for credit by a student who has had the course listed as Mathematics 431 in the old catalog.)

341. ELEMENTARY CALCULUS.

Prerequisite: Mathematics 340. This is a continuation of Mathematics 340 and includes a careful derivation of the fundamental formulas of integration; differential equations; successive differentiation and integration; series; and physical and geometric applications of derivatives and integrals. (This course may not be taken for credit by a student who has had the course listed as Mathematics 432 in the old catalog.)

360. THEORY OF EQUATIONS.

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

433. ADVANCED CALCULUS.

This is a second course in Calculus. Emphasis is placed on the conditions under which the theorems and processes of Calculus are correct.

450. INTRODUCTION TO HIGHER ALGEBRA.

The purpose of this course is to introduce the student to the meaning of an Algebraic proof and to some of the basic ideas of Algebra such as matrix, group and invariant.

470. INTRODUCTION TO HIGHER GEOMETRY.

The aim of this course is to give the student some of the basic

ideas and methods of Higher Geometry. The geometries associated with the projected group and the group of circular transformations will be studied.

MUSIC

MR. NOAH, MRS. ALLEN, MISS CONNALLY, MISS GOFF, MISS JENKINS,
MISS JOHNSON, MR. KECK, MISS PITTARD

The Music Department provides:

1. For all students, opportunities to develop an understanding and appreciation of music as part of a liberal education.
2. For students who desire to become professional performers or teachers, a four-year course leading to the Bachelor of Arts degree.
3. For students who desire to become supervisors and teachers of public school music, a four-year program which will comply with all state requirements in both education and music and lead to the Bachelor of Arts or Bachelor of Science degree in Music Education.

Four curricula leading to a music major in the four-year college program:

1. Major in the History, Criticism, and Theory of Music, with the Bachelor of Arts degree, for those who wish to pursue graduate study.
2. Major in Applied Music, with the Bachelor of Arts degree, for those who wish to continue with professional training.
3. Major in Choral Music, with the Bachelor of Science degree in Music Education, as preparation for grade and high-school music teaching, particularly in the vocal field.
4. Major in Instrumental Music, with the Bachelor of Arts or Bachelor of Science degree in Music Education, as preparation for grade and high school music teaching, particularly in the instrumental field.

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

All Music Majors are expected to:

1. Participate in either a vocal or instrumental organization during their entire time in college.
2. Attend Allegro Club, all faculty and student recitals, and special concerts presented by "Appreciation Hour" and the Milledgeville Concert Association.

HISTORY AND CRITICISM OF MUSIC

Requirements for the Bachelor of Arts degree with a major in the History, Criticism and Theory of Music: history of music, harmony, counterpoint, form and analysis, and two courses in music literature.

100. AN INTRODUCTION TO THE ART OF MUSIC.

A study of the materials of music and of the chief forms of instrumental and vocal composition. Emphasis is placed on the ability to hear music intelligently, to recognize its materials, to perceive its forms, and to distinguish its chief styles. The course is designed for the general college student as well as a prerequisite to more advanced studies in music history and criticism.

340-341. HISTORY OF MUSIC.

A survey of musical literature from primitive times down to the present. Emphasis will be placed on great composers and their works of the Classic, Romantic, and Modern periods. Phonographs and records, scores and books about music are available for the preparation of class work. One course each quarter.

450. APPRECIATION OF MUSIC.

By means of illustrations, this course aims to teach the fundamental principles of intelligent listening and to build a repertoire of music which should be the possession of every cultured person. No previous knowledge of music is necessary. The endeavor will be to increase the enjoyment of music rather than to build up a body of facts concerning it. Not open to students who have had Music 100.

MUSIC THEORY

257. FUNDAMENTALS OF MUSIC.

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

258-259. EAR TRAINING AND SIGHT-SINGING.

The singing of melodies from the simple to the more difficult:

harmonic and melodic dictation; two- and three-part singing. One-half course each quarter.

260-261. HARMONY.

The individuality and unity of melody, harmony, and rhythm as elements of musical expression. Some of the work taught will include melody writing, harmonizing of melodies and basses with the principal and secondary triads, dominant seventh and ninth chords. One-half course each quarter.

262-263-264. ADVANCED HARMONY.

Higher forms of chord structure, altered chords, and modulation. Much of the subject matter, plus supplementary assignments, will be played at the keyboard and taken as dictation. One-half course each quarter.

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

Harmonic, interval and melodic dictation: singing of intervals, rhythms, chords, and sight-singing. Emphasis is placed on the reading of part work suitable for glee club and chorus in grade and high schools. One-half course each quarter.

365-366-367. FORM AND ANALYSIS.

Harmony as an outline of form, harmonic rhythms, harmonization in the larger forms, analysis of original compositions, application of all subject matter to the keyboard, and a study of representative instrumental and vocal masterpieces selected from all periods. One-half course each quarter.

CONDUCTING, CHORAL AND INSTRUMENTAL MATERIALS AND METHODS

327. MATERIALS AND METHODS FOR PIANO TEACHING.

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

328. MATERIALS AND METHODS FOR BAND.

For instrumental majors. Organization, selection of materials and class instruction in the elementary, junior and senior high school; construction and care of the instruments; the marching band; the symphonic band; and baton technique in conducting. One course.

