

VOLUME VIII

No. 2

BULLETIN OF  
THE SOUTH GEORGIA  
STATE NORMAL COLLEGE

VALDOSTA

A Branch of the University of Georgia  
For Young Women



COURSES OF STUDY AND ANNOUNCEMENT  
1919-1920



Issued Quarterly by  
The South Georgia State Normal College  
APRIL FIRST, 1919

Admitted as second-class matter at the Postoffice at Valdosta, Ga.

## CALENDAR FOR 1919-1920

September 3—Wednesday-----Fall Term Begins

September 3—Wednesday—  
Entrance Examinations

November 27-----Thanksgiving Day

December 19—Friday—Christmas Holidays Begin

December 31—Wednesday-----School Re-opens

January 20—Tuesday-----Spring Term Begins

May 26—Wednesday-----Commencement Day

June 1—Tuesday-----Summer Term Begins

June 25—Friday-----Summer Term Ends

## FOREWORD

THE College selected for your daughter's higher education will be the chief influence in her life during a most important period. It is worth your time and careful study to select wisely.

This catalogue tries to tell simply and clearly what the South Georgia State Normal College is, and what it attempts to do. As far as possible it has refrained from technical language, and has employed the language of every day conversation. It is hoped that prospective patrons will find in it the information they desire, but should anyone wish further information, questions are always welcomed.

The College cordially invites you to come and see for yourself its plant, its equipment, its student life—everything about it.

Address all correspondence to

R. H. POWELL, President.

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# Faculty

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*President*

A. B., Mercer University; A. M., University of Colorado; University of Chicago, three years.

JAMES FRANKLIN WOOD,

*Dean and Professor of Psychology, Pedagogy and History of Education.*

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LILLIAN RULE\*

*Superintendent of Training School and Director of Practice Teaching.*

Student University of Tennessee; Student Teachers' College, Columbia University.

GEORGIA MAY BARRETT,

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Diploma, Georgia State Normal; Diploma in Supervision, Teachers' College; B. S., Columbia; Student University of Chicago; Graduate Student, Teachers' College.

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A. B., Mercer University; A. M., University of Chicago; Graduate Student, Columbia University, Summer Term.

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Diploma, Georgia State Normal; Bachelor's Diploma and B. C., Teachers' College, Columbia University.

STELLA MATHIS,

*Assistant Teacher of Art and Manual Training.*

Graduate of South Georgia State Normal College.

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*Professor of English Language and Literature.*

B. S., Teachers' College.

MARY LOUISE WILSON,

*Teacher of French and Assistant Teacher of English*

A. B., Swarthmore; Columbia University, Summer Term.

J. MARIE CRAIG,

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A. B., Winthrop College; Student Princessin Arnulf School, Munich, Germany; Student of Public Educational System of Germany; Student Teachers' College, one year and two summer terms.

IDA GROOVER,

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Graduate of South Georgia State Normal College.

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*Teacher of Physical Education.*  
Student Sargent School of Physical Education, Cambridge, Mass.

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Agnes Scott, 1909-1911; George Peabody College for Teachers, 1917-1918.

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*Professor of Home Economics.*  
B. S., George Peabody College for Teachers.

ANNIE GASSAWAY,

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A. B., Winthrop College; Student Teachers' College, Summer Session.

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Student in Private Studios of Voice, Piano and Language, five years; two years Musical Art Institute, Oklahoma City; six months in New York under Valeri and Edwin Lankow.

GLADYS OUSLEY,

*Teacher of Piano.*  
A. B., B. M., Wesleyan College; two years private study with Eugene Hefley, New York City.

SALLIE FRANK THOMPSON,

*Assistant Teacher of Piano.*  
B. M., and Diploma in Expression, Wesleyan College.

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*Critic Teacher, First, Second and Third Grades.*  
Graduate Florence, Ala., State Normal; Postgraduate Florence State Normal; Knoxville Summer School; B. S., Columbia; Diploma in Elementary Education, Teachers' College.  
\* On leave of absence 1918-1919.

JEWELL WOODARD,

*Student Assistant, Third Grade.*  
Graduate of South Georgia State Normal College.

JANIE PRICHARD DUGGAN\*

*Critic Teacher, Fourth and Fifth Grades.*  
A. B., Bessie Tift College; Student, Teachers' College, Columbia University, Summer Term.

SUE GARRETSON,

*Critic Teacher, Fourth and Fifth Grades.*

Southwest Texas Normal ; Summer Student, University of Chicago ;  
Student, George Peabody College.

EMILY GOODLETT,

*Critic Teacher, Sixth and Seventh Grades.*

Graduate State Normal School, Jacksonville, Ala. ; Student Summer  
Terms, University of Tennessee, University of Chicago,  
Teachers' College, Columbia ; B. S., George Peabody College for  
Teachers.

EDITH PATTERSON,

*Librarian.*

Graduate of South Georgia State Normal College.

ADA ROSE GALLAHER,

*Head of the College Home.*

M. E., State Normal School, Indiana, Pa. ; Diploma in Elementary  
Supervision, Teachers' College, Columbia University ; Student Cornell  
University ; Visited Schools in England and Scotland.

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*Assistant Head of the Home.*

Graduate of University Summer School, Athens, Ga. ; Student  
Teachers' College, Columbia University.

PAULA RANDOLPH BROWNE,

*Nurse.*

Graduate Battle Hill Sanatorium ; Graduate Student Southern  
Pines Sanatorium.

WILLIAM PENN YARBROUGH,

*Secretary and Bookkeeper.*

MARION GROOVER,

*Assistant Secretary.*

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\* On leave of absence 1918-1919.



## GENERAL INFORMATION

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### Nature and Function

The South Georgia State Normal College was established and is supported by the State for the purpose of providing for its young people the most serviceable type of education available both in kind and in quality; and it provides wholesome and refined living influences for students while receiving this education. It seeks to obliterate the old distinction between the useful and the cultural; it seeks truest culture in useful knowledge and useful habits and attitudes—the only places it can be found; and seeks the truest usefulness by developing the cultural and refining possibilities of useful activities. The charter of the College is very liberal; its policy is throughly progressive.

At the first meeting of the Board of Trustees after the school was financed, it was decided that the best interests of the State could be served by restricting the institution, for the present at least, to the higher education of young women. The College is therefore an institution of collegiate rank, providing both general and special training for young women. The ideal of the College is the best type of Southern womanhood, and those studies are pursued which are best fitted to produce this ideal.

As will be seen by consulting the courses of study, there is a wide range of election allowed to students, and it is possible to plan courses to meet the needs of many different tastes and abilities. All that the College insists upon is that the work be elected along some definite plan, and that it be thoroughly done. Those who expect to teach are required to take professional normal work. Special courses will be developed as the demand arises.



## Historical

The College was established by a special Act of the Legislature in the summer of 1906, but no appropriation was made for buildings or maintenance until the summer of 1911. At that time the State appropriated \$30,000 for a building and equipment.

The City of Valdosta gave a campus of sixty acres of land, which (with the sewerage and water system provided at a cost of about \$25,000 to the City) is worth about \$75,000, and \$50,000 in money, payable in installments of \$5,000 a year for ten years. Later, the City made \$25,000 of its cash bounty available at once, and the first building was erected and furnished at a cost of \$55,000.

So the College was housed and made ready to open in January, 1913. An adequate annual appropriation for maintenance was granted by the Legislature in 1912 and the life of the institution was assured. The College opened for work on January 2, 1913.

## Location

The College is situated at Valdosta, at one of the most easily accessible points in South Georgia. The campus of sixty acres faces 2,100 feet on Patterson Street, the principal residence street of the City, and occupies a gently sloping hillside, which gives perfect drainage and affords an ideal school site. At the foot of the hill a small stream flows through a natural park of handsome trees, and at the top of the hill is a beautiful growth of virgin pines. The school has a campus of exceptional natural beauty.

## BUILDINGS AND EQUIPMENT

### In General

Much of the educative quality of a college is determined by the nature and fitness of its buildings and equipment.

