

VOLUME VIII

NO. 2

BULLETIN OF  
THE SOUTH GEORGIA  
STATE NORMAL COLLEGE

VALDOSTA

A Branch of the University of Georgia  
For Young Women

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CATALOGUE AND ANNOUNCEMENT  
1920-1921

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Issued Quarterly by  
The South Georgia State Normal College  
MARCH FIRST, 1920

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

## CALENDAR FOR 1920-1921

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September 1—Wednesday-----Fall Term Begins

September 1—Wednesday-----  
Entrance Examinations

October 29—Friday-----Mid-term Holiday

November 2—Tuesday-----School Re-opens

November 25-----Thanksgiving Day

December 23—Thursday-----  
Christmas Holidays Begin

January 4—Tuesday-----School Re-opens

January 18—Tuesday-----Spring Term Begins

March 18—Friday-----Mid-term Holiday

March 22—Monday-----School Re-opens

May 25—Wednesday-----Commencement Day

June 1—Wednesday-----Summer Term Begins

June 24—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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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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*Teacher of Home Economics.*

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

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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

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Graduate Florence, Ala., State Normal; Postgraduate Florence State Normal; Knoxville Summer School; B. S., Columbia; Diploma in Elementary Education, Teachers' College.

EMILY GOODLET,‡

*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.

GLADYS OUSLEY,‡

*Teacher of Piano.*

A. B., B. M., Wesleyan College; two years private study with Eugene Heffley, New York City.

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*Teacher of Physical Education.*

Student Sargent School of Physical Education, Cambridge, Mass.

BEATRICE WAGONER,

*Teacher of Voice.*

Graduate Cincinnati High School; Special Student Cincinnati University; Certificate Pupil in Voice, College of Music, Cincinnati; Graduate as Supervisor of Music, College of Music, Cincinnati; Student National Summer School; Teacher, Clermont County, Ohio; Teacher of Voice, two years, Cincinnati.

FRANCES ELIZABETH BOND,

*Teacher of Piano.*

Graduate of Lucy Cobb Institute; Private Lessons with Hugh Leslie Hodgson; two terms' study at Cincinnati Conservatory of Music.

ANNIE POWE HOPPER,

*Critic Teacher, Sixth and Seventh Grades.*

B. S., George Peabody College for Teachers.

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*Critic Teacher, Fourth and Fifth Grades.*

Graduate State Normal School, Superior, Wis.; B. A. Degree, University of Minnesota; Graduate Student University of Chicago.

TO BE SUPPLIED—

*Teacher of Reading and Voice Arts.*

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Graduate of South Georgia State Normal College.

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Graduate South Georgia State Normal College; Teacher, Milltown, Ga.; Student, George Foster Peabody College for Teachers.

IDA GROOVER,

*Assistant Teacher of Science.*  
Graduate of South Georgia State Normal College; Student Assistant, South Georgia State Normal College.

LULU MITCHELL,

*Teacher of Piano.*  
B. M., Wesleyan College; Student Atlanta Conservatory; Student Cincinnati Conservatory.

LENA MAY,

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

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*Student Assistant, Department of Home Economics*  
Graduate South Georgia State Normal College.

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*Nurse.*  
Graduate Battle Hill Sanatorium; Graduate Student Southern Pines Sanatorium.

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

B. H. HENDERSON,

*Secretary and Bookkeeper.*

SADIE CULBRETH,

*Assistant Secretary.*  
Graduate South Georgia State Normal College.

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\*Resigned November 15th, 1919.

‡On leave of absence, 1919-1920.

# GENERAL INFORMATION

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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 thoroughly 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 reasonable range of selection allowed to students, and it is possible to plan courses to meet the needs of many 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 main-



tenance 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—CAMPUS

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.

### THE PLANT

#### Buildings and Equipment

Much of the educative quality of a college is determined by the nature and fitness of its surroundings, 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 improved means of providing convenience, comfort, safety and health for those living and working in them. Lighting, heating, ventilation, placing of stairs and toilets, precautions against fire 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 or tawdry about the place—and there is nothing vulgarly luxurious or ostentatious.

### The Dormitories

Parents sending their daughters off to school are naturally concerned first as to the conditions of their home life. The College dormitories are beautiful brick buildings 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 amply parlors and living rooms, furnished substantially and comfortably and beautifully—but not ostentatiously.

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

### The Infirmary

We have had exceedingly little illness in the College; but the same prudence which keeps out sickness dictates that we be prepared to take care of it properly if it appears. The infirmary has been planned and will be equipped under the counsel of skilled physicians. It is a well separated wing of dormitory number one and is ample for every probable need of the students in the matter of "medical" cases. Should "surgical" cases arise, the students will be taken to a regular hospital for operation.

### 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 library is organized and equipped for service. There are already about six 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 ar-

rangement — 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.

### The Farm

The College has a long lease on an excellent farm adjoining the campus. Here an abundant supply of milk of highest quality is produced from a herd of Jersey cows. Pigs are raised under most sanitary conditions, making an ideal quality of meats. On the farm also are produced large quantities of vegetables, and other produce used in the dining department.

It is largely due to the farm that the college is able to provide its students with such excellent table board at such a very low price.

### GROWTH OF THE COLLEGE

The College opened its doors on January the 2nd, 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 a dormitory, a great, modern administration building has been provided, a gymnasium and permanent heating plant have been built and a second dormitory will be finished by the next opening of school. 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 has been perfectly regular and has amounted in seven years to more than 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 conven-

ience 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 Dean of Women 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 a 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 relatives in the City they may, with the approval of the President, arrange to board with them. Students rooming 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 student is in every way encouraged. Students are required 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 young women began assembling themselves in an informal prayer and song service in the chapel on Sunday afternoons. 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 instruction 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 their home communities.

## 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 does not 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, spiritually minded lady or gentleman, and no one would be kept there who did not prove to be so. No student is admitted when 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 na-

ture, and sees that the students meet the experience 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 students with a 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 efficiency 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

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

**Physically**  
**Mentally**  
**Spiritually**

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### PHYSICAL CARE

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 department 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 meats or those raised on the College farm are used, and all foods are carefully chosen and prepared.

The College produces its own milk in abundance. Only single beds are used in the dormitories.

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.

A nurse is regularly employed.

### 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, and that was not contracted at the College—a record hardly equaled elsewhere in the United States. It is believed that no school anywhere ever enjoyed a better health record.

### MENTAL CARE

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

### SPIRITUAL CARE

The State Institutions of a religious people are naturally religious institutions. While the College is entirely non-sectarian, a sincerely spiritual atmosphere is cultivated in all the relations of the institution. See this catalogue, page 15 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 conscientiously strive to reach that high ideal, and so constantly produce a happy, cheerful, cultured, "livable and lovable" atmosphere.

### CERTAIN REGULATIONS

#### Correspondence and Calls

Dormitory students are allowed to correspond with only such gentlemen as have been specifically approved by parents. Letters granting this permission should be addressed to the Dean of Women. Students are allowed to receive gentlemen callers upon the written consent of 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.

Following an evidently wise tendency of the colleges the work of the week is divided among the six working days. There is no Saturday or Monday holiday.

For this and other reasons it is found necessary to make the following regulations:—Students may go home or visit friends at the mid-term holidays, fall and spring. They 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 in the nature of emergencies.

Students may, with the written consent of parents, occasionally call upon, take meals with or go living 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.

## 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.

## 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.

## LABORATORIES, STUDIOS, ETC.

In planning the 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 six thousand carefully selected books. These books are the ones most needed in the work of the various 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.

It is in care of a trained librarian.

### 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 27)—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 on time she will be required to pay a forfeit.
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.
5. Charges made as above are placed on the student's regular bill and are paid by the parent as other fees.

### 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 store also handles the uniform sales.

### 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.

# FEES AND EXPENSES

The College is State supported; there is no tuition.

Other fees, which are to defray the necessary living expenses of the 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 are as follows:

Matriculation fee (on entering) -----	\$10.00
Living Expenses (including board, lodging, light, water, fuel, laundry service, nurse's care, medicine and infirmary fee)*	
Per Month -----	\$20.50
Library fee—(including the use of all text books. No books have to be bought by students.)	
Per Year -----	\$ 7.50
Diploma fee (at graduation only) -----	\$ 5.00

## Laboratory Fees

To pay for material used by students individually in certain courses, paid only by those taking the specific courses.

Physics--(Amt. per term—half year) --	\$ 2.50
Chemistry -- " " " " "	--\$ 2.50
Art ----- " " " " "	--\$ 2.50
Cooking ----- " " " " "	--\$ 4.00
Sewing ----- " " " " "	--\$ 1.50

\*Nurse's care, medicine and infirmary care include all ordinary health care, but do not include physician's fees or his prescriptions when these are necessary—nor hospital fees when possibly a student has to be taken to one.

**Music Fees—(Private Lessons)**

Voice (two half hours per week) year	-----	\$63.00
Piano (two half hours per week)	-----	\$45.00
From Teacher, year	-----	
From Assistant Teacher, year	-----	\$63.00
Glee Club Fees (per year)	-----	\$45.00
Reading or "Expression" (per year)	-----	\$ 1.50
Piano for practice (six hours per week) is included in the fee indicated above.	-----	\$45.00

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.

## 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, and lessons may be discontinued if the student does not pay promptly. If a music lesson is missed through no fault of the student, the teacher will let her "make up" the lesson at some extra hour, or if this is impossible, the corresponding portion of the fee will be refunded.

The living expense fee, \$20.50, is payable monthly 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

No application for a place in the dormitory will be accepted unless accompanied by a reservation fee of \$5.00 to assure good faith of the applicant. If, however, the application is formally withdrawn before August 15th, (thus making the place available for another student) the reserva-

tion fee will be refunded. When a student enters the college the reservation fee is credited on her first month's living expense fee.

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

Specific rooms 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 raincoat.

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

# 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 simple matter for students. As an institution solely for young women, however, the College has found it necessary to insist somewhat more in its own classes of secondary grade 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.

In the matter of admission to the collegiate classes (Junior and Senior), the entrance requirements depend somewhat on whether the applicant desires to enter a non-professional or a professional course.

The non-professional course (see below p-38) is a general cultural course; and the entrance requirements adopted by the Association of Colleges and Secondary Schools of the Southern States are accepted here.

The professional course is intended to produce effective teachers, and for this reason it is necessary to require, in the case of this diploma, as absolute essentials much more geography, United States history, hygiene and sanitation, arithmetic and science 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 this course. The disappointment may be avoided by taking the non-professional course or by taking care of the characteristics before entering. It has often been a reflection on normal schools throughout the United States that their standards of scholarship are not high. This school "stands for standards"—of the best colleges.

