


Bulletin of the

outh Georgia
ate Normal College

Fourth Annual Catalogue
and
Announcement

1916-1917

VOLUME. IV

No. 1

BULLETIN OF
THE SOUTH GEORGIA
STATE NORMAL COLLEGE
VALDOSTA

CATALOGUE AND
ANNOUNCEMENT
1916-1917

Issued Quarterly by
The South Georgia State Normal College
December First, 1916

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

CALENDAR FOR 1916-1917.

September 6—Wednesday Fall Term Begins

September 6—Wednesday—

Entrance Examinations

November 30—Dec. 4 Thanksgiving Holiday

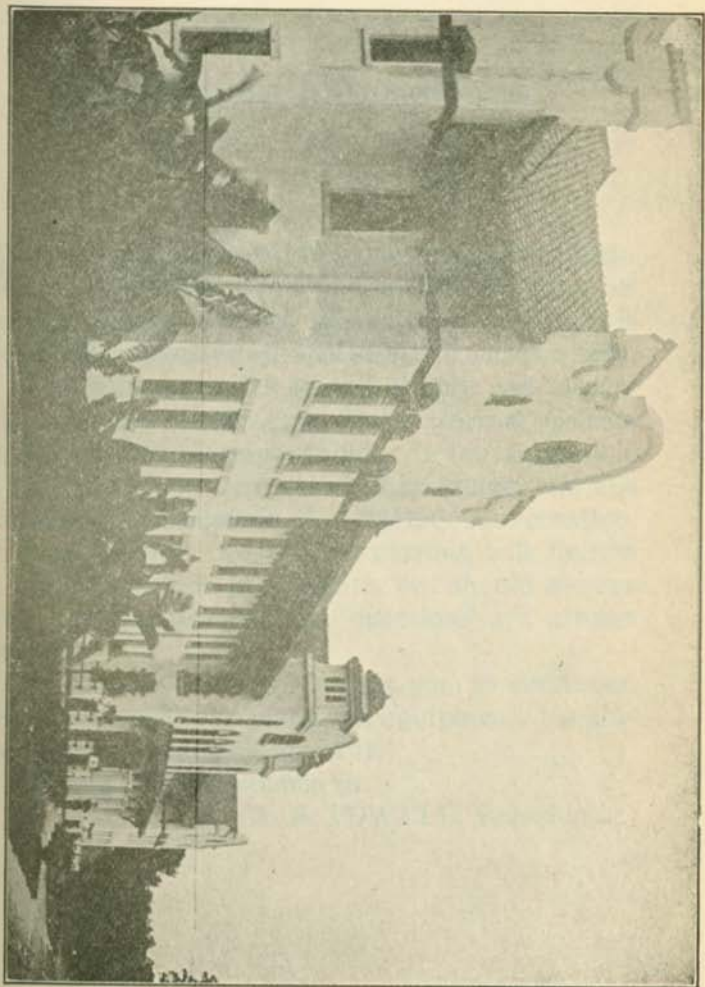
December 5—Wednesday Winter Term Begins

December 22—Friday—Christmas Holidays Begin

January 2—Tuesday School Re-opens

March 6—Thursday Spring Term Begins

June 1—Friday Commencement Day



THE FIRST BUILDING

TO FATHERS AND MOTHERS

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 correspondence to

R. H. POWELL, President.

THE BOARD OF TRUSTEES

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Dr. D. C. Barrow	Athens, Ga. Chancellor of the University of Georgia.
Hon. M. L. Brittain	Atlanta, Ga. State Superintendent of Schools.

THE FACULTY

The President

RICHARD HOLMES POWELL

Mercer University, A. B. University of Colorado, A. M. University of Chicago, three years. Principal Tennesse, Ga., two years. Head of Department of English, New Mexico Normal School, five years. Associate Professor of English, Colorado State Normal School, three years. Head of Department of English, Georgia Normal and Industrial College, three and a half years. State Supervisor of Rural Schools for Georgia, two and one-half years.

Department of Psychology, Pedagogy and History of Education.

JAMES FRANKLIN WOOD

Mercer University, A. B., 1902. University of Tennessee Summer terms 1906-7-8-10. University of Georgia, summer term, 1909. Teachers' College, Columbia University, 1912-1913, A. M. (Columbia University), and higher diploma in education (Teachers' College), 1913. Teachers' College summer, 1913. Teacher of Mathematics and Greek, Hiawasse High School, 1902-1904. Principal Chattahoochee High School, 1905-1906. Superintendent Lithonia, Georgia, 1906-1907. Superintendent Nashville, Georgia, 1907-1912.

Superintendent of the Training School and Director of Practice Teaching.

LILLIAN RULE

Student University of Tennessee. Teacher Public Schools, Knoxville, Tenn. Student Teachers' College, Columbia University. Critic Teacher, Speyer School, Teachers' College. Teacher Summer School of the South, Knoxville, Tenn. Supervisor Elementary Grades, Newman Manual Training School, New Orleans, La. Principal of the Training School and Assistant Normal Department, Georgia Normal and Industrial College.

Department of History and Latin.

WILLIAM JOSEPH BRADLEY

Mercer University, A. B., 1902. University of Chicago, 1904-1906, A. M., 1905. Columbia University, summer term, 1910. Principal of Secondary Schools four years. Professor of History and Political Science, North Georgia Agricultural College, 1907-1911. Head of Department of History and Social Sciences, Oklahoma Baptist University, 1911-1912.

Department of Home Economics.

ELSIE RUTHERFORD HORNE

Artist Artisan Institute, New York City, two years. Columbia University, B. S. Social Settlement work, New York City, one year. Teacher of Domestic Science in secondary schools, Plainfield, N. J., one year. Head of Department of Home Economics, Hackettstown, N. J., two years.

Assistant in Home Economics.

ANNIE GASSAWAY

Graduate, A. B., Domestic Arts, Winthrop Normal and Industrial College, 1914. Student, Teachers' College, Columbia University, New York City, Summer, 1914.

Assistant Teacher of Mathematics and Physical Science.

J. MARIE CRAIG

Graduate Winthrop Normal and Industrial College of S. C., A. B. Principal of High School, Albemarle, N. C. Teacher secondary schools of Georgia and North Carolina. Student of Princessin Arnulf School, Munich, Germany. National appointee to study industrial education in Germany.

Department of Nature Study and Geography.

ALICE LISLE PRICHARD *

Graduate Columbia Kindergarten Normal. Graduate State Normal School, Athens, Ga. University of Chicago, three years. Six years a member of the faculty of the State Normal School at Athens, Ga. (one year on leave of absence.) Elected Principal of the Training

* On leave of absence 1915-1916.

School of the same institution in 1911. One year teacher of Psychology and Physiography in the Industrial Institute and College, Columbia, Miss.

Department of Art and Manual Training.

FRANCES RUTH CARPENTER

State Normal School, Athens, Ga., diploma. Teacher in Public Schools, Griffin, Ga., six years. Teachers' College, Columbia University, two years. Bachelor's Diploma and B. S. Teachers' College.

Department of Music.

ELLEN THRASHER

University of Wisconsin, A. B. and Graduate in Music, 1910. Northwestern University, Graduate in Public School Music and Voice, 1914. Teacher Voice, Organ and Choir, Waterman Hall, Sycamore, Ill., 1911-1913.

Department of English.

GERTRUDE GRAY HOLLIS

University of Georgia, Summer, 1908. University of Chicago, Summer, 1909. Student Teachers' College, Columbia University, 1913-1914. Teacher Brantley Institute, Senoia, Ga. High School, Forsyth, Ga. Teacher of English, Normal Department, Industrial Institute and College, Columbus, Miss. Supervisor of Schools, Monroe county, Georgia.

Assistant in Physical Training and Piano.

ELOISE GRIFFIN

Graduate Valdosta High School. Private instruction in pianoforte from an early age to the year 1909. New England Conservatory of Music and Curry School of Expression, Boston, Mass., one year. Student, Teachers' College, Columbia University, 1914-1915.

Librarian and Director of Poultry Husbandry.

HAZEL PHILBRICK

Graduate State Normal School, Athens, Ga., 1914. Student Summer School, University of Georgia, 1915.

Training Teacher, Seventh Grade and Assistant Teacher of Education.

EMILY GOODLETT

Graduate of State Normal School, Jacksonville, Ala. Teacher, Training School of State Normal School, Jacksonville, Ala. Teacher, Public Schools, Anniston, Ala. Teacher, Training School of State Normal School, Livingston, Ala. Student Summer terms, University of Chicago, University of Tennessee, Teachers' College, Columbia University. Student, George Peabody College for Teachers, 1914-1915.