380. CHORAL AND INSTRUMENTAL CONDUCTING AND APPRECIATION.

A practical course in conducting with the main emphasis upon acquiring skill in actually using the baton. Consideration is given to the various problems of the conductor as a school music supervisor; as a community chorus or orchestra conductor. Emphasis is placed upon interpretation, technical problems, efficiency in rehearsal, program making; followed by score reading of much literature. The student may conduct regular instrumental and choral groups.

Supplementary to the above is Music Appreciation, which continues the study of composers, symphonies, operas, chamber music, art songs, and various classics. One and one-half courses for the year.

381. CHORAL AND INSTRUMENTAL CONDUCTING AND APPRECIATION.

A continuation of 380 in the use of advanced materials, methods and literature of all periods.

CLASS INSTRUCTION

116. CLASS INSTRUCTION IN VOICE.

The fundamentals of breathing, vowels, consonants, phrasing, tone, posture, diction, interpretation, and their application to the simple song classics are taught. Part-singing, selection of materials for various choral and ensemble singing. Required of all Music Education Majors. One course for the year.

213. CLASS INSTRUCTION IN CLARINET, FLUTE, OBOE, BASSOON, SAXOPHONE.

This course gives students opportunity to become familiar with the instruments of the woodwind family by actually playing on the various instruments. Fall quarter. One-third course.

214. CLASS INSTRUCTION IN HORN, TRUMPET, TROMBONE, BARITONE, TUBA.

Each instrument of the brass family is taken up in turn by members of the class. Specific problems, as well as instructional materials suitable for use in private work or classes are studied. Winter quarter. One-third course.

215. CLASS INSTRUCTION IN VIOLIN, VIOLA, VIOLONCELLO, STRING BASS.

Aside from a playing knowledge of the instruments, which includes fundamental bowings and positions, there is a knowledge of teaching methods in stringed instrumental materials taught in the class. Spring quarter. One-third course.

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

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

MUSIC EDUCATION

221. PUBLIC SCHOOL MUSIC IN THE LOWER ELEMENTARY GRADES.

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

223. PUBLIC SCHOOL MUSIC IN THE UPPER ELEMENTARY GRADES.

This course is designed to give the upper elementary grade teacher a comprehensive picture of the music program as carried on in the grades of the modern grammar school. The values and aims of music, the subject matter used, and the best methods of presenting the various problems encountered in rote and sight-singing are used. Sight-singing of more difficult melodies and rhythms, chromatics, two-part singing, and conducting are also stressed. One course.

225. PUBLIC SCHOOL MUSIC METHODS IN THE ELEMENTARY GRADES.

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

226. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.

For music majors. This course includes a study of music materials for use in the various organizations of the junior and senior high schools. An evaluation of these materials and methods of presentation are made. Model lessons, lesson planning, observation in Peabody School and the teaching of class by its members are used as a means of gaining teaching skill. One course.

APPLIED MUSIC*

PIANO

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

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

*Credit will not be allowed in more than two courses in applied music without an equal amount of theory.

1. All major and minor scales. One or more standard studies. An easy piece from memory.

2. Songs from the Golden Book or any standard hymnal, accompanied for any song in the manuals of Music Hour Series and simple Art Songs.

3. Play from memory "The Star-Spangled Banner" in A flat, "America" in F, and "America the Beautiful" in C.

The piano examination must be completed by the end of the junior year. In case of failure, further study will be required and a re-examination will be given. The degree for graduation will not be granted until the examination has satisfied requirements.

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

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

CERTIFICATE OF PROFICIENCY

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

The piano major or the applicant for the certificate of Proficiency, should be able to play all major and minor scales correctly in moderately rapid tempo; should have studied some of the standard Etudes such as Czerny Op. 299, Heller Op. 46 and 47, Bach Little Preludes, Bach Two-Part Inventions, compositions corresponding in difficulty to Haydn Sonata No. 11, Mozart Sonata in C Major No. 3, Beethoven Sonata Op. 49, No. 1, Schubert Impromptu Op. 142, No. 2, etc. Auditions may be heard before or during Freshman Week in Anthony Porter Hall.

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

403. Technical studies continued; major and minor scales, M.M. 132; Cramer and Czerny; Bach Three-Part Inventions; Beethoven sonatas;

compositions of the romantic and modern periods. Test: All scales, one or more studies, two movements from a sonata, one Three-Part Invention, and a piece from Memory. One course for the year.