### 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 15 units of high school credit). The Freshman and Sophomore classes are essentially upper secondary grades. The Preparatory 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

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\*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.

each for a year. In all cases two hours of laboratory work equal one hour of recitation requiring preparation.

### Entrance Requirements

The Preparatory\* 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 classes of higher grade the requirements are indicated in a general way by the following courses of study.

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 22 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.

For unconditional admittance to the Junior Class, Professional course, a student should offer as required studies, English, 4 units; History, 3 units; Science, 2 units; Mathematics, 2½ units.

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\*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.



# SCHEDULE OF STUDIES

## SECONDARY

### Preparatory First Year

Subject (Required)	Hours	Credit
English (a) -----	4	1 unit
Mathematics (a-b) -----	4	1 unit
History (a) -----	4	1 unit
Elementary Science (a) -----	4	1 unit
Sight Singing (a) -----	2	
Physical Education (a) -----	2	
<b>(Elective, choose one.)</b>		
Home Economics (a) -----	2	½ unit
Latin (a) -----	4	1 unit
Voice (a) -----	2	½ unit
Piano (a) -----	2	½ unit

### Preparatory Second Year

Subject (Required)	Hours	Credit
English (b) -----	4	1 unit
Mathematics (c) -----	4	1 unit
History (b) -----	4	1 unit
Hygiene & Sanitation (a) -----	2	½ unit
Sight Singing (b) -----	2	
Physical Education (b) -----	2	
<b>(Elective, one unit from following group.)</b>		
Latin (b) -----	4	1 unit
Home Economics (a) -----	2	½ unit
Handcraft -----	2	½ unit
Voice (b) -----	2	½ unit
Piano (b) -----	2	½ unit

## Freshman

Subject	Hours	Credit
<b>(Required)</b>		
English (c) -----	4	1 unit
Mathematics (d) -----	4	1 unit
History (c) -----	4	1 unit
Home Economics (b) -----	2	½ unit
Physical Education (c) -----	2	
<b>(Elective, choose one.)</b>		
Latin (c) -----	4	1 unit
French (a) -----	4	1 unit
Physics (a) -----	4	1 unit
Biology (a) -----	4	1 unit
Art (a) -----	2	½ unit
<b>(Optional)</b>		
Voice -----	2	½ unit
Piano -----	2	½ unit

## Sophomore

Subject	Hours	Credit
<b>(Required)</b>		
English (d) -----	4	1 unit
History (d) -----	4	1 unit
Home Economics (c) -----	2	½ unit
Art (b) -----	2	½ unit
Physical Education (d) -----	2	
<b>(Elective, choose one.)</b>		
Biology (a) -----	4	1 unit
Physics (a) -----	4	1 unit
Chemistry (a) -----	4	1 unit
Latin (d) -----	4	1 unit
French (b) -----	4	1 unit
<b>(Optional)</b>		
Voice -----	2	½ unit
Piano -----	2	½ unit

# SCHEDULE OF STUDIES COLLEGIATE

## PROFESSIONAL COURSE

### JUNIOR

Subject	Hrs.	Credit
(Required)		
English 1 and 2	3	6
Geography 1	3	6
Mathematics 1	3	3
Psychology 1	4	4
Education 1	3	3
Education 2	3	3
Education 6	3	3
Education 15	3	3
Sight Singing 1	2	4
Physical Education 1	2	2

(Elective) Choose one from group of Electives below

### SENIOR

(Required)		
Practice Teaching	5	10
Education 3	3	3
Education 4	3	3
Education 7	3	6
Elementary Science & Methods Education 11	3	3

### JUNIOR

Subject	Hrs.	Credit
(Required)		
English 1 and 2	3	6
Psychology 1	4	4
One Science	3	6
History 1	3	6
Mathematics 1	3	3
(Elective) Choose 20 hrs. from group of Electives below		

### SENIOR

Subject	Hrs.	Credit
(Required)		
English 3 or 4	3	6
Mathematics 1	3	6
Geography 1+	3	6
One Science	3	6
(Elective) Choose 21 hrs. from group of Electives below		

## NON-PROFESSIONAL COURSE\*

*46 to be electives*  
*38 hrs. required*  
*5th required*

Art and Methods—		Junior and Senior Electives		Credit
Education 12	Education 13	Subject	Hrs.	Sem's'tr-hrs.
English and Methods—		Home Economics 1	3	6
Education 13	3	Home Economics 2	3	6
History and Methods—		Home Economics 3	3	6
Education 14	3	Art 1	3	6
Physical Education 2	2	Art 2	3	6
(Elective) Choose one from		Physics 1	3	6
group of Electives below—		Chemistry 1	3	6
		Geography 1	3	6
		Economics 1	3	6
		Sociology 1	3	6
		French 1	3	6
		French 2	3	6
		English 3	3	6
		English 4	3	6

\*Non-Professional courses are at present grouped around one of the following majors: English-History, Art, Science, Physical Education, Home Economics.

‡Unless elected in Junior Class.

*21 hrs Sec 12*  
*21 " " "*

## DEPARTMENTAL DIPLOMAS

If a student desires to prepare herself to teach some particular subject, such as Home Economy, Art, Physical Training, etc., it will be necessary for her to remain an additional year in college, and if she has taken the Professional diploma, devote practically undivided time to that subject. If she has taken a non-professional diploma, she will take professional subjects largely in the additional year. To such students will be awarded in addition to the regular professional diploma a Department 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 fulfils both requirements in its normal course, and its graduates receive both certificates.

These certificates are granted for three years 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 with liberal allowance for elections to meet individual requirements. Its aim is general culture, and it is recommended for students not desiring to teach. Its standards of scholarship are as high as those of any school of equal grade. Graduates of this course do not meet the requirements for State teaching certificates and are not recommended for teaching positions.

However, this course fits into the work for departmental diplomas (see above Departmental Diplomas) and holders of that certificate receive the State Teacher's Certificate.

### SPECIAL TEACHER'S COURSES

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 individual courses for a single year or even less. These courses 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.

## DEPARTMENTS of INSTRUCTION

## DEPARTMENT OF EDUCATION

In order that teaching may be intelligent and fruitful it needs to be guided by sound principles. This fact emphasizes the importance and value of professional training, both practical and theoretical. There is a growing disbelief in the two ancient theories, viz: (1) "Whatever a man knoweth, that he can teach to another." and (2) "Teachers are born, not made." Academic scholarship is valuable and is a necessary part of the teacher's preparation, but is not more valuable or necessary than professional scholarship. Just as lawyers, doctors and skilled workers of any sort are made by the mastery of the principles and the technique of their profession or trade, so teachers are made by mastering the science and art that is the technique of teaching.

The prospective teacher needs as a part of her professional equipment: (1) a thorough knowledge of the raw material with which she has to work, viz: the child's instinctive attitude, interests and tendencies, and his native capacity for thought, feeling and action, that is, what the child is by nature apart from the results of education. (2) She needs to know what are the proper and legitimate aims, values and contents of education and what are the laws of learning, to the end that, in the selection and arrangement of subject matter and in the methods of instruction, she may be guided by intelligence and foresight rather than by tradition and custom and so may cooperate intelligently with principal and superintendent in carrying out her part of the course of study and in fitting it with the work of the grades that come before and after hers. (3) She needs to know the educational past. She needs to know how our present aims, ideals and practices and how our institutional means came to be

what they are in order that she may utilize them to greater advantage in present practice. She needs to know the world's great educational leaders and reformers and the conditions under which they labored in order that she may profit by their experience, by emulating their laudable enthusiasm and zeal, their noble spirit of self sacrifice, and their undying loyalty to their highest ideals of service, and by avoiding their mistakes. (4) She needs a theory of organization, discipline, management and methods. These several needs are met, on the theoretical side, by courses in psychology and child study, principles of education and school management and methods. In order that theory may not be divorced from practice, the connection between this department and the training school is made very close and vital. As a result theory finds illustration and justification in practice, while practice finds guidance in theory.

### Courses Offered

**Education 1. Elementary Psychology and Child Study.** In this course the following topics receive emphasis: structure and function of the nervous system, sense organs and sense training; origin, function and value of instincts and instinctive tendencies; sensation, attention, perception, apperception, memory, imagination, association of ideas, conception, judgement, reason, feeling and emotion, habit and will.

Text: Pillsbury's Essentials of Psychology.

Collateral reading: James Psychology, Briefer Course and Talks to Teachers, Angell's Psychology, Judd's Psychology, Thorndike's Educational Psychology, Kirkpatrick's Fundamentals of Child Study, Rowe's The Physical Nature of the Child, Tanner's The Child. Each student is required on each topic to read and formally report on at least one author's discussion other than the text.

**Junior Class.** Four periods a week. Fall term. Credit four hours.



**Education 2. Principles of Education.** In this course is combined what is commonly styled Principles of Education and Principles of Teaching: (1) a theory of aims, content, values and organization, (2) a theory of teaching and training. The aim of this course is (1) to raise to conscious recognition the real aims of education, both primary and secondary, to establish a standard by which to judge the worth of subject matter, and to determine a basis for its organization in the curriculum; (2) to discover the principles which make for efficiency in teaching and learning, and for economy of time and effort on the part of both teacher and student.

The following topics receive special emphasis: the meaning of education as a social and biological function, or as a mode of adjustment, physically, intellectually, socially, aesthetically, and morally; the curriculum, its content and organization; the law of apperception, laws of learning, doctrine of formal discipline, habit formation, heredity, moral and ethical principles of education, education as socialization.

Text: Clapper, Principles of Educational Practice; Colvin, The Learning Process.

Collateral reading: Butler, The Meaning of Education; Bolton, Principles of Education; Ruediger, Principles of Education; Henderson, Principles of Education; Horne, Psychological Principles of Education, Moral Principles of Education and How We Think; Bagley, The Educative Process; Thorndike, Principles of Education.

**Junior Class. Three periods per week. Spring Term. Credit, three hours.**

Prerequisite: Education 1.

**Education 3. History of Education.** For convenience of treatment as well as for chronological and logical considerations, the work in this course is divided into two sections: (1) Ancient and Mediaeval period, (2) Modern period. In the first, consideration is given to Chinese education as a type of Oriental Education; Greek education, especially the teachings of Socrates, Plato, Aristotle, and the leading philosophical schools; Roman

Education, Monastic Education as the dominant type during the Middle Ages, Scholasticism, the rise of the University system, Renaissance and Reformation Education, Humanism and Realism. In the second period emphasis is placed upon the modern tendencies, ideals and practices: (1) The Naturalistic tendency, (2) Psychological tendency, (3) Sociological tendency, (4) Scientific tendency, (5) present Industrial and Vocational tendency. These several tendencies will be studied in connection with their leading representatives, as Comenius, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Dewey, etc.