**Training Teacher, Fifth and Sixth Grades and Associate
Teacher of Education..**

MARGARET SALOME WRAY

Graduate Northern Illinois State Normal School, DeKalb, Ill. Teacher, Public Schools, Byron, Ill. Teacher Public Schools, West Point, Neb. Graduate, Teachers' College, Columbia University, B. S.

Training Teacher, Third and Fourth Grades.

MARY ALICE JONES

Graduate Georgia Normal and Industrial College, Milledgeville, Ga. Student, Summer Normal School, Knoxville, Tenn. Teacher in Public Schools, Madison, Ga.

**Training Teacher, First and Second Grades, and Associate
Teacher of Education.**

MARGARET E. TAYLOR

Ocala (Florida) High School; St. Joseph's Convent (St. Augustine). University of Tennessee, student, 1907. Teachers' College, Columbia University, summer, 1910-1911 and year 1913-1914. Diploma, Primary Supervision, 1914. Teacher in Ocala Schools, eight years .

Head of College Home .

ADA ROSE GALLAHER

State Normal School, Indiana, Pa., M. E. Student Cornell University. Teacher in Public Schools in Pennsylvania. Teachers' College, Columbia University, diploma for Elementary Supervision. Teacher in Insular Normal, Porto Rico. Visited schools in England and Scotland, 1909, as appointee of the National Civic Federation. Assistant Principal of the Ebensburg Elementary School, Pennsylvania.

Matron, Dormitory Number Two.

MRS. W. P. YARBROUGH

Secretary and Bookkeeper
WILLIAM PENN YARBROUGH

Assistant Secretary
MORGAN MAJETTE

GENERAL INFORMATION

Nature and Function

The South Georgia State Normal College was established and is supported by the State for the purpose of providing for its citizens the most serviceable type of education available both in kind and quality; and it provides wholesome and refining living influences for students while receiving this education. It seeks to obliterate the old distinction between the useful and the cultural. It seeks the 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 wide range of election allowed to students, and it is possible to plan courses to meet the needs of many different tastes and abilities. All that the College insists upon is that the work be elected along some definite plan, and that it be thoroughly done. Those who expect to teach are required to take professional normal work. Special courses will be developed as the demand arises.

Historical

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

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

So the College was housed and made ready to open in January, 1913. An appropriation of \$25,000 a year for maintenance was granted by the Legislature in 1912 and the life of the institution was assured. The college opened for work on January 2, 1913.

Location

The school is situated in 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.

Health and Sanitation.

Every precaution is taken to make safe the health of students. The City of Valdosta enjoys

an enviable reputation for health. The fall, winter and spring climate (when the school is in session) is ideal. The school is abundantly supplied with absolutely pure artesian water, hot and cold. The sewerage system is the best.

As a precaution against malaria and typhoid, all windows in sleeping rooms, dining room and kitchen are screened against mosquitoes and flies. The College uses only meat slaughtered on the premises or that which has been inspected by a government official; it uses milk only from inspected dairies; poultry and eggs are produced in the College poultry yards; large quantities of vegetables are produced in the College gardens; and when canned goods are used, only high grade brands are bought.

The lights in student's rooms are carefully adjusted to the demands of study. Both lights and shades are of most approved kind.

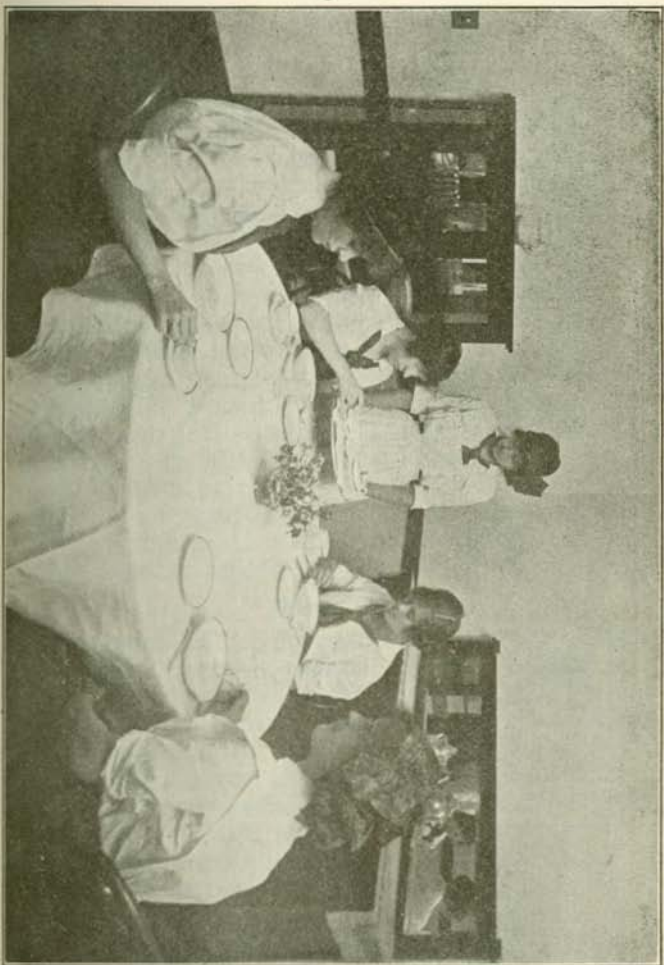
Vaccination

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

Architecture

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 for its appropriateness to the climate and landscape.

The first building erected is a combination dormitory and administration building. Eventually it will be used entirely as a dormitory. This imposing structure is in the shape of an L, measuring 275 feet on one side and 125 feet on the other. Its great expanse of light walls with their abund-



A BREAKFAST IN THE DEPARTMENT OF HOME ECONOMICS

ant and well spaced window openings, its massive roof of rich, red tile, its open terrace and charming porch, all give great beauty and comfort.

In conformity with the style of architecture and with the demands of the health of students, the building is only two stories high, thus preventing injury from climbing of stairs, and rendering every one doubly safe in case of fire. As a further comfort and protection against fire there are three ample stairways inside the building and one outdoor stair. There is also a fire main with ample hose on each floor. The rooms are all well ventilated. There is running water, hot and cold, in every room. Ample toilet and bath facilities are conveniently placed. The furniture, though simple, is neat and specially adapted to dormitory purposes. In short, the building is planned on most modern principles, by an architect of very wide and successful experience in school and dormitory building. It is sincerely believed that there is not a better building of its kind in the south.

Home Life

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

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

Students are required to board in the dormitories so long as there is available room; but when dormitory room is exhausted students will be pro-

vided 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 in private homes are required to conform to the general rules and regulations of the dormitories.

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

Religious Life

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

Daily Assembly

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

Young Woman's Christian Association

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

Vesper Services

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

The Sunday School

The College Sunday School is conducted under the joint auspices of the faculty and the Christian Association. The devotional aspects of the Sunday School are conducted by the students, while the class 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.

For further information as to the Sunday School see page 62.



GOVERNMENT—DISCIPLINE

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

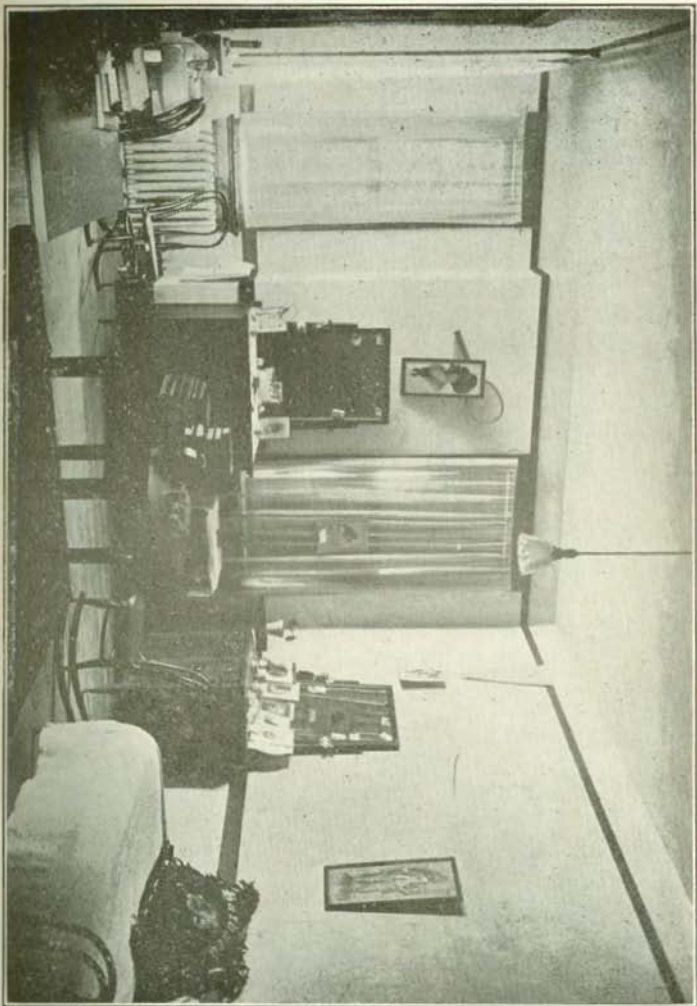
"It should be among the first objects of those who wish well to the national prosperity to encourage and support the principles of religion and morality, and early to place the youth under the forming hand of society, that, by instruction, they may be moulded to the love of virtue and good order."