Due to the fact that the City of Valdosta has

liberally supplemented the building funds granted by the State, the buildings and equipment of this institution are exceptionally complete and adequate. Before the first brick was laid a plan was made for all reasonable future development of the school, and prospective buildings were given their style and position once for all. The general style of architecture is a form of Spanish mission, equally charming for its beauty and appropriateness to the climate and landscape.

The buildings are planned by possibly the strongest firm of school architects in the South to meet specifically the needs of this institution. They employ the most approved means of providing convenience, comfort, safety and health for those living and working in them. Lighting, heating, ventilation, placings of stairs and toilets, precautions against fires and means of escape in case of fire—all of these very important considerations have been thoughtfully and completely met. Moreover, the considerations of beauty and good taste have been kept constantly in mind. There is nothing cheap and tawdry about the place—and there is nothing vulgarly luxurious and ostentatious.

### The Dormitory

Parents sending their daughters off to school are naturally concerned first as to the conditions of their home life. The College dormitory is a beautiful brick building constructed and equipped, as has been indicated, in the most modern way. Every room is an "outside" room into which the sun shines at some time of the day. There is ample window space to let in light and air, and every window is thoroughly screened against flies and other insects. Hot and cold water is provided in every room with thoroughly modern plumbing, and ample bath and toilet room facilities are provided and conveniently placed. Rugs, shades, curtains, etc., which are provided by the College, are tasteful and sanitary. First class electric lights and steam heat are provided. Only single beds are



used; no students ever sleep together. Other furniture is light, appropriate and specifically selected for its purpose. Dining room and kitchen are efficiently equipped. There are ample parlors and living rooms, furnished substantially and comfortably and beautifully—but not ostentatiously.

In short, the building and its equipment meet all requirements of modern, comfortable, convenient and sanitary living. And the building is kept clean and fresh and wholesome and orderly at all times.

### The Administration Building

The College has issued a special pamphlet describing this building, which is believed to be one of the best buildings of its kind not only in the State but in the South. A copy of the bulletin will be sent on request. The remarkable beauty of this imposing structure has commanded the admiration of all who have seen it; but its convenience and “workableness” are quite as striking as its beauty. Each department of instruction has had its quarters specially planned, and all are so grouped as to provide the most efficient service.

The equipment is that of the most approved schools. The class rooms are provided with the best sanitary steel seats with writing arms. The various laboratories are equipped with all necessary apparatus—all of the most modern type. The library is organized and equipped for service. There are already about five thousand carefully selected volumes and most of the best magazines—all classified and catalogued and made most available for use. There are no dead shelf fillers tolerated.

It has been said that the silent influences of the building—its beauty, its structural qualities, the scientific thoroughness and fitness of its arrangement—are in themselves an education to anyone coming within their sphere. The statement is seriously hoped by us to be true, true in a very important sense.

### The Gymnasium

This building is only temporarily in use as a gymnasium. It will eventually be used as a laundry. It is a brick building, solid and permanent, as is everything built on the campus, but very plain. Its main features are strength and light.

### The Heating Plant

This little structure (the upper part of it is temporary, later to be built into the laundry building; the lower part is of concrete to last forever) is a very important part of the college establishment. By placing the boilers and furnaces here away from all other buildings the danger of fire is practically eliminated. Moreover a great economy of fuel is effected, and at the same time the best possible heating service is made certain. The heating plant contains the very latest equipment and is "the last word" in heating engineering.

## GROWTH OF THE COLLEGE

The College opened its doors on January the 3rd, 1913. At that time there was one house serving all the purposes of administration, offices, class rooms, laboratories, dormitory, dining room, kitchen and heating plant. Everything was carefully planned, it is true, and there was no skimping of any of the provisions of the school because all had to be small. This one building was set in the middle of an "ex-corn-field." Today the "old building" is completely transformed into dormitory, the new administration building is completed, a gymnasium and permanent heating plant have been built. The State has here a modern plant worth more than a quarter of a million dollars.

But if the physical growth of the institution has been remarkable, student enrollment has been even more remarkable. Beginning with a small group of students, as was to be expected, in spite



of the untoward circumstances of the war beginning in Europe and then of America entering the war, with all the disturbances that these events have produced, the growth of the student body was perfectly regular and has amounted in five years to almost exactly one thousand per cent.

The growth of the college spirit among students, a sense of what is fit and becoming in a school that is maintained by the great commonwealth of Georgia, has been equally noticeable. The College has never sought mere numbers, but has consistently placed quality above quantity; and this practice has resulted in another form of growth that has been exceedingly gratifying to the administration of the institution—growth, that is, in the approval and affection of the people and in the confidence of the educators of the State.

It remains to be said that in spite of the great increase of physical plant indicated above, the College is now crowded with students and will be greatly put to it to accommodate its natural growth for next year.

### Home Life

The rooms of the dormitory are equipped after the most approved manner, every consideration being given to the health, comfort and convenience of the student. The dining room and kitchen are planned with the same regard to health and comfort as are the bed rooms. The dormitories and boarding department are under an experienced and highly trained Head of the Home who, assisted by competent matrons, has charge of the students in all matters of their school-home life.

No pains or expense is spared to make the home life of the students comfortable, healthy and content.

Students are required to board in the dormitory so long as there is available room; but when dormitory room is exhausted students will be provided board and lodging in approved families of the City. Where students have responsible rela-

tives in the City they may, with the approval of the President, arrange to board with them. Students in private homes are required to conform to the general rules and regulations of the dormitories.

Families desiring to take students to board, should make written application to the President of the College and receive a copy of the regulations governing students. Should these regulations not be enforced the home will be taken from the "approved" list.

### RELIGIOUS LIFE

While the College is wholly unsectarian, every incentive is given to the development of wholesome religious sentiment, broad-minded toleration and noble character. The religious life of the students is in every way encouraged. Students are expected to attend the church of their own membership or that of their parents' choice.

#### Daily Assembly

Every school day, the whole school, students and teachers, gather for a half hour chapel service. A reading from the Scriptures, a prayer and songs constitute the religious exercises of this gathering.

#### Young Woman's Christian Association

The active religious life of the students is organized principally in the Young Woman's Christian Association with its various departments of Christian work. Not only do nearly all the students of the College belong to the Association, but they work earnestly, faithfully and without display. The Association and all its activities are conducted under the counsel of an advisory committee from the faculty of the College.

#### Vesper Services

Even before the Christian Association was organized in the College, the girls began assembling



themselves in an informal prayer and song service in the Chapel on Sunday afternoon. This service, as the Vesper Service of the Christian Association, has become a fixed part of the student life, which adds a great deal to the spiritual growth of the students.

### The Sunday School

The College Sunday School is conducted under the joint auspices of the faculty and the Christian Association. The devotional aspects of the Sunday School are conducted by the students, while the class introduction is given by teachers. The same high standard of instruction is maintained in the Sunday School that characterizes the regular College classes. Not only do the young ladies in conducting the devotional exercises receive the spiritual benefit of such service, but, as in many other activities of the Christian Association, they are receiving the very best training for effective religious leadership in the home communities.

### PATRIOTIC SERVICE

During the war and since the students have made a striking record for patriotic service. In the various "drives" they did their part. They bought liberty bonds and war savings stamps; their glee club sang at patriotic rallies and gave "benefit" entertainments; the Red Cross organization made tens of thousands of surgical dressings of all kinds; the Y. W. C. A. co-operated in many ways.

In all patriotic work the students of the College have done their part in a way becoming to a branch of the University of a great State.

### GOVERNMENT—DISCIPLINE

An excellent statement of the purpose of school government is found in the following extract from the Charter of the University of Georgia. Abram Baldwin, the author, has here placed education on its true foundation. The youngest member of the

University system strives to build on this century-old wisdom.

"It should be among the first objects of those who wish well to the national prosperity to encourage and support the principles of religion and morality, and early to place the youth under the forming hand of society, that, by instruction they may be moulded to the love of virtue and good order."

The most important thing that can be done for young people is to develop in them a proper attitude to life and fix this attitude in good habits. This is the main function of parenthood — the main purpose of education. Good character doesn't just happen any more than good scholarship just happens. It is as much a teaching art to produce self-respecting, law-abiding, honorable, steadfast and helpful members of society as it is to produce scholars in any of the branches of learning. The same principles control both processes.