Text: Students History of Education, Graves.

Collateral reading: Monroe, Textbook in History of Education; Monroe, Source Book; Plato, Republic; Aristotle, Politics; Plutarch's Lives; The Great Didactic; Locke, Thoughts on Education; Quick, Education Reformers; Rousseau, Emile; Pestalozzi, Leonard and Gertrude and how Gertrude teaches her children; Adam's Herbartian Psychology Applied to Education; Spencer's Education; Froebel's Education of Man and Pedagogies of the Kindergarten; Dewey's School and Society; King's The Social Aspect of Education and Education as Social Efficiency; Cubberly's Changing Conceptions in Education; numerous readings and reports on industrial and vocational education.

Senior Class. Three periods per Week. Fall term. Credit, three hours.

Prerequisites: Education 1 and 2 and History 1 and 2.

Education 4. Management and Methods. In this course the following topics receive consideration: class organization, discipline and management; program making; examination, grading, and promotion of student; standard tests and their uses; how to study; method of recitation; organization, supervision and occupation within a system.

Text: Betts Classroom Management and Methods.

Collateral reading: Bagley, Method of Recitation, How to Study; Strayer and Norseworthy, How to Teach; Kendall and Myrick, How to Teach the Fundamental Subjects; Freeman, Psychology of the Common Branches; Monroe, De Voss and Kelley, Educational Tests and Measures; Terman, Measurement of Intelligence.

Senior Class. Three periods a week. Spring term. Credit, three hours.

Prerequisites: Education 1, 2 and 3.

Education 5. Philosophy of Education. A course dealing with the underlying principles of educational theory. Consideration will be given such topics as: Meaning and Aim of Education, Nature of Educative Process, Content of Education, Educational Values, Theory of Vocational Education, Education and Democracy, Moral Instruction, etc.

Elective for Seniors.

Three Periods per week. Credit six hours.

Education 6. Primary Education. This course is intended to make clear the application of principles of education to the curricula of the Elementary School. The subject matter and method are studied in regular class work and in critical observation.

First half year. A course developing ability in purposeful observation of children at work. Essential principles underlying successful teaching are studied, observed, and criticised.

Second half year. Primary language, literature, reading and spelling methods are here given. Unity of work is emphasized through close interrelationship of these subjects, and correlation with other subjects of the primary program. Lesson-plans and critical observation bind the work with that of the Training School.

Junior year. Both Semesters. Credit, five hours.

Education 7. Primary Education. History in the primary grades. Emphasis is given to the socializing aim through the use of project method in developing subject matter. Home Life, Primitive Life, Stories of Great Men, and Children of

**Other Lands.** Primary geography and nature study become essential parts of these studies. **Primary Arithmetic:** This course is additional, but is here given more definite study for purpose of definite organization of subject matter and mutation of method.

The latter part of the Senior year is to be a practical summarization of both method and practice teaching by means of observation of work done by critic teachers. Class opinion and conference will provide for critical studies.

**Senior year.** Both semesters. Credit, six hours.

**Education 8. Practice Teaching.** Students are assigned to teach in the Training School a part of the regular school program under each critic teacher for one third of the year. Both the preparation and the actual teaching is supervised by the critic teacher.

**Senior Class.** Both semesters. Credit ten hours.

**Prerequisite:** Education 7 and 8.

**Prerequisite:** Nature Study, Physics, Physiology, Chemistry.

**Education 9. Special Methods.** This course offers special methods in the teaching of reading, writing, spelling, language, literature, history and geography.

**Texts used:** Teaching of reading, Klapper; Spelling, Suzallo.

**Senior Class.** Three periods per week. Both Semesters. Credit six hours.

**Prerequisite:** Education 1, 2, 3, 4, 7.

**Education 10. Methods in General Science.**

This is a normal course covering the teaching of general science in the grades. Science as organized common sense is emphasized. Demonstrations are given daily. Considerable attention is given to devising simple apparatus for use in schools without laboratories. The students become familiar with the literature of the subject and they are taught to organize the subject matter psychologically.

**Senior Class.** Three periods per week. Credit, three hours.

**Education 12. A Normal Course in Art and Manual Training.** This is a course in the theory and practice of drawing and manual training in the grades. The relation of this work to other phases of school work is studied and discussed. The problems of this course are designed to give the student a working knowledge of the various forms of handwork which can be used as a means of self-expression and cultivation of appreciation for the beautiful in the useful. Problems include work in paper and cardboard construction, weaving, basketry, clay modeling and painting.

Each problem is a typical one, worked out with reference to the application of the method in the grades. In the process of this course the place of each problem in the public school course receives due consideration.

**Senior Class. Two double periods. One semester. Prerequisite: Art a.**

**Education 13. The Teaching of English.** A study of the material for the curriculum in literature and composition for the elementary and high school grades, and of the methods of presenting these subjects to classes.

**Senior Class. One semester. Three periods per week. Credit, three hours.**

**Education 15. The Teaching of Arithmetic.** A course in methods of teaching arithmetic in the upper grammar grades. Required of all professional students.

**Junior Year. Second semester. Credit, three hours.**

**Sociology 1.** The first part of the year will be devoted to a study of the general facts and principles of social theory with special reference to their educational implications. This will be followed by a survey and analysis of present day social problems. The final stage will deal with the application of social theory to educational practice.

**Elective for Juniors and Seniors. Credit, six hours.**

## HOME ECONOMICS

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The Department of Home Economics aims to give a knowledge of the industries related to the home. It naturally divides itself into the sub-departments of Domestic Science and Domestic Arts.

The large, airy laboratories of this department are equipped with most modern equipment and are believed to be as good as the best in the South.

The sewing rooms are equipped with standard machines, tables, mirrors and other necessary appliances. In the cooking laboratory are individual desks, each completely supplied with modern equipment. These, with range, sinks, refrigerator and general cooking equipment for the collective use of the class, make the equipment equal to any demand which may be made upon it. The furniture in the model dining room is of simple but beautiful design. The china and other tableware, although inexpensive, are of neat appearance and good quality. The dining-room, while ideally adapted to the proper serving of meals, is at the same time of such moderate cost as to be entirely practical for the home of any student. In short, the whole equipment of the department is in accord with the controlling principle of the work—common sense and service worked out in terms of economy, taste and beauty.

The study of Home Economics in both its phases teaches students to discover means of economizing goods, time and energy in order that they may reach the highest possible degree in efficiency in the control of household matters. It fits them for service in the home and in the community, and enables them to graciously and completely assume the responsibility of directing others. It enlarges in them the desire for harmony in color, form and sound, while it establishes a determination to plan for those things which promote the peace and welfare of the family.

While students taking regular normal and non-professional courses may take certain courses in Home Economics without having had courses in Chemistry, two credits of science are required of all students who plan to take the post-graduate year and get the Special Home Economics Diploma.

**Home Economics a. Elementary Home Economics.** The purpose of this course is to give the students an appreciation of the value of knowledge of the processes involved in the care and management of the home. It includes lessons in cooking, sewing, care of the home, and laundering. Care is taken to set up standards and form habits of speed and neatness in work.

Preparatory, first year or second year. Two double periods per week. Both semesters.

**Home Economics b. Principles of Clothing and Handwork.** This course includes practice in hand sewing, fundamental stitches being applied to simple garments, and the use of the machine and its attachments. It also includes drafting and the use of patterns in the making of a complete suit of undergarments and a cotton dress.

Freshman Class. Two double periods per week. Both semesters.

**Home Economics c. Principles of Cooking.** In this course simple typical dishes are prepared which will illustrate the properties of common food materials and the methods of preparing them. Students are taught the value of fruits and green vegetables in the diet, emphasis being laid upon the need of mineral matter. Cereals, milk and milk products, eggs, meats and meat substitutes, doughs and batters are also studied. An effort is made to make real the importance of a properly balanced diet, and also the necessity of proper food for babies.

Sophomore Class. Two double periods per week. Both semesters.

**Home Economics 1. Food Selection and preparation.** A study of the production, manufacture, nutritive and economic value of food will be made in recitation. The laboratory work will consist

of the application of the principles of cooking to the various foods with a limited amount of planning and preparation of meals for the home.

**Juniors or Seniors who have not had Home Economics c or equivalent.**

**One single and two double periods per week.**

**Home Economics 2.** This course includes practice in hand and machine work, a study of the clothing budget, the drafting of simple patterns and the use and alterations of commercial patterns. A study is made of textiles, including simple home tests for adulterations, removing stains and laundering simple articles.

**Juniors or Seniors who have not had Home Economics b or equivalent.**

**Two double periods and one single period per week. Both semesters.**

**Home Economics 3. Home care and management.** This course deals with the home in relation to the comforts of the family. A brief study is made of the evolution of the home and the early types of architecture leading up to the requirements of a modern family. An effort is made to impress the idea that the simple and plain in furniture, furnishings and decorations is the best taste. A house plan is drawn to scale by each student; the inside finish is planned; the furniture and furnishings are worked out in detail, special emphasis being laid upon the hygienic and sanitary; the best methods of cleaning are discussed, the nature and actions of cleansing agents, the care of walls, floors, windows and furniture; the systematic management of the home including budget making and the keeping of accounts is also taught. All is planned in relation with the actual home conditions in Georgia. The work is conducted by lectures, class discussion, investigations, and trips to the various stores.

**Junior Class. Two single and one double period per week. Both semesters. Elective.**

**Prerequisite: Art d. Home Economics c and d or equivalent.**



**Home Economics 4. Textiles.** A study of the textile fibers in regard to the present methods of carding, spinning, and weaving; the manufacture and finishing of cotton, wool, silk, linen and other important fibers. It also considers the identification of materials, their names and prices; also chemical and microscopic examinations of fibers.

**Elective.** Two single periods and one double period per week. Both semesters.

**Prerequisite:** Home Economics b or 1.

**Home Economics 5. Advanced Cooking and the Serving of Meals.** In this course more elaborate dishes are prepared, the preparation being based upon the principles of cookery already learned. A study is made of the composition of food and its digestion and use in the body. The laboratory work of this course deals with fruits, vegetables, cereals, milk and milk products, quick breads, yeast breads, meats, fish and shellfish, poultry, soups, salads and desserts. While studying fruits, attention is given to canning, preserving and jelly making. The last part of the year is devoted to the planning and serving of breakfasts, dinners and suppers from the materials usually available in the rural and town homes of Georgia, especial emphasis being laid upon efficiency in planning, buying and working.

**Junior or Senior Class.** One single and two double periods per week. Both semesters.  
**Elective.**

**Home Economics 6.** The drafting and use of patterns are studied in connection with the dress form. Designing and the making of a kimono, shirt, wool skirt, lingerie blouse and dress.