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

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

The first essential element in developing either scholarship or character is "atmosphere" conducive to the end desired. It would be hard to develop a sincere and profound scholar in an atmosphere of intellectual frivolity and superciliousness. It would be equally hard to develop a 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 un-

A STUDENT'S ROOM



consciously 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 where there is any question as to her personal character, and no one is retained in the school who is unladylike in her conduct. Throughout the institution there is always maintained an atmosphere of dignity and mutual respect based in 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 proved 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 in producing character. In matters of conduct as in matters of scholarship, students learn to do by doing—learn to be by being.

If students are to become resourceful, constructive, self-reliant scholars they must be given much opportunity for actual first hand investigation and for making decisions for themselves in the field of study. In the effective modern school the teacher is not so much a lecturer as a helper, presenting problems, counselling when help is needed, and steadying the student if he seems likely to lose his grip on his studies. In like manner, if young people are to become resourceful, constructive, self-reliant members of society, they

must be given much opportunity for actual first-hand meeting of living problems and for making decisions for themselves in the field of actual life. Where this is done the teacher ceases to be a boss, lecturing and scolding students, and becomes a guide, a counsellor, one who finds or makes opportunities for students to encounter real life experiences of an elevating nature, and sees that the students meet the experiences effectively. In short, a student's character, like any other person's, is made up largely of what he unconsciously absorbs and what he intentionally does; what he is told to do doesn't matter much. That is to say, one's character is largely the result of one's environment, and one's own acts, and is but little affected by orders, lectures and scoldings. Accordingly, the system of the College consists in surrounding our students with refined, kindly, honorable, respectful and sincerely spiritual atmosphere, in eliminating all coarse or vicious influences, and in providing so many opportunities for doing interesting good things that there is not time or inclination to do wrong things.

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

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

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

CERTAIN REGULATIONS

Correspondence and Calls

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

Going Home—Visiting Friends

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

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

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

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

EQUIPMENT

Dormitory and Boarding Department

As indicated above, the equipment of the dormitory and boarding department is as near perfect as it can be made.

Laboratories

The equipment of the Home Economics laboratories is very complete, and is equal to the best in the South. See detailed description under Department of Household Economics.

The laboratories for Physics and Chemistry and Biology are provided with the necessary apparatus and will be improved as heavier demands are made upon them.

The School Garden—which is the laboratory of the department of Nature-Study is as good as can be had.

The Library

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

There are no dead space-killers among our books. There is set apart a liberal annual allowance for books, and the library will always be kept abreast with the needs of the College.

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 25)—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. Should any student prefer to keep permanently some particular book for her own use, she may do so by paying the librarian the price of the same.

4. If a student lose or fail to return a book she will be required to pay for it.

5. If a student break, tear, scribble in or otherwise damage a book she will be required to purchase the book or pay for the damage done.

The Museum

Only a start has been made for a museum. We wish to show eventually the insects, birds, plants and minerals of this section of the country. We wish to preserve also, various implements, garments, etc., revealing the social and industrial life of the country. It is planned to have the specimens exhibited in glass cases along the corridors of the building where every one who passes may see them.

Only a slight beginning has been made so far but the museum, we hope, will grow rapidly in size and educational value. Friends are invited to contribute interesting specimens of any kind

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 expenses. Everything is paid for when bought, nothing is charged.

THE COLLEGE BANK.

For the convenience and protection of students the College runs a private student's bank in con-

nection 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.

CONDITIONS OF ADMISSION TO THE COLLEGE

Students are admitted to the College (a) on certificate from accredited schools, (b) on examination.

(a) Credits from accredited High Schools are accepted at the same value as at the University of Georgia. The class standing for an applicant is determined by the number of these credits presented, and by the number of "Characteristic studies" (see page 30) necessary for graduation. Most High School graduates enter the Sophomore class.

(b) Students who do not present High School certificates are admitted on examination in connection with records of study, teaching, etc.

A student who applies for admission on certificate must actually present the certificate signed by the Principal or Superintendent of the High School from which she comes. This should be done if possible by mail before the student comes to Valdosta.

No student less than 15 years of age may be admitted to the college proper.

VALDOSTA, GEORGIA

FEES AND EXPENSES

The College is State supported; there is no tuition. Other fees, which are to defray necessary living expenses of students, are kept as low as possible while giving the high grade of service for which the institution stands.

Fixed Fees

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

Matriculation fee	\$ 10.00
Board in Dormitory	\$108.00
Laundry in Dormitory	\$18.00
Library fee—including the use of all text books. (No books have to be bought by students.)	\$5.00

Laboratory Fees

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

Subject	Amount per Term
Physics50
Chemistry75
Art	\$1.25
Cooking	\$1.50

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

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

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 any 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 page 29), 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 total cost or better service at equal cost.

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

FINANCIAL REGULATIONS

How to Pay Fees

The College carries no open accounts. All fees are payable when due.

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 term during which the course is taken.

Of the board and lodging fee \$24.00 (less the \$5.00 paid to reserve room) is payable on entrance; \$24.00, November first; \$24.00 January fifth; \$24.00, March first; \$12.00, May first.

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

Room Reservations

Owing to limited dormitory accommodations, it is necessary to protect the institution by requiring that upon receipt of notice of acceptance of her application, a student forward at once \$5.00 as a "reservation fee." If this fee is received within a week after the acceptance of the application, a reservation will be made for the student in the dormitory. If the fee is not received another student will be given the place. This fee will be deducted from the first payment of \$24.00 board when the student enters at the opening of the term.

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

Room Assignments

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

faithful students of the College, to more mature students, and those best fitted to pursue the work of the institution.

DIRECTIONS TO STUDENTS COMING TO THE COLLEGE

1. Be sure your application has been accepted before leaving home. Dormitory capacity is limited. Inconvenience and embarrassment might follow should a student arrive who had not been provided for.

2. Leave home so as to reach Valdosta in the day time. If this is impossible, be sure to notify the President so that some one may meet you.

3. Write your name on the trunk tag sent by the College and tie it on your trunk before leaving home. This is very important in getting the trunk to your room promptly.

4. By walking one or two blocks north on Patterson street you may take the street car which passes directly in front of the College.

5. Do not give your trunk check to a drayman or any one at the depot. Give the check and 25c to the matron; she will have the trunk placed in your room. On reaching the College, report at once to the matron, who will show you to your room and make you at home.

6. In coming to College wear the blue serge skirt and the waist of the uniform.

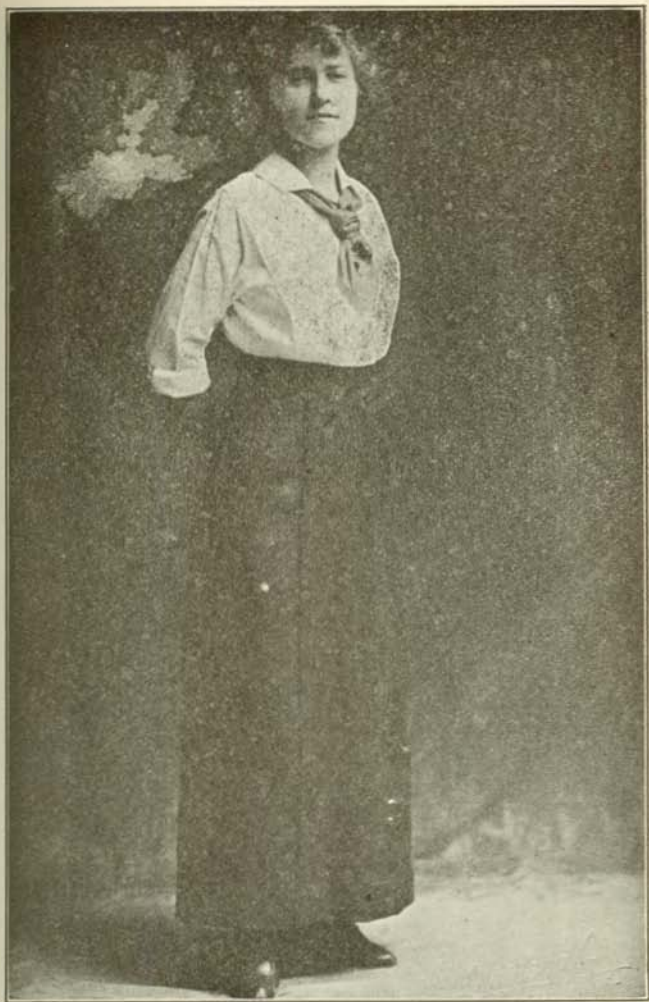
What a Student Should Bring With Her.