The conscious application of these principles for the purpose of developing and fixing character is what properly constitutes discipline.

The first essential element in developing either scholarship or character is "atmosphere" conducive to the end desired. It would be hard to develop a sincere and profound scholar in an atmosphere of intellectual frivolity and superciliousness. It would be equally hard to develop sincere and earnest character in an atmosphere of social and ethical insincerity and frivolity. People, particularly young people, absorb a great deal, especially in the matter of ideals, both consciously and unconsciously from those with whom they are closely associated.

As the first step, therefore, toward character development the administration of the College takes infinite pains to see that the College "atmosphere" is pure and wholesome and free from unworthy suggestions. No teacher is admitted to the faculty who is not believed to be a refined,



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spiritually minded lady or gentleman, and no one would be kept there who did not prove to be so. No student is admitted where there is any question as to her personal character, and no one is retained in the school who is unladylike in her conduct. Throughout the institution there is always maintained an atmosphere of dignity and mutual respect based on and developing into a simple and sincere self-respect and a spirit of neighborly good will and helpfulness.

The old college practice of lecturing students and "marking" examination papers has proven inadequate as a method of producing scholarship. Laboratories and first hand experimentation have been found necessary. Mere lecturing students on good conduct and punishing them (when caught) for bad is equally inadequate for producing character. In matters of conduct as in matters of scholarship, students learn to do by doing—learn to be by being.

If students are to become resourceful, constructive, self-reliant scholars they must be given much opportunity for actual first hand investigation and for making decisions for themselves in the field of study. In the effective modern school the teacher is not so much a lecturer as a helper, presenting problems, counselling when help is needed, and steadying the student if he seems likely to lose his grip on his studies. In like manner, if young people are to become resourceful, constructive, self-reliant members of society, they must be given much opportunity for actual first-hand meeting of living problems and for making decisions for themselves in the field of actual life. Where this is done the teacher ceases to be a boss, lecturing and scolding students, and becomes a guide, a counsellor, one who finds or makes opportunities for students to encounter real life experiences of an elevating nature, and sees that the students meet the experiences effectively. In short, a student's character, like any other person's, is made up largely of what he unconsciously absorbs and what he intentionally does; what he

is told to do doesn't matter much. That is to say, one's character is largely the result of one's environment, and one's own acts, and is but little affected by orders, lectures and scoldings. Accordingly, the system of the College consists in surrounding our students with refined, kindly, honorable, respectful and sincerely spiritual atmosphere, in eliminating all coarse or vicious influences, and in providing so many opportunities for doing interesting good things that there is not time or inclination to do wrong things.

From the point of view of designed methods of character teaching (after a proper atmosphere is provided) the two fundamental assumptions of our system are—first, that a normal girl is naturally disposed to do right; second, that she is not always experienced enough to know what is best or always strong enough to do it. We therefore place students on their honor, and frankly and sincerely expect them to act honorably. But we place certain restrictions upon all in order to protect them from outside intrusions and to guarantee that their rights shall not be jeopardized by each other's carelessness. These regulations are carefully explained to the students—and thoroughly enforced, largely by the students themselves.

The daily class work of the College is so planned as to promote industry and honesty and efficiency, and the dormitory life is so organized as to produce habits of orderliness, courtesy, dignity and gentleness of manners. Moreover, many student activities are promoted and so handled as to bring out their latent opportunities for practice—genuine first hand experience—in self guidance, group co-operation, and community control.

Our students learn the value of public sentiment by creating public sentiment; they learn fair play and respect for worthy opponents by exercising these qualities consciously in debates, athletic contests, etc. They learn respect for law and order by themselves protecting law and order through their self-government organization; they learn effi-



ciency in religious work and sincerity in their own religious experience by regular attendance upon the services of their own or their parents' church, and by their broad and serious work in the Y. W. C. A. with its various activities.

Lecturing plays very little part in our system; scolding no part at all. The students are kept on frank terms of mutual confidence and respect with the President and faculty. They seek counsel without a request when they need it. In the case of an offense against law and order the offender is brought by due process of law, impersonally exercised, to realize the seriousness of her misconduct and to correct it; or she is quietly removed from the College.

Though careful general explanations of principles and of situations involving law and order are made by the President or other officials when occasion makes it advisable, the fundamental idea of our plan is that character is developed more by example and opportunity for right action than it is by talking.

The College invites the public and particularly prospective patrons to give this aspect of its work most careful consideration. It believes in its method; it is encouraged by present patrons to believe in the results in culture, refinement, and strengthening character.

### AS TO THE CARE OF STUDENTS

In this institution utmost care is given to secure for each student the best conditions and results—

PHYSICALLY

MENTALLY

SPIRITUALLY

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#### Physically

All students are required to take regular physical training in classes for development of strength and health and for correction of physical defects. Students are given physical examinations from time to time by the director of the de-

partment of Physical Education, and where serious defects are detected the case is referred to the College physician for diagnosis, counsel or treatment as the case may be.

### Health Precautions

All dormitory windows and outer doors are screened.

All rooms are properly ventilated, heated and lighted.

Abundance of pure artesian water, hot and cold, is provided.

Only government inspected milk and meats are used and all foods are carefully chosen and prepared.

Only single beds are used in the dormitory.

All students are required to take systematic open air exercise every day.

Everything is kept clean by scrubbing, washing, disinfecting, and by fumigating when needed.

### Health Record

There have been in the College only two cases of serious contagious or infectious illness since the school began. There has been no typhoid or other such illness, and almost no serious illness of any kind. It is a notable fact that during the influenza epidemic of the winter of 1918-19 the College had only one case in its dormitories — a record hardly equaled elsewhere in the United States. It is believed that no school anywhere ever enjoyed a better health record.

### Mentally

The courses of study are planned on the basis of culture and efficiency. The standard of work is high and jealously maintained.

### Spiritually

The State institutions of a religious people are naturally religious institutions. While the College is entirely non-sectarian, a sincerely spiritual at-



mosphere is cultivated in all the relations of the institution. See the catalogue, page 11 and following.

Our standard of character is that of the highest Southern womanhood. The chief charm of the institution lies in the fact that the students consciously strive to reach that high ideal, and so constantly produce a happy, cheerful, cultured, "livable and lovable" atmosphere.

## CERTAIN REGULATIONS

### Correspondence and Calls

Students are allowed to correspond with gentlemen only upon specific written permission of their parents. Letters granting this permission should be addressed to the President of the College. Students are allowed to receive gentlemen callers upon the written request of their parents. But correspondence with and personal calls from unmarried men in the City are not allowed.

### Going Home—Visiting

The College is a business enterprise and students who come here should come to attend to business. It offers great possibilities of social life within its own group, and it is important for individual students as well as for the institution that these resources of student life be developed to the fullest. Much of the most valuable experience of student life is secured during the Sunday and Monday of each week, when regular classes are suspended. At this time student organizations, religious and secular, reach their fullest activity, and the fine fellowship of students which means so much in forming character as well as in future life, is most effectively developed. It is desirable that students get as full a share of this experience as possible.

It has been found that on the other hand frequent visits home and with friends tend to take the minds of students from their work, to dissipate their interest, and often to produce general

carelessness. Classes are frequently missed by students leaving to catch a train. Literary society and Y. W. C. A. programmes in which students who leave have part are often broken up and a number of students unjustly inconvenienced, while the whole college life is injured. For these and other reasons it is necessary to make the following regulations:—Students may go home or visit friends at the Thanksgiving holiday and one week-end between the opening of school and Thanksgiving. They may be out not more than three week-ends—about five weeks apart—during the Spring semester. These occasions with the Christmas holidays give ample opportunity for visiting at home or with friends. Students will not be expected to go home or make over-night visits out of the dormitory at other times except for very special reasons—reasons of the nature of emergencies.