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

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

VOICE

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

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

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

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

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

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

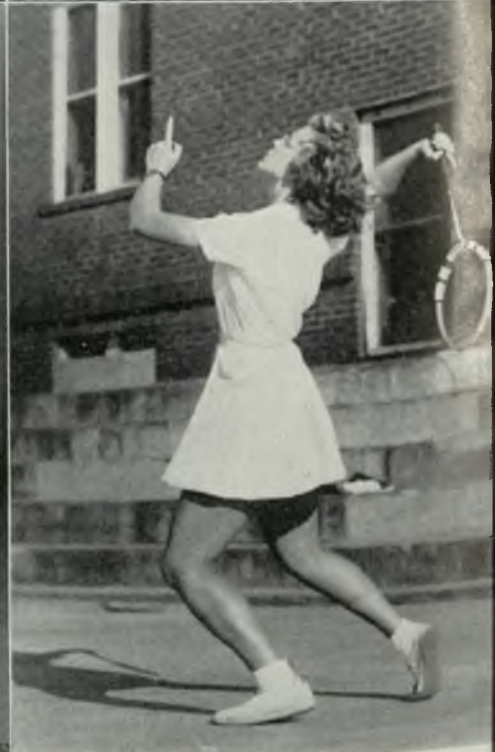
VIOLIN

The violin major should have studied some of the Forty-Two Etudes

As the
Designers
do it



How
Marie Curie
got her
start





Bell Hall

Ennis Hall





Terrell Hall

Ina Dillard Russell Library



of Kreutzer and Kayser Op. 20; The Mazas Special Studies; and The Dont Exercises Preparatory to Kreutzer before making application.

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

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

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

407. Playing in all positions; studies from Mazas and Kreutzer; double stopping and bowing from Auer, Schrodieck, Sevcik, Fischel, or Handel; Sonatas and concerti and more advanced pieces. Test: Scales in three octaves, two studies from Kreutzer or Mazas, two movements from a sonata or concerto, and a piece from memory. One course for the year.

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

ORGAN

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

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

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

409. Larger Preludes and Fugues of Bach; sonatas and composi-

tions of Widor, Vierne, Bonnet, Karg-Elert, and others of the modern school; special studies in playing hymn tunes with practical experience in the chapel services of the college. Test: Public recital. One course for the year.

ORCHESTRAL INSTRUMENTS

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

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

MUSIC ORGANIZATIONS

211. MILLEDGEVILLE COLLEGE A CAPPELLA CHOIR.

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

212. THE CECILIAN SINGERS.

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

217. THE SYMPHONY ORCHESTRA.

The Symphony Orchestra offers excellent opportunity for practical training in playing the best orchestral works. The orchestra is heard every year in concert on the campus and throughout the state. Membership is open to students trained in string and wind instruments with no extra charge. Rehearsals are held three hours each week. One course for the year.

218. THE CONCERT BAND.

The Concert Band offers opportunity to play band instruments, and is frequently heard in concert throughout the year. The best of band literature is played. There is no extra charge. One course for the year.

ALLEGRO CLUB

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

PHILOSOPHY

 MR. BEISWANGER

A student may complete a minor in Philosophy by taking any four of the following courses.

310. INTRODUCTION TO ETHICS.

The major theories of the moral ideal presented in relation to contemporary ethical and social problems. Selected reading in the classical and modern moralists. Formerly 410.

315. ESTHETICS.

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

316. INTRODUCTION TO LOGIC.

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

409. THE PHILOSOPHY OF PLATO.

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

412. INTRODUCTION TO MODERN PHILOSOPHY.

A first study of the course of scientific, political, social and religious thought from the Middle Ages to the post-Romantic period, with selected readings in key philosophers and, for orientation, *Randall's The Making of the Modern Mind*. May be counted as part of a Sociology major or minor.

413. THE DEVELOPMENT OF AMERICAN PHILOSOPHY.

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

PHYSICAL EDUCATION

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

For the special curriculum leading to the Bachelor of Science in Education for teachers of Physical Education, see pages 73 to 75.

100, a, b, c. PHYSICAL EDUCATION ACTIVITIES FOR FRESHMEN.

Selected and adapted to students' interests and needs. The following activities are offered: *Sports*, including soccer, hockey, volleyball, basketball, badminton, bowling, archery, golf, tennis, hiking activities, softball, swimming, and the simpler recreation games of aerial darts, horseshoes, croquet, deck tennis, table tennis, and shuffleboard; *Rhythmical Activities*, including tap dancing, dancing, folk dancing, and modern dancing; *Gymnastic Activities*, including group developmental gymnastics, self-testing activities, and individual or corrective gymnastics for organic and postural cases. Three periods a week throughout the year. One-third course each quarter.

200. PHYSICAL EDUCATION ACTIVITIES FOR SOPHOMORES.

Selected and adapted to interests and needs. For activities offered, see Physical Education 100, a, b, c. Two periods a week throughout the year. One-third course each quarter.

210. a, b, c. ADVANCED PRACTICE IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 100. This course takes the place of Physical Education 200, and aims to offer special intensive instruction in the Physical Education activities. Open only to those sophomores anticipating Physical Education as a major or minor. Five periods a week throughout the year. One-third course each quarter.

215. PHYSICAL EDUCATION FOR THE ELEMENTARY AND JUNIOR HIGH SCHOOL.

Prerequisite: Physical Education 100. A study of the Principles,

materials, and methods involved in the organization and teaching of Physical Education on the elementary and junior high school level, supplemented by observation and practice teaching. Offered primarily for non-major undergraduate students planning to teach in the elementary or junior high schools. Two periods a week throughout the year. One-third course each quarter.