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.

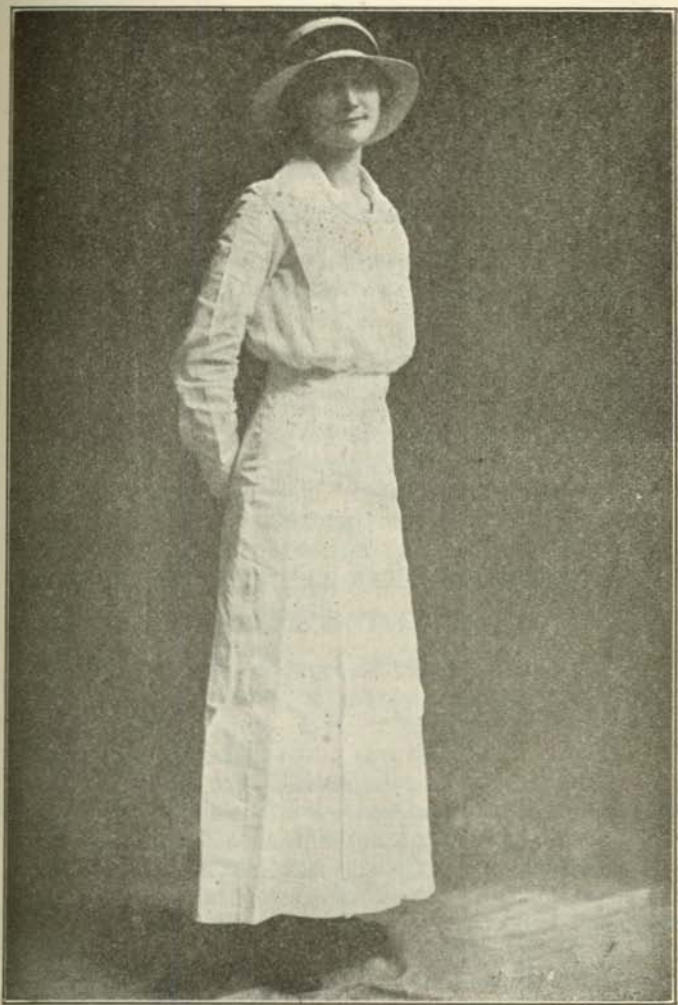
Each student should also have for the protec-



THE WINTER DRESS UNIFORM :



THE EVERYDAY UNIFORM



THE SPRING DRESS UNIFORM

tion of her health and comfort, a good umbrella, overshoes, and a warm cloak or raincoat.

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

THE UNIFORM

All 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 students 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.

COURSES AND DIPLOMAS

The opening of an institution of learning, entirely new, offers an exceptional opportunity to plan courses that are determined by scientific principles of education, and the needs of the state, rather than by convention and tradition. This opportunity the College has accepted. It has held to the best from the past; it has accepted the thoroughly tested and proved of the present. The result, it is believed, is a rational, conservative but progressive, and exceptionally cultural group of courses, having the additional value of being particularly fitted to the needs of the young women of Georgia.

The College at present offers three courses leading to three regular diplomas. These diplomas are of equal grade and dignity, representing as nearly

as possible equal amounts of study and equivalent degrees of culture. The courses now organized lead to the three following diplomas: The Normal Diploma, the Home Economics Diploma, and the Non-Professional Diploma. Other courses will be organized as the College develops and demands express themselves.

As the institution develops, and as the demand for special advanced work manifests itself definitely, advanced courses based on the foregoing courses will be arranged. These courses will lead to a second diploma representing the equivalent of a standard A. B. degree.

The standard of measure for work done in the College is the unit which means four hours (60 minutes) per week of recitation, requiring approximately four hours of outside preparation, for a term of three months. Courses requiring no outside preparation are rated at half credit.

For any diploma a minimum of 70 units of credit is required.

A certain number of these units known as characteristic studies must be taken in the College unless the candidate can show that she has done elsewhere very nearly identically the same work as to both subject matter and method of study.

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

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

This college fulfills both requirements, 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.

NORMAL COURSE

Freshman

Subject.	Hours per Week.	Credit in Units
English	4	3
History-Ancient	4	3
Physics	5	3
Review Algebra	4	1
Geometry-Plane	4	2
Art or Sewing	4	2
Singing	4	1
Physical Training	2	1

Sophomore

Subject.	Hours per Week.	Credit in Units
English	4	3
History-Mediaeval	4	3
Nature Study	4	3
Chemistry-Sanitation and Hy- giene	5	3
Art or Sewing	4	2
Physical Training	2	1
Elective	4	3

Junior

Subject.	Hours per Week.	Credit in Units
English	4	3
History-U. S.—Arithmetic	4	3
Psychology & Principles of Ed- ucation	4	3
Home Economics	5	3
Observation in Training School ..	2	2
Physical Training	2	1
Elective	4	3

Senior

Subject	Hours per week.	Credit in units
Training School Work	10	10
History of Education	4	3
Art for Teachers	4	1
Nature Study	4	2
Physical Training	2	1
Elective	4	3

HOME ECONOMICS COURSE

The Home Economics Course is a modification of the Normal Course, and its diploma is a teacher's diploma.

The characteristics of the course are that advanced Chemistry and advanced Home Economics are required.

NON-PROFESSIONAL COURSE

The characteristic of this course is that a foreign language, higher mathematics and other formal subjects may be substituted for the strictly professional subjects of the Normal Course. This course is, as its name indicates, non-professional in its nature; and while for general culture it is excellent, the graduates of this course do not meet the requirements for teacher's certificates (see note page 30) and are not recommended as teachers.

SUB-FRESHMAN CLASSES

For the purpose of meeting the needs of a number of students, particularly from rural sections, who can not have the benefit of high school classes at home, and for the purpose of bridging the gap between the Training School and the College for those girls who have come up through the Training School, there are organized two classes—Sub-Freshman A and Sub-Freshman B. These classes are in advancement Eighth and Ninth Grades. They are taught for the most part by the department plan, many of the College teachers taking part in the instruction.

Students of these classes who board in the dormitories will wear the regular uniform; those from the city will not wear the uniform.

The courses of study are as follows:

Courses of Study

Sub-Freshman B	Periods per week
Advanced Arithmetic and	
Beginners Algebra	4
English	4
U. S. History and Georgia History	4
Elementary Science	4
Sewing and Cooking	4
Drawing	2
Physical Training	2
Singing	1
Sub-Freshman A	Periods per week
Algebra	4
European History	4
Physical Geography	4
Sewing and Cooking	4
Drawing	2
Physical Training	2
Singing	1

(NOTE: A foreign language may be substituted for Sewing and Cooking in Sub-Freshman B and for Physical Geography in Sub-Freshman A.)

DEPARTMENT OF INSTRUCTION EDUCATION

The prospective teacher needs to have as a part of her professional equipment: (1) an intelligent and sympathetic insight into the laws and principles of mental growth and development, particularly, into the facts of child mind and the laws of its unfoldment, and she should have a knowledge of the best means of ministering to the demands of the growing child, physically, mentally and morally; (2) she needs to be familiar with the aims, values and content of education, and to have at her command the most economic means of realizing these in practice; (3) she needs to know the history of the educational past in order that she may come into close, personal relation with the world's great teachers and share the spirit of their ideals, enthusiasm, and self-sacrificing devotion to duty; and (4) she needs a theory of management, method and control.

This department seeks to realize these needs through courses of instruction in psychology and child study, principles of education and principles of teaching, history of education, and in school administration, organization, management and method.

The connection between this department and the training school is made very close and vital in order that theory may find illustration and justification in practice and that practice may find intelligent guidance in theory.

Courses Offered

1. **Psychology and Child Study**—The aim of this course is two-fold: (1) To acquire an intimate knowledge of the main facts and principles of psychology; to



THE DRESS WAS MADE BY THE GIRL

gain insight into the fundamental laws of growth in intellect and character; and to rationalize these and make them explicitly intelligible. (2) To indicate the meaning and value of these psychological truths and principles in the process of learning and teaching.

In addition to the prescribed text, supplementary reading is required in standard works on psychology and child study and in the related topics of biology and sociology.

The course consists of class discussion, required readings and oral and written reports.