Students may, with the written consent of parents occasionally call upon, take meals with or go driving with relatives or married friends of the family in Valdosta; but dormitory students will not exchange visits with City students. When a student misses a class because of a merely social visit the absence will not be excused, and the student will be responsible for the lost work.

### Vaccination

All students should have been successfully vaccinated for small pox before coming to College. Those who have not been, must be vaccinated here by the college physician on entrance.

### LABORATORIES AND STUDIOS

In planning the new Administration building care was taken to make the various laboratories and studios as nearly perfect as possible. Floor arrangement, lighting, ventilation, equipment are all of the most modern design and the best quality. They are as nearly



perfect for the purposes for which they are designed as we can make them.

The art studio, which occupies the spacious dome of the building is in itself a thing of beauty, and yet it is entirely practical for the everyday work of teaching. The equipment, drawing tables, casts, models, etc., are all of the best.

The sewing and cooking laboratories are believed to be unexcelled in the South—large, well lighted, properly arranged, and equipped with the most modern equipment.

The physics and chemistry laboratory and the laboratory of biological sciences are both large, well lighted and ventilated and equipped with modern equipment. They are arranged en suite with a well equipped lecture room which has terraced seats for one hundred students.

The piano and voice studios are beautiful rooms equipped with new Mathushek pianos and other necessary equipment.

### The Library

The library has about five thousand carefully selected books. These books are the ones most needed in the work of the different departments. They are all catalogued and arranged so as to be of the greatest service. Several of the best magazines and newspapers are subscribed for.

The Library is housed in a large, well lighted, airy room, and the furniture is specially designed for its needs.

### TEXT BOOKS

The purchase of text books is in most colleges a considerable item of expense to students; and at the same time the fact that books are expensive prevents teachers from requiring all that are really necessary. Because of these facts the College has decided henceforth to provide the text books for its students—charging a small fee for the use of the books (see page 30)—thus materially reducing the expense to the students and at



the same time increasing the number of texts available for class work.

The rules governing the use of text books are as follows:

1. After a student has paid the library fee she is entitled to the use of any text book ordered by an instructor during the time it is required.
2. Upon order of the instructor the librarian will deliver the book to the student.
3. If a student lose or fail to return a book she will be required to pay for it.
4. If a student break, tear, scribble in or otherwise damage a book she will be required to purchase the book or pay for the damage done.

### THE STORE

For the convenience of students the College conducts a little store where students may purchase their pencils, pens, note books, stationery, etc. The prices are fixed so as to barely pay running expense. Everything is paid for when bought, nothing is charged.

### THE COLLEGE BANK

For the convenience and protection of students, the College runs a private student's bank in connection with the bookkeeper's office. Funds deposited in this bank may be checked out by the student at any time and in any amount, though students are requested—for convenience in making change—to draw checks for even money in dollars. Only counter checks are used in this bank good only at the bookkeeper's office, and not negotiable. Overdrafts are not allowed.

Students are advised to keep their money in the College bank; the College will not be responsible for money kept elsewhere.

## ENTRANCE REQUIREMENTS AND CURRICULA

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### A Word to School Officials

It has always seemed a self-evident fact to the administration of this institution that the transition from the high schools of the State to the State Colleges should be a simpler matter for students. As an institution solely for young women, however, the College has found it necessary to insist somewhat more on such subjects as home economics and art, which are peculiarly valuable to girls, than is usually the case in high schools for both sexes; and as a school that trains teachers it has had to require for its diplomas as absolute essentials much more geography, United States history, hygiene and sanitation, arithmetic and grammar than high schools have as a rule offered—though all these subjects are quite properly high school subjects. Indeed, it is an ancient “rub” between high schools and normal schools that the former have sent up their students “long” in credits in Latin and higher mathematics, which do not function perceptibly in ordinary teaching, and “short” in the subjects just mentioned as essential;—and yet the superintendent, while (naturally) desiring all his credits to be accepted, demands even more urgently that the graduate return to him equipped with the subject matter in question as well as professional knowledge and skill. The normal school has of course had to lean rather to the second demand; and this has caused some disappointment for students entering. The difficulty is now happily passing in Georgia as more and more high schools are offering the various forms of home economics, good high school courses in United States history, etc.



The admission requirements, curricula, etc., outlined in the following pages are based on the following principle, which has been worked out through numerous discussions with superintendents and principals of high schools. They are believed to be just and liberal while still maintaining for each grade the standard of scholarship for high schools. In so far as the lower classes of the College, which are essentially high school classes, can parallel the classes of standard high schools and still carry out the purposes for which the College was chartered by the State, they will do so; and where classes are parallel in various subjects credit will be accepted unit for unit. Subjects not always offered by high schools, but deemed necessary in the College will be given credit when offered, but will be "charged" as "conditions" when not offered.

Students who do not offer regular high school credits will continue to be admitted by examination and on general evidences of scholarship and training, our aim always being to place such students where they can do their best work.

### GENERAL REQUIREMENTS OF ADMISSION

To be admitted to the College a student must be a young woman of good character, at least fifteen years of age\*, and in reasonably good health. (2) Her scholarship must be of sufficient grade to admit her to one of the regular classes of the institution. (3) She should have been successfully vaccinated.

The Junior and Senior and Post-Graduate classes of this institution are of standard collegiate grade (the Junior class being based on 16 units of high school credit). The Freshman and Sophomore classes are essentially upper secondary

\*A student less than fifteen may be admitted to the Sub-Freshman classes if she lives in the city or can board with responsible relatives or friends of the family, but cannot be taken to board in the dormitories of the College.



grades. The Sub-Freshman classes are the first and second year high school grades,

The standard of measure for the courses of college rank is the usual semester-hour representing one hour a week for one semester or half year. The standard for the classes of secondary rank is the "Carnegie Unit" representing five periods a week of 40 minutes each for a year, or its equivalent. The College uses in its own classes the "equivalent," four periods a week of 60 minutes each for a year. In all cases two hours of laboratory work equal one hour of recitation requiring preparation.

### Entrance Requirements

The Sub-Freshman classes\* are maintained by the College primarily to meet the needs of students who have come up through its own training school and those who desire to go to college but have not had at home high school facilities. The number of students admitted has to be limited to 20 students to each class. Therefore it is impossible to admit to these classes students from cities and towns having high schools, unless students of the kind indicated are less than enough to fill the classes. About the only requirements for these classes are that the applicant shall have satisfactorily completed a seventh or an eighth grade.

For entrance to any class of the Professional Course a student must offer the credits indicated below:

#### Freshman, 8 units as follows:

English, 2; Algebra,  $1\frac{1}{2}$ ; History, 2; and  $2\frac{1}{2}$  units from the following subjects: Physical Geog-

\* These two classes are only for students desiring to go on to higher classes. Their courses of study are rather strictly prescribed; and students cannot be admitted to them who do not desire to take the full prescribed course for the class entered. Irregular or "special" students cannot be taken into these classes.

raphy,  $\frac{1}{2}$  to 1; Elementary Science,  $\frac{1}{2}$  to 2; Sewing,  $\frac{1}{2}$ ; Cooking,  $\frac{1}{2}$ ; a Modern Language, 1; Latin, 2.

**Sophomore**, 12 units, 4 units above Freshman requirements, as follows:

English, 1; Geometry, 1; History, 1; Physics,  $\frac{1}{2}$ ; Sewing,  $\frac{1}{2}$ .

**Junior**, 16 units. 4 units above Sophomore requirements, as follows:

English, 1; History, 1; Chemistry,  $\frac{1}{2}$ ; Hygiene, and Sanitation,  $\frac{1}{2}$ ; Art,  $\frac{1}{2}$ ; Domestic Science,  $\frac{1}{2}$ ; Nature Study,  $\frac{1}{2}$ .

Entrance requirements for the Non-Professional course are the same as those above except that in classes higher than the Freshman, Latin, Higher Algebra, Solid Geometry and Trigonometry may be offered.

No student will be admitted to any class with more conditions than two subjects running through the year or four running through a half year: (i. e. with more than two units of conditions.)

No student may take more than 20 hours a week of work outside of preparation.

No student will be admitted as a special student in any subject whose general scholarship does not fit her at least for the Freshman class.