300. ADVANCED SWIMMING AND LIFE SAVING.

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

310. THEORY AND PRACTICE OF PLAY AND GAMES.

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

311. THEORY AND PRACTICE OF RHYTHMICAL ACTIVITIES.

Prerequisite: Physical Education 210. The study and practice of dance forms in the Physical Education program, including child rhythms, folk, social, and modern dancing. Special study will be made of the principles and philosophy underlying the dance as an educational force, its related art forms, and its development and organization in the curriculum today. Five periods a week.

312. THEORY AND PRACTICE OF GYMNAS TIC ACTIVITIES.

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

313. THE TECHNIQUE OF SPORTS.

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

314. THE TECHNIQUE OF SPORTS.

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

315. ORTHOPEDIC AND REMEDIAL PHYSICAL EDUCATION.

Prerequisite: Physical Education 322. A study of faulty postural conditions of back and feet, and of certain other muscular and organic abnormalities with a consideration of their treatment through individual corrective exercises and massage. Spring quarter. One-half course.

322. KINESIOLOGY.

Prerequisite: Health 321. A study of the joint and muscular action involved in fundamental body movements and the common motor activities in Physical Education.

331. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.

Prerequisite: Physical Education 322. The analysis and practice of procedures for determining organic fitness and motor capacities and abilities as they relate to participation in the Physical Education activities. Special attention will be given to aptitude and achievement tests of general and specific motor abilities. Supplemented by clinical laboratory experience. Three periods a week. One-half course.

423. RECREATIONAL LEADERSHIP.

A critical analysis of the problem of recreation and the creative use of leisure time. Includes a study of the philosophy and historical development of play and recreation, the scope of recreational expressions, supporting and controlling agencies, the program, leadership, and organization in the community and nation today.

430. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION.

A study of the historical background, principles and objectives of Physical Education in its relationship to Education as a whole. Three periods a week. One-half course.

433. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION.

Prerequisites: Physical Education 310, 311, 312, 313, and 314. A critical analysis of the problems involved in the organization and administration of the total Physical Education program, with special emphasis upon such problems as facilities, equipment, program, leadership, administrative devices, departmental policies, organizations, and relationships.

PHYSICS

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PHYSICS

MR. VINCENT, MISS ROGERS

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

100. SURVEY COURSE IN PHYSICS AND ASTRONOMY.

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

104. HOUSEHOLD PHYSICS.

This course is designed for those who wish the household application of Physics, especially adapted to students in Home Economics. Emphasis is given to the subjects of heat, electricity, and light. Four lectures and one laboratory period per week.

301. GENERAL PHYSICS.

This course, together with Physics 302, is designed to fulfill the requirements of the majors in Mathematics and Science. Mechanics, heat, and sound are the branches dealt with in Physics 301, with stress being placed upon the fundamental elements of the science. The practical and cultural phases will be developed. Three lectures and two laboratory periods per week.

302. GENERAL PHYSICS (Continued).

Prerequisite: Physics 301. This course will deal with light, electricity, and magnetism and continues a course in General Physics. Three lectures and two laboratory periods per week.

311. DESCRIPTIVE ASTRONOMY.

This is an introductory general course in descriptive Astronomy, designed to give the student an understanding of the solar system, the relative motion of its members, and their relation to the sidereal universe. Some of the laboratory time is used in familiarizing the student with the best known constellations. It concludes one laboratory period a week. Some of the laboratory periods are in the evening.

324. ATOMIC PHYSICS.

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

326. MAGNETISM AND ELECTRICITY.

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

POLITICAL SCIENCE

MR. TAYLOR

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

324. AMERICAN NATIONAL GOVERNMENT.

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

326. STATE AND LOCAL GOVERNMENTS.

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

421. COMPARATIVE GOVERNMENT.

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

422. INTERNATIONAL RELATIONS.

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

428. GOVERNMENT AND BUSINESS.

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

430. AMERICAN POLITICAL PARTIES.

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

PSYCHOLOGY

MISS BOLTON, MR. GARRISON

A minor in Psychology should include Psychology 301 and three additional courses selected with the advice of the head of the department.

100. INTRODUCTORY SURVEY OF THE PSYCHOLOGY OF ADJUSTMENT.

An introduction to the study of the psychological principles and methods of analysis of problems of adjustment. An elective course for freshmen.

301. INTRODUCTION TO PSYCHOLOGY.

An introduction to the facts, principles and methods of psychology. Problems and methods will be demonstrated by individual and group experiments.

323. CHILD PSYCHOLOGY.

This course gives an objective analysis of the development of the child from birth to adolescence. Observation and other techniques for studying children will be used in the analysis of the growth process and the adjustment problems of children.

421. APPLIED PSYCHOLOGY.

It is the purpose of this course to introduce the student to the psychological problems of personnel work in business and industry and to the techniques used in their analysis and solution.

441. INTRODUCTION TO STATISTICS AND MENTAL MEASUREMENTS.

An introduction to the study of tests and of statistical methods used in the measurement of individual differences in intelligence, in aptitudes and in personality traits. Three lectures and two laboratory periods.

442. PSYCHOLOGY OF ADOLESCENCE.

A study of the development and adjustment problems of the adolescent. Observation and other personnel techniques will be used in studying adolescents.

447. PSYCHOLOGY OF EXCEPTIONAL CHILDREN.

Psychological techniques and principles used in the clinical study of the growth and adjustment problems of learning and of personality adjustment. Three lectures and two laboratory periods.