Junior year. Four periods per week. Fall term.

2. **Principles of Education**—in this course is combined what is usually styled "Principles of Education" and "Principles of Teaching," (1) A theory of aims, values and content, and (2) a theory of instruction and training. There are two main problems: (1) To discover the biological bases and developmental processes in education, the place and value of education in society, the ends it is trying to achieve, the elemental values that control in the selection of subject matter, and the basis of its organization in a curriculum. (2) To discover principles which make for efficiency in teaching and for economy of effort and time on the part of both teacher and students.

An acquaintance with the general literature of pedagogy is cultivated through extensive reading of standard authors, educational journals, etc.

Class recitations, required readings and reports.

Junior year. Four periods per week. Winter and Spring terms.

3. **History of Education**—This course aims: (1) To give a view of what education has been in the leading nations and epochs of the past, what aims and methods have been dominant and why, what have been the causes of success and failure, and how the present problems, aims, and practices came into existence; (2) To give a common historical background to the profession, thus ministering to the social consciousness and professional spirit of the group; (3) To show that educational values and practices are not absolute and fixed, but are relative to the political and social life of the times; (4) To aid in selecting successful and discarding unsuccessful devices and methods; and (5) to aid in solving present problems of theory and practice in the light of past experience.

Conferences, required readings, and reports.

Senior class. Four periods per week. Fall and Winter terms.

4. Management, Methods, and Control—In this course the aim will be to formulate a theory of school administration, organization management, methods. Data for the course is drawn from psychology, pedagogy, history of education, and the standard works in school management, methods, etc.

Senior year. Four periods per week. Spring term.

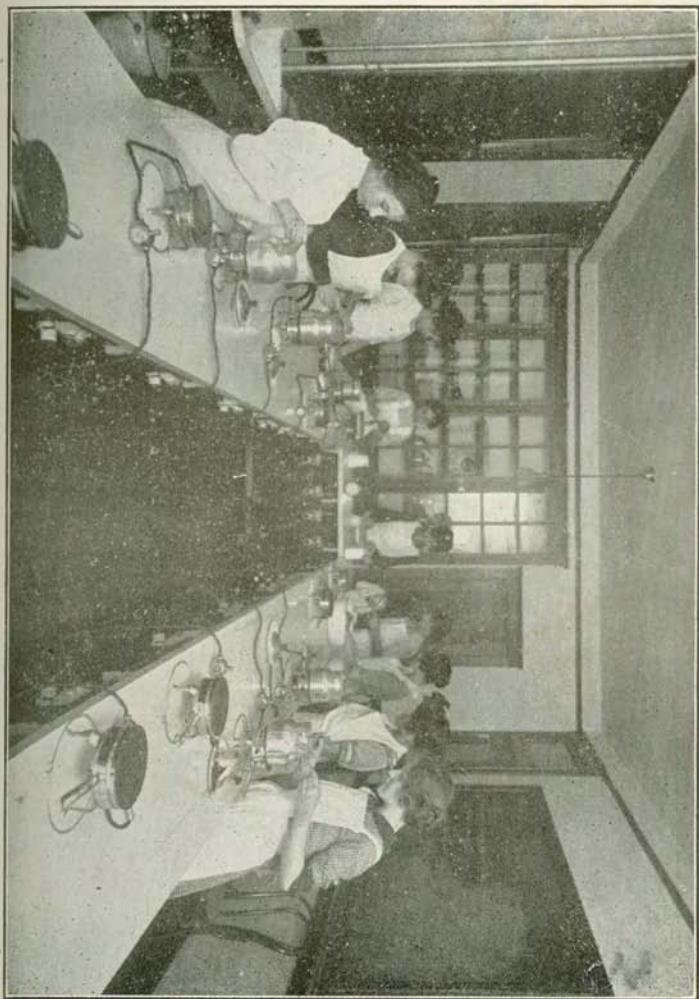
HOME ECONOMICS

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.

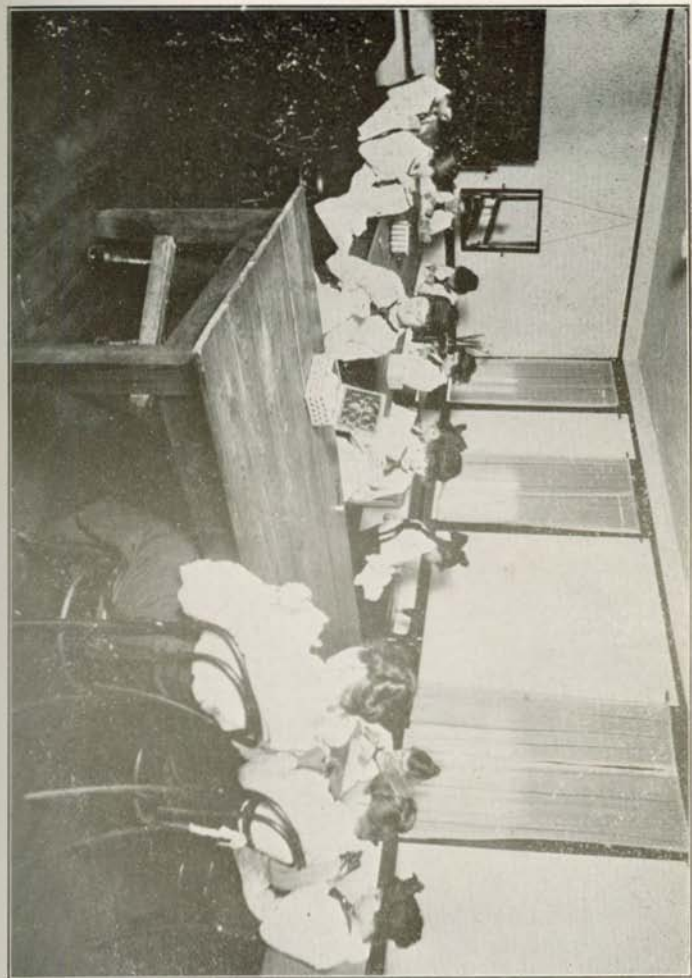
For this work, the equipment of the College, while not the largest, is ample for the number of students we can at present accommodate in the school, and in quality is the equal of the best in the South.

The sewing room is 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 the range, sink, refrigerator and general cooking equipment for the collective use of the class, make the laboratory equal to any demand which may be made upon it. The mission oak 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, so 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.

A CLASS IN COOKING



A CLASS IN SEWING



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 of 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. At the same time these students are being prepared to teach these realities to others.

Courses Offered

Home Economics, 1 a, b and c—[Discontinued.]

Home Economics, 2 a, b, c—This course consists of a study of flour batters, such as pop-overs, waffles, etc.; drop batters, such as muffins and cakes; soft dough, such as biscuit and bread, and stiff dough, such as pastry, cookies, etc. Meat cuts are studied, also a variety of ways of cooking meats, emphasis being placed upon the underlying principle—attractive ways of preparing left-over meats and substitutes for meats. The value of mineral matter in food is discussed, and salads are prepared in various ways. Students are taught the value of dried fruits, and how to prepare and serve them. Besides the actual work of cooking foods and serving meals, the chemical changes involved in the digestion of foods are studied. There is a study in the evolution of the home, factors influencing the selection of a home its furnishing, decoration and sanitation, also problems in household management.

Junior year. Two double and two single periods. Three terms.

Home Economics, 3 a, b, c—Principles of teaching Home Economics.

The place and value of Home Economics (both Domestic Science and Domestic Art) in the curriculum.

The adaptation of the work in Home Economics to schools with varied equipments (or none whatever).

Lesson plans.

Canning club work.

Senior year. Four periods. Three terms.

Home Economics, 4 a, b, c—Invalid cookery, forming of menus according to dietary standards, considering persons of varying ages and occupations.

Senior year. Two double and two single periods. Three terms. Elective.

Home Economics, 5 a, b, c—Plain Sewing. This course includes—practice in hand sewing, fundamental stitches being applied to simple articles such as work bags and aprons; care and repairing of clothing, etc.; use of machine and its attachments. It includes also, drafting of patterns for use in making garments and the actual making of a complete set of under garments, a shirtwaist and a cotton dress completed. Each student is required to keep an expense account of materials purchased, to compare prices and wearing qualities of home made and factory made garments and to plan a simple wardrobe.

Required of Freshmen or Sophomores. Two double periods. three terms.

Home Economics, 6 a, b, c—Dressmaking—The study of fabrics, the economical and correct use of materials, color combinations and cost; drafting and designing of patterns; use and alteration of commercial patterns; cutting, fitting and finishing cloth, lingerie and silk dresses. Some tailoring and the making of a linen coat suit are required. Planning and comparing wardrobes are studied. Study of ethics; sweat shops, consumer's league.

