



6-1-1934

Quarterly Bulletin, Catalog & Annual Announcement | June 1934

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Volume XXVIII

June, 1934

Whole Number 107

BULLETIN

STATE TEACHERS
COLLEGE

Jacksonville, Alabama

1934 - 35

CATALOG NUMBER

Published Quarterly by

THE STATE TEACHERS COLLEGE

Entered as second-class mail matter, August 17, 1905, at Jacksonville,
Alabama, under the Act of July 16, 1904.

1934

CALENDAR

1934

JANUARY							APRIL							JULY							OCTOBER						
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1935

CALENDAR

1935

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BULLETIN

of the

State Teachers College

JACKSONVILLE, ALABAMA

ANNOUNCEMENTS

1934-1935

THE FIFTY-FIRST YEAR

JACKSONVILLE, ALABAMA

Published quarterly by Alabama State Teachers College, Jacksonville, Alabama. Entered as Second Class Matter at the Post Office at Jacksonville, Alabama, under the Act of August 24, 1912.

COLLEGE CALENDAR

FALL QUARTER

Registration of Students.....	September 17, 1934
Thanksgiving Day.....	November 29, 1934
Term Closes.....	December 7, 1934

WINTER QUARTER

Term begins.....	December 10, 1934
Christmas Holidays begin.....	December 21, 1934
Work resumes.....	January 2, 1935
Term closes.....	March 8, 1935

SPRING QUARTER

Term begins.....	March 11, 1935
Annual Commencement.....	May 27, 1935

SUMMER QUARTER

Term begins.....	May 29, 1935
Term closes.....	August 9, 1935

STATE BOARD OF EDUCATION

Governor B. M. Miller, Chairman.....	Montgomery
Supt. A. F. Harman, Secretary.....	Montgomery
Horace S. Turner.....	Mobile
Jack Thorington.....	Montgomery
Lum Luke.....	Opelika
Isidor Kayser.....	Selma
Joe Starnes.....	Guntersville
A. M. Tunstall.....	Greensboro
John C. Milner.....	Vernon
A. H. Carmichael.....	Tuscumbia
Crawford Johnson.....	Birmingham

FACULTY AND OFFICERS

CLARENCE WILLIAM DAUGETTE

President

B.Sc., '93; M.Sc., '94; Alabama Polytechnic Institute; L.L.D. University of Alabama, 1916; Summer work at the University of Chicago, '01 and '02.

Jacksonville since 1894.

L. W. ALLISON

Psychology

B.A., Lincoln Memorial University, 1924; M.A., Peabody, 1929; Jacksonville since 1930.

PAUL J. ARNOLD

Biology

B.S., Georgetown College, 1919; M.A., Peabody College, 1929.

Jacksonville since 1929.

LOUISE BULLOCK

Education

B.S., Peabody College, 1922; M.A., Columbia University, 1929.

Jacksonville since 1929.

FANNY BUSH

Education and Supervisor of the Elementary Grades

B.S., M.A., Peabody College, 1930.

Jacksonville since 1930.

ZED H. BURNS

Biology

B.S., 1927; M.S., 1929, Alabama Polytechnic Institute.

Jacksonville since 1930.

Wm. J. CALVERT, Jr.

English and French

B.A., V. M. I. 1920; M.A. Harvard, 1922; Ph.D., Harvard, 1929.

Jacksonville since 1933.

ADA M. CURTISS

Public School Music

Bachelor of School Music, Columbia School of Music, Chicago, 1928.

Jacksonville since 1919.

STATE TEACHERS COLLEGE

FANNIE DYER
Senior High School

B.S., Peabody College, 1926.
Jacksonville since 1923.

ROBERT P. FELGAR
History

A.B., University of Michigan, 1913; M.A., University of Texas, 1917.
Jacksonville since 1929.

MARY C. FORNEY
Art-Landscape Decoration

Graduate State Teachers College, '94; Summer work at Monteagle, '98; at University of Chicago, '01 and '02; Columbia, '05; Peabody, '22.
Jacksonville since 1897.

FRANK J. GLAZNER
Geography

B.S., University of Alabama, 1917; M.S., University of Alabama, 1919;
Ph.D., Peabody College, 1934.
Jacksonville since January, 1921.

LANCE J. HENDRIX
English

A.B., 1920; A.M., 1921, University of Alabama.
Jacksonville since 1921.

EDNA NEIGHBORS HENDRIX
Supervisor of Foods and Teacher of Home Economics

Graduate Woman's College, 1909; School of Home Economics and Dietetics, Battle Creek, Michigan, 1918.
Jacksonville since 1920.

WILLIAM S. HOOLE
English

A.B., Wofford College, 1924; A.M., Wofford, 1931; Ph.D., Duke, 1934.
Jacksonville since 1934.

MARY ALSTON HUGER
Education and Supervisor of Primary Grades

B.S., Columbia University, 1926.
Jacksonville since June, 1920.

STELLA NOBLE HUGER

Art

B.S., Columbia University, 1927; A.M., Columbia University, 1933.
Jacksonville since 1927.

ELI JEFFERSON LANDERS

Education and Principal of the Training School

A.B., University of Alabama, 1917; M.A., Teachers College, Columbia University, 1927.
Jacksonville since June, 1923.

BIRDIE LEE WORKMAN McCLENDON

Education and Supervisor Intermediate Grades

B.S., Middle Tennessee Teachers College, 1922; M.A., Peabody College, 1929.
Jacksonville since 1929.

LEON McCLUER

Geography and History

B.S., Peabody College, 1926; M.A., Peabody College, 1927.
Jacksonville since June, 1927.

ETHEL MITCHELL

Education and Supervisor of the Intermediate Grades

B.S., Peabody College, 1924; M.A., Peabody College, 1928.
Jacksonville since 1924.

ETHEL RANDOLPH

Education and Supervisor of the Intermediate Grades

B.S., Columbia University, 1923; M.A., Peabody College, 1928.
Jacksonville since 1916.

REUBEN SELF

Principal High School

B.S., University of Alabama, 1920; M.A., Peabody College, 1924.
Jacksonville since June, 1928.

ELIZA JANE SELF

Senior High School

B.S., S. T. C., Jacksonville, 1931.
Jacksonville since 1931.

MINNIE SELLERS

Physical Education for Women

M.A., Peabody College.
Jacksonville since 1932.

STATE TEACHERS COLLEGE

ALLEN CLIFTON SHELTON

Director of Extension

B.S., Peabody College, 1923; M.A., Peabody College, 1929.
 Jacksonville since 1924.

THOMAS B. SHOTTS

Science and Athletics Senior High School

B.S., Alabama Polytechnic Institute, 1928.
 Jacksonville since 1930.

THOMAS N. SNEAD

Senior High School

B.S., University of Alabama, 1926.
 Jacksonville since 1931.

JULIAN W. STEPHENSON

Physical Education for Men

B.S., University of Alabama, 1916; M.A., Teachers College, Columbia,
 1929.
 Jacksonville since June, 1927.

MARY ETTA THOMAS STEPHENSON

History

A.B., Western College for Women, Oxford, Ohio; M.A., Peabody Col-
 lege, 1922.
 Jacksonville since June, 1927.

ADA WEIR

Supervisor Primary Grades

Graduate Jacksonville State Teachers College, '97; Peabody College,
 '16 and '25; Columbia University, Summer Terms, '21, '22, '23,
 '24, '28.
 Jacksonville since 1925.

CLAUDE RODOLPHUS WOOD

Dean and Mathematics

B.S., 1912; M.S., 1914, Alabama Polytechnic Institute; Ph.D., Pea-
 body College, 1928.
 Jacksonville since June, 1920.

RAMONA MIDDLETON WOOD

Librarian

B.S., M.A., Peabody College, 1928.
 Jacksonville since 1921.

JACKSONVILLE, ALABAMA

7

ELLEN CHURCH

Secretary to the Director of Extension

R. L. CROW

Financial Secretary

ANNIE FORNEY DAUGETTE

Assistant Librarian

MRS. WHITTIE B. DONALDSON

Assistant Financial Secretary

MRS. ELIZABETH LAMINACK

Matron, Weatherly Hall Dormitory

MRS. ADA PITTS

Matron, Daugette Hall Dormitory

MRS. ODUS PYRON

Assistant Financial Secretary

DR. JOHN F. ROWAN

School Physician

MRS. MABEL D. SAMUELS

Secretary to the President

THOS. B. SHOTTS

Manager, Forney Hall Dormitory

DORA WOOD

Registrar

PART I.

ANNOUNCEMENTS FOR 1934-1935

LOCATION

Jacksonville is one of the oldest towns in Northeast Alabama. It is on the Southern Railway and the Seaboard Air Line.

Anniston is twelve miles south, Rome fifty miles northeast, Birmingham sixty miles west, and Atlanta about the same distance east of this place. The surrounding country is beautiful, as at this point the Great Blue Ridge Mountains begin to break into rolling hills and sheltered valleys. On the east side of the town at a distance of two miles or more, the hills rise almost to the dignity of mountains, one peak, Chimney, being something over seventeen hundred feet above the level of the sea. The college is situated upon two hills and has an elevation of seven hundred and fifty feet above the sea. At the foot of one hill the town spring bursts forth with a flow of over a million gallons per day, one of the largest limestone springs in the state. The town is noted for its healthfulness. Our students invariably improve in health while here.

GENERAL DIRECTIONS

Students will be met at the depot by a representative of the school if information is given as to the time of arrival. Dormitory accommodations are provided for both men and women, but rooms should be engaged as early as possible.

REPORTS AND PRIZES

Reports are given every quarter. When a student fails to do his duty, as through neglect of studies or disorderly conduct, it is deemed a sufficient indication that he will not make a successful teacher, and he is asked to withdraw from the college. Parents should insist upon their sons and daughters sending their reports promptly and regularly. Deficiency in deportment for three consecutive months automatically excludes one from college.

No prizes or medals are given for special excellence in any of the grades of the college. The interest is maintained throughout the whole class, and a more just conception of the objects of study is acquired by keeping from the student all selfish emulation.

SOCIETIES

Five societies are maintained—the Calhoun and the Morgan for men and the Calhoun and Morgan for women, and the Freshman Debating Society. These societies are under the direction of the college faculty, but are officered and controlled by the students. Their work is mainly of a debating character, but other subjects for thought and expression are presented from time to time.

CHRISTIAN ASSOCIATIONS

Both organizations, the Y. M. C. A. and the Y. W. C. A., are in active operation. Much good is accomplished through their wholesome influence.

They aid in athletics and stand for purity in sport. They have for their purpose the strengthening of the Christian character of all the students of the institution. They endeavor to take the place of the Christian influence in the home while the men and women are in the college.

The work of these associations is heartily endorsed and encouraged by the faculty.

They maintain committees to meet the trains and assist new students in getting started in college.

Devotional exercises are held regularly and prayer meetings during the week, led by the students, but often addresses on inspiring subjects are given by member of the faculty, and others invited to deliver them. Bible missionary classes are held each week to study the great book in a systematic way. The influence is strongly moral and Christian.

LIBRARY

There are over 16,000 well selected books, including dictionaries and reference works, books on education, biography, history, travel and literature in the library. In addition, there are many public documents. The books are classified according to the Dewey Decimal System. It is kept open all day and a librarian is in charge.

STUDENTS' AID—ATKINS FARM

Through the generosity and philanthropy of Mrs. Fannie Atkins of Jacksonville, and her desire to perpetuate the name of her husband, we are able to offer rooms without cost to a limited number of young men. Mrs. Atkins donated a farm for this purpose about two miles out on the Anniston paved road. The house has ten rooms. Those who desire to secure reservations in this building will please

communicate with the president as soon as possible. It is for the benefit of those who need assistance. Work can be secured for a limited number. All who wish to attend this college and who need help should write at once.

DORMITORY FOR MEN

We have a fire-proof three-story brick dormitory for men, Forney Hall. This is modern in every respect—steam heat, electric lights, two windows to each room, two sets of shower baths on each floor, and lockers and showers in the basement. It contains 776 bedrooms, including several small apartments, with private baths for teachers and their families. The architecture is similar to that of the girls' dormitory, Weatherly Hall.

NEW BUILDINGS

Bibb Graves Hall, classroom and administration building, has been completed and is now occupied. Central heating plant has been built. A temporary cafeteria is in operation. Dauge Hall, the central unit of dormitory for women, is completed and occupied.

LIGHT HOUSEKEEPING

Many of our students follow this plan to reduce expenses. The cost of rooms for light housekeeping varies from \$2.50 per month to \$5.00 for each person, depending upon the location and the furnishings. The average prices nearest the college is \$1.00 per week for each student. This pays the cost of rent, water and lights. Those who live near enough bring most of their foodstuff from home.

TRAINING SCHOOL

The City of Jacksonville has turned over to the college the entire public school system for administration. This furnishes facilities which are regarded as ideal since the Training School is a real public school.

LOAN FUNDS

Loan funds for assisting students are available as follows:

1. Alumni fund amounting to over \$700.00 contributed by the alumni.
2. Fund of \$2,000.00 contributed by Mr. and Mrs. C. B. Henry.
3. Fund of \$116.00 contributed by the class of 1924-25 and the class of 1934.

4. A fund of \$2,500.00 known as The Birmingham News Revolving Fund, contributed by The Birmingham News.

These funds are available to those whose merit is known to the school officials and bear interest at 6 per cent.

ATHLETICS

The college always has a football team. Basketball for both men and women is given. Tennis and volleyball courts provide for those who prefer this form of sport. Spring and summer baseball is engaged in.

CLASS MEMORIALS

It has been the custom of the classes of the State Teachers College to make some gift to the college as a memorial.

The following is the record since 1905:

Class of 1905—Set of lace curtains for the chapel.

Class of 1906—Three patent gasoline lamps.

Class of 1907—A stage chair for the president.

Class of 1909—A \$30.00 set of books for the library and a \$10.00 set of shades and curtains.

Class of 1910—A table for reception room.

Class of 1913—Statue of David, height on pedestal six feet.

Class of 1914—Set of books for library.

Class of 1915—Statues Victory and Minerva.

Class of 1917—Drop curtain for auditorium.

Class of 1918—One dollar each for swimming pool.

Class of 1919—Porch furniture for dormitory.

Class of 1920—One dollar each for swimming pool.

Class of 1921—Painting for parlor.

Class of 1923—Flag pole.

Class of 1924—Electric clock.

Class of 1925—Loan scholarship.

Class of 1926—One dollar each to establish fund for electric clock.

Class of 1927—One dollar each on electric clock fund.

Class of 1928—Entrance to campus.

Class of 1929—Statue for fountain.

Class of 1930—Bust of President.

Class of 1932—Bust of Washington and plaque of Washington crossing the Delaware.

Class of 1934—Loan Scholarship.

PURPOSE OF THE STATE TEACHERS COLLEGES

The primary purpose of the four State Teacher Colleges of Alabama is to provide appropriate preparation for the elementary teachers of the state's public schools.