448. INTRODUCTION TO ABNORMAL PSYCHOLOGY AND MENTAL HYGIENE.

A study of the analysis and treatment of abnormal personality problems. The relation of abnormal personality deviations to normal behavior and principles of mental hygiene are emphasized. Observational and clinical techniques will be used in the study of specific problems.

452. SOCIAL PSYCHOLOGY.

An introduction to the psychological analysis of the influence of social groups and institutions upon the development and adjustment of the individual.

463. PSYCHOLOGY OF PERSONALITY.

The analysis of personality development and adjustment.

SOCIAL SCIENCE

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

103-104. CONTEMPORARY CIVILIZATION.

This course in the social studies is designed to give the student an acquaintance with and an understanding of the social, political, and economic aspects of contemporary civilization. It is a double course required of all freshmen.

210-211. DEVELOPMENT OF CIVILIZATION.

This double course, required of all sophomores, is a survey of the development of Western society. It traces civilization through the changes that have transformed it into the highly complicated pattern of the twentieth century.

400. CONTEMPORARY GEORGIA PROBLEMS.

This is a course in contemporary problems in Georgia. It attempts to inquire into the state's population tendencies, to study its agricultural, industrial, and commercial resources, and to analyze its governmental organization and problems.

405. CURRENT ECONOMIC, SOCIAL, AND POLITICAL TRENDS.

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

SOCIOLOGY

MR. MASSEY, MR. MORGAN

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

The social science courses required in the freshman and sophomore years or their equivalent are prerequisite to a major or minor in sociology.

301. INTRODUCTION TO SOCIOLOGY.

A course designed to orient the student in the field of Sociology, make him aware of the more fundamental concepts employed in the study of society, and more prepared to engage in the special studies to be undertaken later. A first course, especially recommended for those who have had little or no background in the subject.

ECONOMICS. 306.

See description in department of Economics.

322. CHILD WELFARE.

A study of the social forces and factors operating in child life.

323. SOCIAL CONTROL.

A study of forces and methods of control in modern society. Custom, public opinion, religion, and law are emphasized.

324. CRIMINOLOGY.

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

326. SOCIAL CHANGE.

This course deals with the nature and types of social change as well as with the biological, technological, and cultural factors underlying social change.

327. RURAL SOCIOLOGY.

The rural people; physical, mental, and social characteristics. Cultural conditions. The rural mind. Psychological attitudes. Rural social institutions: the home, school, church, club, and lodge. Play and recreation. Sanitation and health. Income and standards of living.

PHILOSOPHY. 412.

See description in department of Philosophy.

428. THE FAMILY.

Study of the origin and development of the family, the disintegrating tendencies, and society's obligation to this institution.

452. ANTHROPOLOGY.

An attempt to introduce the student to the fundamentals of human culture.

454. CURRENT SOCIAL PROBLEMS.

A study of modern society and such social problems as population, health, race, the family, crime, public opinion, and war and peace.

460. ORIENTATION TO SOCIAL WORK.

This course is designed to acquaint the student with the concepts, and with the knowledge of the fields relevant to social work, with the history of and the divisions within social work (medical, psychiatric, case work, group work, etc.), and with some of the techniques used in the field. Legislation affecting the field of social work will also be stressed.

SPANISH

MR. RODRIGUEZ

A major in Spanish should include Spanish 211, 212, and four additional courses in Spanish of senior college level. Spanish 212, or the equivalent, is a prerequisite for all senior college courses.

101. ELEMENTARY SPANISH.

Careful drill in pronunciation, conversation, fundamentals of Spanish grammar, irregular verbs, and composition.

102. ELEMENTARY SPANISH.

Prerequisites: Spanish 101, or equivalent. Continuation of Spanish 101.

211. INTERMEDIATE SPANISH.

Prerequisite: Spanish 102, or equivalent. Reading of modern Spanish literature, composition, dictation, and conversation.

212. INTERMEDIATE SPANISH.

Prerequisite: Spanish 211, or equivalent. Continuation of Spanish 211.

313. ADVANCED GRAMMAR AND COMPOSITION.

A systematic and detailed study of grammar, oral and written composition, some attention to the history of the language.

320. SURVEY OF SPANISH LITERATURE.

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

328. SPOKEN SPANISH.

Oral Spanish for class-room and practical use, with emphasis on the development of conversational facility.

329. SURVEY OF SPANISH LITERATURE.

A study of Spanish literature from the end of the *Siglo de Oro* through modern times. Class lectures and discussion of important figures. Reading of masterpieces.

434. SPANISH-AMERICAN LITERATURE.

A general survey of the literature of Spanish-American countries. Class lectures and discussion of important figures. Reading of representative works.

436. SPANISH POETRY.

A survey of Spanish lyric poets and their principal works. Some time is devoted to Spanish versification.

438. SPANISH-AMERICAN CULTURE AND CIVILIZATION.

A general survey of the literature, government, education, industries, and products of Spanish-American countries. Some attention is given to important historical events and to the commercial and political relations between our country and Spanish-America.