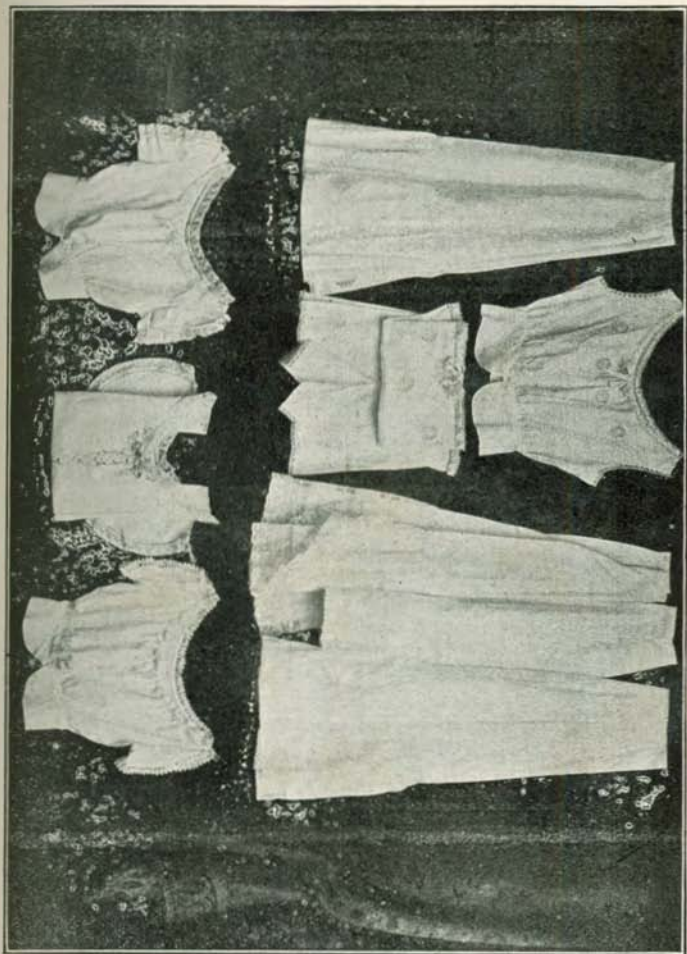
Two double periods. Two terms.

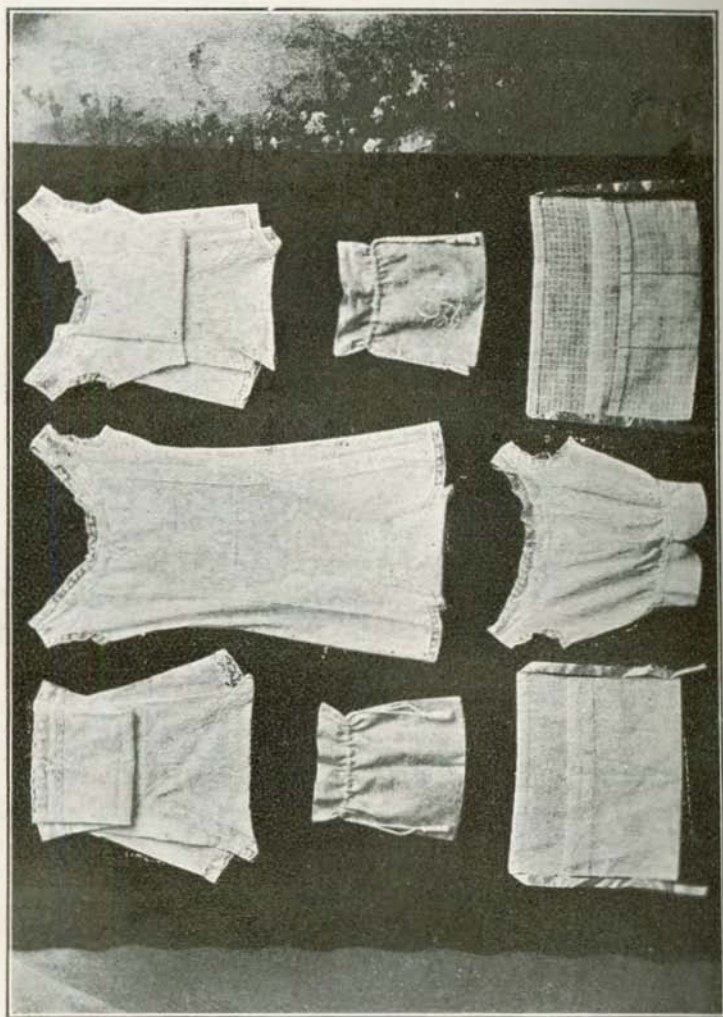
Plain sewing prerequisite. Elective.

Home Economics, 7 c—Elementary Millinery—This course aims to fit students to do practical and artistic hat making. It includes the making of patterns for hats; the construction of frames of buckram and willow; covering and finishing with velvet, silk, etc.; making and placing trimming; feather curling; renovation of old material.

Two double periods. One term. Elective.

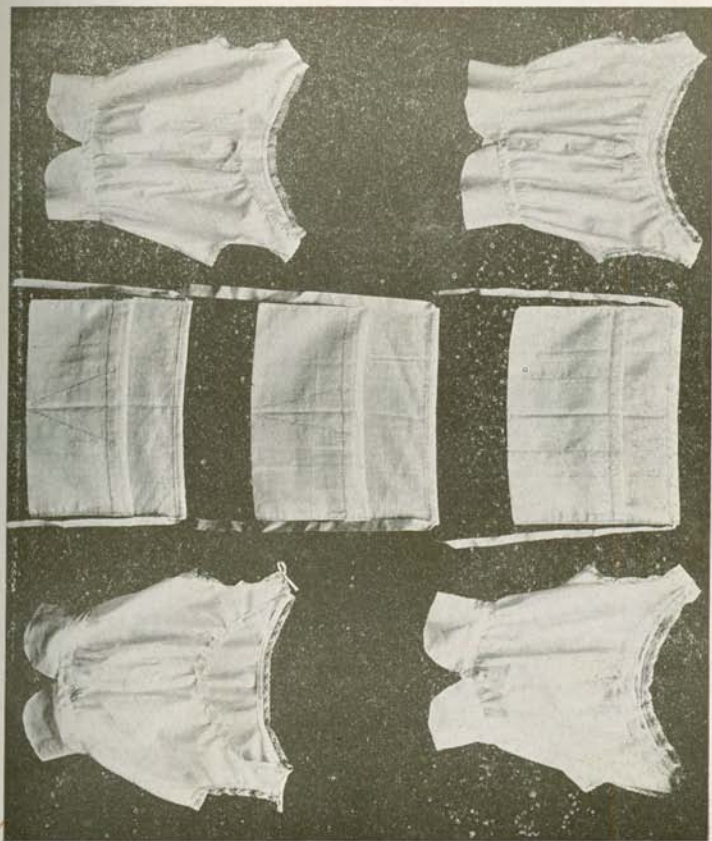
GARMENTS MADE IN A SEWING CLASS.





GARMENTS MADE IN A SEWING CLASS

GARMENTS MADE IN A SEWING CLASS



NATURE-STUDY

Through the nature-study course it is designed to make the student acquainted at first hand with those things of most worth in her own environment. The nature-environment is complex; to interpret it in even an elementary way many subjects, such as, botany, chemistry, agriculture, physics, and zoology must be drawn upon when the occasion demands. Yet our aim is not to teach any one of these sciences in a complete or formal way, but to present such topics as seem best suited to develop the highest possible individual and social efficiency. The immediate aims of the courses offered are as follows: First, to awaken and direct the student's inherent love of nature; second, to develop some power of investigating, seeing, thinking and judging independently and rationally; third, to give such a concrete knowledge of nature as will serve as a basis for individual thinking, as a basis for interpreting the thought of others, as a basis for interpreting our social and industrial conditions, as a basis for the enjoyment of the beauty everywhere revealed in nature.

Since ours is pre-eminently an agricultural community, our courses are planned with especial reference to farm community life. The school garden is the laboratory for all the courses except one. It is believed that the "higher aims" of education are considered, rather than sacrificed, by so doing; for it is only as we learn to know and appreciate the significance of our commonplace environment, that we may truly appreciate and enjoy what is more remote. There is more of culture for a Georgia girl in the study of the nature of such a plant as the tomato, than in the study of the rarest orchid of the greenhouse.

Four regular courses are offered in this depart-

ment. The first is general and elementary, and furnishes the background of method and content for succeeding courses; the second deals with human nature-study, physiology, hygiene and sanitation; the third approaches the matter from the standpoint of the teacher; the fourth is a general summary of the fundamental principles of biology which have been brought out in previous courses and a discussion of their meaning and application.