Annually more than 8,500 teachers are needed to instruct the white children of Alabama in grades one to six inclusive, and approximately 1,200 new teachers are elected each year to fill the vacancies in the elementary schools. To keep these annually recurring vacancies filled with adequately and thoroughly equipped teachers is the principal aim of the four teachers colleges. The extent to which this goal has been attained in the past is evidenced by the fact that in the session of 1928-1929 more than 78 per cent of the state's rural elementary teachers and 41 per cent of her city elementary teachers had received their education in these state supported teacher-training institutions.

With their new buildings and equipment, their reorganized curriculums, their enlarged faculties, and their degree-granting authority, these four teachers colleges are now in a position to render an enriched service to the elementary schools of Alabama.

To this great task the State Teachers College at Jacksonville rededicates its enlarged resources.

The State Teachers College at Jacksonville proposes to lead its students to a better understanding of the child, his nature and his needs; to a more thorough scholarship in the subject matter which they will teach; and to finer teaching skills and techniques through directed teaching.

This professional leadership is the chief function of the State Teachers College at Jacksonville.

Incidentally, however, this teachers college provides a generous, plentiful, and liberal education; and now confers a degree which will furnish a satisfactory basis for graduate work in recognized graduate schools of the country.

ENTRANCE REQUIREMENTS

Applicants may be admitted to the State Teachers Colleges of Alabama by certificates or by examination, or by a combination of the two. Certificates of high school credits from recognized authorities are accepted for full value, but all credits offered must be properly certified by such authorities. In lieu of acceptable certificates applicants must pass satisfactory examinations upon such subjects as may be prescribed by the committee on admission.

1. Admission by Certificates.—Graduates from accredited high schools may be admitted without examination by presenting:

- a. A certificate of graduation and an official statement of credits.

- b. A certificate showing credit for fifteen units and four years of attendance in high schools. If the certificate shows only three years of high school attendance, the applicant must take entrance examinations on three units of work in fourth year high school subjects. If the certificate covers three and a half years' attendance, he must take examinations on one unit.

No applicant for entrance to the freshman class will be credited with more than fifteen units earned in high school, and no applicant who is not a graduate of a standard high school will be credited with more than four units for any one year's work done in the high school. Graduates of high schools in other states receive the same credit in the Alabama Teachers Colleges that is allowed them by their own state accrediting agencies.

2. Admission by Both Certificate and Examination.—Applicants from non-accredited schools who present satisfactory certificates covering the work required for admission to the freshman class may be exempted from some of the entrance examinations, provided the committee on admission believes the character of the school justifies such exemption. In all such cases, however, applicants must pass examinations upon the following subjects: rhetoric and composition, 1 unit; English classics, 1 unit; history of literature, 1 unit; algebra, 1 unit; geometry, 1 unit; history, 1 unit.

3. By Examination.—Applicants who do not present satisfactory certificates are required to earn by examination fifteen units upon such subjects as may be prescribed by the committee on admission. Such applicants are referred to the chairman of this committee for further information.

4. Experienced Teachers.—Experienced teachers over twenty-one years of age may be admitted for such work as they are qualified to take; but before receiving a diploma or a degree they must meet all requirements for entrance and graduation. Experience alone will not be accepted for entrance, nor will it be credited towards graduation except that obtained as practice teaching in the training school.

5. Transferring from Other Schools.—Students wishing to transfer to this College must present to the committee on admission a certificate of honorable discharge from the institution from which they come. They should also present their certified credits for the purpose of having them evaluated.

6. Former Students and Teachers College Degrees.—Former students of this institution desiring to continue their work here for a degree will be adjusted to the new course without loss of time to them, and if they have earned credits elsewhere since their graduation here, such credits will be accepted for full value if properly certified, if such credits can be considered equivalent to similar courses offered here.

REGISTRATION

All students must register and pay entrance fees before being admitted to classes. The procedure of registering and classifying will be explained to the student at the time of registration. Members of the classification committee and other members of the faculty advise with the students in regard to their program of studies. It is urgent that a student register and classify during the days set apart for that purpose. Those applying for late registration are required to pay a late registration fee of \$2.00.

CLASSIFICATION

High school credits or credits for advanced standing from other colleges should be forwarded to the institution previous to the student's arrival for registration. However, a student whose credits have been delayed may be given temporary classification. This classification may be withdrawn by the institution if the student is unable to secure proposed credits.

The passage of students from one class to another automatically determines their eligibility as candidates for teachers' certificates, but all work must be completed in the respective curriculums before they are eligible as candidates for graduation with either a diploma or a degree.

A student is classified according to the number of hours of credit accepted by the institution toward graduation. Students with 48 hours credit are classified as sophomores; 102 hours classified as juniors; and 150 hours classified as seniors.

STUDENT LOAD

The student who is registering with the institution for the first time will not be permitted to register for more than the normal load; that is, 15 hours for first quarter freshmen and 18 hours thereafter for freshmen and sophomores and 16 hours for juniors and seniors. Students who have made an average grade of B or better during the previous quarter may register for two additional hours of work for the following quarter.

The minimum load is considered to be 12 hours for the quarter except by special permission of the president or designated officer.

CLASS SIZE

The institution reserves the privilege of withdrawing any course for which less than ten students have enrolled. Large classes will be closed or divided into sections whenever it is deemed that the interests of the students will be better subserved in that way.

GRADUATION REQUIREMENTS

General Statement.—There are two kinds of graduation, one with a diploma and certificate and the other with a degree and certificate. The former requires the completion of two years and the latter four. There are also in general two kinds of curriculums, one a four-year divided curriculum and the other a four-year continuous curriculum. The one is intended to accommodate those who can remain in school for only a short time and the other for those who are fortunate enough to pursue an unbroken curriculum for four years. Those who graduate with a diploma at the end of two years may complete the third and fourth years at their convenience and obtain the degree.

Graduation with Diploma.—Applicants for graduation at the end of the second year of the divided curriculum must complete satisfactorily all subjects chosen and must earn 105 quarter hours and 105 quality points. In addition to those requirements they must show such character and habits as will fit them for safe leadership of the young life committed to their care. When these conditions are met, applicants are entitled to a diploma and a six-year certificate, which may become permanent after teaching successfully for four years. These students may earn a degree by completing the other two years whenever it may suit their convenience.

Graduation with Degree.—Applicants for full graduation from either curriculum must complete satisfactorily all subjects chosen and must earn 201 quarter hours and 201 quality points. They must also possess such character and habits as can be approved by the college authorities. Meeting all of these conditions will entitle applicants to a B. S. degree and a six-year certificate, which becomes permanent after four years of successful teaching.

Resident Requirements.—No student will be permitted to graduate with either a diploma or a degree with less than a year of full time residence work. At least two quarters of work immediately preceding the meeting of requirements for the degree should be done in residence. While not absolutely necessary, it is highly desirable that this residence work be done consecutively and in the same scholastic year.

Not more than one-fourth of the required work may be done through extension courses, nor may any more than one-half of that (or one-eighth of the whole) be done through correspondence courses.

Direct Teaching.—No student will be graduated with either a diploma or a degree who has not completed at least 90 clock hours of supervised (or directed) teaching.

QUALITY POINTS

Quality points are earned upon the following basis: For each grade of A, 3 points; for each B, 2 points; and for each C, 1 point. Grade A represents 90% to 100%; Grade B, 80% to 89%; and Grade C, 70% to 79%. Grades 60 to 69 are passable, but they do not earn any quality points, and before one can graduate, he must earn as many quality points as hours required by the course from which he wishes to graduate.

DEFINITION OF TERMS

The Teachers College year is divided into four quarters of twelve weeks each. The scholastic year, or session, is divided into three quarters of twelve weeks each. A quarter is a period of twelve weeks. A quarter-hour represents one recitation a week for twelve weeks and at least two hours of preparation for each recitation. Laboratory work is given only one-half credit; that is, two hours of laboratory work is accepted as the equivalent of one hour of regular classroom work. The arts, including drawing, music, industrial arts, practical arts, and physical education are rated as laboratory work.

FOUR-YEAR DIVIDED CURRICULUM FOR THE TRAINING OF ELEMENTARY TEACHERS

(Upon completion of the second year of this curriculum students may graduate and receive the two-year normal diploma which entitles them to a professional certificate good for six years. Upon completion of the fourth year a degree is conferred and a six-year certificate is granted.)

FIRST YEAR

First Quarter	Times Per Week	Cr. Qr. Hrs.	Second Quarter	Times Per Week	Cr. Qr. Hrs.	Third Quarter	Times Per Week	Cr. Qr. Hrs.
English—Grammar Composition and Reading	4	3	English—Grammar, Composition and Reading	4	3	English—Grammar, Composition and Reading	4	3
World History* (Ancient and Med.)	3	3	World History (1500 to 1787)	3	3	World History (1787 to Present)	3	3
Principles of Human Geography	3	3	Geography of North Amer.	3	3	Geography of South Amer.	3	3
General Biology	4	3	General Biology	4	3	General Biology	4	3
Music	2	1	Intro. to Psychology	3	3	Educational Psychology	3	3
Drawing and Art Appre.	2	1	Music	2	1	Music	2	1
Physical Education	2	1	Drawing and Art Appre.	2	1	Drawing and Art Appre.	2	1
			Physical Education	2	1	Physical Education	2	1
	20	15		23	18		23	18

SECOND YEAR

English (Survey of American Literature)	3	3	English (Survey of American Literature)	3	3	English (Children's Lit.)	3	3
American History and Govt. to 1783	3	3	American History and Govt. 1783-1860	3	3	American History and Govt. 1860 to Present	3	3
Geography of Europe	3	3	Child Psychology	3	3	Personal Hygiene	4	3
The Teaching of Reading	3	3	Special Elementary Methods	3	3	Special Elementary Methods	3	3
Directed Teaching	(5)	(3)						
or								
School Management	3	3	Directed Teaching	5	3	Directed Teaching	5	3
Music	2	1	Music	2	1	Music	2	1
Drawing and Art Appre.	2	1	Drawing and Art Appre.	2	1	Drawing and Art Appre.	2	1
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	21 or 23	18		23	18		24	18

*With the permission of the classification committee a student may elect mathematics in the straight four-year curriculum in lieu of this year of World History.

*Chemistry has been added to this course and other revisions are being made. Revised copy will be sent to anyone calling for it.

THIRD AND FOURTH YEAR CURRICULUM FOR TRAINING ELEMENTARY TEACHERS WHO HAVE HAD TWO YEARS OF PROFESSIONAL TRAINING ABOVE HIGH SCHOOL

THIRD YEAR

First Quarter		Times Cr. Per Qr. Week Hrs.	Second Quarter		Times Cr. Per Qr. Week Hrs.	Third Quarter		Times Cr. Per Qr. Week Hrs.
English—(Survey of English Literature)	3	3	English—(Survey of English Literature)	3	3	English—(Survey of English Literature)	3	3
Economics	3	3	Economics	3	3	Sociology	3	3
Electives (Elect Two)	6	6	Electives—(Elect Two)	6	6	Electives—(Elect Two)	6	6
College Algebra			College Algebra			Plane Trigonometry		
French			French			French		
Field Zoology			Physiology			Field Botany		
Industrial Art			Industrial Art			Industrial Art		
Advanced Educational Psychology	3	3	History of Education	3	3	Principles of Teaching	3	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	<u>17</u>	<u>16</u>		<u>17</u>	<u>16</u>		<u>17</u>	<u>16</u>

FOURTH YEAR

English Drama	3	3	English Drama	3	3	English—(Advanced Composition)	3	3
Modern European History, 1813-1871	3	3	Modern European History, 1871 to Present	3	3	Recent Amer. History, since 1900	3	3
Electives—(Elect Two)	6	6	Electives—(Elect Two)	6	6	Electives—(Elect Two)	6	6
Mathematical Analysis			Analytic Geometry			Analytic Geometry		
French			French			French		
History of Art			History of Art			History of Art		
Practical Arts			Practical Arts			Practical Arts		
Tests and Measures	3	3	The Ele. Curriculum	3	3	Directed Teaching	5	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	<u>17</u>	<u>16</u>		<u>17</u>	<u>16</u>		<u>17</u>	<u>16</u>

FOUR-YEAR CONTINUOUS CURRICULUM FOR THE TRAINING OF ELEMENTARY TEACHERS

(Students taking this curriculum may not be certified until its fourth year is completed. Then a degree is conferred and a six-year certificate granted.)

FIRST YEAR

First Quarter	Times Per Week	Cr. Qr. Hrs.	Second Quarter	Times Per Week	Cr. Qr. Hrs.	Third Quarter	Times Per Week	Cr. Qr. Hrs.
English—Grammar, Composition and Reading	4	3	English—Grammar, Composition and Reading	4	3	English—Grammar, Composition and Reading	4	3
World History (Ancient and Med.)	3	3	World History (1500-1787)	3	3	World History (1787-Present)	3	3
General Biology	4	3	General Biology	4	3	General Biology	4	3
French	3	3	French	3	3	French	3	3
College Algebra	3	3	College Algebra	3	3	Plane Trigonometry	3	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	19	16		19	16		19	16

SECOND YEAR

English (Survey of American Literature)	3	3	English (Survey of American Literature)	3	3	English (Children's Literature)	3	3
American History and Govt. to 1783	3	3	American History and Govt. 1783 to 1860	3	3	American History and Govt. 1861-Present	3	3
Principles of Human Geography	3	3	Geography (N. A.)	3	3	Geography (S. A.)	3	3
French	3	3	French	3	3	French	3	3
Field Zoology	4	3	Physiology	4	3	Field Botany	4	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	18	16		18	16		18	16

THIRD YEAR

First Quarter		Times Cr. Per Qr. Week Hrs.	Second Quarter		Times Cr. Per Qr. Week Hrs.	Third Quarter		Times Cr. Per Qr. Week Hrs.
English (Survey of English Literature)	3	3	English (Survey of English Literature)	3	3	English (Survey of English Literature)	3	3
Economics	3	3	Economics	3	3	Sociology	3	3
Drawing and Art Appre....	6	3	Drawing and Art Appre....	6	3	History of Art	3	3
Geography (Europe)	3	3	Geography of Commercial Products	3	3	The Principles of Teaching	3	3
Introduction to Psychology	3	3	Child Psychology	3	3	Educational Psychology	3	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	<u>20</u>	<u>16</u>		<u>20</u>	<u>16</u>		<u>17</u>	<u>16</u>

FOURTH YEAR

English Drama	3	3	English Drama	3	3	English (Advanced Composition)	3	3
Modern European History—1815-1871	3	3	Modern European History—1871-Present	3	3	Recent American History—Since 1900	3	3
The Teaching of Reading	3	3	Elementary Methods	3	3	Elementary Methods	3	3
School Management	3	3	Directed Teaching	5	3	Directed Teaching	5	3
Music	6	3	Music	6	3	Personal Hygiene	4	3
Physical Education	2	1	Physical Education	2	1	Physical Education	2	1
	<u>20</u>	<u>16</u>		<u>22</u>	<u>16</u>		<u>20</u>	<u>16</u>

Descriptions of all courses included in the two preceding curriculums may be found on pages 28-52.

TEACHERS CERTIFICATES

The curriculums and courses described in this catalog have been approved by the State Board of Education for the preparation of elementary teachers in the schools of Alabama.