COURSE OF STUDY

SUB. B. (8th Grade)

Subject	Hours	Credit
Arithmetic and Algebra -----	4	1 unit
English -----	4	1 "
English History -----	4	1 "
Elementary Science and Phys. Geo. -----	4	1 "
Sewing and Cooking -----	4	1/2 "
or Latin -----	4	1 "
or Voice -----	2	1/2 "
or Piano -----	2	1/2 "
Singing -----		
Physical Training -----		

SUB. A. (9th Grade)

Algebra -----	4	1 "
English -----	4	1 "
Ancient History -----	4	1 "
Biology -----	2	1/2 "
Sewing and Cooking -----	4	1/2 "
or Latin -----	4	1 "
or Voice -----	2	1/2 "
or Piano -----	2	1/2 "
Singing -----		
Physical Training -----		

Freshman Class

Subjects	Periods	Credit
English -----	4	1 unit
Mediaeval and Modern History -----	4	1 "
Geometry -----	4	1 "
Physics -----	4§	1 "
Nature Study -----	4	1/2 "
Sewing -----	2‡	1/2 "
Physical Training -----	2	
	<hr/>	
	17	5 "
Latin or Modern Lang. (optional) -----	4	1 "
or Piano or Voice -----	4	1 "



## Sophomore Class

Subjects	Periods	Credit
English - -----	4	1 unit
American History - -----	4	1 "
Chemistry (1/2 year) - -----	4§	1/2 unit
Applied Mathematics (1/2 year) --	4	1/2 "
Hygiene and Sanitation (1/2 year -	4	1/2 "
Art - -----	2‡	1/2 "
Cooking - -----	2‡	1/2 "
Physical Training - -----	2	
	<hr/>	
	20	4 1/2 "

## Junior Class

Subjects	Periods	Credit Semester
English - -----	4	8 hrs.
College U. S. History (1/2 year) ---	4	8 "
Geography - -----	4	8 "
Psychology (1/2 year) - -----	4	4 "
Principles of Education (1/2 yr.) ---	4	4 "
Observation - -----	2	4 "
Singing - -----	2	4 "
Physical Training - -----	2	
	<hr/>	
	20	32 "
And one of the following:		
Advanced Domestic Science -----	3	6 "
Advanced Domestic Art - -----	3	6 "
Advanced Art - -----	3	6 "
Advanced Chemistry - -----	3	6 "
Advanced Physics - -----	3	6 "
Advanced Civics - -----	4	8 "
Economics - -----	4	8 "
Sociology - -----	4	8 "
Modern Language - -----	4	8 "

## Senior Class

Subjects	Periods	Credit
Practice Teaching -----	5	5 "
Special Methods -----	5	5 "
History of Education and School Management -----	4	8 "
Art and Methods (1/2 yr.) -----	2‡	2 "
Nature Study and Methods (1/2 yr.) -----	2‡	2 "
Physical Training -----	2	
Optional one of the following:		
Advanced Domestic Science -----	2‡	4 "
Advanced Domestic Art -----	2‡	4 "
Advanced Art -----	2‡	4 "

## DEPARTMENTAL DIPLOMAS

All students are required to choose their electives along some definite line so as to become especially proficient in some field of endeavor; but if a student desires to prepare herself to teach some particular subject, such as Home Economics, Art, Physical Training, etc., it will be necessary for her to remain an additional year in college, and devote practically undivided time to that subject. To such students will be awarded in addition to the regular professional diploma a Departmental Diploma.

## STATE CERTIFICATES

Under a recent ruling of the State Board of Education graduates from an "approved normal school of the State of Georgia," which offers courses of certain standards and complies with certain regulations, "shall be eligible for,"

1. The Professional Elementary Certificate.
2. The Professional Normal Secondary Certificate.

This College fulfills both requirements in its normal course, and its graduates receive both certificates.

These certificates are granted for three years

‡ Double periods (2 hours).

§ Two single periods and two double periods (2 hrs.)

and are renewable thereafter for an indefinite period of active service. These certificates are of equal rank with the first (highest) grade license for the Elementary Schools and for High Schools.

### NON-PROFESSIONAL COURSE

The Non-Professional course is a typical Junior College course. It is, as its name implies, non-professional in its nature. While for general culture it is an excellent course, graduates do not meet the requirements for State teaching certificates and are not recommended for teaching positions.

### SPECIAL TEACHER'S COURSE

It often happens that students cannot stay in college long enough to accomplish the full course leading to graduation, but desire to improve their fitness for teaching. For such students are arranged special courses for a single year or even less. These courses follow the same general plan, but are modified to meet the particular needs of the individual student.

The Special Teacher's Courses include certain pedagogical studies, observation and practice teaching in the training school, and the academic subjects most useful to teachers in the public schools of the State. Students who take one of these courses and later desire to take the full course and receive a diploma, receive full credit for the work done.

In order to enter these courses students must have sufficient maturity to justify the belief that they will be able to teach at the end of the year's work and sufficient scholarship to enter at least the Freshman class.

### STENOGRAPHY AND TYPEWRITING

The work in this department is planned with the view of training competent secretaries. It includes not only shorthand and typewriting, but also lessons in general office system and methods. Both the Paragon and the Graham systems are



offered. Speed and accuracy of work are equally stressed.

Under office systems, lessons are given in business letter form, in filing letters and papers, the keeping of office records, use of card indexes, etc.

Fritz-Eldridge Touch System of typewriting is given.

Work in this department is open as an elective only to regular matriculated students of the College; and special students who desire only this work will not be received.

**Any class. Four periods per week.**

A fee of \$3.00 per month is charged for this course, including use of typewriter for practice.

### THE SUNDAY SCHOOL

The Sunday School is a purely voluntary organization taught by volunteers from the College faculty and attended by such students as desire to do so. But the work is carried on in the same through-going and systematic way that characterizes all the work of the College. The Bible is the text book of the Sunday School; and it is approached with reverence and earnestness but without dogmatism. Careful consideration is given to the ethical values and literary form of the Book as well as to its actual contents.

The Freshman and Sophomore years are devoted to the Old Testament, and the Junior and Senior years to the New Testament. The estimate placed on the quality and value of the Sunday School work is indicated by the fact that while students may or may not join the classes, as they like, credit is given on the same basis as for other studies to all who complete a course in the Sunday School of the College.

### DEPARTMENTS OF INSTRUCTION

The detailed descriptions of departments and of individual courses may be found in Volume VI, No. 1 of the College Bulletin; and those who are interested in such information are requested to ask for that edition of the catalogue.

**FEES AND EXPENSES**

The College is State supported; there is no tuition. Other fees, which are to defray the necessary living expenses of students, are kept as low as possible while giving the high grade of service for which the institution stands. Owing to the great increase in the cost of foods, coal, and all kinds of supplies, it has been found necessary to fix fees slightly higher than heretofore.

**Fixed Fees**

The fixed fees of the College for a year are as follows:

Matriculation fee -----	\$ 10.00
Board in Dormitory -----	\$126.00
Laundry in Dormitory -----	\$ 27.00
Library fee—including the use of all text books. (No books have to be bought by students) -----	\$ 5.00
Diploma fee (at graduation only) -----	\$ 5.00

**Laboratory Fees**

(To pay for material used by students individually in certain courses, only to those taking the courses.)

Physics --- (Amt. per term—half year) ---	\$ 1.25
Chemistry --- " " " " " ---	\$ 2.00
Art --- " " " " " ---	\$ 2.50
Cooking --- " " " " " ---	\$ 3.00
Sewing* --- " " " " " ---	\$ 1.50

**Music Fees—(Private Lessons)**

Voice (two half hours per week) half yr.---	\$27.00
Piano (two half hours per week) :-----	
From Teacher ----- " "	\$27.00
From Assistant Teacher ----- " "	\$18.00
Glee Club Fees (per year) -----	\$ 1.00

Piano for practice (six hours per week) is included in the fee indicated above.

\* In sewing classes where garments are made student may pay for material and own the garment or the College will pay for the material and keep the garment.

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Music is bought of the College at a reasonable rate.