**Elective.** Two double periods and one single period per week. Both semesters.

**Prerequisite:** Home Economics c or 1.

**Home Economics 7. Dietetics.** The aim of this course is to summarize and coordinate the knowledge of nutrition which the student has gained from chemistry, physiology and cooking.

A study is made of the function of fats, carbohydrates, protein and mineral matter taken as food; the chemistry of digestion and metabolism of food, and the energy and protein requirements of the body from infancy to old age in both normal and abnormal conditions. Special attention is given to the feeding of infants. Diets for the sick are planned and prepared. The problem of satisfying the requirements of the different members of the family group are considered, care being given to limitation of cost.

**Senior or Post-Graduate.** One single and two double periods per week. One semester. Elective.

**Prerequisite:** Home Economics 5 or equivalent. Chemistry 1 and Physiology.

**Home Economics 8.** (a) The study of fabrics, economical and correct use of materials, color combinations and costs; the use and value of cotton, silk, wool and linen in making clothing and household furnishings; making of budgets.

(b) This course gives practice in drafting, cutting and fitting of patterns, and includes the designing and construction of dresses in silk and wool. The form is used for making patterns and drafting.

**Senior Class.** One single and two double periods per week. Both semesters.

**Home Economics 9. Home Nursing.** This course is planned to give instruction in the general care of the sick, including the making of beds, lifting, bathing and the serving of food; also first aid to the injured is taught.

Two periods per week. One semester. Elective.

**Home Economics 10. Millinery.** The aim of this course is to develop skill in the selection and handling of hat materials. The course includes the making of patterns; the construction of shapes of buckram and wire; covering and finishing with velvet, silk, braid, etc.; the making of

trimmings; the renovation of old materials; the designing and making of children's hats.

Two double periods and one single period per week. Both semesters.  
Elective.

**Home Economics 11.** The teaching of Home Economics. A brief study of the history of the home economics movement is made. Investigations of various texts and subject matter dealing with home economics are carried on. The students are required to plan equipment for schools of various types; make out courses of study in both cooking and sewing for the different years in high school; make lesson plans, working out correlation with arithmetic, geography and hygiene.

Post-Graduate. Four periods per week. Both Semesters.

**Home Economics 12.** Practice Teaching of Home Economics. Each student is required to spend five hours a week in observation, conference and teaching under supervision. One half year is devoted to cooking and one half year to sewing.

Post-Graduate. Five periods per week. Both Semesters.

## ENGLISH

The courses in the department of English are arranged with a view to enabling the student to use language as an effective means of expression, and to developing and forming a literary taste in reading. To accomplish these ends, courses are offered in grammar and composition; themes are required at regular intervals, and personal conferences with the individual student regarding her writing are an essential part of the instruction.

In the courses in literature, a study is made of literary types: the lyric, the epic, the drama, the novel, the short story, the essay, the oration; the examples of the type being graduated in difficulty, according to the maturity of the student. In conclusion a course is offered presenting the subject of literature from the viewpoint of the teacher in the elementary and the secondary schools. Literature is considered a fine art, and this conception governs the choice of material and the method of presentation.

## Courses Offered

**English a. Grammar and Composition.** Text Practical English for High Schools, Lewis and Holic.

**Literature:** Selected Short Stories, Treasure Island, The Last of the Mohicans, Julius Caesar, Washington's Farewell Address, The Vision of Sir Launfal and other short poems.

**Preparatory 1st Year. Four periods per week. Both semesters.**

**English b. Grammar and Composition.** Text as above, English a.

**Literature:** Ivanhoe, Lady of the Lake, Travels with a Donkey, Webster's Bunker Hill Oration, As You Like It, Palgrave's Golden Treasury.

**Preparatory 2nd Year. Four periods per week. Both semesters.**

**English c. Grammar and Composition.** Text The Mother Tongue, Book II, Kittredge and Arnold.

**Literature:** Typical short stories, Tale of Two Cities, Palgrave's Golden Treasury; Midsummer Night's Dream; The Rivals.

**Freshman Class.** Four hours per week. Both semesters.

**English d. Literature:** Idylls of the King; Silas Marner; Selections from Spectator Papers; Twelfth Night; The Merchant of Venice; The Romancers.

**Composition** throughout the year. Wooley's Handbook of Composition used for references.

**Sophomore Class.** Four hours per week. Both semesters.

**English 1. Composition.** This course is for the purpose of assuring to all students an effective command of the mother tongue. Short themes are required daily, are carefully corrected in the light of standard rules of English usage and are revised by the student. At the same time the laws of composition are being studied purely with a view to using them. Every student in the Junior class is required to take this course, and no student is allowed to pass from it until she can actually write clearly and correctly the kind of essays, letters, reports, etc., that she is likely to have occasion to write in future school work and in life. Text: Wooley's Handbook of English Composition.

**Junior Class.** Three periods per week. Fall semester.

**English 2. Oral Reading.** This course is for the purpose of assuring to all students the ability to read clearly and intelligently any ordinary passage of prose or verse. There is no effort to teach students to "recite pieces." The course is intensely practical, considering reading (for its purposes) rather as a practical art than as a fine art. It has to do with the practical problem of getting a writer's meaning, and of communicating it to others in clearly pronounced, distinctly articulated and intelligently phrased words. While naturally in the reading of emotional literature, emotional values are properly considered,

this course has primarily more to do with the more typically intellectual aspects of reading.

**Junior Class.** Three periods per week. Spring Term.

**English 3. Introduction to the Study of the Drama.** Antigone, Macbeth, King Lear, In a Balcony. Selected modern plays.

Three hours per week. Elective for Seniors. Both semesters.

**English 4. History of English Literature.** This course covers the principal developments in English literature from Shakespeare to the present time. Effort is made to bring out the connection between social and literary movements, and to show how the literature of a period draws out of the life of the time. Extensive parallel reading is required.

Elective for Juniors or Seniors. Three periods per week. Both semesters.

## LATIN

**Latin a.** This course is arranged for beginners, and consists of a careful study of forms, syntax, composition and easy translation.

**Preparatory 1st Year.** Four hours per week. Both Semesters.

**Latin b.** The first half year Caesar's Gaelic War will be read, and the second half, Cicero's Orations. Special study will be made of the life and times of Caesar and Cicero. Much attention will be given to sight translation. Grammar and composition throughout the year.

**Preparatory 2nd Year.** Four hours per week. Both Semesters.

**Latin c.** Selections from Ovid and Virgil's Aeneid will be read. Special attention will be given to Roman mythology, scansion, poetic idioms, sight translation and to Virgil's influence on English poetry. The lives of the two authors will be studied.

**Freshman Year.** Four hours per week. Both Semesters.

**Latin d.** Historic prose and lyric poetry will be studied. Grammar and composition throughout the year.

**Sophomore Year.** Four hours per week. Both Semesters.

## FRENCH

**French a. (1) Beginner's course.** In this course a careful study is made of the French Grammar, special attention being paid to the irregular verbs and idioms. The direct method is used almost wholly throughout the entire course. The text used is Fraser and Squair's Shorter French Course.

**(2) General Reading and Composition.** This course consists of compositions and essays in French and the reading consists of from 400 to 500 pages of easy French selected from the following authors: Labiche, Daudet, Erckman and Bruno.

**Freshman.** Four periods per week. Two Semesters.

**French b. (1) Short Story.** This course is devoted mainly to a study of the French short story, and consists of from 600 to 1,000 pages of prepared and sight reading taken from Maupassant, Balzac, Coppee, Lemaitre and Daudet.

**(2) Drama.** This course consists of from 800 to 1,000 pages selected from the plays of Victor Hugo, Corneille, Racine and Moliere.

**Sophomore.** Four periods per week.

**Prerequisite:** French a or its equivalent.

## PHYSICS AND CHEMISTRY

Physics and Chemistry are subjects which may be presented in two ways. They may be handled as pure sciences, the idea being to present an organized mass of data in their respective fields; or they may be regarded as applied sciences, in which case only so much of the data is considered as can be used in some practical application. In this school the latter view obtains. Physics and Chemistry are considered primarily in their relation to the transformation, conservation and use of various forms of energy; the simpler laws and principles of mechanics, heat, electricity, etc., and in their relation to drainage, water supply, sanitation, preparation of food, nutrition, etc. These subjects will be correlated as closely as possible with Domestic Science and Nature Study, and, whenever possible, these departments will be drawn upon for illustrative material.

### Courses Offered

**Physics a. General Course in high school Physics.** This course gives an intensive treatment of mechanics, heat, light, electricity, sound, and is the foundation for all other courses in physical science. It is especially characterized by the richness of its practical applications.

**Freshman Class.** Two lecture and two laboratory periods per week. Both semesters.

**Prerequisite or parallel: Mathematics d.**

**Physics 1. Household Physics.** In household physics the student proceeds into a more extended treatment of familiar experiences and typical appliances which belong to the field of physics. The course teaches how to care for and use equipment of the homes and institutions; and how modern appliances may be a comfort or a nuisance. The following are some of the topics studied: water supply, plumbing, sewers, heating, ventilation, refrigeration, gas, stoves, lamps, electric lighting, telephone, elevators, dumb waiters, dish washing, laundry, cleaning, fire extinguishers, sanitation, general repairs.



**Elective.** Two lecture and two laboratory periods per week. Both Semesters.

**Prerequisite:** Physics a.

**Chemistry a. General Chemistry.** The aim is to teach the student the scientific methods and practices of Chemistry. A modern interpretation of nature and of chemical reactions is given to the fundamental principles. Illustrations are drawn from industrial and household science. A thorough study is made of common and useful substances and many of them are made in the laboratory.

**Sophomore Class.** Two lecture and two laboratory periods per week. Both Semesters.

**Prerequisite:** Mathematics c.

**Chemistry 1. Household and Organic Chemistry.** The course includes analysis, composition, and purification of water; fuel of different kinds—their manufacture and properties; classification and properties of hydrocarbons; alcohols, aldehydes, acids; fruit products; carbohydrates; testing of flour, meals, cereals; fats; soap making; proteins—classification, properties, examination of various types; baking powders; beverages.

**Elective.** Two lecture periods and two laboratory periods per week. Fall semester.

**Prerequisite:** Chemistry a.

**Chemistry 2. Physiological Chemistry.** This course is the study of the chemistry of cellular nutrition; chemistry of constituents of cells; chemistry of foods, digestion, absorption, assimilation, tissues, excretions and the chemistry of abnormal nutritional processes.

**Elective.** Two lecture periods and two laboratory periods per week. Spring semester.

**Prerequisite:** Chemistry 1.

**MATHEMATICS****Courses Offered**

**Mathematics a. Arithmetic.** In this course a short review is taken of the principles and processes of arithmetic, special attention being paid to the metric system.