The type of certificates granted upon completion of each year of the four years in the divided curriculum of the four State Teachers Colleges is described in the following tabulation:

Each certificate of the several classes listed will contain a statement authorizing its holder to accept assignment in grades other than those assigned under "Scope of Validity" when in any given case such assignment may seem to the employing authority and the teacher to be advisable; and when such assignment has the written approval of the State Superintendent of Education.

Elementary Professional Certificate—Class E

A one-year or Class E elementary professional certificate may be issued to a person who has completed the first year of the two-year curriculum offered in this college. This certificate is valid for one year and is subject to reinstatement in one-year periods on the completion by its holder of one additional quarter of study in residence for each reinstatement. It authorizes the holder to teach in grades one to six and in other elementary and junior high school grades, as conditions may require.

Elementary Professional Certificate—PERMANENT Class D

A two-year, or Class D permanent elementary professional certificate may be issued to a person who has completed the two-year curriculum and graduated from a state teachers college. This certificate is permanent in six-year periods and must be continued at the end of any six-year period on evidence of satisfactory teaching in the schools of Alabama for four of the preceding six years. In the case of the lapsing of this certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in residence at an approved institution, in accordance with conditions stated on its face. It authorizes the holder to teach in grades one to six, and in other elementary and junior high school grades, as conditions may require.

Elementary Professional Certificate—PERMANENT Class C

A three-year or Class C elementary professional certificate may be issued to a person who has completed a two-year curriculum in a

standard normal school or teachers college and one year of additional work in an approved institution in preparation for teaching in the elementary grades. This certificate is permanent in six-year periods and must be continued at the end of any six-year period on evidence of satisfactory teaching in the schools of Alabama for four years of the preceding six-year period. In the case of the lapsing of this certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in residence at an approved institution in accordance with conditions stated on its face. It authorizes the holder to teach in grades one to six, and in other elementary and junior high school grades, as conditions may require.

Elementary Professional Certificate—PERMANENT Class B

A four-year or Class B elementary professional certificate may be issued to a person who has graduated with the bachelor's degree from a standard college or university in a curriculum approved for the training of teachers of elementary grades. This certificate is permanent in six-year periods and must be continued at the end of any six-year period on evidence of satisfactory teaching in the schools of Alabama for four years of the preceding six-year period. In case of the lapsing of this certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in residence at an approved institution in accordance with conditions stated on its face. It authorizes the holder to teach in grades one to six, and in other elementary and junior high school grades, as conditions may require.

RENEWAL AND REINSTATEMENT OF CERTIFICATES

- I. Certificates issued on examination and by transfer from other states:
 1. A certificate issued prior to July 1, 1928, may be renewed for one-half the period of original issue on six weeks of study in a teachers college with credit for nine quarter hours.
 2. A certificate of any date of issue may be reinstated for the full period of original issue on twelve weeks of study in a teachers college with credit for eighteen quarter hours.
- II. Certificates issued on credits in normal schools and colleges:
 1. A pre-normal certificate issued prior to July 1, 1928, or a temporary certificate of any date of issue may be reinstated on twelve weeks of study in a teachers college with eighteen quarter hours of credit. To a pre-normal certificate issued on July 1, 1928, or thereafter, six weeks of study may be applied in part fulfillment of requirements stated in its face for reinstatement.

2. A certificate issued to a graduate of a normal school or a college prior to July 1, 1928, may be reinstated for the period of original issue on six weeks of study in a teachers college with nine quarter hours of credit or exchanged for a permanent one on the basis of four years of successful teaching in the schools of Alabama. A certificate issued on this basis on July 1, 1928, or thereafter may be exchanged for a permanent one on four years of successful teaching in the schools of Alabama or reinstated for a period of original issue on twelve weeks of study in a college if its holder is not eligible for a permanent one.

THE EXTENSION DIVISION

The extension division is a very important part of the college. It functions in a variety of ways. The details of its various activities, the courses offered and benefits to be derived therefrom are set forth in an annual bulletin by the division in September.

In general, its purpose is to look after and do the work of the College in the field. Courses of study are offered in various convenient places for the benefit and convenience of teachers in service, credit for which is given on courses in the Teachers College and by the State Department of Education in renewing teachers' certificates.

The Teachers College through the extension division aims to be represented at each of the county institutes held in its territory for the purpose of assisting in every way possible the work of the institutes.

In addition to these activities, the extension division assists in any educational activity where its services are needed or desired.

Among these lines of service are aid in the organization and conduct of reading circle groups, follow-up work with normal school graduates and former students, assisting superintendents in planning work, consolidation projects, etc., delivering commencement addresses, organizing or addressing community clubs and societies, and bringing the aid of the Teachers College to any who may need its services.

Teachers in service have had the privilege of taking extension courses that are accepted as substitute for similar courses offered in residence.

THE TRAINING SCHOOL

The Teachers College maintains a training school in which its students in training are given experience in the application of the principles taught them in college classes. No student will be permitted to graduate with either a two-year diploma and teacher's certificate or a degree and certificate who has not done at least 90 clock hours of satisfactory teaching in the training school under the direction and supervision of training school and critic teachers.

THE SUMMER SCHOOL

The summer school, which has grown to be an important factor in modern education, is of coordinate rank and value with the other quarters of the scholastic year. Being designed for the especial benefit of teachers in service—teachers with both experience and maturity—the courses are administered with greater freedom than would be possible or advisable for younger students. During this quarter credits may be earned towards graduation, or used in securing, extending, or renewing certificates. The summer quarter also offers fine opportunities for bringing school officials into close personal contact with the most progressive and best trained teachers for their school systems.

Special summer school bulletins are issued by the Teachers College each spring, and those who are interested should write for copies.

LECTURE COURSES

For the purpose of enriching and widening the field of opportunity for its students, the College each year brings a selected group of lectures and educational leaders representing the various phases of human endeavor. In this way, students come in contact with some of the makers of world history, and thus, in a measure, become a part of the history which they are helping to make.

EXPENSES

Board in dormitories, \$60.00 per quarter. \$50.00 if paid in advance.

Incidental fee, \$21.00 per quarter.

Textbooks estimated at \$10.00 to \$15.00 per annum.

Estimate for 9 months, \$250.00 to \$300.00.

The incidental fee is paid for a quarter of three months at the beginning of the quarter, and is not subject to refund.

In addition to the fees mentioned above, graduates with diplomas pay a fee of \$5.00 and graduates with degrees pay a fee of \$10.00.

Students residing in other states must either sign an obligation to teach two years in Alabama or pay an extra fee of \$15.00 per quarter.

Note: Transportation is provided for students who board in Weatherly Hall and Forney Hall amounting to not more than \$1.00 per month.

BOARDING

All of the State Teachers Colleges are provided with well-equipped, modern dormitories for girls, and the rates for accommodations are uniform. They are as follows:

For one quarter of three months, \$60.00, which includes room, heat, lights and table board; \$50.00 if paid in advance.

All boarding girls must board in the dormitories as long as there is room for them unless, for special reasons, the President permits other arrangements.

Students withdrawing for unavoidable reasons have the unused part of board refunded. The school will have to decide when the withdrawal is unavoidable, and in calculating the amount of the refund, the following rates are charged for board: For a month, \$20.00; for less than a month and more than a week, \$6.00 per week; for less than a week, \$1.25 per day. No deductions are allowed for absence of a shorter time than two weeks.

No room is reserved until the reservation fee of \$1.00 has been paid, this \$1.00 to be credited upon the first month's board.

Students should furnish for room use, 1 white spread, 2 pillow cases, 1 pair of blankets, 4 sheets, 1 comfort, 2 clothes bags, 6 towels, 6 napkins, all of which should be plainly marked with students' name. Bedding material should be for single bed.

Neither relatives nor other friends are permitted to lodge in the dormitories and all outsiders are limited to the parlors when visiting students.

Students who cannot be accommodated in the dormitories board in town at places selected or approved by the President of the school. For rates in private homes, write the President.

All boarding students, whether in the dormitories or in private homes, are subject to the same general rules and regulations.

No student is permitted to board at any house where the regulations governing the conduct of students are not adopted and maintained as the law of the house. All boarding houses must be approved by the President.

RULES AND REGULATIONS

"Every pupil in the Teachers Colleges of Alabama, in addition to complying with the requirements fixed by this Board for entrance into said school will be required to render strict obedience to all the rules and regulations for the government of the schools and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools of Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the president and faculty in charge of the schools. Acts of insubordination, and defiance of authority, and conduct prejudicial to discipline and the welfare of the school will constitute grounds for suspension or expulsion from school."

"Pupils denied admittance to one teachers college for cause shall not be admitted to another teachers college."

"Pupils may be expelled from any of the Teachers Colleges:

- a. for wilful disobedience to the rules and regulations established for the conduct of the schools.
- b. For wilful and continued neglect of studies and continued failure to maintain the standards of efficiency required by the rules and regulations.
- c. For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct.
- d. For any conduct involving moral turpitude."

Besides the foregoing general rules fo the Board, the Teachers Colleges have adopted the following regulations:

Regularity and promptness of attendance upon school duties are required.

Students must not at any time visit places of dissipation.

Visiting places of amusement is prohibited whenever it interferes with the work of the student.

Students who are absent from regular examinations are required to make them up at the earliest possible time. No promotions are made save by examinations, upon each of which a minimum grade of 60 per cent is required.

The faculty and student council have general control over the students, and make such other rules and conditions seem to demand.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Students wishing to matriculate should, if possible, send in advance of their arrival an official transcript of their credits in order to facilitate registration and classification. If this procedure is impracticable, students should bring with them certified credits, diplomas, certified statements of graduation, testimonials of former teachers, and any letter concerning their matriculation or credits.

2. Board should be engaged as early as possible. This should be done through the President of the College. For board in the dormitories, reservation will be made by depositing \$1.00.

3. Students should write to the President several days in advance of their arrival in order to insure proper arrangements for their reception.

4. Baggage should be checked through to the College and marked in its care. Students should hold baggage checks and turn them over to the school authorities upon arrival. Since baggage may be de-

layed, they should bring, in a suit case, such bed linen and toilet articles as may be needed at once.

5. Enough money to pay entrance fees, board, and books should be brought for immediate use.

6. All mail should be addressed in care of the State Teachers College, and all valuable mail should be registered.

7. Prospective students should study this entire bulletin carefully, and if they fail to find in it all the information desired, or if they do not understand its statements, they should write the President for more information.

COURSES OF INSTRUCTION

DEPARTMENT OF BIOLOGY

Mr. Arnold

Mr. Burns

101. General Biology. Three quarter hours credit. 2 hours laboratory and 2 recitations a week. First quarter. Required of all freshmen. The purpose of this course are: (a) to give an understanding of the general principles and theories of biology, and (b) to develop scientific attitudes which may enable the teacher to evaluate educational theories and problems. The major topics which will be treated are: organisms as living machines; the characteristics of protoplasm; the more fundamental principles of plant and animal organization; the physical aspect of biology; the activities of plants and animals as manifestations of the characteristics of protoplasm as affected by the materials out of which the organisms are composed and the environmental conditions to which they are subjected.

102. General Biology. 3 quarter hours credit. 2 hours laboratory and 2 recitations a week. Second quarter. Required of all freshmen. Prerequisite: Biology 101. This course is a continuation of Biology 101. It takes up a number of special phases of biology and elaborates on some of those considered in the first quarter. The topics covered are: growth, metamorphosis, development; regeneration of lost parts; reproduction; mechanics of inheritance; chemical correlation; design of life forms; the cycle of life; death processes.

103. General Biology. 3 quarter hours credit. 2 hours laboratory and 2 recitations a week. Third quarter. Required of all freshmen. Prerequisite: Biology 102. This course is a continuation of Biology 102. The topics covered are: nervous phenomena, reaction of lower organisms to controlled stimuli, interrelations of organisms, adjustment of organisms to environment, parasitism, immunizing processes, comparative bio-chemistry of man and other mammals.

201. Field Zoology. 3 quarter hours credit. 2 recitations and a field trip of 2 hours laboratory a week. First quarter. Required of sophomores taking continuous four-year curriculum. Prerequisite: General Biology 103. The purposes of this course are: (a) to give the student a biological knowledge of the common animal life of Alabama, and (b) to teach the economic importance of this animal life. The field work consists of excursions to typical animal habitats for the purpose of collecting, identifying, and noting ecological conditions. A few specimens will be preserved and studied in detail.

202. Physiology. 3 quarter hours credit. 2 recitations and 2 hours laboratory a week. Second quarter. Required of sopho-

mores taking the continuous four-year curriculum. This course gives the student a biological knowledge of the structure, function, and hygiene of the human organs concerned with digestion, circulation, respiration, metabolism, excretion, nervous and muscular activity, and reproduction.

203. Field Botany. 3 quarter hours credit. 2 recitations and a field trip or 2 hours laboratory a week. Third quarter. Required of sophomores taking the continuous four-year curriculum. Prerequisite: General biology 103. This course develops a knowledge of the local flora, gives the ability to use botanical manuals, and acquaints students with the ecology of plant habitats. Students will identify a minimum of twenty-five trees, ten ornamental shrubs, and one hundred herbs. Specimens collected on field trips will be studied in as much detail as time will permit.

301. Field Zoology. 3 quarter hours credit. 2 recitations and a field trip or 2 hours laboratory periods a week. First quarter. Elective for juniors in the divided curriculum. The purposes of this course are the same as in Biology 201. Students will be encouraged to prepare collections which will be of use in the elementary school.

302. Physiology. 3 quarter hours credit. 2 recitations and 2 hours laboratory a week. Second quarter. Elective for juniors in the divided curriculum. The purpose of this course is the same as in Biology 202.

303. Field Botany. 3 quarter hours credit. 2 recitations and a field trip of 2 hours laboratory a week. Third quarter. Elective for juniors in the divided curriculum. The purposes of this course are the same as those in Biology 203. Students will be encouraged to prepare collections which will be of use in the elementary school.

DEPARTMENT OF EDUCATION

Miss Bullock

Miss Burt

Miss Huger

Mr. Landers

Mrs. McClendon

Miss Mitchell

Miss Randolph

Miss Weir

Dr. Wood

201. The Teaching of Reading. 3 quarter hours credit. 3 recitations a week. First quarter. Required of sophomores taking the divided four-year curriculum. This course is planned to enable teachers to understand and apply the psychology of learning in the teaching of reading, to discover needs, to set up attainable goals in terms of needs, to establish desirable reading habits, to inspire a permanent interest in reading, and to measure progress, habit formation in reading, comprehension and speed, diagnosis of reading needs, selection of objectives, selection and adaptation of material, demonstra-

tions of types of procedure, standard and informal testing in measuring progress.