### Fee for Non-Resident Students

Students not residents of Georgia are charged an admission fee of -----\$50.00

### Personal Expenses

The total cost of a student at college is largely determined by the amount the student spends on personal items, such as clothes, entertainments, social functions, etc. What these expenses amount to depends on the student, but also on the unwritten traditions of the college. These latter requirements are actually as binding on a young mind as are others. If it is "the correct thing" for a student to have new gowns for certain occasions, if it is "expected" that a student send flowers or candy to friends these expenses are as "necessary" as any others. The average young student would about as leave not be at all as not be "approved."

In this College extravagances are systematically discouraged. As the College requires a strictly regulated uniform (see special uniform bulletin), and as the College freely gives the benefit of its purchasing power to its students, the cost of clothing is for most students less here than at home, and all are equally well dressed. Expensive customs are not allowed to develop. When individuals show a tendency to spend too freely, their parents are urged to withhold the funds.

Decent and proper economy is a fixed and all pervading principle of the institution. Altogether, it is believed by the management that in no other institution can a student get equal educational service at less cost or better service at equal cost.

The total expense to most of our students for a year in College (including board, laundry, clothing, everything), is slightly more than \$200.00.



## BUSINESS REGULATIONS

### How to Pay Fees

The College carries no open accounts. All fees are payable when due. Students will present receipt for matriculation and library fee to the dean before being assigned to classes.

Fees may be paid by cash, check, or money-order. Checks should be made payable to the South Georgia State Normal College. Payments may be made by mail in advance, or in person by students when entering.

Laboratory fees are payable at the beginning of the semester during which the course is taken.

Piano and voice fees are payable monthly in advance.

The board and lodging fee, \$14.00, and the laundry fee, \$3.00 are payable in advance.

Patrons are requested to observe that every cent of these fees is for the student's personal care. The College makes no profit. If payment of a board bill is delayed, it is required by the Board of Trustees to add a dollar for the month.

Of the board and lodging fee no refund or reduction will be made for absence of less than one whole consecutive month.

### Room Reservations

Owing to limited dormitory accommodations, it is necessary to protect the institution by requiring that upon receipt of notice of acceptance of her application, a student forward at once \$5.00 as a "reservation fee." If this fee is received within a week after the acceptance of the application the reservation will be made for the student in the dormitory. If the fee is not received another student will be given the place. This fee will be applied as one-half of matriculation fee upon entrance of student.

A student who fails to call for her room during the first week of school will forfeit the room and it may be given to a student on the waiting list.

### Room Assignments

Places in the dormitory will be assigned during the latter part of June. Any places not then reserved will be assigned to others as indicated above. Applications will be filed in the order of their receipt; and other things being equal, places will be awarded in this order. But preference must be given to students who have already been faithful students of the College, to more mature students, and those best fitted to pursue the work of the institution.

### What a Student Should Bring With Her

Each student should bring with her the following articles: Sheets, a blanket, a pillow, pillow cases, a bed spread, towels, napkins, a knife, fork and teaspoon, a coat hanger and skirt hanger, and such other articles of personal use as she may need.

Each student should also have for the protection of her health and comfort, a good umbrella, overshoes, and a warm cloak or raincoat.

The teaspoon, knife and fork should be of solid silver or good plate ware, and should have the student's initials engraved upon them. Tinned or nickel tableware cannot be accepted.

### THE UNIFORM

All boarding students, except those taking a short term special course for teachers, are required to wear the uniform.

The uniform adopted is neat, tasteful, hygienic, comfortable and economical. As all students dress alike, there are no distinctions among them on the artificial basis of clothes; and there is no temptation to large expenditures in a rivalry to outdress one another. In selecting the style and material of the uniform, consideration has been given to the climate and to the fact that people work better when they are dressed comfortably.



## The Training School

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The College Conceives it to be its purpose to embody in its curriculum, as far as it can at present, those subjects which teachers should know in order to teach in the public schools of Georgia, and the study of the presentation of these subjects. It believes it must test by actual experience the theories for which it stands. The Training School provides a place for this expression. The various college departments co-operate with the Training School to select from the subjects taught in the College that material which should be presented in the grades and the method of presentation there. Thus the College offers through the Training School each year its educational theory, and recommends it as a typical school for Georgia. In these days of rapid changing and improved practices in education, it offers no apologies for modifications made from year to year.

The Trainig School is also used by the College in the following specific ways:

1. Each department of the College offers in the Junior and Senior year, when the College students are doing professional work, a course in the method of teaching each subject. Thus each student who is preparing to teach, not only studies a given subject but also a course in how to teach that subject. While pursuing this course the student sees principles illustrated and may be also required to teach the subject.

- II. The College students are taken into the Training School while pursuing professional subjects to observe and identify facts of psychology, principles of teaching, elements of control or discipline and other matters they may be studying.

- III. Before graduation each student preparing to teach must teach classes in the Training School in a satisfactory manner. This is done under the



direction of the Training School officers and teachers and the different members of the faculty.

Some of the determining purposes of the school may be expressed as follows:

1. The sympathetic, intelligent co-operation of the home and the school. This we attempt to bring about in various ways. We report to the home immediately all problems, the solution of which depends upon the co-operation of the parents and teachers. The teachers visit the homes and we urge the parents to visit the school. Parent's day and entertainments at the school are arranged to show the parents the nature of the work being done. A Parent-Teacher Association has been organized. Its purpose is, in the words of its constitution, "to provide a means of co-operative work and study for the parents and guardians of the children of the Training School and for its officers and teachers."

2. The vital importance of the physical welfare of each pupil. The teachers and officers exercise alert watchfulness of the physical welfare of each pupil in the school and report to the home at once any need which is discovered. Hygiene is taught in each grade. We provide clean, hygienic school rooms, play grounds, toilets and drinking fountains. We plan to give the pupils enough work to do, but not too much, in the daily programme. We avoid over fatigue by change of work, recesses and physical training periods.

3. The awakening of intellectual interests to counteract the tendency toward satisfaction with material things and self-indulgent tendencies. We try to develop in each pupil real interests in some or all of the subjects they are pursuing. We try to aid them to find both in school or at home or in the community, means of expression of these interests, and opportunity for increased knowledge and enthusiasm. Our school entertainments, Parent-Teacher Association, and programs for social service provide concrete means for encouraging and fostering these individual interests.

4. The development of personal ideals of right

and wrong and the awakening of interest in social welfare and a desire to participate in acts of social service. The highest conception of right and duty for the individual and for the group is our standard. Our competent school organization and whole period of school life is utilized to secure these results. Concrete instances for the use of these principles and opportunities for their application come daily through the children's efforts and experiences in school, in study, recitation, entertainments, games, clubs and play. Other opportunities are afforded through experiences in daily contact and natural association with other children.

Through practically all studies there comes the opportunity to teach the principles of social welfare. Thanksgiving and Christmas may be utilized, and other opportunities which the community needs afford, will provide a time for the activity which should always accompany such teaching.

Teachers are selected for the Training School who are not only skilled in teaching children, but who have scientific pedagogical training which is needed in directing college students to teach. These teachers are designated critic teachers.

The Training School for the year 1919-20 is composed of the first seven grades. The number of students in each grade is strictly limited by the purpose of the school for teacher training, and by the size of the class rooms. Parents who desire to enter their children in the school should bring them and make application at the superintendent's office.

## The Summer School

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The College is planning for a better summer term this year than ever before. The State Supervisor for this territory, Mr. F. E. Land, is giving his most hearty co-operation.

Effort has been made to fit the work to the actual teachers in the actual schools of this section. We plan to help teachers already in the work to become better teachers.

The Summer Term is a concentrated effort "to hit the mark." All the equipment and resources of the College will be at the service of the students. The rural school and the needs of the rural teacher will receive special emphasis.

An arrangement has been made with the American Red Cross whereby an institute of Home Service workers will be held at the College during the summer session under the direction of the Department of Civilian Relief, Southern Division.

The session will open on Tuesday, June 3, and will close on Saturday, June 28.

For full information ask for a Summer School Bulletin.