Courses Offered

Course 1.—General Nature Study—Much of the work of this course centers around the school garden. The students plan, plant and care for a flower and vegetable garden. Studies of soils, seeds, seed selections and germination, meteorology, birds, insects and other animals, flowers, weeds and trees are taken up first with reference to the garden, and the information thus gained made the basis for more extended study. Students have the care of insect cages and aquaria; they collect and mount wild flowers, leaves, typical insects, and seeds. There is some instruction in the use of flower, bird and insect guides.

By means of this course the student is introduced in a vital and practical way to such sciences as biology, physics, chemistry, meteorology, and physiography, though none of these are formally taught. In addition to the general introduction above mentioned the student will have covered by the close of the course the essential topics of elementary agriculture, school gardening and introductory botany.

The work is not outlined by quarters for it is essential that the work be closely related to the seasonal changes thus necessitating a continuing of each large topic over the entire school year. A study of nature literature and pictures enrich the course, and through the required note book the student is encouraged to express by means of written accounts, drawings and paintings the results of her own observations.

Sophomore. Four hours per week throughout the year.

Course 2, a and b.—Hygiene and Sanitation—This course is included with nature-study because the fundamental principles of the subject can best be put on a rational basis and be made to function in the lives of

the students when they are approached in the nature-study way, that is through observation and experiment. The main emphasis of the course is upon hygiene and sanitation with just enough of physiology to furnish an intelligent back-ground. The purposes of the course are to lead the student to appreciate the importance of caring properly for her own body, and instruct her in the most practical ways of doing this, and to awaken an active, intelligent interest in the great questions of public health. These aims will be worked out through text book study, topical references to bulletins, magazines and so on, lectures, and simple laboratory experiments and investigations.

Course 2, c—The leading facts of the preceding course are summarized, and through the study of a few type animals their application to all forms of life is shown.

The aim of the course is to lead the student into an appreciation of the universality of the laws of efficient living, to illustrate the fact that for all life the same great biologic processes are essential, but that the organs by means of which these processes are carried on vary in nature and in number according to the complexity of the structure and the environment of the organism.

The development of the nervous system as the means by which the animal is adapted to its surroundings is stressed. The structure and function of the human nervous system in its relation to habit formation and adjustment to changing life conditions receives especial attention.

Sophomore. Four hours per week. Two quarters.

Course 3.—Advanced Nature-Study—The subject matter of nature-study is reviewed through reading, experiment and observation. The school garden is again the laboratory of the course, but in this class, it is planned with especial reference to grade work. As subject matter is acquired, the psychological principles underlying the choice and arrangement of grade work are discussed, and a nature-study course is planned for each grade; care being taken to arrange the topics and methods of presenting them in accordance with the principles of modern psychology and the purpose and spirit of nature-study. The selection of supplementary materials and the integration of nature-study with other subjects receives careful attention, and the student is taught to make much of the apparatus needed for her own teaching.

School sanitation receives careful attention. There are practical health talks in which the care of eyesight, hear-

ing and general bodily welfare of the child are discussed

Each girl plans experiments and works out careful plans for some phase of the nature work. The course is rendered more practical and valuable by the opportunity to observe and to teach in the Training School.

Senior. Four hours per week. One quarter.

Course 4.—Biological Development—In her various science courses, the student has met many instances of development from lower to more highly organized forms of life. All about her she sees variations among members of the same group, she sees the constant struggle of many to survive and the ultimate triumph of those few best fitted to meet the conditions imposed. With plants she works out a few experiments in cross fertilization, she knows that new types of plants and animals are constantly being introduced; in fact, she realizes that all life is undergoing a constant change. This course proposes to bring together these more or less disconnected experiences and utilize them in illustrating the great fact of biological development; to discuss more general proofs of this fundamental law of growth and change and some of its practical applications.

Senior. Four periods per week. One quarter.

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 pupils in comprehending such fundamental truths if it is to attain its chief end, the making of intelligent citizens of the great 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.

In every course, the fact that the student is being trained to teach in the Georgia schools is kept constantly in mind, and the work is so presented as best to serve this end. In the senior year, there is definite instruction in method and opportunity for observation and practice teaching in the Training school.

Courses Offered

Course 1 a.—Physiography—The specific aims of the course are (1) to give the student a usable knowledge of the great physiographic processes which have shaped and which are today modifying the surface of the earth, to introduce her to typical regions where the results of the work of these processes is prominent and their influences upon life illustrated. (2) To study resultant earth forms, their origin, distribution and influences upon life.

By means of field excursions, pictures, maps and specimens, the work is made concrete. There is enough of map making and map reading to enable the student to interpret intelligently the map of any region.

Junior year. First quarter. Four hours per week.

Course 1 b.—Commercial and Industrial Geography—The principles developed in course 1 a are here applied in the study of the development and location of industries and growth of commerce. The natural resources of the leading countries of the world are considered and the various ways in which men have utilized them to gain a livelihood discussed. The possibilities of better future utilization are also considered. The factors giving rise

to commercial intercourse between nations, the great trade routes, and methods of transportation are studied. The relations between commercial and industrial development upon the one hand and progress in civilization upon the other are noted. Excursions to neighboring industrial plants give the opportunity to observe the processes of the work and to discover the sociological problems incidental to the industry. Pictures, government bulletins, extracts from daily papers and reputable magazines, maps and charts, are used to enrich the class work.

Junior year. Second quarter. Four hours per week.
Prerequisite course 1 a.

Course 1 c.—Regional Geography—The two preceding courses furnish a background for the intensive study of some one of the continents. North America, as our home continent, will be studied this year. The purpose of the course is two-fold, to develop in their causal relations the topography, climate, resources, industries and civilization of the continent; and to illustrate to the student the method of teaching a complex, geographic unit. The various characteristics of the continent are developed and compared with those of other great continents. The factors influencing the life and progress of each section of the United States are studied. The other countries of North America are taken up from the same standpoint, but with less of detail.

Junior year. Third quarter. Four hours per week.
Prerequisite courses 1 a and 1 b.

Course 2.—Geography Review and Method—The purpose and scope of geography is discussed and the place of the subject in the general scheme of education considered. After a study of the dominant mental attitudes of the children of the several grades, a course of study which seems best adapted to the interests of the children is arranged. Each student plans in detail lessons suited for each grade. This, of course requires a thorough review of subject-matter from the teacher's standpoint. A brief study of the history of geography teaching serves to emphasize our methods of the present day. Chalk modeling, the making of sand maps and use of the sand table, and the collecting of illustrative materials are stressed. The course finds its immediate expression in practice work in the Training School.

Senior year. Four hours. One term.

A SCHOOL FAIR EXHIBIT



ART AND MANUAL TRAINING

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 the 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 everyday 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 for 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 effecting the harmonious surroundings that their appreciation demands.

The courses for the first three years are so planned as to give, in a progressive series, 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 the choice of color and form; to inculcate a love for the beautiful; and along with appreciation, to develop some degree of skill in producing works expressing this appreciation. With these as foundation courses, a normal course, for those seniors applying for the normal diploma, is planned with reference to the teaching of art and manual training in connection with the other subjects taught in the public schools of Georgia.

Outline of Courses

Art, 1 a, b, c—Free-Hand Drawing—The specific aim for this year's work is the cultivation of appreciation for good line arrangement, good massing and distributing of tones, and color harmony.

The principles of composition are taught through exercise in line and space arrangements leading up to landscape drawing in line, in dark and light, and in color, through free-hand drawing of still life, fruits, flowers, animals and through out-of-door sketching. Perspective is taught in connection with still life and nature drawing. Mediums used in Art 1 a, b, and c, are charcoal India ink, pencil and water colors.

Freshman. One double period. Three terms.

Art, 2 a, b, c—A Course in Applied Design*—The aim of the design course is to train for taste and for skill in the application of the principles of balance, rhythm and harmony to the various handicrafts.

In the application of these principles to the different problems, the fitness of the design to the quality and limitations of the material used in each case, receives special study. The problems for this course are lettering applied to book covers and other designs applied to book covers, blotter pads, etc., clay modeling, stenciling, leather tooling, basketry, simple book binding and wood block printing.

Advantage is taken of the opportunity given in all

*Henceforth Art 1 and 2 will be combined into one double course.

these problems, especially in wood block printing, for the exemplification of the principles of tone and color harmony.

Historic ornament is studied in connection with the course.

Sophomore. One double period. Three terms.

Art, 3 a, b, c.—Drawing and Painting—In this course we work for more skill in technique and an ever increasing appreciation for the art qualities in surrounding things. The realization of this aim is brought about through the drawing and painting of still life groups, of flowers, animals, etc. As a preparation for sketching, the study of reproductions of masterpieces in landscape is taken up. Special attention is given to the choice of subject in out-of-door sketching.