202. Special Elementary Methods. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of all sophomores taking the divided four-year curriculum. The purpose of this course is to guide the students in applying psychological principles to the organizing of subject matter in terms of the children's needs; in judging subject matter in terms of children's needs, with the course of study as a guide; in determining desirable outcomes; in measuring progress in the attainment of outcomes; in selecting and evaluating materials to be used in the teaching situation; in analyzing a learning situation; and in becoming acquainted with the training school. The topics included in the course are: Ways of determining children's needs; desirable outcomes; selection of units of teaching according to definite standards; organization of definite units; small unit planning in relation to large unit planning; types of learning exercises; observation and follow-up conferences; and the checking of results of teaching. The units of work in this course will be selected from social studies in the early grades, and from history, geography, and science in the middle grades.

203. Special Elementary Methods. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all sophomores taking the divided four-year curriculum. This course is a continuation of 202 Special Elementary Methods. The units of work in this course will be selected from arithmetic, language, writing and spelling in the early grades and in the middle grades. Emphasis will be placed on arithmetic.

211. Directed Teaching. 3 quarter hours credit. Five hours a week. First quarter, sophomore year. This quarter of teaching may be prescribed by the institution for all sophomores of the divided four-year curriculum instead of Education 221, School Management. Prerequisite: Sophomore standing. Purposes and activities are those stated for Education 212 below.

212. Directed Teaching. 3 quarter hours credit. 5 hours a week. Second quarter. Required of all sophomores in divided four-year curriculum. Prerequisite: Sophomore standing. Purposes: to apply under expert direction the principles of teaching learned from psychology, special methods, and observation of teaching; to acquire a consciousness of the need of daily preparation for teaching; to gain an understanding of the influence of learning situations and of contributing factors such as good school-housekeeping and classroom organization; to acquire skill in teaching through experience under expert direction; to experience a feeling of confidence in the worth of educational theory in dealing with practical situations; and to acquire in the training school an understanding of a teacher's professional

relations. Activities of the student teacher during this quarter in addition to teaching an assigned subject for the equivalent of one hour each day will consist of lesson planning, frequent individual and group conferences with supervisors, and regular professional meetings with all other student teachers.

213. Directed Teaching. 3 quarter hours credit. 5 hours a week. Third quarter. Required of all sophomores in the divided four-year curriculum. Prerequisite: Education 212. Purposes and activities are the same as described for Education 212.

221. School Management. 3 quarter hours credit. 3 recitations a week. First quarter. Required of all sophomores taking the divided four-year curriculum. Prerequisite: Sophomore standing. (The institution may replace this course by requiring three quarters of directed teaching of all pupils instead of the two quarters regularly required.) The purpose of this course is to give an understanding of the duties of a teacher in the operation of a school beyond the problems of classroom instruction; the relation of the individual teacher to school officers and boards of education; the ethics of the teaching profession; the school laws of Alabama and regulations under which teachers work; the organization and financing of education in Alabama; the relation of teachers to parents and community. A desired outcome of the course in the development of an attitude toward the profession of teaching and its attendant responsibilities which will enable the teacher to make adjustments to individual teaching situations. The topics treated are: teachers' code of ethics, teachers' voluntary organizations, position appointment and assignment of teachers, teachers' meetings, school attendance of pupils, records, reports, relations to supervisory officers, improvement of teachers in service, school health problems, the dealing with parent and community, transportation of pupils, care of school property, the keeping and the beautifying of buildings and grounds, classification and promotion of pupils, physical conditions of the school building, educational organization in Alabama, and financing of education in Alabama.

302. History of Education. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of juniors in the divided four-year curriculum. The purposes of this course are to study the development of the institutions and social conditions which will furnish a sound approach to the educational problems of the present day; to study modern movements and theories in education and consider their relative value in the education of the child of the present time; to develop an understanding of and appreciation for the contributions of outstanding educational leaders, whose influence is recognized in present-day elementary education. The topics treated are: Education in the colonial period, the rise of the public school system

in New England, early state attitudes toward education, education in the South before 1860, the normal school movement, changing conceptions of elementary education as promoted by educational leaders, the teachers college movement, the growth of teaching as a profession, and the educational awakening in the South.

303. Principles of Teaching. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all juniors in the divided four-year curriculum. This is an integrating course intended to bring together as an organic whole all the details of educational theory and practice represented in the preceding courses in education, and to leave the student with a unified body of educational principles to the end that a technique of teaching supported by scientific laws and psychological principles be acquired. The topics treated are: the aims of education; the development of the various conceptions of educational values; specific types of lessons, development, drill procedure, problem solving, the development of appreciation; the correlation of subject matter through projects; the doctrine of interest; character education; principles of method; discipline; standards of judging teaching; supervised and directed study.

401. Tests and Measurements. 3 quarter hours credit. 3 recitations a week. First quarter. Required of all seniors in the divided four-year curriculum. Prerequisite: Psychology 102 and 103. The purposes of this course are (a) to give an appreciation of accurate measurements in education, (b) to give a knowledge of the best standardized tests in intelligence and achievement and their use in the schoolroom, and (c) to develop the right attitude toward the use of standardized tests. The topics treated are: history of the development of educational tests and measurements; nature and classification of tests; general values of educational measurements; the importance and requirements of greater accuracy in educational measurements; the limitations and improvements of teachers' examinations and marks; limitations of standardized tests; criteria for selecting standardized tests; construction of objective tests; instruction for giving tests; using the results for such purposes as reclassification of children, making promotions and diagnoses, and measuring the efficiency of schools; the use of tests as a teaching device; written description of several tests in which the student is especially interested; practical application of the principles to a school situation.

402. The Elementary Curriculum. 3 hours credit. 3 recitations a week. Second quarter. Required of seniors in the divided four-year curriculum. Prerequisite; Junior standing. The purposes of this course are: To understand the history and growth of the elementary school curriculum; to comprehend the problem of organization of subjects for economy of time and related content; to under-

stand the contribution of each school subject to the education of children; to understand the relation of the school subjects to modern social needs; to be able to set up objectives for a given period of teaching in terms of the school subjects; to be able to organize large units of teaching in the various school subjects; and to recognize changing social needs and changing concepts of education as bases of curriculum organization. The state manual of the course of study and the textbook used in the state will be used in connection with the development of the following topics; movements in curriculum, building, relation of school subjects to life, collection of curriculum materials from various sources, the function of each school subject, relation of the school subjects to each other, objectives as the basis of planning for teaching, reorganization and simplification of the curriculum, economy of time in teaching and organizing large units of subject matter for teaching, and planning for pupil activity.

403. Directed Teaching. 3 quarter hours. 5 hours credit a week. Third quarter, senior year. Required of all seniors of the divided four-year curriculum. Prerequisite: Senior standing. This is an advanced quarter of directed teaching. It uses the experiences of the field and those from additional courses in educational theory as basis for intensified and concentrated teaching of an advanced type.

DEPARTMENT OF ENGLISH

Mr. Hendrix

Dr. Calvert

Dr. Hoole

101. Grammar, Composition, and Reading. 3 quarter hours credit. 4 recitations a week. First quarter. Required of all freshmen. The purpose of this course are (a) to give a mastery of the fundamental principles of formal grammar, and to make correct usage habitual; (b) to develop ability to read silently with greater speed and comprehension, and to read aloud intelligently and attractively; (c) to develop ability to think logically. This course consists of (a) enough formal grammar to enable the student to teach the elementary grade, to give him a sure foundation for his own usage, and to give much drill in application of the principles taught; (b) the mechanics of written composition and the writing of many themes; (c) practice in oral and silent reading in class, effective use of the dictionary, pronunciation and enunciation drills, vocabulary building, instruction and practice in the use of the library for general reading, directed library reading and reports on it.

102. Grammar, Composition, and Reading. 3 quarter hours credit. 4 recitations a week. Second quarter. Required of all freshmen. Prerequisite: 101 Grammar, Composition, and Reading. The purpose of this course is to develop skill in composition, both oral

and written. It deals principally with exposition. The stress is upon diction, sentence structure, organization of thought, outlining, the writing of various types of paragraphs and of longer compositions, the continuation of drill in correct usage. The reading is a continuation of 101 Grammar, Composition, and Reading.

103. Grammar, Composition, and Reading. 3 quarter hours credit. 4 recitations a week. Third quarter. Required of all freshmen. Prerequisite: 102 Grammar, Composition, and Reading. The purposes of this course shift from mere correctness to effectiveness in oral and written composition. This course deals principally with narration and description. A study is made of the principles underlying narration and description. Much practice is given in oral and written composition stressing artistic production. The reading is a continuation of work in 102 Grammar, Composition, and Reading.

201. Survey of American Literature. 3 quarter hours credit. 3 recitations a week. First quarter. Required of all sophomores. The purposes of this course are (a) to trace the development of American literature, and (b) to understand it as an expression of the national life of America. An additional purpose is to direct attention to American literature suitable for elementary grade. This course consists of a survey of American literature from colonial times to about 1870. The emphasis is on the literature itself, with sufficient biography and history to make the literature intelligible.

202. Survey of American Literature. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of all sophomores. This course is a continuation of 201 survey of American Literature, and covers the literature from 1870 to the present day.

203. Children's Literature. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all sophomores. The purposes of this course are: (a) to familiarize the prospective teachers with the body of literature suitable for the elementary grades, and (b) to build up a psychological foundation for selection of children's literature. The course consists of a study of the various types of grade literature and of the various forms of creative return from the children. In addition the students will collect and list various material to be used in vitalizing the course; will evaluate different editions, and will make bibliographies of children's books. The course may be differentiated into Literature for the Primary Grades and Literature for the Intermediate Grades.

301. Survey of English Literature. 3 quarter hours credit. 3 recitations a week. First quarter. Required of all juniors. The purposes of this course are (a) to acquaint the students with the chronological development of English literature, (b) to establish criteria for judging good literature and to cultivate a liking for it,

(c) to enrich the student's life with the thoughts and ideals expressed in great literature, and (d) to encourage creative writing. This course consists of a study of the various types of English literature from "Beowulf" to the 18th century exclusive of drama.

302. Survey of English Literature. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of all juniors. The purposes of this course are the same as those of 301 Survey of English Literature. This course consists of a study of the various types of prose literature from the 18th century to the present.

303. Survey of English Literature. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all juniors. The purposes of this course are the same as those of 301 Survey of English Literature. This course consists of a study of the various types of poetry from the 18th century to the present.

401. English Drama. 3 quarter hours credit. 3 recitations a week. First quarter. Required of all seniors. The purposes of this course are (a) to help the students to understand and enjoy the plays studied, (b) to find in these plays the customs and ideals of the time which produced them, (c) to develop in the students the ability and desire to do independent study of drama. This course consists of (a) the history of the English drama from the beginning to Shakespeare, (b) dramatic background for appreciation of Shakespeare; (c) critical reading of specimens of medieval drama, and (d) the careful study of several of the lighter plays of Shakespeare.

402. English Drama. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of all seniors. The purpose of this course are the same as those of 401 English Drama. This course consists of several typical pre-Shakespearian tragedies, of a critical study of at least two of Shakespeare's tragedies, and if time allows the reading of some significant modern dramas.

403. Advanced Composition. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all seniors. The purposes of this course are (a) to develop the ability to write convincingly on current questions. (b) to participate intelligently in general discussions and debates; (c) to speak effectively in the many situations the teacher is ordinarily required to meet, (d) to preside at various public functions, and (e) to give any student showing pronounced talent the opportunity to do creative writing. This course consists of much practice in writing and speaking based upon the study of current questions as discussed in the better class of magazines and the study of articles by writers of recognized ability.

DEPARTMENT OF FRENCH

Dr. Calvert

101. Elementary French. 3 quarter hours credit. 3 recitations a week. First quarter. Required of freshmen taking the continuous four-year curriculum. For students who enter without French, or with one year high school French. The purpose of this course is to establish the ability to read and understand easy French. Emphasis is placed on phonetics, grammar, and laboratory conversation. Direct Method.

102. Elementary French. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of freshmen taking the continuous four-year curriculum. Prerequisite: French 101 or its equivalent. Continuation of French 101. Direct Method.

103. Elementary French. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of freshmen taking the continuous four-year curriculum. Prerequisite: French 102 or the equivalent. Continuation of French 102 Easy readings.

201. Intermediate French. 3 quarter hours credit. 3 recitations a week. First quarter. Required of sophomores taking the four-year curriculum. Prerequisite: One year of college French. The purpose of the course is to develop by laboratory technique, fluency and accuracy in the execution of all constructions; to stress grammar, phonetics, theme writing, short stories, conversation, French idioms. Direct Method is used.

202. Intermediate French. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of sophomores taking the continuous four-year curriculum. Prerequisite: French 201 or the equivalent. Continuation of French 201, theme writing, dictation, selected readings from standard writers. Direct Method is used.

203. Intermediate French. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of sophomores taking the continuous four-year curriculum. Prerequisite: French 202 or its equivalent. Continuation of French 202. Reading of more difficult selections from standard writers. Written and oral reports on collateral reading.

301. Elementary French. 3 quarter hours credit. 3 recitations a week. Second quarter. Elective for juniors taking the divided four year curriculum. For students who enter without French or with one year high school French. The purpose of the course is to develop the ability to read and understand easy French. The course will exemplify lesson for lesson the first third of the elements of grammar. Emphasis is placed on phonetics, aural-oral training, and laboratory conversation.

302. Elementary French. 3 quarter hours credit. 3 recitations a week. Second quarter. Elective for juniors taking the divided

ed four-year curriculum. Prerequisite: French 301 or its equivalent. Continuation of French 301. Second third of the elements of grammar. Direct Method is used.

303. Elementary French. 3 quarter hours credit. 3 recitations a week. Third quarter. Elective for juniors taking the divided four-year curriculum. Prerequisite: French 302 or its equivalent. Continuation of French 302. Reading of easy French.

401. Intermediate French. 3 quarter hours credit. 3 recitations a week. First quarter. Elective for seniors taking the divided four-year curriculum. Prerequisite: One year of college French. The purpose of the course is to develop fluency and accuracy by laboratory technique in the execution of all constructions. This course covers: a grammar review of articles, possessives, demonstratives, interrogatives, relatives, adjectives, adverbs, partitives, conjunctive and disjunctive pronouns, and auxiliaries; theme writing, short stories and dictation.

402. Intermediate French. 3 quarter hours credit. 3 recitations a week. Second quarter. Elective for seniors taking the divided four-year curriculum. Prerequisite: French 401 or its equivalent. Continued stress on pronunciation and understanding of spoken French. Continued grammar review placing emphasis on verbs, active and passive, indicative and subjunctive moods, infinitives and participles; theme writing, dictation, selected readings from standard writers and study of French idioms.

403. Intermediate French. 3 quarter hours credit. 3 recitations a week. Third quarter. Elective for seniors taking the divided four-year curriculum. Prerequisite: French 402 or its equivalent. Continuation of French 402. Reading of more difficult selections from standard writers, written and oral summaries on collateral reading, which will consist of easy French novels, short stories, and plays.

DEPARTMENT OF GEOGRAPHY

Dr. Glazner Mr. McCluer

101. Principles of Human Geography. 3 quarter hours credit. 3 recitations a week. First quarter. Required of all freshmen taking the divided four-year curriculum. The purposes of this course are: to develop the ability to think geographically, to give an appreciation and understanding of the importance of geography in its relations to the objectives of a general education, to give the knowledge needed to interpret and enjoy the commonplace things of life, and to give a knowledge of some of the fundamentals of the earth's characteristics, such as climate, soils, land and water bodies, so that man's adjustments to these elements may be successfully interpreted. The topics treated are: land forms, climate, soils, surface and under-

ground waters, mineral deposits, natural vegetation, and the relation of these elements of the geographic environment to man.