## REGISTER OF STUDENTS

## Senior

Boney, Ollie	Ben Hill
Brown, Minnie Ruth	Lowndes
Carter, Mamie	Berrien
Chastain, Katherine	Thomas
Culbreth, Sadie	Echols
Douglas, Maude	Mitchell
Ezzell, Ruby	Virginia
Griffin, Helen	Ware
Ingram, Remelle	Decatur
Lott, Thelma	Coffee
Mathis, Ferol	Tift
May, Lena	Washington
May, Bertha	Liberty
May, Lois	Cook
Mizell, Helen	Florida
Palmer, Helen	Mitchell
Powell, Jonibel	Florida
Proctor, Bessie	Camden
Sirmans, Natalie	Lowndes
Smith, Gertrude	Washington
Spence, Catherine	Mitchell
Twitty, Lois	Mitchell

## Junior

Bivins, Bonnell	Colquitt
Breen, Margaret	Thomas
Broadhurst, Ensel	Wayne
Brown, Augusta	Lowndes
Bryan, Julia	Lee
Campbell, Mattie	Lowndes
Chichester, Elizabeth	Monroe
Etheredge, Lillian	Lowndes
Floyd, Stella	Thomas
Hays, Lucile	Jeff Davis
Ingram, Ethel	Decatur
Killian, Ora	Lowndes
Langdale, Susie	Lowndes
Lasseter, Kennie	Colquitt

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Mills, Eloise	-----	Ware
McMillan, Hattie	-----	Colquitt
Patrick, Mamie	-----	Colquitt
Roberts, Mattie Lou	-----	Coffee
Robinson, Annie Clem	-----	Worth
Rizer, Anna	-----	Echols
Rizer, Helen	-----	Echols
Smith, Mildred	-----	Lowndes
White, Katheryne	-----	Lowndes
Wright, Wilma	-----	Lee

Sophomore

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Allen, Helen	-----	Brooks
Biles, Fannie	-----	Lowndes
Blalock, Nellie	-----	Lowndes
Brown, Ruth	-----	Lowndes
Brown, Garnet	-----	Houston
Byrd, Myrtle	-----	Berrien
Chambliss, Carolyn	-----	Coffee
Connell, Pearle	-----	Florida
Cook, Alice	-----	Miller
Cowart, Lillian	-----	Miller
Creech, Lavinia	-----	Brooks
Dancer, Mary Louise	-----	Miller
Daniels, Julia	-----	Thomas
Duncan, Lee Ila	-----	Monroe
Gaskins, Lovie Mae	-----	Coffee
Harper, Lillian	-----	Irwin
Holtzendorf, Clyde	-----	Lowndes
Hughes, Gladys	-----	Liberty
Jenkins, Julia	-----	Toombs
Johnson, Ruth	-----	Towns
Jones, Lois	-----	Liberty
Jordan, Hallie	-----	Tattall
Jordan, Selma	-----	Miller
Lucas, Martha	-----	Brooks
Mathis, Edith	-----	Lowndes
McConnell, Buena	-----	North Carolina
O'Quinn, Lois	-----	Wayne
Patten, Estelle	-----	Berrien
Paulk, Lena	-----	Coffee
Pearson, Bernice	-----	Wayne

Peeples, Virginia	Berrien
Race, Dorothy	Decatur
Ravenel, Estelle	Lowndes
Relihan, Daisy	Coffee
Roberts, Ruby	Coffee
Sasser, Edna	Grady
Sharp, C. B.	Toombs
Smith, Kathleen	Lowndes
Toole, Ona Zula	Miller
Wade, Jessie	Brooks
Westbrook, Rosella	Sumter
Wolcott, Ruth	Thomas

## Freshman

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Barker, Estelle	Thomas
Baucom, Loamy	Lowndes
Boone, Esther	Lowndes
Boone, Lois	Lowndes
Bridges, Elizabeth	Lowndes
Brimm, Mary Lizzie	Mitchell
Brinson, Dixie	Decatur
Boynton, Edythe	Florida
Brockett, Agnes	Decatur
Brown, Virginia	Miller
Carmack, Jimmie	Dooly
Cato, Ione	Crisp
Chastain, Margaret	Thomas
Dixon, Jimmie	Brooks
Hearon, Flora Mae	Webster
Hester, Ruby	Lowndes
Hodges, Waver	Decatur
Huckabee Eva Mae	Lowndes
Jones, Lois	Toombs
Lang, Beatrice	Camden
Lucas, Rosa	Brooks
McCall, Mary	Tattnall
McCranie, Margaret	Dougherty
Metts, Bernice	Laurens
Moore, Beatrice	Berrien
Moore, Mattie Sue	Echols
Moses, Mary Ethel	Montgomery
Patterson, Myrtle	Berrien
Peterson, Minnie	Echols



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Piper, Eileen	-----	Tift
Powell, Jane	-----	Wayne
Powell, Mabel	-----	Decatur
Seff, Helen	-----	Spalding
Segars, Sarah Frances	-----	Barrow
Stipe, Mattie	-----	Brooks
Sutton, Jennie Lee	-----	Decatur
Taylor, Maude	-----	Bacon
Thomas, Ruth	-----	Lowndes
Way, Julia	-----	Thomas
White, Mazie	-----	Lowndes
Wolfe, Sallie Kate	-----	Toombs

Sub-Freshman A

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Ansley, Susan	-----	Thomas
Bass, Mary	-----	Laurens
Bitzer, Frances	-----	Lowndes
Stuckey, Laura Lee	-----	Early
Breedlove, Mary	-----	Lowndes
Byrd, Lois	-----	Lowndes
Camp, Bernice	-----	Lowndes
Carmack, Jewell	-----	Dooly
Chauncey, Marion	-----	Lowndes
Clements, Pearl	-----	Berrien
Cook, Vera	-----	Tift
Cottrell, Esther	-----	Dougherty
Culbreth, Pauline	-----	Echols
Dekle, Frances	-----	Lowndes
Floyd, Eva	-----	Decatur
Harper, Lavada	-----	Irwin
Harrington, Eulalie	-----	Liberty
Honea, Minnie	-----	Thomas
Horne, Irene	-----	Liberty
Jones, Bertha	-----	Toombs
Jones, Dollie Bell	-----	Toombs
Knox, Elizabeth	-----	Wayne
Mann, Nannie	-----	Toombs
McCall, Loyce	-----	Tattnall
Nichols, Lee Ollie	-----	Wayne
Park, Mellie B.	-----	Lowndes
Paulke, Annette	-----	Irwin
Peters, Willie Rea	-----	Lowndes

Pendergrast, Emmie <sup>20</sup>	-----	Wilcox
Pollock, Katie <sup>31</sup>	-----	Mitchell
Quillian, Louneal <sup>22</sup>	-----	Lowndes
Roberson, Eppie	-----	Wayne
Rogers, Katherine <sup>21</sup>	-----	Florida
Ripley, Hermione	-----	Lowndes
Stockton, Ruth	-----	Fulton
Studstill, Irma	-----	Lowndes
Thompson, Lassie <sup>22</sup>	-----	Coffee
Wall, Pansy	-----	Coffee
Watson, Addie Laura <sup>c</sup>	-----	Worth

## Sub-Freshman B

Biles, Lucile	-----	Lowndes
Buck, Clela	-----	Lowndes
Conoley, Clyde	-----	Lowndes
Coppage, Nellie Mae	-----	Lowndes
Dasher, Mary Elizabeth	-----	Lowndes
Dixon, Julian	-----	Brooks
Edwards, Elizabeth	-----	Lowndes
Fleming, Susie	-----	Colquitt
Harper, Irene	-----	Baldwin
Harper, May	-----	Baldwin
Ireland, Mamie	-----	Lowndes
Jones, Remer	-----	Lowndes
Joyner, Marguerite	-----	Florida
Kirk, Myrtis	-----	Lowndes
Livingston, Elizabeth	-----	Glynn
Malloy, Mildred	-----	Lowndes
Marshall, Frances	-----	Houston
McKenney, Alice	-----	Calhoun
Millsap, Eulala	-----	Colquitt
Neesmith, Alice	-----	Lowndes
Newman, Elizabeth	-----	Lowndes
Patterson, Deborah	-----	Brooks
Peters, Vandella	-----	Berrien
Prescott, Ellen	-----	Echols
Prine, Leo	-----	Lowndes
Register, Maybell	-----	Lowndes
Sasser, Myrtle	-----	Houston
Small, Lucia	-----	Houston
Small, Mary	-----	Lowndes