**Preparatory 1st Year. Four periods per week. Fall Semester.**

**Mathematics b. Beginner's Algebra.** In this course a study is made of the fundamental operations and factoring.

**Preparatory 1st Year. Four periods per week. Spring Semester.**

**Mathematics c. Algebra** This course continues the work of Mathematics b with special emphasis on more difficult factoring and fractions. This course completes the work commonly done in Secondary Algebra.

**Preparatory 2nd Year. Four periods per week. Both Semesters.**

**Prerequisite: Mathematics a and b.**

**Mathematics d. Plane Geometry.** In the teaching of plane geometry, as in all of the other mathematics, stress is laid upon the application of the principles to daily life. Much of the non-essential is omitted that time may be given to the practical.

**Freshman Class. Four periods per week. Both Semesters.**

**Prerequisite: Mathematics c.**

**Mathematics e. Solid Geometry.** Relations and comparisons receive most emphasis.

**Elective. Four periods per week. Fall Semester.**

**Prerequisite: Mathematics d.**

**Mathematics f. Advanced Algebra.** The following topics will be studied: complex numbers, determinants, theory of equations, partial fractions, series, logarithms.

**Elective. Four periods per week. Spring Semester.**

**Mathematics 1. Arithmetic.** A thorough and systematic course in the fundamentals of arithmetic with special emphasis upon the applied aspect of the subject.

**Required of all Juniors. First semester. Credit, three hours.**

## BIOLOGY

The department of Biology is so far developed only as a high school subject. With the completion of the auditorium wing of West Hall and the securing of the laboratory space thus provided, the department will be put on a strong collegiate basis.

### *Biology a* Courses Offered

**(Elementary Science a.)** The purpose of this course is two fold:—First, to give the students a view of the broad fields of science within our environment in order to adjust our plan of living and to improve physical and social conditions, and, second, to give the students a realization of the basic principles which lay the foundation for Nature Study, Biology, Physics and Chemistry.

**Preparatory, 1st or 2nd year. Four hours per week. Both semesters.**

**Biology a.** This course offers a general introduction to the study of plants and animals. The study of the structure, activities and relations of living organisms bring about a broader love of nature and an interest in the life processes surrounding us. Its aim is to acquire habits of accurate observation, exact statement, independent thought, and to enable the student to perceive fundamental truths important to physiological biology.

**Freshman or Sophomore. Two lecture and two laboratory periods per week. Both semesters.**

## GEOGRAPHY

Recognizing the fact that geography is the study of the vital relations which exist between man and his home, the earth, the courses here offered are so planned as to emphasize the factors which influence most intimately life conditions.

The climate, topography and natural resources of a country affect profoundly the activities of its people. The life habits of a people are an outgrowth of man's struggle with his natural environment and the degree of civilization attained by a nation is the record of the success of its people in adjusting themselves to these natural conditions and controlling them for their use and profit. Geography teaching must assist the pupil in comprehending such fundamental truths if it is to attain its chief end, the making of intelligent citizens of the world community.

To develop such concepts, materials for study are chosen from both natural and social conditions. The various topics are considered first in their application to life in the home community, and if possible illustrations are drawn from everyday experience. Then the broader applications are made. Such subjects as the rural conditions of our own and other sections, and ways of improving them, conservation of our natural resources, and problems arising from the concentration of population incidental to the development of industrial life are discussed.

### Courses Offered

**Geography 1. Modern Geography.** The specific purpose of this course is to impart an understanding of certain typical elementary geographical phenomena, and to study the earth as a factor for man's activities in commercial and industrial development. The natural resources of the various countries are considered and the possibility of greater development discussed, which furnishes ample opportunity for type lessons. This work is reinforced with excursions to industrial plants, with pictures, maps, globes, government bulletins, extracts from daily papers, and sand table projects. In all phases of development the work is kept up to the geographical progress of the present.

**Junior Class.** Three periods per week. Both semesters.

## HISTORY

History presents a record of the accomplishment of the race, the manner of life, the customs, the social and political institutions, and the overt deeds of men.

The direct aim in the teaching of history is to develop an understanding of our modern complex civilization, by showing in a broad way how the present came to be what it is, and to enable the student to better conduct himself as a citizen and member of society. To achieve this end an attempt is made to engender a historical sense by treatment of the growth of our principal social and political institutions in the light of their origins. The practical aim is to teach methods by which the student may intelligently approach present national and local problems.

On account of the necessary limitation of time, only the most fruitful events, the main causes and results in historical movements are presented. By means of a definite understanding with other departments, much information from these departments is made to bear fruit in the History course. With a view to the foregoing purposes, the courses below are offered.

### Courses Offered

**History a. English History.** This course is introduced by a view of pre-historic England. An attempt will be made to acquaint the students with the basic life problems with which man had to deal. The social effects of economic changes as represented in the successive modes, or so-called Epochs of primitive society are particularly ly noted. Following this brief introduction the racial elements entering into the constitution of English life and thought will be detailed. The social and political institutions of the early Germans will be accorded their merited attention. Many typical Norse legends and stories will be introduced in order to explain something of the vigor, hardihood, adventure, and initiative so prominently and persistently manifested in the great expansive movements and achievements of the later English civilizations. The struggle for

constitutional government in the thirteenth century, the Reformation, the Elizabethan Age, the origin and growth of Puritanism, the industrial revolution of the eighteenth century accompanied by the rapid strides of democracy in the nineteenth century, comprise mainly the subsequent topics to be presented. England's colonial policy will be studied in connection with American History for which this course is planned to serve as a preparation.

**Preparatory 1st Year. Four periods per week. Both semesters.**

**History b. Ancient History.** This course embraces an elementary study of the leading movements in the life and thought of the ancient world, including the Orient. The study of heroes, real and mythological, will to a large degree furnish its contents. The social and industrial aspects of the civilization of the countries studied will receive the major stress. The political and military phases will be given only a subsidiary consideration. The age of Homer and the age of Pericles will consume a considerable portion of the time allotted to the course. An effort will be made to supply an effective background for the study of Greek and Roman classics and to facilitate the better study and appreciation of modern English literature.

The distinguishing characteristics of the Roman genius will be pointedly contrasted with those of the Orient, but more especially with that of Greece. The Roman methods of colonization and government will be carefully compared with those of the preceding civilizations. The rise, spread and triumph of Christianity and the formative influences of the Christian church in the social and political institutions bequeathed by Roman and Teuton will be freely discussed. Little emphasis will be placed upon the strictly cultural side of Roman history as this is confessedly, speaking in the large, a Grecian veneer.

**Preparatory 2nd Year. Four periods per week. Both semesters.**

**History c. History of Western Europe.** This course embraces the history of Europe from A. D.

800 to the present time. Its aim is to show the development of the fundamental contributions of Greek, Roman, Hebrew and Teuton to our modern civilization. The papal problem will provide the connecting thread of the story until the appearing of monarchial states, after which the economic changes attendant upon the crusades, the growth of free cities, the guild system, the commercial leagues, companies and finally the opening of the New World and the industrial revolution, will supply the point of view from which the student will approach the study of the growth of political liberty and individual freedom.

A large amount of collateral reading will be demanded of those who pursue this course.

**Freshman Class. Four periods per week. Both semesters.**

**History d. Advanced American History.** The selection of the subject matter for this course will be determined very largely in the light of the demands, so far as they can be interpreted, for the proper teaching of the history of our country in the grades.

A brief survey, by way of review, of the European conditions leading to the discovery of America will be made. The motives, methods, extent and result of the exploration and settlement of the Western Continent by Spain, France and England will be compared with similar movements in past generations. The gradual growth of the sense of self-government culminating in the estrangement and separation of the English colonies from the mother country will be traced in broad outline. A brief treatment of the problems connected with the formation of our present union and their more or less tentative settlement represented in the compromises of the constitution of 1789 will follow. Then the colonization of the near and far west will enlist the attention of the class. This movement will also be contrasted with like movements in the Ancient World and in modern European history. The history of slavery, the growth of nationalism, secession, reconstruction and present social and in-

dustrial conditions, will supply for the most part the essential questions for class discussion.

Social and industrial problems will constitute the main content of this course. Political government will be treated as the structural aspect of the social and industrial experience of the English race as modified by the forces of its new environment.

The history of Georgia is studied in connection with all the larger movements in our national development. The influence of her great statesmen, leaders and patriots in the life of the state and of the nation will be accorded the prominence they so richly deserve.

A large use of source-material will be encouraged in this course in order that the student may learn to rely the more upon individual initiative, become the more familiar with the bibliography of American history and develop the critical faculty, possibly the greatest of all the benefits derived from the study of history.

**Sophomore Class. Four periods per week. Both semesters.**

**Prerequisite:** History a and c, or a good high school course in Modern European History.

**History 1. American History.** The purpose of this course is to develop a richer appreciation of our national life and genius. Therefore, after making a hasty survey of our Colonial History, the class will enter upon a serious and rather intensive study of the Critical Period of our national growth, in which there has been a perennial interest, especially witnessed in these last momentous years. When these basic social and political ideals have been fairly determined and illustrated, an attempt will be made to show the influence of the Pioneer Type, of the Great West, upon the actual embodiment of these ideals in social practice. Beginning with the Monroe Doctrine the remainder of the course will be directed towards showing how Americanism has influenced World Civilization, or how America has



grown from isolation to leadership among the nations.

**Junior Class. Three periods per week. Both semesters.**

**Political Economy 1.** Points of contact with previous courses in history will be established by directing attention to some of the more obvious influences of economic factors in the development of Western Civilization. In this orientation of the subject-matter the salient elements in the English Industrial Revolution consequent upon the enlarged markets of the New World will be made use of to show the complexion and set the problem of the present Science of Political Economy. Of the three Factors of the Science, Production, as it is the best organized, will be allotted the major consideration. Consumption will be studied in these phases looking toward Thrift, Standard of Living, Price Control, Business Publicity, etc. Distribution will be considered as being determined in its character and organization by the other factors. The thesis underlying the entire treatment of the course will be that the separation of Capital and Labor in the Eighteenth Century, and the resultant substitution of the "cash nexus" for the personal element has from the first tended toward a larger synthesis marked by a finer spirit of Democracy and Social Solidarity.

**Elective. Three periods per week. Both semesters.**

## ART

By tracing the history of art in its development from the most primitive stage, modern educators recognize that the power to appreciate things of artistic worth and some ability to produce such work is the heritage of all and not exclusively the gift of the talented few. Modern pedagogy, following in this trail and recognizing that the function of art is to add its share in the developing of efficient and happy citizens, is attempting to provide for development and guidance of the artistic instinct of all, rather than to teach a few to paint, carve or produce works in any one part of the field of art. The talented few should, however, be encouraged to go beyond the initial stage which, if the above stated aim is to be accomplished, must be shared by all. Briefly stated, an attempt is made to bring every individual to a realization and an enjoyment of art in its broader meaning—art in its relation to every day life.