102. Geography of North America. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of freshmen taking the divided four-year curriculum. Prerequisite: 101 Principles of Human Geography. The purpose of this course are: to show how the people of North America are influenced by their natural environment, in living where they do, in the activities in which they are engaged, in the evolution of distinctive human characteristics, and in their thinking, concerning social, political, and economic questions of local, national or international import, and to give a knowledge of the geographic factors of the continent necessary to an intelligent understanding of historic events and movements of people. The topics treated are: a regional study of the continent emphasizing the principal economic activities of the inhabitants of distinctive human-use regions, such as the Cotton Belt, the Corn Belt, the Northeastern Urban Region, the subtropical Coast Region, and the Rocky Mountain and Pacific Coast Regions, in the relation to the earth environment of each area. The geographic regions of Canada, Mexico, and Central America will receive minor consideration.

103. Geography of South America. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all freshmen taking the divided four-year curriculum. Prerequisite: 101 Principles of Human Geography. The purpose of this course are: to study the geographic environment of the various countries of South America in order to interpret man's adjustments to the several geographic regions; to understand the geographic factors involved in the recent commercial development of the South American republics; and to bring about more friendly relations between the peoples of the United States and South America. The topics covered are: the general geographic background of South America, the Amazon Rain-Forest, the Pampas, the Valley of Central Chile, the Bolivian Highlands, the Llanos, the commercial position of South America.

201. Geography of Europe. 3 quarter hours credit. 3 recitations a week. First quarter. Required of all sophomores taking the divided four-year curriculum. Prerequisite: 101 Principles of Human Geography. The purposes of this course are: (a) to interpret the economic activities and consequent political and social attitudes of the inhabitants of the several European countries, (b) to give a knowledge concerning the geography of current international problems, (c) to develop an appreciation of the geographical factors that will bring about more friendly relations between the peoples of the United States and Europe. The topics covered are: the geographic setting, the Central Plains, industrial Northwestern Europe the Mediterranean Region, the Balkan Region the mountain environments and the Arctic Plains.

204. Principles of Human Geography. 3 quarter hours credit 3 recitations a week. First quarter. Required of all sophomores taking the continuous four-year curriculum. The purposes of this course are the same as in 101 Principles of Human Geography.

205. Geography of North America. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of sophomores taking the continuous four-year curriculum. Prerequisite: 204 Principles of Human Geography. The purposes of this course are the same as in 102 Geography of North America.

206. Geography of South America. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all sophomores taking the continuous four-year curriculum. Prerequisite: 204 Principles of Human Geography. The purposes of this course are the same as in 103 Geography of South America.

301. Geography of Europe. 3 quarter hours credit. 3 recitations a week. First quarter. Required of all juniors taking the continuous four-year curriculum. Prerequisite: 204 Principles of Human Geography. The purpose of this course are the same as in 101 Geography of Europe.

302. Geography of Commercial Products. 3 quarter hours credit 3 recitations a week. Second quarter. Required of juniors taking the continuous four-year curriculum. Prerequisite: 101 Principles of Human Geography. The purposes of this course are: (a) to interpret man's utilization of earth resources in his efforts to make a living, (b) to give a knowledge of the chief industries by which people exploit the farm, forest, mine, and sea and of the leading routes by which commodities move from producing to consuming area, (c) to emphasize the basic industries in the United States from a world view point. The topics treated are: (a) the relation of crop production to soil, climate, and economic factors and the effects of natural resources, location, transportation, labor, capital, and markets on the development of industries; (b) geographic factors involved in the exchange of products; (c) great trade routes of the world; (d) centers of commerce and commercial development; (e) relation of physical factors to human endeavor.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Miss Sellers

Mr. Stephenson

101. Volley Ball. 1 hour credit. 2 recitations a week. First quarter. Required of all freshmen. The subject matter of this course includes: Newcomb, relays, one-bound volley ball, giant volley ball, and volley ball.

102. Rhythms and Stunts. 1 hour credit. 2 recitations a week. Second quarter. Required of all freshmen. The subject matter of this

course includes: fundamental rhythms, simple folk dances, and gymnastic stunts.

103. Play Activities of Elementary Grades. 1 hour credit. 2 recitations a week. Third quarter. Required of all freshmen. The purpose of this course is to provide professional preparation in physical education for teachers of grades 1 to 6. This preparation includes practice in physical education activities, selection of materials, and class organization. The subject matter of this course consists of story plays, singing games, circle games, self-testing activities, tag and chasing games, marching, team games, games of low organization, relays, dramatics and outing activities.

156. Physical Education—Beginning Swimming. 1 hour credit. 2 recitations a week. Summer quarter. Elective for juniors and seniors. The purpose of the course is to provide instruction in fundamental strokes and develop a feeling of security in the water. The subject matter will include: the elementary crawl stroke, back stroke, and simple diving.

157. Physical Education—Advanced Swimming. 1 hour credit. 2 recitations a week. Summer quarter. Elective for juniors and seniors. The purpose of this course is to provide instruction in advanced swimming strokes and diving. The subject matter of this course will include: side and over arm strokes, diving, and life-saving techniques. Prerequisite: Physical Education 156.

201. Organization and Presentation of Physical Education. 1 hour credit. 2 recitations a week. First quarter. Required of all sophomores. The purpose of this course is to develop, through practice, the principles underlying the physical education program. The subject matter of the course includes: lesson planning, organization of tournaments, play days, special day programs, and the practice and methods of teaching physical education activities.

202-a. Basket Ball for Women. 1 hour credit. 2 recitations a week. Second quarter. Required of all sophomores. The subject matter of this course includes: end ball, corner ball, captain ball, post ball, pin ball, nine-court basket ball, mass basket ball, and basket ball.

202-b. Basket Ball for Men. 1 hour credit. 2 recitations a week. Second quarter. Required of all sophomores. The subject matter of this course includes: end ball, mass basket ball, and basket ball.

203-a. Base Ball for Women. 1 hour credit. 2 recitations a week. Third quarter. Required of all sophomores. The subject matter of this course includes: hit-pin base ball, keep-away, long ball, one o' cat ' two o' cat, fungo, and base ball. Practice will be provided in athletics and self-testing activities, including the Athletic Badge test.

203-b. Base Ball for Men. 1 hour credit. 2 recitations a week. Third quarter. Required of all sophomores. The subject matter of this

course includes: hit-pin base ball, keep-away, long ball, one o' cat, two o' cat, fungo, and base ball. Practice will be provided in athletics and self-testing activities, including the Athletic Badge test.

213. Personal Hygiene. 3 hours credit. 2 hours recitations. and 2 hours laboratory a week. Third quarter. Required of all sophomores. The purposes of this course are: (a) to develop, on the part of the teachers, college students, habits, attitudes and knowledge concerning their own health; (b) to provide professional preparation of teachers for health teaching in grades 1 through 6. The subject-matter in this course includes: definite instruction concerning the function and hygiene of the organic systems of the human body; a program for each individual student that will help him to maintain a wholesome balance between work, play, rest, sleep, and food; instruction that will enable students to read and interpret intelligently current health literature. The subject matter in the laboratory phase of the course includes: the state program of health supervision, health projects in correlations, and health materials and bibliographies.

301-a. Field Hockey for Women. 1 hour credit. 2 recitations a week. First quarter. Required of all juniors. The subject matter of this course includes: keep away, stop and hit, bombardment, drive and dribble, bully game, and field hockey.

301-b. Speed Ball for Men. 1 hour credit. 2 recitations a week. First quarter. Required of all juniors. The subject matter of this course includes: keep away, pin ball, block and pass, square soccer, tag soccer, dine and pass relay, line kick, line soccer, pin soccer, rotation pin soccer and speed ball.

302. Advanced Folk Dancing. 1 hour credit. 2 recitations a week. Second quarter. Required of all juniors. The subject matter of this course includes: folk, clog and character dancing for men and women.

303. Recreational Leadership. 1 hour credit. 2 recitations a week. Third quarter. Required of all juniors. The subject matter of this course includes: tennis, archery, horse shoes, hand ball, croquet, golf, shuffle board, deck tennis, and tether ball. This class is open to men and women.

401-a. Stunts, Tumbling, and Mat Work for Women. 1 hour credit. 2 recitations a week. First quarter. Required of all seniors. The subject matter of this course includes: practice in special exercises suitable for postural defects, posture tests, exercises for general flexibility, gymnastic stunts and pyramids.

401-b. Stunts, Tumbling and Mat Work for Men. 1 hour credit. 2 recitations a week. First quarter. Required of all seniors. The subject matter of this course includes: practice in special exercises suitable for postural defects, posture tests, exercises for general flexibility, gymnastic stunts and pyramids.

402-a. Natural Dancing for Women. 1 hour credit. 2 recitations a week. Second quarter. Required of all seniors. The subject matter of this course includes: practice in fundamental body control and practice in the interpretation of music through action.

402-b. Self Defense Activities for Men. 1 hour credit. 2 recitations a week. Second quarter. Required of all seniors. The subject matter in this course includes: practice in boxing, wrestling, and jiu-jitsu.

403. Outing Activities. 1 hour credit. 2 recitations a week. Third quarter. Required of seniors. The subject matter of this course includes; scouting, hiking, camp-craft, wood-craft, and first aid techniques. The class will be organized on a club basis. This class is open to men and women.

DEPARTMENT OF HISTORY AND OTHER SOCIAL STUDIES

Mr. Felgar

Mr. McCluer

Mrs. Stephenson

101. World History (Ancient and Medieval). 3 quarter hours credit. 3 recitations a week. First quarter. Required of all freshmen. This is a survey of civilization or an orientation course. It traces the economic, social, and political experiences of the various civilizations. It shows their contributions to the various phases of our life: art, science, customs, government. It is primarily concerned with the growth of the institutions and life of the people. The topics treated are: prehistoric man and his culture; the Nile Valley and Northern Africa; the Fertile Crescent and Asia Minor; the far East; Greece, Rome; rise of Christianity; Teutonic invasions and spread of Mohammedanism; the fusion of Greek, Roman, Barbarian and Christian cultures; the rise of the Papacy; Medieval life and institutions; the emergence of modern states. In all courses comprehensive readings will be required. Some suggested texts are: Thorndike, *A short History of Civilization*; Breasted and Robinson (2 Vol.). *The Human Adventure*.

102. World History (1500-1787). 3 quarter hours credit. 3 recitations a week. Second quarter. Required of all freshmen. This is a continuation of 101 World History. The additional topics included are: the intellectual revival; the development of absolute monarchies; the commercial revolution and expansion of Europe; the revolt against the Papacy and spread of Protestantism; the rise of new economic and social classes; the beginning of democratic movements; the rise of mercantilism and the struggle for colonial empires; the American Revolution as a democratic movement. Some suggested tests are: Thordike, *A short History of Civilization*; Robinson, *Progress of Civilization*; Robinson, *History of Western Europe*, *History of Europe*; *Highy History of Europe (1492-1815.)*

103. World History (1787 to Present). 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all freshmen. This is a continuation of 102 World History. The additional topics included are: the French Revolution; Napoleonic era; Metternich and reaction; the growth of liberalism and revolutionary movements from 1815 to 1850 in Europe and America; economic revolution and its influence upon social, political, and economic institutions; nationalism and unification of modern national states; imperialism and world politics; the rise of Russia and the Near East questions; International complications and alliances; World War; and International problems since 1918. Some suggested texts are; Thorndike, *A Short History of Civilization*; Robinson, *Progress of Civilization, History of Western Europe*.

201. American History and Government to 1783. 3 quarter hours credit. 3 recitations a week. First quarter. Required of all sophomores. This course includes: the story of the rise of the American States, the transit of European institutions and nationalities into the Americas from 1492 to 1783, the conditions which made possible the development of a new type of man in America, and the influence of the frontier and pioneer conditions. Much attention is given to the social and economic side of our history. The topics treated are: European background; geography and native races of America; factors affecting the discovery and colonization of the New World by European nationalities; the conflict for control of the New World and the supremacy of England in North America; development of Colonial life and institutions; the fundamental, underlying, and immediate causes of revolution; the revolution and setting up of state governments. Some suggested texts are: Forman, *Our Republic*; Bassett, *A Short History of the United States*; Greene, *The Foundations of American Nationality*; Pease, *A History of the United States*.

202. American History and Government (1783 to 1860). 3 hours credit. 3 recitations a week. Second quarter. Required of sophomores. This is a continuation of History 201. The additional topics included are: critical period, making and adoption of the constitution followed by a brief study of the constitution; the federalists in control; the Revolution of 1800 and Jeffersonian Democracy; Expansion and War of 1812; Monroe Doctrine and relations with Latin America; Jacksonian Democracy and rise of the common man; humanitarian movements of 1830s and 1840s; inventions and economic development before 1860; manifest destiny; sectionalism and conflict, foreign relations to 1860. Some suggested texts are: Forman, *Our Republic*; Besset, *A short History of the United States*; Pease, *A History of the United States*.

203. American History and Government (1860 to Present). 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all sophomores. This is a continuation of History 202. This course deals

with the domestic problems arising from the spreading of the United States into the world both economically and politically. The topics treated are: secession and triumph of nationalism; exploitation of the south and the resulting social, political and economic problems; domestic problems, transportation; civil service reform currency; tariff; labor vs. capital; agrarian reforms, big business and trusts; the riddle of the parties; imperialism; Roosevelt and progressive movements; intellectual progress and social betterment; Wilson and the New Democracy; World War and domestic and international problems thereafter. Some suggested texts are: Forman, *Our Republic*; Basset, *A Short History of the United States*, Pease *A History of the United States*.

301. Economics. 3 quarter hours credit. 3 recitations a week. First quarter. Required of juniors. The purposes of this course are: to teach the principles underlying the wealth getting and wealth using activities of the present age, and to develop the ability to think intelligently upon the problems arising from these activities. Enough examples will be taken from local conditions and current newspapers and magazines to illustrate the effect of the rapid expansion of industrialism upon present society. The topics treated are: stages of economic development; nature and scope of economics, wealth and welfare; factors and economic laws governing production, problems of production; the capitalistic process; growth of trusts and corporations; monopoly and competition; risk; speculation and insurance; consumption and its problems. Some suggested texts are: Bye, *Principles of Economics*; Garner and Hanson, *Principles of Economics*.

302. Economics. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of juniors. A continuation of 301 Economics. The topics treated are: exchange with its attendant problems of money, credit, and banking; international trade and foreign exchange tariff; value and price; supply and demand; distribution with its problems of rent, wages, interest, and profits and their relations to human welfare; the schemes for reorganization or distribution so as to equalize more nearly the returns of production; special problems growing out of present industrial organization; taxation and public finance with special reference to local, state, and school taxation. Some suggested texts are: Bye, *Principles of Economics*; Garner and Hanson, *Principles of Economics*.