SPEECH

MISS WEST, MRS. NOAH

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

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

308. SPOKEN ENGLISH.

The purpose of the course is to correct voice and speech defects; to improve speech for everyday life; and to give the students a foundation for oral interpretation and public speaking.

309. PUBLIC SPEAKING.

Presentation and criticism of original speeches; study of the occasional speech; psychology of audience behavior; application and principles of persuasion and suggestion; practical use of parliamentary procedure.

310. ORAL INTERPRETATION.

A study of the technique of expression and impression. Presentation of material with reference to the drama, short story, and poetry. Prerequisite, Speech 308.

321. SHAKESPEARE (See English 321).

323. PLAY PRODUCTION.

An introductory course in dramatics in which characterization,

stage technique, make-up, stage craft, lighting, costuming, and play selection will be studied. One-act plays will be produced by the class.

330. INTRODUCTION TO RADIO.

Prerequisite: Speech 308 or equivalent. Basic instruction in microphone technique, continuity writing, announcing, control operations, and the production and direction of radio plays and other programs. A studio and control room will be operated as a "miniature" radio station in which the students may gain practical experience.

362. ADVANCED PLAY PRODUCTION.

A continuation of Speech 323 with special emphasis on the directing of plays. (Open only to students who have had the first course in play production.)

375. EXPRESSION.

Private study of voice and diction, platform decorum, and interpretation of literature. One-third course each quarter. Total credit one course.

460. HISTORY OF THE THEATRE.

A survey of the development of the physical theatre, along with a survey of the development of the technical structure of the drama in the various eras of theatrical history.

466. MODERN DRAMA.

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

GRADUATES IN 1946

JUNE CLASS

BACHELOR OF ARTS

Mary Elizabeth Anderson	College Park
Marianne Armstrong	Statesboro
Betty Emily Bartlett	Bowdon
Marian Gwendolyn Bessent	Warwick
Jocile Buxton	Byromville
Emily Ann Chapman	Covington
Joyce Blanche Edmunds	Thomson
Janet Fowler	Milledgeville
Peggy Carolyn George	Swainsboro
Gloria McCullough Hamilton	Milledgeville
Mary Virginia Harrison	Milledgeville
Marjorie Ennis Hiatt	Smyrna
Betty Zane Hodges	Sandersville
Gloria Elizabeth Huff	Dearing
Patsy Anne Ingle	Oklahoma City, Okla.
Jane Elizabeth Lindsey	Swainsboro
Mary Beatrice McCormack	Albany
Helen Victoria Matthews	Cumming
Josephine Hunt Mills	Oak Ridge, Tenn.
Elizabeth Randolph Shreve	Milledgeville
Rebecca Crosland Wall	Elberton

BACHELOR OF SCIENCE

Virginia Ruth Brazel	Waycross
Wilma Helen Britt	Snellville
Mary Lonnie Dixon	Avera
Dorothy Dean Gassett	Byron
Georgia Beatrice Griffin	Ochlochnee
Sara Josephine Miller	Dublin
Frances McCluney Sams	Milledgeville
Julia Virginia Sutton	Adel
Elenore Coalson Thomas	Bremen

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Lucia Bone	Milledgeville
Anna Lynn Carmical	Sargent
Miriam Eugenia Chatfield	Culloden
Lois Rebecca Corry	Union Point
Virginia Lee Frost	Wrightsville

GRADUATES IN 1946

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Mary E. Godbee	Millen
Ethel Parker Harper	Millen
Mary Patsy Hodges	Oconee
Aileen Dyar Jackson	Calhoun
Mildred Corinne Johnson	Milledgeville
Jane Elizabeth Lancaster	Sylvester
Frances Elizabeth Lord	Toombsboro
Julia Elizabeth McCullohs	Waverly Hall
Jeanette Cleo McJunkin	Greenville, S. C.
Evangeline Lucy Mayes	Atlanta
Ikella Pearl Odom	Warwick
Ruth Ellen Peavey	Unadilla
Ellen Nash Turner	Milledgeville
Evelyn Elizabeth Walden	Avera
Evelyn Dennard Way	Moultrie

BACHELOR OF SCIENCE IN EDUCATION

Betty Agerton	Vidette
Sara Hilda Allen	Statesboro
Betty Brinson Anderson	Metter
Ruby Zell Barnes	Milledgeville
Marjorie Blair	Atlanta
Genelle Brewer	Clayton
Dorothy May Brewton	Waycross
Dorothy V. Bruce	Greensboro
Lillian Cassels	Cairo
Carolyn Cox Davis	Fort Gaines
Mary Christian Davis	Elberton
Rosalyn Kate Digby	Carrollton
Lynette Eason	Elko
Lucille Park Finney	Haddock
Mildred Angelyn Glisson	Hawkinsville
Betty Claire Gooden	Perry
Charlotte Susan Hodges	Dublin
Jamye Carolyn Hooks	Gray
Margie Hughes	Macon
Florrie Beth Jackson	Calhoun
Carolyn Jones	Unadilla
Jane Elizabeth King	Grovetown
Dorothy Kitchens	Cuthbert
Mary Katherine Langford	Warrenton
Virginia Lee Mathis	Avera
Frances Charlotte May	Lincolnton
Ann Moore	Culverton
Katie Jean Penland	Ellijay
Kathryn Yvonne Peters	Monroe