Since industrial arts furnish the means for the concrete expression of fine arts, and since the art element is important in all industrial work, we consider the two together.

Appreciation of good form and color is cultivated not only through the study of good examples in the fine and industrial arts, but also through the making of objects in which the art principles are consciously involved. Thus ability to exercise good taste in the selection and also in the making of things useful and beautiful is developed. By such exercises the students will come to realize their power in affecting the harmonious surrounding that their appreciation demands.

The required course is so planned as to give a knowledge of the underlying principles of art; to develop a ready recognition of these principles as of fundamental concern in the occasions constantly arising which call for exercise of judgment in choice of color and form; to inculcate

a love for the beautiful; and along with appreciation, to develop, incidentally, some degree of skill in producing works expressing this appreciation. A brief course in Art Appreciation and History is given in connection with this. These form the background for the normal course and the elective courses.

### Courses Offered

**Art a. Drawing and Handicrafts.** This is a course in freehand sketching and in the application of design in the making of posters, post cards, baskets, desk sets, etc. Lettering and illumination are given special attention in connection with the problems in which they are involved.

**Freshman.** Two double periods per week. Two semesters.

**Art b. Free-Hand Drawing and Applied Design.** The specific aim of this course is to give the student a knowledge of the underlying principles of free-hand representation, of design and of color harmony and to train for appreciation of these principles in their application. This is accomplished through exercises in line and space arrangements leading up to simple landscape compositions, decorative arrangements of flowers, and other studies, and to conventional designs—all of which are worked out in dark and light and in color. Perspective is taught in connection with still life and nature drawing. As a preparation for out-door sketching, the study of reproductions of masterpieces in landscape is taken up. Special attention is given the choice of subjects in out-door sketching. The free-hand sketches of fruits, plant and insect life, etc., are later used as motifs for designs and color schemes to be applied to the different problems in handicrafts. The structural design, as of primal importance, the limitation of the material and the fitness of the design to its purpose are thoughtfully considered. Lettering as a problem in design is also studied. The mediums used are charcoal, India ink, pencil and water color in the free-hand drawing and

such materials as are necessary in the following problems in applied design: Clay modeling, stenciling, wood block printing, leather tooling, simple bookbinding and basketry.

**Sophomore Class. Two double periods per week. Two semesters.**

**Art c. Art Appreciation and History.** This course includes an appreciative study of the historical development of architecture, sculpture, painting, pottery, etc. Lantern slides are used to illustrate the principles of art structure and color harmony and to show the historic development of the different phases of art. Readings are assigned to complement the phase of art under discussion from time to time.

**Sophomore Class. Two periods per week. One Semester. Elective.**

**Art 1. Household Furnishings and Costume Designing — Part I. Mechanical Drawing.** A brief course designed to enable one to interpret and to draw working plans for any simple piece of apparatus or furniture necessary in the school equipment or home. It includes some geometrical drawing, orthographic projections of surfaces, lettering and some practice in free-hand sketching of objects to be constructed. This course is preparatory to the study of house planning and furnishing and to the construction of objects in the manual training classes.

**Part II. Household Furnishing.** As an introduction to this subject and a preparation for more intelligent participation in it, general discussions and criticisms of house plans, styles of architecture best suited to the different types of landscape, relation between house and immediate environment precede the actual working out of a house plan. Economic, sanitary and artistic phases of the subject are discussed and observed in the development of the problem. Elevations of the house and also of its immediate surroundings are drawn. The furnishing of the house is then taken up and application is made of the principles

of design and color harmony in the selection of the furniture and in the planning of the color schemes for the different rooms. Here again use is made of illustrations in the discussion preceding the working out of interiors. Some problems in applied design—as development of stencil design for curtains, etc.—may serve as the point of departure for the consideration of the room as a harmonious whole and on even into that of the entire interior. As suggested above, textiles, wall paper, furniture, rugs, hangings, etc., are studied for good design and color, fitness, and arrangement.

**Part III. Costume Design.** Principles of design and color harmony are studied in their application to costume designing. The 'lines' and colors best suited to the figure and type of person and the appropriateness of general style of costume for different occasions are discussed. Problems both in planning the textile and the costume designs are worked out.

**Junior Class.** Two double periods per week.  
**Prerequisite:** Art a or its equivalent.

**Art 2. Drawing and Painting.** Opportunity is here provided for the development of more skill in technique than is possible in the elementary course. Building upon the principles and upon the accompanying training in the control of media used in connection with Art a sufficient time is given in this course to further develop and refine the appreciation of harmony and to give more subtle expression to this feeling. Drawing and composition in line, dark and light and color are stressed as essentials for more advanced work in any field of art.

**Elective. Junior Class.** Two double periods per week. Two Semesters.

**Prerequisite:** Art a and Art b.

**Art 4. Clay Modeling.** In connection with the designing and building of tiles, bowls, vases, flower pots, fern dishes, candle sticks, some study is given to the place of pottery in the develop-

ment of civilization. Illustrations of fine examples of pottery, porcelains, etc., are used in this connection. Special emphasis is given to the designing of the objects.

**Junior Class.** Two double periods per week.  
Two semesters.

**Prerequisite:** Art a.

**Art 5. Advanced Work in Painting and Drawing.**

**Senior Class.** Two double periods per week.  
Two semesters.

**Prerequisite:** Art a and Art 2.

**Art 6. Advanced Work in the Study of Interior Decoration or Costume Design.**

**Senior Class.** Two double periods per week.  
Two semesters.

**Prerequisite:** Art 1.

## MUSIC

It is believed that music should be a part of all home and community life, and that all people may enlarge their power of enjoyment and self expression by letting music come into their daily life. It is essential, then, that students know something of music that is good and acquire the ability to perform.

The voice is nature's own and most beautiful instrument. It can be taken when young and taught to respond to beauty as well as allowed to develop ugliness and harshness by indifference. The speaking and singing voice of everyone can be improved and brought out, made mellow and sweet by correct use of the organs of speech and controlled breath.

Music, in the daily life of the individual, when it is beautiful music, adds only charm and sweetness to the work-a-day world. So it is well to begin very early to study and learn the best in order that high ideals of music may be formed.

It is desirable to begin early to form the habit of enunciating distinctly the language with a clear tone and flexible lips so that the study of voice may be one of development rather than correction.

It is believed that it is very desirable to be able to read music, "the tone language," as one reads English or French. We offer the courses outlined below, which give students experience in hearing and singing the best music—sacred and secular—by the composers of different countries, and prepare them to read and sing with taste and refinement.

## Courses Offered

**Public School Music a.** This course is devoted largely to sight reading and elementary theory. All key signatures, the major and chromatic scale, the measure signatures and rhythm, are written and mastered. Simple melodies are written in different keys from dictation. Sight singing of songs is the practical application of this work.

Text books: Primary Song Book, Progressive Series; Dann Music Writing Books.

**Preparatory 1st Year. One period per week. Both semesters.**

**Music b.** This is a continuation of Music a. Sight singing as a basis. Singing of two part songs. Study in tone thinking. The minor scale, all forms. Written work throughout the year.

Text books: Melodia Course in Sight Singing, Dann Music Writing Books.

**Prerequisite: Music a or its equivalent.**

**Music 1. Advanced Sight Reading and Musical Literature.** Writing from dictation. Ear training. Three and four part singing. Musical appreciation with use of Victrola. This course is designed to cover as much ground as possible, and a good deal of reference work will be required on musical history, which will be studied topically and by lecture.

Text book: Damrosch Popular Method of Sight Singing with Melodia.

**Junior Class. Two periods per week. Both semesters.**

**Prerequisite: Music a and b** or the average ability to read moderately difficult music at sight.

**Music 2. Glee Club.** This is optional, not being required in the regular course. It is an organization of those showing above the average ability in music and possessing voice and musical taste. The best choral works are studied and great attention is given to voice preservation, beauty of tone, pure vowel sounds, clean enunciation, attack, phrasing, and the value of ensemble singing. This club receives members from the Sub-Freshman classes to the Seniors, talent and not age being the consideration. One operetta or one cantata is given each year with two programs making three public appearances of the club.

**Two one hour periods per week.**



**Music 3. School Chorus.** Required of all students. Church music: how to sing hymns; the processional; Christmas Carols; National Airs; Folk Music; the classics; two and three part singing; the organization and conducting of a chorus. Stress is laid upon quality of tone, soft singing being more beautiful than loud; distinct, clear enunciation; musical appreciation—using Victrolas for lecture on opera, oratorio, orchestra and the voice.

Two half hour periods per week.

Chapel singing three days in the week.

**Music 4.** A preparatory course which includes a thorough sight singing course, theory, notation, and embracing a and b. This takes music reading from the beginning and furnishes the student with fundamental work necessary to all forms of musical activity and to form an introductory course to profession.

All students not taking Music a and b. Two hours per week. Both semesters.

**Music 5. Private Voice Lessons.** The study of voice is not, as is generally understood, the singing of songs—although singing is the goal to be reached. We study voice in order to be able to sing beautifully and intelligently—believing that the human voice can be cultivated and its natural beauties preserved and improved even as a flower, by cultivation, can be made finer, larger, and more nearly perfect. All cannot become great singers certainly, but all voices may be greatly improved and brought out by study.

It is essential that one study piano with voice that the playing of exercises and accompaniments be no handicap.

**First Year:** Voice, then, embraces the following essentials: Learning the quality of a pure tone, being able to make the voice respond to that ideal, round, ringing, clear tone with a "floating" quality. Singing on the breath; breath control; correct carriage of the body and bringing the organs of speech under control that in singing no

rigidity of muscles appears or is felt. In all the aim is to free the voice from the body and bring it under control of the will. Special exercises are given to bring about these conditions. Easy songs may be studied the latter part of the year.

**Second Year.** Vocal technique begins formally in the second year except in rare cases of unusual talent—and as a rule this work must be given according to the individual needs and progress of the pupil—nothing can be forced. Only application, concentration and diligence with good health will bring progress. Vocalises of Sieber, Panofka and Garcia are used. Sacred songs and songs by American composers.

**Third and Fourth Years.** Advanced vocalises. Songs from other schools. Russian, Italian, French, German, Scandinavian, etc. Arias from oratorios and opera. Marchesi, Vaccai, Bordogni, for technique.

**Note:** No prescribed course can possibly be offered in voice as all advancement is made absolutely upon the pupil's individual ability. The work grows more and more advanced and difficult, and there is always the desire to bring out the pupil as fast as nature will allow.