303. Sociology. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all juniors. The purpose of the course is to give a knowledge of group relations and the interaction of the individual and the group. The topics treated are population problems, including immigration, distribution, dependent and delinquent classes; the family; the state; education; religious and moral forces; problems rising from class and race consciousness; the use of leisure. Suggested text: Gillin, Ditmar, and Colbert, *Social Problems*.

401. Modern European History (1815 to 1871). 3 quarter hours credit. 3 recitations a week. First quarter. Required of all seniors. This course is a study of European States from 1815 to 1871. It sets forth the chief trends and tendencies in economic, social, political and intellectual life of the European peoples. It aids in understanding the international problems of the present world. The topics treated are: Congress of Vienna and reaction; Liberalism and revolutions from 1815 to 1850; the age of laissez faire and industrialism; scientific socialism; nationalism and unification. Some suggested texts are: Hays, Social and Political History of Modern Europe; Schapiro, Modern and Contemporary History of Western Europe.

402. Modern European History (1871 to Present). 3 quarter hours credit. 3 recitations a week. Second quarter. Required of all seniors. Continuation of 401 Modern European History. The additional topics included are: the rise of Russia; the dismemberment of the Ottoman Empire, Latin Europe and Teutonic Countries; forms of the British Empire, Latin Europe and Teutonic Countries; imperialism and world politics in Asia and Africa; secret diplomacy and alliances; the World War and its outcome; peace and the new map of Europe; movements for international peace. Some suggested texts are: same as for 401 Modern European History.

403. Recent American History Since 1900. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of all seniors. This is an intensive study of the transformation of the United States into a world power, and of the underlying causes in our social, economic, intellectual and political life that have made the transformation possible. It gives the student a basis for the intelligent reading of current history. The topics treated are: society in 1900; Rooseveltism; foreign and domestic policies; the Panama Canal; social and political reforms; Supreme Court and its decisions; Woodrow Wilson and his domestic and foreign policies; the World War; peace and disarmament; social progress since 1900. Some suggested texts are: Paxson, Recent History of the United States; Ingley, Since the Civil War.

DEPARTMENT OF MATHEMATICS

Dr. Wood

101. College Algebra. 3 quarter hours credit. 3 recitations a week. First quarter. Elective in the divided four-year curriculum for freshmen who secure the classification committee's permission to substitute it for world history; required of all freshmen taking the continuous four-year curriculum. Prerequisite: plane geometry and high school algebra. The purpose of this course is to develop those skills of computation and interpretation that are the foundation of higher mathematics. The importance of giving a clear knowledge of the prin-

ciples of the subject is kept constantly in mind. It includes: an introductory review; functions and their graphs; quadratic equations; logarithms and their uses.

102. College Algebra. 3 quarter hours credit. 3 recitations a week. Elective in the divided four-year curriculum for freshmen who secure the classification committee's permission to substitute it for world history; required of freshmen taking the continuous four-year curriculum. Prerequisite: 101 College of Algebra. This course includes elementary series, binominal theorem, combinations, permutations, probability, determinants, and miscellaneous topics.

103. Plane Trigonometry. 3 quarter hours credit. 3 recitations a week. Third quarter. Elective in the divided four-year curriculum for freshmen who secure the permission of the classification committee to substitute it for world history; required of all freshmen taking the continuous four-year curriculum. Prerequisite: plane geometry and high school algebra. The purpose of this course is to give the student in brief form a general working knowledge of trigonometry that is thought to be needed by the average educated man. Topics treated are: functions of any angle, functions of the sum or differences of two angles, the oblique triangle, and miscellaneous applications.

301. College Algebra. 3 quarter hours credit. 3 recitations a week. First quarter. Elective for juniors in the divided four-year curriculum. Prerequisites: plane geometry and high school algebra. Purpose and content the same as in 101 College Algebra.

302. College Algebra. 3 quarter hours credit. 3 recitations a week. Second quarter. Elective for juniors in the divided four-year curriculum. Prerequisite: 301 College Algebra. Purpose and content same as in 102 College Algebra.

303. Plane Trigonometry. 3 quarter hours credit. 3 recitations a week. Third quarter. Elective for juniors in the divided four-year curriculum. Prerequisite: plane geometry and high school algebra. Purpose and content same as in 103 Plane Trigonometry.

401. Mathematical Analysis. 3 quarter hours credit. 3 recitations a week. First quarter. Elective for seniors taking the divided four-year curriculum. The purpose of this course are: (a) to give an understanding of mathematical principles that will coordinate the previous training in arithmetic, algebra, and geometry; (b) to review necessary portions of these mathematical fields in order that there may be no serious gap in the ability to recall them when needed; (c) to give a somewhat more extensive knowledge of various practical applications of mathematics; and (d) to enlarge experience with graphs, logarithms, and trigonometric solution of angles.

402. Analytical Geometry. 3 quarter hours credit. 3 recitations a week. Second quarter. Elective for seniors taking the divided four-year curriculum. Prerequisite: plane geometry, high school algebra, and college algebra. The purpose of this course is to give

familiarity with the fundamental graphic figures of analytic geometry and skill in transposing them into formulae and vice versa. It opens up in a small way the great field of higher mathematics, connects closely with algebra, and is the basis for the work in calculus. It deals with the graph, equations of a straight line, circles, and the simplest forms of conics.

403. Analytical Geometry. 3 quarter hours credit. 3 recitations a week. Third quarter. Elective for seniors taking the divided four-year curriculum. Prerequisite: 402 Analytic Geometry. The course deals with ellipse, hyperbola, parabola, and other mathematical curves.

DEPARTMENT OF PSYCHOLOGY

Dr. Allison

102. Introduction to Psychology. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of all freshmen in the divided four-year curriculum. The purposes of this course are to acquaint the student with the subject matter of psychology and its development as a science, to interpret to the student more fundamental laws of psychology and the simple terminology used in the field, and to help the student criticize his own methods of study. The topics treated are: the value of psychology; general aspects of intelligence; memory; learning; heredity and environment; the sensori-motor mechanism; feeling and emotion; sensation and perception; imagination and reasoning.

103. Educational Psychology. 3 quarter hours credit. 3 recitations a week. Third quarter. Required of freshmen taking the divided four-year curriculum. The purposes of this course are to apply the principles of psychology to the solution of school problems, to furnish a basis for the evaluation of methods of instruction, to explain and interpret the laws of learning in terms of classroom practice in elementary school subjects, to acquaint the student with the simpler technique of measuring intelligence, and to emphasize the significance of individual differences. The emphasis in the course will be on the laws of learning with their application to elementary school subjects. The topics treated are: individual differences, their significance in education, their measurements and graphs representations; adjustment of the child to the school situation, types and principles of learning, with applications to elementary school work; effective methods of studying the various subjects; attitudes, their development and their relation to achievement in school and in life; the development and use of interest in the subjects; effects of drill; development of ideals; mental training; transfer of training; and fatigue.

202. Child Psychology. 3 quarter hours credit. 3 recitations a week. Second quarter. Required of all sophomores in the divided

four-year curriculum. Prerequisite: 102 Introduction to Psychology. The purposes of this course are to give the student opportunity to study the factors and control of child nature, to furnish the teacher with the principles and laws of the growth and development of the child, to emphasize the study of the child as a prerequisite to a study of the methods of training him, and to give the student experiences in case study. The major topics treated are: genetic foundations, the influence of heredity and environment on growth, the beginnings of mental life, the development of the nervous system and accessory organs, the effects of bodily conditions on mental and physical welfare, the growth of innate and acquired tendencies, the development of specific capacities, the exceptional child, the meanings of infancy, and the influence of play, work, fatigue, nutrition and society on the developing child as an individual and as a citizen.

301. Advanced Educational Psychology. 3 quarter hours credit. 3 recitations a week. First quarter. Required of juniors taking the divided four-year curriculum. The purposes of this course are to develop a knowledge of the psychological principles underlying the teaching of elementary school subjects; to give an understanding of individual differences as they apply to the learning processes; to give a knowledge of the techniques of measuring individual differences in native traits and capacities; to study type attitudes and their relation to school problems and to life situations; to secure a more comprehensive understanding of the nature and development of human traits at various levels; and to test a student's ability to use the laws of learning in teaching. The topics treated are: nature and nurture; innate tendencies and mental measurements; individual differences and their causes; principles of learning, as motor learning and associate learning; problem solving; habit formation; special abilities and disabilities in learning; motivation; psychology of elementary school subjects and effective methods of teaching them; ideals and attitudes, their nature and development; an analysis of some types of teacher-problems and the psychology underlying them.

DEPARTMENT OF SCHOOL AND APPLIED ART

Miss Curtiss

Mrs. Hendrix

Miss Stella Huger

101. Drawing and Art Appreciation. 1 quarter hour credit. 2 one-hour laboratory periods a week. First quarter. Required of all freshmen in the divided curriculum. This course includes a study of arrangement and combination of line, dark-and-light, color, spacing, rhythm, balance and subordination. Problems in original design are given. Art principles are observed in fine examples of painting, sculpture, and architecture. Media: pencil, charcoal, crayon, water-color, and chalk.

102. Drawing and Art Appreciation. 1 quarter hour credit. 2 one-hour laboratory periods a week. Second quarter. Required of all freshmen in the divided curriculum. Prerequisite: 101 Drawing and Art Appreciation. This course is a continuation of 101, planned to give a study of art principles as found in good examples of the minor arts; that is, furniture, pottery, textiles, utensils, jewelry, and glass. Original designs are applied to materials and objects of practical interest such as linoleum print, booklets, bowls, and tiles. Media: charcoal, watercolor, and crayon.

103. Drawing and Art Appreciation. 1 quarter hour credit. 2 one-hour laboratory periods a week. Third quarter. Required of all freshmen in the divided curriculum. Prerequisite: 102 Drawing and Art Appreciation. This course is a continuation of 102 Drawing and Art Appreciation. It includes a study of art principles as applied in fine examples of interior decoration and costume. It also deals with freehand lettering and poster work. Media: pencil, watercolor, crayon, cut paper, and tempera.

111. School Music. 1 quarter hour credit. 2 recitations a week. First quarter. Required of all freshmen in the divided curriculum. The purposes of this course are: to teach the fundamentals, such as the staff, the clef, note values, major scales, and signatures; to give simple ear training and rhythm; to teach some beautiful songs; to insure the proper use of the voice; to give opportunity for becoming familiar with the simple works of the great masters, giving acquaintance with moods, instruments, rhythm, and pure music. Throughout the course the teaching procedures are made clear through demonstration.

112. School Music. 1 quarter hour credit. 2 recitations a week. Second quarter. Required of all freshmen in the divided curriculum. Prerequisite: 111 School Music. This course is a continuation of course 111, requiring a higher degree of skill in reading music and in using the voice, and a more intelligent appreciation of good music. It introduces minor tonalities, two-part singing, and songs in the minor mood. Application to school situations are made throughout the course with special emphasis upon correlation with other school subjects.

113. School Music. 1 quarter hour credit. 2 recitations a week. Third quarter. Required of all freshmen in the divided curriculum. Prerequisite: 112 School Music. This course is a continuation of Course 112 School Music, requiring more skill and more intelligent appreciation of good music. The ability to teach rote songs is emphasized, and skill is gained through practice.

201. Drawing and Art Appreciation. 1 quarter hour credit. 2 one-hour laboratory periods a week. First quarter. Required of all sophomores in the divided curriculum. Prerequisite: 103 Drawing and Art Appreciation. This course includes a study of the funda-

mental principles of drawing. Art structure is stressed. The drawing of figures, animals, and birds is also included. The principles learned are applied in original compositions, using flowers, landscapes, and fruits. Media: pencil, charcoal, crayon, watercolor, and chalk.

202. Drawing and Art Appreciation. 1 quarter hour credit. 2 one-hour laboratory periods a week. Second quarter. Required of all sophomores in the divided curriculum. Prerequisite: 201 Drawing and Art Appreciation. It is a continuation of that course and also includes free illustration correlated with literature, history, language, geography, health and music. Application of the principles are made to narratives, stage scenery, background, and friezes. Media: pencil, charcoal, crayon, watercolor, and chalk.

203. Drawing and Art Appreciation. 1 quarter hour credit. 2 one-hour laboratory periods a week. Third quarter. Required of all sophomores in the divided curriculum. Prerequisite: 202 Drawing and Art Appreciation. This course correlates art with activities and projects in the modern schoolroom; such as puppet shows, sand table, and house construction. Material: clay, sand, wood, beaver board, and reed.

211. School Music. 1 quarter hour credit. 2 recitations a week. First quarter. Required of all sophomores. Prerequisite: 113 School Music. This course is a continuation of 113 School Music, using more advanced materials.

212. School Music. 1 quarter hour credit. 2 recitations a week. Second quarter. Required of all sophomores in the divided curriculum. Prerequisite: 211 School Music. The course gives a thorough working knowledge of the state course of study and methods of presenting this material, emphasizing such musical activities as choir singing, rhythm and harmonica bands, and making toy instruments.

213. School Music. 1 quarter hour credit. 2 recitations a week. Third quarter. Required of all sophomores in the divided curriculum. Prerequisite: 212 School Music. The purpose of this course is to develop in the students a greater appreciation of good music and a desire to instill in their pupils a love for the best music. Some of the topics included are: a more intensive study of the state course in appreciation; and advanced material, including form, sonata, concerto, symphony, opera, and oratorio. Advanced sight singing continued.

301. Drawing and Art Appreciation. (The description is the same as for Drawing and Art Appreciation 101, 102 and 103). Six hours per week. Three hours credit.

302. Drawing and Art Appreciation. (The description is the same as for Drawing and Art Appreciation 201, 202, and 203). Six hours per week. Three hours credit.

321. Industrial Arts—Study of Foods. 3 quarter hours credit. 2 recitations and 2 one-hour laboratory periods a week. First quarter. Elective for juniors taking the divided four-year curriculum.

A study of the changes man makes in materials for his use and the problems of life arising from them. This course deals with problems of food and nutrition of interest and value to elementary children. It includes a study of nutrition, creating of proper attitude and food habits in young children, source of foods, and something of the work of the world in feeding man. The material is to be used in enriching other subjects in the curriculum.

322. Industrial Arts—Study of Clothing and Shelter. 3 quarter hours credit. 2 recitations and 2 one-hour laboratory periods a week. Second quarter. Elective for juniors taking the divided four-year curriculum. A study of the changes man makes in materials for his use and the problems arising from them. This course deals with problems of clothing and shelter of interest and value to elementary children. It includes a study of choice, care, and cost of clothing, relation of clothing to health, the housing of the family, and homes of other lands, and something of the work of the world in providing clothing and shelter for man. This material is to be used in enriching other subjects in the curriculum.

323. Industrial Arts—A Study of Utensils, Records, Tools, and Machines. 3 quarter hours credit. 2 recitations and 2 one-hour laboratory periods a week. Third quarter. Elective for juniors taking the divided four-year curriculum. A study of the changes man makes in materials for his uses and the problems of life arising from them. This course deals with the way man has solved his problems. It includes the evolution of utensils, records, tools, and machines and their influence in saving labor, and in making living happier and more pleasant. This material is to be used in enriching other subjects in the curriculum.