Jewel Radford	Atlanta
Ruth Dawn Read	Augusta
Nell Robinson	Oglethorpe
Pauline Matilda Roughton	Macon
Berma Smith	Macon
Vennis Louise Veale	Sandersville
Jean Elizabeth Wansley	Carnesville
Emily Jeanette Wingate	Camilla
Doris Jane Wyatt	Menlo
Iris Dell Young	Fitzgerald

BACHELOR OF SCIENCE IN HOME ECONOMICS

Helen Margaret Akin	Vienna
Geina Mae Andrews	Carnegie
Jo Ethridge Bell	Decatur
Katherine Pope Bittick	Forsyth
Laura Jane Brewster	Cedartown
Martha Lou Britt	Snellville
Mabel Bernice Brown	Manchester
Jacqueline Evelyn Burton	Smithville
Jean Paige Chastain	Liberty, S. C.
Martha Emma Clark	Parrott
Helen Gray Crotwell	Leesburg
Barbara Jean DuVall	Edison
Betty Claire Greene	Covington
Mabel Louise Hodges	Oconee
Imogene Elizabeth Holcomb	Gainesville
Dorothy Frances Huie	Elberton
Reba Nell Jordan Johnson	Carrollton
Waverlyn Juanita Knight	Woodbury
Mary Lois Langford	Warrenton
Mattie Elizabeth Liles	Odum
Myrtice Irene McDonald	Moultrie
Rosa Little Malone	Monticello
Martha Evelyn Mason	Homer
Helen Daisy Melton	LaGrange
Naomi Carolyne Mizelle	Rhine
June Carol Jones Morgan	Atlanta
Modenia Elizabeth Nash	Decatur
Ida Virginia Nichols	Jesup
Virginia Helen Olsen	St. Simons Island
Carolyn J. Proctor	Brooklet
Johnnie Sue Taylor	Elberton
Martha Frances Taylor	Newnan
Dora Evelyn Thomas	Hartwell
Aileen Tye	Hapeville

GRADUATES IN 1946

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Evangeline Rose Varn	Savannah
Lucille Watkins Young	Fort Valley

BACHELOR OF SCIENCE IN MUSIC EDUCATION

Frances Elizabeth Cleveland	Elberton
Mary Ella Everett	Tennille
Nona Caroline Quinn	Washington

NORMAL DIPLOMA

Virginia Bailey	Decatur
Mary Will Pope Barentine	Rochelle
Dorothy Louise Myers	Augusta
Vera Christine Standard	Reidsville
Jean Wallace	Griffin

SECRETARIAL DIPLOMA

Amy Virginia Adams	Roswell
Laurie Lee Brewer	Fitzgerald
Lurlene Dawson	Cuthbert
Beverly Jean Dozier	Augusta
Sara Jo Gordon	Commerce
Frances Grace Gordy	Cusseta
Catherine Ann Jones	Riceboro
Mary Alice Lewis	Milledgeville
Saranell Marlowe	Pendergrass
Mildred Odell Melton	LaGrange
Mary Annette Morgan	Fitzgerald
Ailce Nell Pullen	Brunswick
Betty Jo Segraves	Commerce
Evelyn Stanton	Dothan, Ala.
Virginia Anne Tippins	Alma
Mary Virginia Twilley	Griffin
Eva Jean Whitaker	Jacksonville, Fla.
Virginia Lee White	Dalton
Julia Anne Williams	Dooling

AUGUST CLASS, 1946

BACHELOR OF ARTS

Margaret Janie Allison	Hogansville
Mrs. R. L. Brown, Jr.	McRae

Kittie Beaty Burruss	Milledgeville
Martha Inez Carpenter	Milledgeville
Betty Jane Cogburn	Jasper
Constance Elizabeth Denton	Milledgeville
Quinelle Hargrove	Milan
Jeannette McCoy	Milledgeville
Annie Ruth McCorkle	Tifton
Anne Ernestine Prescott	Millen

BACHELOR OF SCIENCE

Ethel Rae Mozo	Milledgeville
Mary Norwood Stubbs	Eatonton

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Joe Ann Standard	Rochelle
Frances Walker Way	Moultrie
Era Jane Whitehead	Washington

BACHELOR OF SCIENCE IN EDUCATION

Lillian Phillips Anderson	Palmetto
Sara Isobel Barrett	Dahlonega
Emma Roberts Bealey	St. Marys
Lillian Elodia Bloodworth	Macon
Doris Irene Boyer	Sparta
Beverly Carlene Brisendine	Greensboro
Lucile Mary Collins	St. Augustine, Fla.
Lillian Dorminy Crenshaw	Ft. Lauderdale, Fla.
Mary Davis Gibb	Clayton
Mary Clyde Spivey Green	Hardwick
Mary Elizabeth Hull	Covington
Emery Blunt Kirby	Dalton
Louise Joiner Morris	Tennille
Margaret Lois Neighbors	Hogansville
Nell Bishop Parker	Montezuma
Emily Clyde Perkins	Butler
Mable Jenelle Poss	Washington
Nell Joan Ray	Coleman
Emily Mae Stokes	St. George
Jennie Sutton Taylor	Lyons
Ethel May Hurtis Troup	Fitzgerald
Gladys McElvy Ward	Pelham