**Music 6. Private Piano Lessons.** A thorough and systematic course is offered in piano. Special stress is laid on the gaining of both technical and musical proficiency.

Below is a brief outline of studies used. A graded list is necessarily limited as there is a vast and ever-increasing list of compositions generally suitable for teaching purposes; and constant changes must be made according to the individual needs of each pupil. The general course, however, would remain the same for students who study music as a part of their liberal education, and those who study it with professional intention.

The Elementary Grade includes the first and second; Intermediate the third and fourth; and Advanced, the fifth and sixth grades.

### Elementary

Beyer's and E. D. Wagner's Instruction Books; Koehler's Methods, Opus 249 and 300; Burns, Opus 70; Duvernoy's Primary School; Czerny, Opus 139; Schmitt, Preparatory Exercises.

### Intermediate

Schmitt, Preparatory Exercises; Biehl, Opus 30 and 44; Bertini, Opus 100 and 137; Berens, Opus 61; Czerny, School of Velocity, Opus 299; Clementi, Dussek and Koehler Sonatas; Heller, Opus 45 and 46; Bach Two and Three Part Inventions.

### Advanced

Hanon "Virtuoso Pianist;" Kullak and Loeshorn Octave Studies; Czerny, Opus 337, 365 and 740; Le Coupey, Opus 25; Mozart and Beethoven Sonatas; Chopin Etudes.

Special features of the music work are public voice and piano recitals and other forms of musical entertainment. The Department of Music contributes largely to the annual Christmas Festival and the Annual Spring Pageant; and the music students play a large role in these most important and most enjoyable features of the college life.

## PHYSICAL EDUCATION

The purpose of this department is to secure and develop health, strength and grace, and to aid pupils in acquiring hygienic habits. The recreative aspect of the work is particularly stressed, and at the same time close attention is paid to corrective work. This aims to cure as far as possible round shoulders, flat chest, drooping head and neck and curved spine; to correct defective posture, to improve organic functions, and finally to raise the plane of mental and physical efficiency.

All physical education work is carried on out of doors or in a well aired gymnasium. Regulation gymnasium suits, permitting freedom of muscles, are worn. Heelless shoes are devised to allow normal placing of the feet and freedom of the plantar muscles. (Out of doors a low, broad heel is better). Light setting up exercises are given every morning before breakfast. Advice is given as to posture and personal hygiene.

Mimetic exercises are arranged for the gymnasium period. These are exercises which bring about the same muscular control and coordination that athletics employ but are given without any special apparatus. These are valuable for developing leadership and enthusiasm in the girls. In the plan of work the girls acquire a grasp of exercises, games, etc., which enable them to teach similar work in the public schools. The Swedish system is used mainly.

Physical examinations decide whether a pupil is in condition to participate in the gymnastic exercises.

**Physical Education a.** Corrective exercises are emphasized, the plan being to give all parts of the body a certain amount of exercise.

(a) Tactics of the individual. Object: a warming up exercise. Process: to gain attention, and alertness for harder work to follow.

(b) Head: deep breathing, muscles of the back and chest strengthened.

(c) Leg: improve circulation, rapidly repeated executions are necessary.

(d) Arms: develop muscles of the shoulder, girdle, chest and back; correct form most important.

(e) Trunk: bringing to use, large muscles and groups of muscles. Abdominal walls strengthened thus lessening the liability to visceral illnesses. Good posture stressed — repetition of these exercises is necessary.

(f) Percipitant: any of the exercises which raise the feet from the ground, one at a time or both together. These stimulate circulation and respiration, so must not be too short.

(g) Breathing: regulating respiration after the stimulation afforded by the other exercises especially the legs. All windows open.

**Preparatory, First and Second Years. Two periods per week.**

**Physical Education b. Formal Gymnastics.**

Warming up exercises.

Breathing exercises.

Arm exercises.

Balance exercises.

Trunk exercises.

(a) Shoulders and back.

(b) Abdominal and lateral trunk.

Percipitant exercises.

Tennis, Basketball, Volley Ball, Games with Bean Bags, Medicine Balls, Rhythmic Work, Indian Dances, Leo Friedman's Sun Dance and the Ostend are also given.

**Freshman Class. Two periods per week. Both semesters.**

**Physical Education c.** Continuation of Freshman work. Greater skill, endurance and coordination are developed. New work taken up: Rhythmic work, Irish Washer Woman, Sailor's Hornpipe (English), Wand Drill, Tennis, Basketball, and Volley Ball and Walking.

**Sophomore Class. Two periods per week. Both semesters.**

**Physical Education 1.** Formal Swedish Day's Order. Vigorous games: Obstacle races, leap frog, three-deep, basketball, tennis, volley ball, etc. Hand apparatus used in many games. Rhythmic exercises: folk dances, athletic dances and horn-pipes.

**Junior Class.** Two periods per week. Both Semesters.

**Physical Education 2.** Formal Gymnastics. Methods in teaching: study and practice of grade work, including games suitable for each grade; dances and Mother Goose melodies. Rhythmic work: tennis, basketball, volley ball, the wand drills, etc. Ideal: practice teaching.

**Senior Class.** Two periods per week. Both semesters.

### THE SUMMER SCHOOL

Those interested in the Summer School will please write for special Summer School bulletin.

### 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 thorough-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 factual 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.

## THE TRAINING SCHOOL

The College conceives it to be its purpose to embody in the curriculum of its normal course, 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 changes and improved practices in education, it offers no apologies for modifications made from year to year.

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

I. 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 the 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 and 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 1920-1921 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 fees for the Training School are \$12 per year, payable in advance. There is a laboratory fee of \$1.00 per half year for students in the 6th and 7th grades.

## SCHOOL REGISTER

## Senior

Bivins, Bonnell	<i>Moultrie Ga</i>	Colquitt
Breen, Margaret	<i>Thomasville</i>	Thomas
Brown, Augusta	<i>Lake Park</i>	Lowndes
Bryan, Julia		Sumter
Campbell, Mattie	<i>Valdosta Ga</i>	Lowndes
Chichester, Elizabeth		Monroe
Etheridge, Lillian	<i>Valdosta Ga</i>	Lowndes
Floyd, Stella	<i>Thomasville Ga</i>	Thomas
Ingram, Ethel		Decatur
Killian, Ora	<i>Hampville</i> North	Carolina
Lasseter, Kennie		Colquitt
McMillan, Hattie	<i>Moultrie</i>	Colquitt
Patrick, Mamie		Florida
Rizer, Anna	<i>Statenville</i>	Echols
Rizer, Helen	<i>Statenville</i>	Echols
Roberts, Hattie Lou		Atkinson
Robinson, Annie Clem		Randolph
Smith, Mildred	<i>Valdosta Ga</i>	Lowndes
White, Katheryn	<i>Lake Park Ga</i>	Lowndes

## Junior

Allen, Helen		Brooks
Biles, Fannie		Lowndes
Blalock, Nellie		Lowndes
Browne, Ruth R.		Lowndes
Brown, Garnet		Houston
Byrd, Myrtle		Berrien
Creech, Lavinia		Brooks
Daniels, Julia		Thomas
Drake, Johnnie Mae		Decatur
Flynt, Lina	<i>Pebham Ga</i>	Mitchell
Gaskins, Lovie Mae		Atkinson
Greene, Romelle		Sumter
Harrell, Ruth		Chatham
Holtzendorff, Clyde	<i>Valdosta</i>	Lowndes
Jordan, Hallie	<i>Ridgely</i>	Tattnall
Johnson, Ruth		Towns
Liggett, Mildred		Telfair
Lucas, Martha	<i>Zitman Ga</i>	Brooks

McConnell, Buena	-----	North Carolina
O'Quinn, Lois	-----	Wayne
Patten, Estelle	-----	Berrien
Pearson, Bernice	-----	Wayne
Peeples, Virginia	-----	Berrien
Powell, Evelyn	-----	Berrien
Price, Mildred	-----	Ohio
Relihan, Daisy	-----	Coffee
Roberts, Ruby	-----	Atkinson
Race, Dorothy	-----	Decatur
Sasser, Edna	-----	Grady
Sharpe, C. B.	-----	Toombs
Smith, Kathleen	-----	Lowndes
Thompson, Alma	-----	Wayne
Wade, Jessie	-----	Brooks
Wolcott, Ruth	-----	Thomas

Sophomore

Allen, Mamye	-----	Ware
Barker, Estelle	-----	Thomas
Bond, Margaret	-----	Clark
Beard, Lucile	-----	Early
Brown, Virginia	-----	Miller
Campbell, Reba	-----	Dooly
Carmack, Jimmie	-----	Dooly
Chastain, Margaret	-----	Thomas
Chatfield, Esther	-----	Monroe
Cook, Maggie Lou	-----	Thomas
Crum, Mae	-----	Berrien
Crum, Mary	-----	Berrien
Daniel, Lydia	-----	Liberty
Day, Alma Lee	-----	Coffee
Dixon, Jimmie	-----	Brooks
Dubberly, Eunice	-----	Coffee
Dubberly, Myrtie,	-----	Coffee
Elders, Gladys	-----	Tattnall
Elders, Grace	-----	Tattnall
Fain, Etta	-----	Clay
Fain, Vada	-----	Clay
Futrill, Kathleen	-----	Wayne
Griffin, Rannie	-----	Decatur
Hendry, Aleen	-----	Liberty
Hicks, Dale	-----	Florida
Hodges, Waver	-----	Decatur

Huckabee, Eva Mae	-----	Lowndes
Hughes, Gladys	-----	Liberty
Ivey, Chloe	<i>Valdosta Ga</i>	Lowndes
Ivey, Henrilou	<i>Valdosta Ga</i>	Lowndes
Johnson, Frances	<i>Gainesville Ga</i>	Hall
Joyner, Hazle	-----	Lowndes
Knighton, Lois	-----	Clay
Knighton, Merle	-----	Randolph
Knight, Margaret	-----	Daugherty
Lott, Aurel	-----	Coffee
Lucas, Rosa	-----	Brooks
Mathews, Willie Mae	-----	Lowndes
Meeks, Ruby	-----	Coffee
Metts, Bernice	-----	Laurens
Moses, Mary Ethel	<i>Uvalda Ga</i>	Montgomery
McCranie, Margaret	-----	Daugherty
McLendor, Ermine	-----	Clay
Parrish, Juanita	-----	Berrien
Perkins, Jeffie	-----	Stewart
Powell, Jane	-----	Wayne
Powell, Mabel	<i>Cyrene Ga</i>	Decatur
Poindexter, Mary	-----	Lowndes
Reid, Fannie Terrell	-----	Meriwether
Rentz, Gussie Bell	-----	Lowndes
Rivers, Bernice	-----	Lowndes
Robinson, Edna	-----	Sumter
Stipe, Mattie	<i>Dixie Ga</i>	Brooks
Strickland, Ruth	<i>Dixie Ga</i>	Brooks
Thomas, Ruth	<i>Valdosta Ga</i>	Lowndes
Toole, Ona Zula	-----	Miller
Van Brackle, Birdie	-----	Cook
Williams, Alma	-----	Mitchell
Williams, Louise	-----	Decatur
Wolfe, Sallie Kate	-----	Toombs