411. School Music. (The description is the same as for Art 111, 112 and 113). Six hours per week. Three hours credit.

412. School Music. (The description is the same as for Art 211, 212 and 213). Six hours per week. Three hours credit.

421. Practical Arts—Food and Nutrition. 3 quarter hours. 2 recitations and 2 one-hour laboratory periods. Elective for seniors taking the divided four-year curriculum. First quarter. The purpose is to give such knowledge of foods and nutrition that a teacher may choose food intelligently and economically, and may form good food habits. The topics included are: function of foods in the body, food as a factor in health, selection of food for the three daily meals, buying from the standpoint of meeting personal needs, meal preparation, stressing cleanliness in handling food, serving simple meals, and observing the conventionalities at the home table and in public. Cookery will not be emphasized.

422. Practical Arts—Clothing and Home. 3 quarter hours. 2 recitations and 2 one-hour laboratory periods. Second quarter. Elective for seniors taking the divided four-year curriculum. The pur-

pose of this course is to apply principles of art, health, economics, and management to solving the problems of personal dress and the house. The selection of the wardrobe and suitable costumes for various occasions will be emphasized with little work in construction. Attractive, comfortable living quarters as well as houses will receive attention.

423. Practical Arts—Social Relationship and Management. 3 quarter hours credit. 3 recitations a week. Third quarter. Elective for seniors taking the divided four-year curriculum. The purpose of this course is to help the teacher become adapted to society. The topics included are (a) the development of personality traits that will make a teacher able to assume social responsibilities and be courteous and considerate of others, (b) the development of abilities which insure the wise management of finances, the economical expenditure of time and energy, and (c) the setting up of standards for evaluating how a person's own resources should be used.

401. Prehistoric and Ancient Art. 3 quarter hours credit. 3 recitations a week. First quarter. Elective for seniors in the divided four-year curriculum. The purpose of the course is to acquaint the student with the evolution of culture from primitive times to the present through a study of the contributions of various peoples in art, literature and music. The topics treated are: prehistoric Mycenaean, ancient Oriental, and classic periods in art; preBach and classic periods in music; and Oriental and classic poetry in literature.

402. Art of the Middle Ages. 3 quarter hours credit. 3 recitation periods a week. Second quarter. Prerequisite: 401 History of Art. Elective for seniors taking the divided four-year curriculum. The topics included are: early Christian, Byzantine, Romanesque, Gothic, Renaissance art; Romantic, German, Italian, Russian, Scandinavian music, and Renaissance literature.

403. Modern Art. 3 quarter hours credit. 3 recitations a week. Third quarter. Elective for seniors taking the divided four-year curriculum. Required of juniors in continuous four-year curriculum. Prerequisite: History of Art 402. The topics included are: French, Dutch, modern Oriental, English, German, Spanish, and American art; modern and ultra-modern music of all countries; Romantic and modern literature. Suggested texts: Gardner, *Art Through the Ages*; Hamilton, *Wonders of the Past*; Maspero, *Dawn of Civilization*; and Reinarch, *Apollo*.

**SUMMARY OF ATTENDANCE FROM SEPTEMBER 12,
1933 TO JUNE 15, 1934.**

Freshmen	383
Sophomores	435
Juniors	131
Seniors	42
Specials	43
Field Extension Course.....	510
Jacksonville High School.....	286
Training School.....	575
Grand Total	2405
Total (Excluding Duplicates).....	2043

SUMMER SCHOOL 1934

Freshmen

Akridge, Hazel	Gilbert, Mrs. Hobart	Pruett, Herman
Alba, Hazel L.	Goodgame, Velma	Robinson, Hoyt G.
Apperson, Henry	Graves, Arnold N.	Rogers, Velma
Atchison, May Will	Graves, John Julian	Runyans, Aurbon
Baber, Janet	Greenhaw, J. A.	Samuel, Grace
Bailey, A. M.	Griffith, Henry	Shotts, Ralph
Bannister, Ralph	Hall, Clodie M.	Sivley, Estelle
Bailes, A. M.	Hall, Johnnie	Smith, Mildred
Bannister, Ralph	Hall, Lois	Smithers, Louise
Barnard, Grace	Hampton, Vera Gene	Stallings, Rosaline
Barnes, Dorothy	Harrison, Estelle	Steele, Frances
Barnes, Ralph	Hawk, Lou	Stephens, Almo
Baxter, Rubye	Hodges, Delbert	Stephens, Elizabeth
Black, John Thomas	Houston, Hoyt	Stephens, Mrs. W. G.
Boring, Mildred	Howell, Ruth Elizabeth	Street, Ella
Brown, Georgia Ann	Johnson, H. W.	Street, Hubert
Browning, Mrs. W. L.	Johnston, Boyce	Street, Lona
Burnham, Eunice	Jordan, Sarah	Stroud, Archie
Carter, Theresa	Kemp, Florene	Talley, Loyce
Church, Ellen	Lankford, Bessie Mae	Thomas, Edith
Clark, Jim Frank	Lieuallen, Lola B.	Thomas, Fred S.
Clegg, George M.	Logan, Henry	Thomas, Paul Bell
Cochran, Reuben	Lowery, Lottie	Thornton, Lorene
Collier, Drew	McClellan, Fannie Ree	Thornton, Pansy
Copeland, Leonard	McKibbin, Reece	Thrasher, Bernice
Cowan, Clovis	McKown, Lillian	Walker, Bell
Crowe, Ethel	McLeod, George M.	West, Arnold
Davis, Ruby	McVay, Alberta	Wheeler, Mary
Dunn, Annie B.	Mann, Bertie	Whitmire, Evelyn
Dyar, Ruby Jo	Mize, Myrtle	Williams, Cliff
Earnest, Mildred	Morgan, Bernice	Williams, Hoyt
Elder, Hortense	Norred, Clois	Willingham, Natye
Elrod, Ina	Norred, Rubye	Woody, Beulah
Fauts, Robert D.	Pardue, Margaret	Young, Charlsie
Garner, Mrs. Lillie King	Perry, Hazel Lee	
Geer, Mary Frances	Porch, Elizabeth	
Gibbs, Bertie	Prickett, Christine	
		Total
		208

SUMMER SCHOOL 1934

Sophomores

Abrams, Marion	Awbrey, Virginia	Bartlett, Blake
Allen, Kathryn	Bailey, John	Bartlett, Cardelle Tray-
Anders, Nettie V.	Barganier, Alice G.	lor
Anthony, Kyle	Barnes, Winnie	Beasley, Athal F.
Austin, Eula Mae	Barnwell, Mrs. W. H.	Beasley, Clarence

Bedwell, Lois	Garner, Marjorie Painter	Parr, Elva
Benefield, Stell	Gaunt, Nelle	Pate, Bessie
Bentley, Reba	Gilbert, Hobart	Pertree, Ruth
Blackerby, Lewis	Gilbert, Marynelle	Porch, James
Blackwell, Orion	Giles, Dessie	Porter, Jimmie Lee
Blair, Daisy	Glasscock, Martha E.	Qualls, Clyde
Bottoms, Bonnie Ruth	Glazner, Mrs. Mildred	Rains, Topsy
Blair, Daisy	Green, Marguerite	Rayfield, Lucas E.
Bowman, Hampton	Green, Ruth	Richardson, Ruth
Boyd, Lola	Groover, Leroy	Ridgway, Lillian
Bradley, Audrey	Hall, Audrey	Rogers, Mattie Lou
Broom, Mrs. George D.	Hall, Nora	Runyans, Fannie Bell
Brown, Lucille	Hallman, Thurman	Runyans, Pearl
Brown, Mary	Haney, Harry Lee	Scroggin, Lucille
Bryant, Hazel K.	Harcrow, Eva Mae	Sewell, Edward
Bryant, Lester	Harcrow, Mamie	Sherard, Clarence
Buffington, Madolyn	Harvella, Pauline	Sherer, Alma
Burnham, Dorothy	Haynes, Crawford C.	Shields, Iva Lee
Caddell, Roy	Hays, Homer	Shipp, Travis
Caffee, Margaret Sue	Hester, R. C.	Silvey, Dyer F.
Camp, Leon	Higgins, Winnie	Silvey, Mrs. Dyer F.
Cannon, Mary Kate	Hill, Julia	Simpson, Gladys
Carr, Ida Reba	Hill, Willie	Simpson, R. D.
Carter, Alma Bell	Hilt, Ruth	Smith, Maggie Pullen
Carter, Lucius Mae	Hinson, Laurene	Smith, Marguerite
Chambless, Orene	Hodgens, H. Briggs	Smith, W. Hobson
Clay, Clelan	Holland, Ewell Ruth	Stanford, Lossie
Clegg, Florence	Hollingsworth, Mentie	Stewart, Irene
Clements, Wallace	Bottoms	Stowe, Irene
Conway, Elsie	Hubbard, Estelle	Tanner, Jewell
Corley, Louise	Hunnicut, Cullen	Tatum, Verna
Couch, Wavel	Jacobs, Mary Ann	Taylor, Myrtle
Cranford, Rosie Belle	Johns, Estelle	Thompson, Joe
Davidson, Mrs. J. C.	Johnson, Mrs. Maude	Tomlinson, Clofe
Davidson, Jeremiah C.	Jones, Lucille	Tomlinson, Russell
Davis, Mrs. Eunice I.	Kenimer, Mrs. B. B.	Townsend, Allene
Davis, Palmer	Landers, Rosabel	Traylor, Elmo
Day, Vertis	Landers, Viola	Traylor, Mrs. Elmo
Dickinson, Pauline	Leath, Annie Mae	Traylor, Helen
Dodson, Rhea	Leath, Dixie Mae	Vick, Theron
Donovan, Betty	Leath, John T.	Vickery, Gladys K.
Donovan, Gerty	Little, Louise E.	Warren, Cecil
Durrett, Boyce	Littlejohn, Mrs. Dezzie H.	Warsham, Herstene
Durbin, Myrtle	Lovvorn, Rezelle	Watson, Audrey
Edwards, Bertha	Lusk, R. E.	Watters, Clarke
Eller, Wilma	McBride, Rubye	Weaver, G. Emmett
Elliott, Mary Willie	McCarley, Ruby Smith	Weir, Dura
Elliott, Woodrow	McClendon, Mary	Weir, Fred J.
Elrod, Harvey D.	McWhorter, Alma	Weldon, G. C., Jr.
Erwin, Nellie Galliher	Mackey, Grace	White, Cora Lou
Estes, Lucille Acker	Martin, Vera	White, Morris
Evans, Mrs. Lois E.	Mason, Robert	Whitworth, Mabelle
Evans, Sam T.	Mathews, Mrs. Lillian	Williams, Necie
Evans, Viva Louise	Milwee, Audrey Crump	Williams, Mrs. S. L.
Everette, Wilma	Mlner, Perrine	Willingham, Helen
Faught, Lois	Mitchell, Mary Mary C.	Wisener, Buford
Ferguson, Bertha H.	Moore, Evelyn	Workman, Rubye
Franklin, Gladys A.	Morton, Lucile	Wright, Helen A.
Freeman, Weavers	Mozley, Letha Fowler	Wright, Louise
Fuller, Cecil Odessa	Munson, Virginia Sue	Yates, Irma
Fulks, Lucille	Nichols, Annie Mae	York, Everett D.
Gaines, Gertrude	Nichols, Coley Mayo	Young, H. B.
Gaines, Lois	Parker, Ewell	
Gardner, Essie Mae	Parker, Marvin	Total _____ 206

SUMMER SCHOOL 1934

Juniors

Akridge, Revie	Bowman, Roxie Stephens	Casey, Mrs. Terah
Bailey, Elsie Maye	Box, Jessie	Clements, Marvin
Baker, Willie Belle	Brown, Clyde B.	Coffman, Naomi
Bartlett, Walter J.	Brown, Desser	Davis, Edyth
Beasley, Mrs. Nelle	Bruner, Edwin	DeBerry, Austin
Pirkle	Bucker, Jasper	Dodd, Nola
Blake, John T.	Butenschon, Ruth	Faulkner, Lucille

Ford, Mary Irene	Matthews, Lillie	Teel, C. O.
Garner, Neil	Maxwell, Verlie	Toland, Merit Hugh
Gilbert, Veda	Mintz, Ernest W.	Traweek, Velma
Hamilton, Inez	Mitchell, Doyce	Treadway, Mary Sue
Hart, Willie H.	Mitchell, Leona	Tuck, Bertie
Hollingsworth, Albert L.	Pentecost, Mary Winn	Upton, H. G.
Houston, Ethel	Poling, Mrs. A. A.	Vandiver, Bernice
Irwin, Alger	Rice, Norene	Varnon, Mildred
Jackson, J. Floyd	Robinson, Ernest M.	Waters, John F.
James, Clara	Segers, Winnie	Wiginton, Leon O.
Kidd, Gladys	Sheppard, Nan	Wright, Earnest
Lee, Connie	Stancil, Corrie	
Lykes, Reedie	Stephens, Ella Lee	
Mackey, Zera	Stephens, W. Givis	

Total ----- 59

SUMMER SCHOOL 1934

Seniors

Atkins, Daisy	Howell, Mildred	Sessums, Mary C.
Barnard, Mrs. Mary	Ledbetter, Hildergarde	Sieber, Willie
Booser, Emmie	Little, Evelyn	Vance, B. L.
Franklin, Kathleen	Owen, Blanche	Wade, M. H.
Harris, Barbara	Powers, Eunice Rhodes	Total ----- 14

SUMMER SCHOOL, 1934

Specials

Brown, W. L.	Harrison, Estelle	Poole, Douglas
Butenschon, Frank	Hyatt, Clara	Sanders, Ida Mae
Cantrell, Nena Jo	Killgore, Cora Lee	Smith, Robert
Claxton, Wilma Mullins	Lay, William Henry	Steele, Kitty
Fuhrman, Luverne	Love, Inez	Tatum, Dove Riser
Griffith, Mrs. C. W.	Lowery, Geneva	Todd, Lily F.
Groodzinsky, Ruth	Marshall, Pauline	Williamson, Annie Maude
Hackworth, Nellie May	Moore, Nora Elizabeth	Wright, Mrs. J. A.
Hancock, Minnie	Nolen, Hooper	
Hancock, Thurman	Parnell, Johnnie	Total ----- 28