GRADUATES IN 1946

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BACHELOR OF SCIENCE IN HOME ECONOMICS

Ida Sue Patterson Crew	Whigham
Alma Earle Dixon	Warwick
Edith Elene Evans	College Park
Cornelia B. Dyer	Thomson
Georgia Yulee Harvey	Richmond Hill
Hazel Langford	Meansville
Margaret Lucile Prince	Godfrey
Mary Lucile Shepard	Eastman
Vivian Elizabeth Singleton	Clarksesville
Ora Parthenia Spivey	Metter
Dora Evelyn Thomas	Athens
Eugenia Thompson	Tennille
Frances Adaline Withrow	Albany

BACHELOR OF SCIENCE IN MUSIC EDUCATION

Elsie Glenn Reeve	Calhoun
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NORMAL DIPLOMA

Agnes Maybelle May	Mitchell
Annie Walker Miller	Milledgeville

SECRETARIAL DIPLOMA

Betty Buice	Buford
Mary Alice Small	Gray
Louise Eugenia Stroberg	Atlanta
Frances Margaret Washburn	Macon

DEGREES AND DIPLOMAS GRANTED—1946

Bachelor of Arts	31
Bachelor of Science	11
Bachelor of Science in Business Administration	23
Bachelor of Science in Education	61
Bachelor of Science in Home Economics	49
Bachelor of Science in Music Education	4
Total Degrees	179
Normal Diploma	7
Secretarial Diploma	23
Total diplomas	30
Total degrees and diplomas	209

REGISTRATION BY COUNTIES, GEORGIA

1946 - 1947

<i>County</i>	<i>No. of Students</i>	<i>County</i>	<i>No. of Students</i>
Appling	4	Effingham	1
Atkinson	2	Elbert	13
Baker	1	Emanuel	14
Baldwin	78	Evans	4
Barrow	3	Fannin	1
Bartow	8	Fayette	2
Ben Hill	8	Floyd	12
Berrien	5	Forsyth	2
Bibb	26	Franklin	11
Bleckley	4	Fulton	61
Brantley	2	Glascokk	2
Brooks	7	Glynn	11
Bryan	4	Gordon	2
Bulloch	5	Grady	7
Burke	10	Greene	6
Calhoun	8	Gwinnett	12
Camden	2	Habersham	4
Candler	4	Hall	12
Carroll	11	Heard	1
Catoosa	4	Hancock	11
Chatham	14	Harris	3
Chattooga	9	Hart	6
Cherokee	4	Henry	6
Clarke	3	Houston	10
Clay	4	Irwin	3
Clayton	6	Jackson	7
Clinch	2	Jasper	10
Cobb	20	Jenkins	5
Coffee	5	Jefferson	18
Colquitt	6	Johnson	2
Columbia	9	Jones	4
Cook	7	Lamar	4
Coweta	6	Lanier	1
Crawford	4	Laurens	20
Crisp	13	Lee	2
Decatur	4	Liberty	1
DeKalb	28	Lincoln	11
Dodge	6	Lowndes	2
Dooly	7	McDuffie	13
Dougherty	9	McIntosh	5
Douglas	3	Macon	1
Early	7	Marion	1

REGISTRATION BY COUNTIES

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<i>County</i>	<i>No. of Students</i>	<i>County</i>	<i>No. of Students</i>
Meriwether	5	Ware	14
Mitchell	11	Warren	5
Montgomery	1	Washington	26
Monroe	4	Wayne	10
Morgan	17	Wheeler	6
Muscogee	23	Whitfield	14
Murray	3	Wilcox	5
Newton	10	Wilkes	13
Oconee	1	Wilkinson	10
Oglethorpe	4	Worth	6
Paulding	1		
Peach	6	Total Georgia	1082
Pierce	2	OUT-OF-STATE	
Pickens	3		
Pike	6	<i>State</i>	<i>No. of Students</i>
Polk	6	Alabama	3
Pulaski	6	Florida	12
Putnam	10	Massachusetts	6
Rabun	1	New York	1
Randolph	9	South Carolina	6
Richmond	14	Washington, D. C.	1
Rockdale	4	Havana, Cuba	1
Schley	3	Cabo Rojo, Peurto Rico	1
Screven	9		
Spalding	14	Total Out-of-State	31
Stephens	3		
Stewart	1	Total registration academic	
Sumter	4	year 1946-1947	1113
Taliaferro	4	SUMMER SCHOOL—1946	
Tattnall	5	First term, campus	492
Taylor	5	Clarkesville library worshop....	6
Telfair	5	Dallas workshop	40
Terrell	5	Second term, campus	278
Thomas	11	Clarkesville library school	6
Tift	8		
Toombs	15	Total	822
Towns	1	Less duplicates	206
Treutlen	6		
Troup	9	Total individuals	616
Turner	1	PEABODY LABORATORY	
Twiggs	5	SCHOOL—1946-1947	
Upson	7	Elementary Division	234
Union	1	High School Division	170
Walker	3		
Walton	7	Total	404