## Freshman

Ansley, Susan	<i>Thomasville</i>	-----	Thomas
Bass, Mary	-----	-----	Laurens
Bennett, Marie	-----	-----	Wayne
Bitzer, Frances	<i>Valdosta Ga</i>	-----	Lowndes
Bowen, Eunice	-----	-----	Mitchell
Bowen, Ollie	-----	-----	Mitchell
Bradford, Irene	<i>Valdosta Ga</i>	-----	Lowndes
Breen, Florence	<i>Group Ga</i>	-----	Wayne

Breedlove, Mary	Valdosta	Lowndes
Bullard, Cordelia	Thomasville	Thomas
Byrd, Lois	Hahira ga	Lowndes
Carmack, Jewell		Dooly
Chauncey, Marion	Valdosta	Lowndes
Clements, Pearl		Berrien
Coleman, Eloise		Toombs
Crum, Dorothy Don	Valdosta	Lowndes
Culbreth, Pauline		Echols
Davis, Eula		Clinch
Dekle, Frances	Valdosta	Lowndes
Dekle, Sadie Mae		Thomas
Dixon, Tempie		Brooks
Floyd, Eva		Decatur
Gaskins, Minnie		Berrien
Hearon, Flora Mae		Sumter
Herrin, Katie		Echols
Hodges, Leonide		Effingham
Ingram, Agnes,		Decatur
Jones, Dolibel		Toombs
Kicklighter, Alma		Wayne
Lang, Beatrice	Woodbine ga	Camden
Mandeville, Sarah		Wayne
Mann, Nannie		Toombs
May, Agnes	Sandersville	Washington
McAlpin, Susie		Florida
McPipkin, Myrtice		Wayne
Mobley, Maude		Clinch
Mooney, Alice		Bullock
Nichols, Lee Ollie		Wayne
O'Quinn, Thelma		Wayne
Patterson, Deborah	Jenkinson	Brooks
Patterson, Lee Clair		Atkinson
Peters, Willie Rea		Lowndes
Price, Willa Meta		Wayne
Pridgeon, Irene		Randolph
Rogers, Katherine		Florida
Roberson, Eppie		Wayne
Smith, Tiny Maude		Toombs
Smith, Vesta Olien		Lowndes
Stockton, Ruth		Fulton
Studstill, Irma		Lowndes
Spier, Emma		Bryan
Thrash, Mary Lou		Fulton

Timmerman, Eva Mae	-----	Clinch
Wall, Pansy	-----	Coffee
Ward, Minnie Lee	-----	Wilkes
Warren, Georgia	-----	Wayne
West, Vera Bell	<i>Moultrie ga</i>	Colquitt
Young, Mary	-----	Decatur

## Preparatory Second Year

Ballenger, Pearl	-----	Irwin
Black, Emma Lee	-----	Mitchell
Biles, Lucile	-----	Lowndes
Bird, Mildred	-----	Taliaferro
Brown, Ruth	<i>Dusley georgia</i>	Lowndes
Buck, Clela	<i>Valdosta</i>	Lowndes
Chastain, Ruth	-----	Grady
Chichester, Anne	-----	Monroe
Cone, Pearcie	-----	Grady
Dasher, Mary Elizabeth	<i>Valdosta</i>	Lowndes
Davis, Undine	-----	Thomas
Dixon, Julian	<i>Marvin ga</i>	Brooks
Fagan, Julia Mae	-----	Houston
Fleming, Susie	<i>Berlin ga</i>	Colquitt
Geiger, Daisy	-----	Lowndes
Harper, Irene	-----	Baldwin
Ivey, Clarice	<i>Valdosta</i>	Lowndes
Jones, Remer	<i>Valdosta</i>	Lowndes
Joyner, Marguerite	<i>Lake land Fla</i>	Florida
Livingston, Elizabeth	-----	Glynn
Mathers, Edith	-----	Florida
McWilliams, Undine	-----	Crisp
Millsap, Eulala	<i>Moultrie ga</i>	Colquitt
Myrick, Julia	<i>Thomasville ga</i>	Thomas
Newman, Elizabeth	<i>Valdosta</i>	Lowndes
Parrish, Myrtie	-----	Bryan
Peters, Vandella	-----	Berrien
Pool, Emma	-----	Elbert
Presscott, Ellen	<i>Statesville ga</i>	Echols
Prine, Leo	<i>Valdosta ga</i>	Lowndes
Quarterman, Jane	<i>Valdosta ga</i>	Lowndes
Roberson, Bettie	-----	Houston
Sasser, Lillian	-----	Houston
Sasser, Myrtie	-----	Houston
Small, Lucia	-----	Houston
Small, Mary	<i>Valdosta ga</i>	Lowndes

Shumate, Elizabeth		
Sullivan, Lucile	Valdosta	Gilmer
Stringer, Kathleen		Lowndes
Usry, Annie Lou		Thomas
Wade, Desma		Lee
Williamson, Addye	Gainsville ga	Crisp
Williams, Mildred		Hall
Yore, Lelia	Valdosta ga	Clinch
		Lowndes

Preparatory First Year

Barbre, Rebecca		Lowndes
Bass, Rubye Lee		Telfair
Barco, Irma	Zuitman	Brooks
Bray, Clare	Valdosta	Lowndes
Campbell, Rena Mae	Valdosta	Lowndes
Carter, Mary	Tifton	Tift
Chauncey, Emily	Valdosta	Lowndes
Chauncey, Sadie Lee	Thomasville	Wayne
Clark, Janie	White Oak	Camden
Culbreth, Madeline		Echols
Culpepper, Daisy Mae	Valdosta	Lowndes
Daugherty, Lena Redus	Valdosta	Lowndes
Dixon, Estelle	Marvin	Brooks
Fleming, Dixie	Berlin ga	Colquitt
Garrett, Ola	Douglas ga	Berrien
Geiger, Ouida		Lowndes
Giddens, Cloe	Valdosta	Lowndes
Gibbs, Kathleen	Tifton	Tift
Gibbs, Maggie	Tifton	Tift
Hodges, Elizabeth		Decatur
Ivey, Rosaline	Valdosta	Lowndes
Jackson, Lucie	Valdosta	Lowndes
Larsen, Dorothy	Valdosta	Lowndes
Lewis, Ruby		Mitchell
Mathis, Neva	Valdosta	Lowndes
Mathews, Juanita	Valdosta	Lowndes
Milton, Myrtle	Moultrie	Colquitt
Newsome, Ethel		Crisp
Rodgers, Julia		Lowndes
Richardson, Anna	Valdosta	Lowndes
Sullivan, Thelma	Valdosta	Lowndes
Tillman, Juanita		Clinch
Tomlinson, Berta		Clinch
Waldrep, Edna Bell	Valdosta	Lowndes

Watson, Ruby	<i>Lowndes Ga</i>	Lowndes
Whaite, Julia	<i>Cyrene Ga</i>	Decatur
Wilson, Velma		Wayne
Vickers, Leola		Coffee

### Specials

Addison, Gladys		Miller
Brantley, Mrs. C. C.		Lowndes
Cook, Mrs. T. M.		Lowndes
Gibson, Mrs. A. F.		Lowndes
Fender, Miss Leila		Lowndes
Harris, Mrs R. A		Lowndes
Parramore, Mrs. Howard		Lowndes
Rish, Effie Ree		Clay
Swicord, Lois		Grady
Watson, Mrs. L. D.		Butts

### TRAINING SCHOOL PUPILS

#### First Grade

Beckman, Neta	Harris, Eulalie
Blalock, Porter	Jones, Virginia
Cain, Willie	Parrish, Winona
Cain, Winnie	Richardson, Laura
Copeland, Winona	Roberts, Willene
Dixon, Reba	Sutlive, Ruth
Geiger, C L.	Wisembaker, Polly
Graham, Howard	Greer, Mary

#### Second Grade

Bradley, John David	O'Neal, Patricia
Cain, Ruby	Powell, David
Eager, Johnsie	Small, Steve
Hagan, Mary	Sparks, Elwyn
Hereford, Dorothy	Tillman, Lamar
Jolly, Boyd	Vaught, Elizabeth
Jones, Lloyd	Warlick, Nelson
Jones, Sarah	Oliver, William
McRee, Mary Wyche	



**Third Grade**

Bitzer, Agnes	McMullen, Margaret
Brantley, Frank	Parrish, H. F.
Brinson, Mary Louise	Powell, Richard
Burchett, Emma	Stapler, Frances
Colley, Bessie	Sullivan, John
Foster, Lonita	Tillman, Gordon
Graham, Annie Mae	Wisembaker, Ora B.
Harrell, Katherine	McMullen, Lamar
Jones, W. L.	

**Fourth Grade**

Boyd, Mary Elizabeth	McGarrah, Nell
Cain, Eula Mae	Richardson, Minnie
Chauncey, Rosalie	Turner, Carrleen
Dixon, Annie Lou	Watson, Lois
Hereford, Elizabeth	Young, Melba
Langdale, Marguerite	

**Fifth Grade**

Baldwin, Leonard	Johnston, Willie Claude
Bradley, William	Jones, Dorothy
Breedlove, Beauchamp	McMullen, Edmund
Bruce, Ferda	McRee, Catherine
Bruce, Mary Elizabeth	Parrish, Caroline
Burrows, Mary Kate	Sullivan, William
Converse, Catherine	Tillman, Emily
Cummings, Ida	Wood, Lucile
Edwards, Frances	

**Sixth Grade**

Bitzer, Helen	O'Neal, Isabel
Bruce, Catherine	Powell, Alfred
Burrows, Jack	Richardson, Margaret
Courson, Clarice	Smith, Mabel
Davis, Frances	Waldrep, Beatrice
Larsen, Mildred	Watley, Mildred
Malloy, Agnes	Watson, Ava Nell

**Seventh Grade**

Bitzer, Mary	McRee, Elizabeth
Brooks, Annie	Stalvey, Clarantine
Etheridge, Marguerite	Stephenson, Iona
Fletcher, Nona	Sherrer, Ruth
Hackle, Annie Ruth	Strozier, Connell
Jones, Harriet	Thomas Virginia