REGULAR SESSION 1933-1934

Freshmen

Abrams, Marion	Brock, Doris	Coleman, Gene
Adams, Charles P.	Brown, Almeda	Collier, Drew
Akridge, Kiline	Brown, Georgie Ann	Copeland, Leonard
Albea, Hazel	Brown, Kermit	Cosby, Sara John
Anders, Nettie	Bryant, Nannie Ruth	Cowan, Clovis
Apperson, Henry	Burel, Inez	Cox, Velma
Ashmore, Hugh D.	Burge, Eberle	Crow, Ethel
Atchison, Eleanor	Burgess, Hewitt	Crumpton, Owen
Atchison, Mary Will	Burkett, Burnett	Dabbs, Samuel
Baber, Janet	Burks, Audrey	Davis, Janie
Bailey, A. M.	Burnham, Dorothy	Dickerson, Laura Mae
Baker, John	Burnham, Eunice	Dupriest, Leon
Bannister, Ralph	Butler, Arthur Lee	Duran, Orrville D.
Barnes, Dorothy	Camp, Leon	Durrett, Boyce
Barnes, Ralph	Campbell, Curtis	Dyar, Ruby Jo
Barnett, Verla	Carnell, J. O.	Dyar, Smith C.
Baswell, A. C.	Carr, Ellen Young	Dyar, W. E., Jr.
Baxter, Rubye	Carter, Quinns	Dyer, Myrtle
Bazemore, Stokely	Carter, Theresa Mae	Earnest, Mildred
Bell, Lewis G.	Chambless, Orene	Elder, Hortense
Blake, Gladys	Christison, Fondelle	Eller, Mrs. Opal Greene
Blakeney, Edna	Church, Fondelle	Ellison, Howard M.
Boen, Argolis	Church, Ellen H.	Elrod, Ina
Borders, Faye	Claborn, Odis	Estes, Casper
Bradley, Audrey	Clark, Jim Frank	Estes, Thurman
Brakefield, William	Clegg, George Mitchell	Freeman, A. C., Jr.
Bramblett, Ellen	Cochran, Ruben	Freeman, Wyness
Bratton, Mary	Cofield, Myrtle	Fuhrman, Lucille

Garner, Louise	Lester, Elizabeth	Sides, Clyde
Garren, Edna Earle	Lieuallen, Lola B.	Smith, Eula Mildred
Geer, Mary Frances	Lindsey, Kendall	Smith, Marguerite
Gibbs, Gertie	Lindsey, Robt. R.	Smith, Sara J.
Gilbert, Hobart	Little, E. Louise	Snead, Gladys
Gilbert, Mrs. Hobart	Little, Mildred	Solley, Lillian
Gilbert, Marynelle	Little, Loyd	Sorter, Ruby
Gilbert, Omie	Logan, Henry	Speagle, Imogene
Gilliland, Evelyn	Lonnergen, Jessie Lee	Spiller, Irvin
Glover, C. W.	McBride, Ruby	Stallings, Rosalie
Goodgame, Velma	McClellan, Fannie Ree	Stanford, Lossie
Gravs, Arnold	McClendon, Eloise	Steele, Frances
Graves, Julian J.	McClendon, Fay	Stephens, Alma
Graves, Wilfred	McCullar, Nell	Stephens, Elizabeth
Greenhaw, J. A.	McGlaughan, Mrs. L.	Stephens, Mrs. W. G.
Griffith, Henry	McKibben, Reece	Stisher, Reathel
Griffith, Lucille	McKown, Lillian	Story, Kathryn
Hall, Johnnie	McMahan, Ila Blake	Stroud, Archie
Hall, Lois	McQuinn, Lillie K.	Tanner, Jewell
Hancock, Therman	McPherson, Byron	Thomas, Edith
Harris, Eula B.	McVay, Alberta	Thomas, Opal
Harrison, Estelle	Mackey, Annie Maude	Thompson, Ellie
Hawk, Lou	Mackey, Grace	Thornton, Lorene
Hay, Bill	Manderson, Sylvia	Thornton, Pansy
Henagar, Manila	Mann, Bertie	Thrasher, Bernice
Henagar, Marie	Mann, Wilson G.	Toland, Eugene
Henshaw, Iva Mae	Martin, Vera	Tomlinson, Russell
Hewett, Lynn	Milwee, Audrey Crump	Trice, Blanche
Hicks, Delbert G.	Mize, Myrtle	Turner, Mrs. Ellie
Hill, Julia	Moon, John W.	Turner, Rex.
Hilton, John	Moore, Marvin Ezra	Waldrop, Jack Lamar
Hobson, Stella Wood	Moore, Mary	Walker, Jack
Holcombe, Ada	Morgan, Ann	Walker, Foster Leon
Hollingsworth, Will Edd	Morgan, Bernice	Wallace, Hoke
Holloway, Mrs. M. W.	Morgan, Evelyn	Warren, Bessie
Houston, Hoyt	Morris, G. Fay	Warren, Cecil
Howell, Ruth	Morris, Marvin	Washburn, W. Wendell
Howell, Woodrow	Munson, Virginia Sue	Watts, David Homer
Howe, Eredel	Murphree, Mattie Ruth	Watwood, Louis
Hudson, Paul	Nabors, Wallace	Weir, J. Fred
Huff, Boyd	Nance, Joyce	West, Arnold
Ingle, Pauline	Nelson, Bruce	West, Edwin
Ingram, Eleanor	Nichols, Nellie	West, Robert
Jackson, Jewell	Norred, Clois	Westbrook, Clyde
Johnson, H. W.	Norred, Rubye	Whately, Nina Gay
Johnston, Boyce	Owen, Coleman	Whately, Reathel
Johnston, Ruth	Pardue, Margaret	Wheeler, Mary
Jones, Ruth	Parish, Anna Watson	Whitemire, Evelyn
Jones, Lucille	Pass, Olive	Wilburn, Sallie B.
Jordan, Sara	Porch, Elizabeth	Williams, Cliff
Kemp, Florene	Porch, James R.	Williams, Hoyt
Killgore, Isabel	Posey, William W.	Williams, James
Killgore, Judy B.	Powell, Velma D.	Williams, Lucy
King, Walter E.	Prickett, Christine	Willingham, Natye
Kirby, Helen Van Bora	Pruett, Herman	Wisener, Buford D.
Kytle, Mrs. C. H.	Roberts, Maylia	Wood, Elgert
Landers, Ina Lou	Roberts, Mona	Woodall, Baxter
Lane, Amy	Rogers, Mattie Lou	Woody, BeBulah F.
Lang, Elgera	Rogers, Velma	Workman, Rubye
Lang, G. T.	Rooks, Wilma	Wright, Helen A.
Lankford, Bessie Mae	Rothrock, Louise	Young, Charlie
Lasseter, Clinton Wood- row.	Runyans, Aurbon	Young, Pauline
Ledbetter, Doris	Samuel, Grace	
Ledbetter, LaFayette	Scott, J. D.	
	Schotts, Ralph	
		Total _____ 275

REGULAR SESSION 1933-1934

Sophomores

Abercrombie, Grace	Bates, Raymond W.	Beason, Mildred
Anderson, Laurine	Baugh, Grady	Belcher, Jewell Vickery
Austin, Robert	Baugh, Mrs. Myra Bodine	Belcher, Travis L.
Ayers, Henry F.	Bazemore, Virgie	Bell, B. C.
Bailey, Evelyn	Bazemore, Vivian	Bence, Julia
Bartlett, Blake	Beard, Herschel	Bentley, Juliaette
Bates, Gladys	Beasley, Clarence	Bertram, Karl

Bertram, Robbie	Giles, Dessie	Mullinax, Cecil
Bicknell, Dove	Glasscock, Marvin	Murphree, Herbert C.
Black, Glenn	Green, Marguerite	Murphree, Martha
Black, Irma	Green, Wilson	Newman, Ruth
Black, Lora B.	Griffin, Dola	Nichols, Abbie
Blair, May Williams	Griffin, Katherine	Nichols, Ernestine
Blocker, Henry L.	Hales, Emma	Oaks, Kate Walker
Boockholdt, Howard	Hallman, Thurman	Outlaw, Sue
Bowers, Bonnie Ruth	Hamrick, Merle	Page, Evelyn
Boyd, Ewell	Handley, Hazel	Parker, Marvin
Bramlett, Katie Mae	Harris, W. H.	Phillips, James W.
Brewer, Malcolm	Hartline, Edna	Pinkard, Porter
Brock, Lois E.	Harvella, Pauline	Pitman, Sylvester
Brock, Ruby	Hawk, Gladys	Pluckett, Ernest M.
Brown, Clyde	Hawkins, Alene	Porch, Avica
Brown, Stella	Hawkins, Eveylon	Powell, Lucille
Browning, Bennett	Hays, Ella Culwell	Putman, Brack
Bruner, Edwin	Henderson, Docia	Rainey, Ruby Goode
Buckner, Jasper M.	Herren, Annie Mae	Richardson, Ruth
Buffington, Conrad	Hicks, Curtis A.	Rogers, Clyde
Caffee, Margaret Sue	Higgins, Abram P.	Rucker, Imogene
Callahan, Thelbert	Holland, Hortense	Runyans, Opelia
Calvert, Stella	Holland, Mrs. W. D.	Runyans, Pearl
Camp, Mrs. Georgia	Hollis, Ray	Runyans, Postelle
Cannon, H. Eugene	Hood, J. B.	Scarborough, Jovita
Cantrell, B. T., Jr.	Hood, Maynard E.	Selman, Kern
Cartee, Inez	Johnson, Blanche	Sewell, Edward
Casey, Fretah	Johnson, Dussie Pounds	Shipp, Lucy
Cash, Dock	Johnson, J. P.	Shirley, Lucile
Cassidy, Louise	Johnson, Kermit A.	Shotts, Ray
Clements, Wallace	Johnson, Nettie P.	Simpson, Elva
Click, Clyde	Jones, Allen.	Smith, Lee James
Coleley, G. D.	Karr, Bertha Frances	Smith, W. A.
Cook, James B.	Keel, Myrna	Sorter, Luke
Cook, Underwood	King, George	Spence, Doris
Corley, Louise	Kirkpatrick, C. H.	Stallings, Jimmie Faye
Cox, Dodd A.	Kirkpatrick, Mrs. C. H.	Stewart, Clyde
Creamer, Fred	Laney, Jewell	Street, Edwardine
Crow, Verla Ethel	Latimer, Nannie	Studdard, Harriet
Culp, D. P.	Light, Chalmer T.	Summers, Mary
Darden, Brantley C.	Littlejohn, Willie Myrtle	Talton, Grady L.
Davis, Beatrice	Logan, Eunice	Tate, Brady
Dawson, Annie Ruth	Longshore, Agnes	Thomas, Prentice W.
Dawson, Ruby	Looney, Irene	Thomason, Iverson
Dennis, Ruth	Lovvorn, Curtis	Thompson, Arnold
Dobbs, Elizabeth	Lovvorn, Mattie	Thompson, Delma Music
Dobson, Lucile	Lowery, Auby	Thompson, Marjorie
Dodd, Kathleen	Luker, Olin	Tipton, Donald
Dodd, Lois	Luker, Orin	Totherow, Margaret
Downs, Thomas R.	Lyon, Vernice	Tullis, Berthel
Driskill, Vera Mae	McCluney, Ernestine	Vick, Theron
Dunn, Julia	McConnieil, Lucile S.	Waldrop, Nelli B.
Dyer, Gladys	McEwen, Faye H.	Walker, Pearl
Edwards, Willie Lee	McGinnis, Evelyn	Wall, Agnes
Eller, Zula	McMillan, Sara F.	Waters, John F.
Ellott, Mary Willie	Malone, Eugene	Watson, Audrey
Ellis, Malcolm	Malone, Eugene	Watson, Sara
Elrod, Harvey D.	Malone, Hoyt	Webb, Mrs. Willie Nolen
Ferguson, Glenda	Malone, Inez	Weldon, G. C., Jr.
Finley, B. B.	Marona, Mildred	West, Luke
Fite, Henri	Martin, Wease	White, J. C.
Fite, Nell	Meade, Doles	Wiginton, Audie
Ford, Josephine	Meade, Lolus	Williams, Mrs. S. L.
Franklin, George W.	Meadows, Bernice	Wilson, Frances
Gaines, Gertrude	Meadows, Ora	Wilson, Mae
Gaines, Lois	Miles, Pauline	Wood, Ruth
Gibbs, Roxie Mae	Minor, Martha Jean	Yates, Mary Lizzie
Gilbert, Arnold L.	Mintz, Cora Lee	York, Herschel
Gilbert, Vergie Spence	Moody, Mary Frances	
Gilbert, Willie Mae	Moses, Annie	
		Total _____ 229

REGULAR SESSION 1933-1934

Juniors

Baker, Mrs. Gussie R.	Hall, Hester	Rhodes, Maude
Baker, Willie Belle	Hawkins, Glennie	Rose, Evelyn
Barton, Thelma	Heathcock, Lois	Ross, Bernard
Barton, Whittle	Honeycutt, Irene	Rosser, Dane
Bazemore, Thelma	Howard, Niles P.	Runyans, Alton
Biggers, Inez	Hunnicut, Cullen	Russell, Clovis
Booker, Josephine	Isbell, Nevel	Saye, Azalee
Box, Sarah	Johnston, Kathryn	Segers, Winnie
Burnett, Lois	Kirkland, Lois	Smith, Hester Ledbetter
Bush, Newbern	Kirkland, Martha	Stewart, Frank
Butenschon, Mrs. Ruth	Leath, Jane	Swindall, Annie Laurie
Camp, B. H.	Ledbetter, Hildergarde	Tarver, Eunice
Camp, Eloise Morris	Lee, Connie	Tate, Mildred
Chase, Lucy	Little, Lynn	Tucker, E. Bryson
Clements, Mrs. R. L.	Love, Pink V.	Upton, H. G.
Cole, Mrs. W. J.	Lykes, Christine	Varnon, Mildred
Cornelius, Audrey	Lykes, Reedie	Wade, M. H.
Cornelius, Mrs. Mattie S.	McCracken, Valista	Wade, Mrs. M. H.
Culver, Effie	McGriff, Iris	Waldrop, William Carl
Davis, Edythe	Matthews, Lillie B.	Wiginton, Leon
Dick, Herbert	Miller, Cloy E.	Williams, Nancy Sue
Driskill, Audrey	Mitchell, Doyce	Yates, Melvin
Dupriest, Robert L.	Morgan, Edwin	
Franklin, Kathleen	Pyron, Mrs. J. O.	
Garren, Eunice	Rhodes, Eunice	
		Total 72

REGULAR SESSION, 1933-1934

Seniors

Aderhold, Naomi T.	Gilham, Mrs. Jennie	Sessums, Mary C.
Allen, Pauline	Howell, Mildred E.	Sieber, Willie
Arnold, Lucile Mary	Hughes, Barto	Sizemore, Verna Mae
Beard, Mary Julia	Lester, Hazel	Thrasher, Ethel
Boozer, Emmie	Lindsay, Herschel	Vance, B. L.
Brown, Lee Roy	Little, Evelyn	Watson, Doyl
Casey, James E.	McClendon, James B.	Wood, Martha
Dailey, Rena	Meadows, Vera Estelle	
Fendley, Virginia	Miles, Lee Walts	
Fordham, Bela	Morton, Julia Mae	
		Total 28

REGULAR SESSION 1933-1934

Specials

Aldredge, Vernice	Hall, Premon A.	Smith, Robert
Camp, Fred	Hearn, Woodrow	Strain, Frank
Childress, Daniel	Isenhower, Edgar James	Walden, Mrs. Mary
Compton, Ben	Massey, Mildred	
Dawson, Bessie Mae	Nolen, Hooper	
Elrod, Mrs. Sidney A.	Sanders, Clara	
		Total 15