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Smith, Janie	Wayne
Smith, Pearl	Lowndes
Sutton, Lexa	Decatur
Thigpen, Sydney	Berrien
Walden, Lois	Lowndes
Wisembaker, Florrie	Lowndes
Wade, Desma	Crisp

### Special Teachers' Course

Boynton, Helen	Mitchell
Hicks, Dale	Florida
Hinson, Lucile	Mitchell
Ivey, Irene	Randolph
Knighton, Ethlyn	Clay
McBride, Zelle	Montgomery
Oliver, Anna	Burke
Smith, Susie	Clinch
Strong, Marie	Lowndes
Stuckey, Laura Lee	Early
Vain, Vada	Clay
Vaughan, Sarah	Wilcox

### Summer School Students

1918

Agee, Elsie	Ware
Albritton, Estora	Berrien
Ashmore, Wesley	Colquitt
Bledsoe, Routh	Decatur
Bradler, Eunice	Berrien
Bridges, Ethel	Berrien
Canon, Lurline	Decatur
Carmack, Jimmie	Dooly
Carmack, Jewell	Dooly
Coleman, Roselene	Colquitt
Cone, Rachael	Brooks
Connell, Mrs. Carolyn	Berrien
Colvett, Ethel	Giles
Copeland, Mollie	Echols
Corbett, Mabel	Echols
Corbett, Ruby	Echols
Cowart, Nora	Decatur



Cowart, Floyce	Florida
Cox, Esser Mae	Crisp
Culbreth, Lois	Decatur
Culpepper, Minnie	Worth
Culpepper, Marilizzie	Early
Dampier, Luella	Lowndes
Dampier, Coma	Lowndes
Davis, Alpha	Thomas
Dekle, Nelle	Thomas
Deming, Grace	Lowndes
Dickerson, Corine	Clinch
Dickson, Louise	Decatur
Dixon, Carrie	Pierce
Dixon, Eoline	Grady
Dollar, Mabel	Grady
Eason, Bessie	Clinch
Eason, Vistoria	Clinch
Edmonds, Irene	Baker
Elkins, Goldie	Grady
Faircloth, Bernice	Wilcox
Floyd, Ruth	Decatur
Folsom, Ophelia	Thomas
Ford, Alice	Tift
Gibson, Margarette	Decatur
Hall, Tempie	Colquitt
Hamilton, Ruby	Colquitt
Hancock, Lula	Worth
Harper, Mamie	Grady
Harrell, Clara	Decatur
Harrell, Katie	Decatur
Hays, Annie Joe	Worth
Hicks, Zelma	Florida
Howell, Claribel	Echols
Hunter, Annie Lou	Colquitt
Hunter, Anna	Lowndes
Hunter, Annie	Clinch
Ingram, Remelle	Decatur
Inman, Bessie	Berrien
Jones, Bertha	Irwin
Jernigan, Ruth	Clinch
Kelly, Gussie	Grady
Kinley, Mabel	Decatur
Lastinger, Ruth	Lowndes

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LeSuer, Mattie Sue	Tift
Lewis, Ruby	Mitchell
Littleton, Esther	Crisp
Lovett, Alice	Pierce
Luke, Pearl	Irwin
Luke, Lillian	Irwin
Malone, Ethel	Clinch
Malone, Evalyn	Clinch
May, Bertha	Liberty
Martin, Vera	Mitchell
Maxwell, Mittie	Grady
Maxwell, Oneida	Grady
Moore, Edith	Ware
McCall, Johnne	Lowndes
McDonald, Elizabeth	Worth
McLeod, Louise	Lowndes
Norris, Ethel	Crisp
Newbern, Lou Delle	Berrien
Outlaw, Sallie	Pulaski
Peeples, Pearl	Camden
Perry, Pauline	Decatur
Perryman, Josie	Worth
Pope, Orie	Brooks
Pollock, Katie	Mitchell
Poole, Myra	Irwin
Posey, Bertha	Worth
Ragan, Myrtie	Grady
Register, Anna	Clinch
Reese, Alberta	Crisp
Ross, Cora	Tift
Slappy, Velma	Werth
Smith, Clara Ruth	Lowndes
Smith, Nancy	Jeff Davis
Spence, Catherine	Mitchell
Stipe, Minnie Sue	Brooks
Strong, Marie	Lowndes
Sumner, May Belle	Tift
Tillman, Juliabell	Glynn
Tomberlin, Olive	Berrien
Underwood, Irene	Berrien
Wade, Tommye	Crisp
Wade, Desma	Crisp
Wade, Alma	Crisp

Water, Mae	Pierce
Wester, Lillian	Berrien
Wetherington, Vallie	Lowndes
Whigham, Clyde	Grady
Williams, Carrie	Grady
Willis, Maidee	Tift
Wisembaker, Valeria	Lowndes
Youmans, Maymie	Pierce

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## TRAINING SCHOOL

### First Grade

Bradley, John David	Oliver, William
Dixon, Reba	O'Neal, Patricia
Fitzgerald, Edgar	Powell, David
Geiger, C. L., Jr.	Roberts, Martha Willene
Hagan, Mary	Sparks, Sarah
Hereford, Dorothy	Small, Stephen
Jolly, Boyd	Tillman, Lamar
Jones, Sara	Vaught, Elizabeth
McCoy, Frances	Warlick, Nelson
McRee, Mary Wyche	Wisembaker, Polly

### Second Grade

Bitzer, Agnes	Jones, W. L.
Brantley, Frank	Parrish, H. F.
Bruce, Harris	Powell, Richard
Burgsteiner, Jewel	Stapler, Frances
Colley, Bessie	Tillman, Gordon
Foster, Lonita	Wisembaker, Ora B.
Harrell, Katherine	Yarbrough, Billy

### Third Grade

Burchitt, Emma	Malloy, Obie
Chauncey, Rosalie	McGarrah, Nell
Dixon, Annie Lou	Richardson, Minnie
Hereford, Elizabeth	Turner, Carroline
Langdale, Marguerite	Young, Melba



**Fourth Grade**

Baldwin, Leonard	Camp, Harvey Gene
Blalock, Mary Lewis	Culpepper, William Jeter
Bradley, Milton	Edwards, Frances
Bradley, Mildred	Jones, Dorothy
Bradley, William	Johnson, Willie Claude
Bruce, Mary Elizabeth	McRee, Catherine
Bruce, Ferda	Parrish, Caroline
Breedlove, Beauchamp	Tillman, Emily
	Wood, Lucile.

**Fifth Grade**

Blalock, Thomas	Moody, Thelma
Bitzer, Helen	O'Neal, Isabel
Bruce, Elizabeth	Powell, Alfred
Burrows, Jack	Richardson, Margaret
Bradley, Otis	Watson, Ava Nell
Fowler, Addie Lou	Watley, Mildred
Johnson, Nellie	Smith, Mabel

**Sixth Grade**

Bitzer, Mary	Jones, Harriet
Brooks, Anne	McKenny, Christine
Edwards, Mary Grace	McRee, Elizabeth
Etheredge, Marguerite	Page, Myrtle Louise
Fletcher, Nona	Thomas, Virginia
Hackle, Annie Ruth	Vaught, Pearson

**Seventh Grade**

Barbre, Rebecca	Culpepper, Daisy May
Bergsteiner, Mattie Lee	Daugherty, Lena Rudas
Blalock, William	Dixon, Estelle
Bray, Clare	Hodges, Elizabeth
Bridgers, Raymond	Jackson, Lucy
Campbell, Rena Mae	Mathis, Neva
Chauncey, Emily	Powell, Adonis
Converse, George	Richardson, Anna
	Ulmer, Clara.