Junior year. Two double periods. Three terms.

Art 4 a, b, c.—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, play 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 the course the place of each problem in the public school course receives due consideration.

Senior. Two double periods. One term.

Prerequisites, Art 1, 2.

Art, 5 a, b, c.—[Discontinued.]

Art 6.—This is an elective course in which opportunity is provided for the development of more skill in technique—in the production of more finished work—than is possible in the required or fundamental courses. Building upon the principles and upon the accompanying training in the control of the media used in connection with these courses, 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.

In the three parts of this course, an attempt is made to utilize, in each advanced stage, the work of the previous stage as source material. The sketches of flowers, fruits, landscapes, etc., in (a) are to be referred to in

the study of design, (b) as motifs for designs and color schemes to be applied to handicrafts that have especial reference to house furnishing. These two parts, (a) and (b) form a background for and culminate in (c), a short course in mechanical drawing leading up to and involving the making of house plans as a basis for the study of interior decoration. A brief course in the History of Art is given one period a week throughout the year. This course includes an appreciative study of the historical development of sculpture, painting, architecture, and the various forms of industry. Photographs are used for illustration.

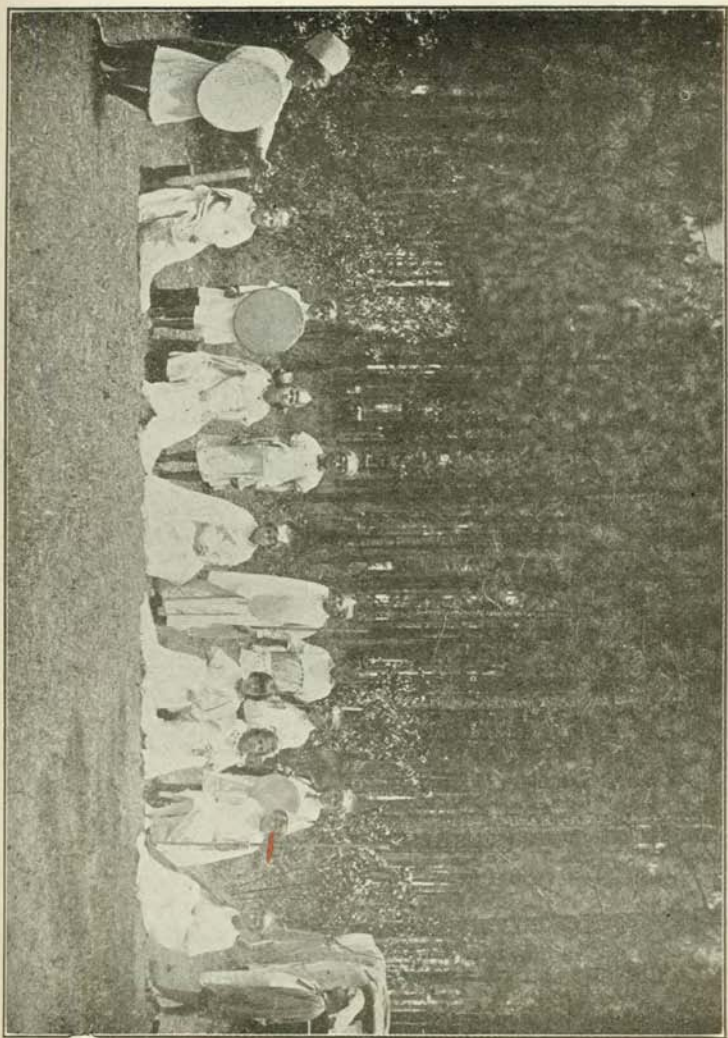
Four double periods. Three terms.
Prerequisites, Art 1, 2. Elective.

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. The object in the course in grammar is to rationalize practice in writing and speaking.

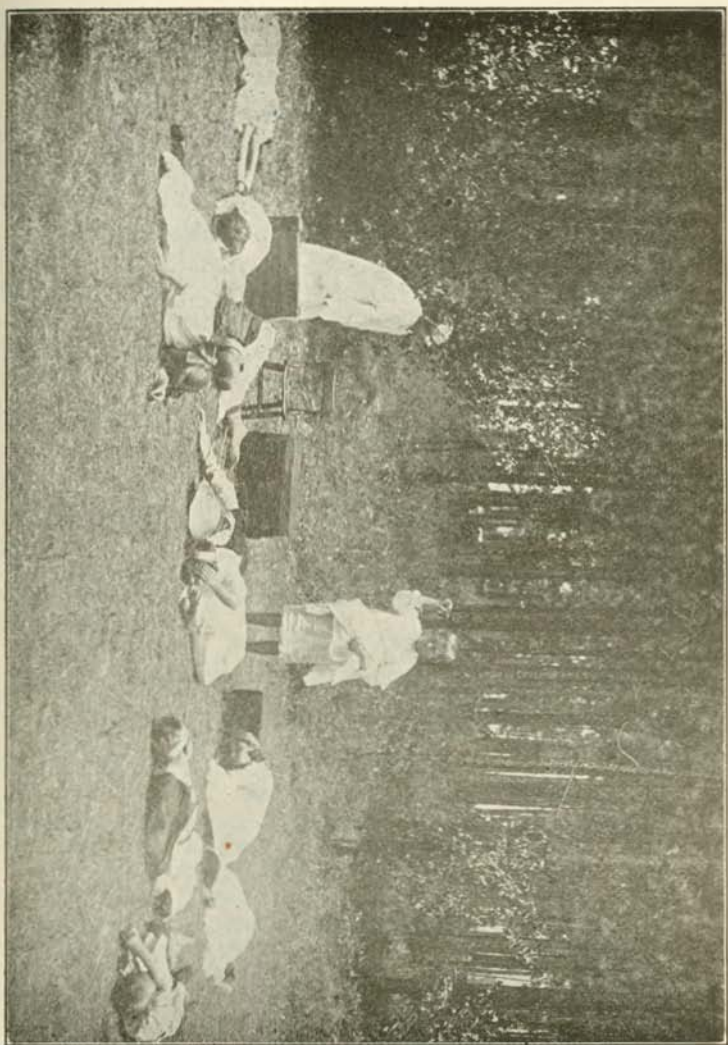
In the courses in literature, a study is made of literary types; the lyric, the epic, the drama, the novel, the short story, the essay, the oration, the examples of the type being graduated in difficulty, according to the maturity of the student. In conclusion a course is offered, presenting the subject 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.

The work in the department lays special stress on the modern novel, drama, and short story, in an



LITERATURE IN ACTION—TRAINING SCHOOL.

LITERATURE IN ACTION—TRAINING SCHOOL



effort to counteract some unfortunate tendencies in the popular reading of the day, and in an effort to educationalize a general habit of fiction-reading and play-going. It is the policy of the department to guide the reading done in addition to class requirements, and to prescribe reading to fit the needs and tastes of the individual student.

The department of English co-operates with the student organizations, dramatic-literary societies, whose purposes are to study the drama, to stage scenes and plays from the modern as well as the classic drama, and to apply the dramatic method in festivals and pageants.

Courses Offered

English, 1 a, b and c.—Grammar and Composition. Text: *The Mother Tongue Book II*, Kittredge and Arnold.

Literature. Typical short stories, *Ivanhoe*; *Palgrave's Golden Treasury*; *Midsummer Night's Dream*; *Julius Caesar*, *The Rivals*.

Freshman class. Four hours a week. Three terms.

English, 2 a, b, and c.—Literature: *Idylls of the King*; *Silas Marner*; Selections from the *Spectator Papers*; *Twelfth Night*; *The Merchant of Venice*; *The Romancers*.

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

Sophomore class. Four hours a week. Three terms.

English, 3 a and b—Literature: *Antigone*; *Macbeth*; *King Lear*; *In a Balcony*. Selected Modern plays.

Texts: *Woodbridge, the Drama, its Laws and Technique*; *Dowden, Primer of Shakespeare*.

English, 3 c.—A study of the principles of exposition and argument with practice in brief-making. Texts: Selections from *Southern Orators*; *Carlyle's Essay on Burns*, or *Burke's Conciliation of the American Colonies*.

The purpose of this course is to assist students in the preparation of term papers and their theses required for graduation.

Four hours a week. One term. Open to Juniors and Seniors.

English, 4 a.—Pedagogy of English. A study of the literature curriculum of the elementary and high schools, with the theory underlying the choice of material.

Four hours a week. One term. Open to Senior Class.

English, 4 b and c.—A study of the development of English fiction, with required parallel reading. Special attention is given to the modern novel, with a view to developing and defining the taste of the student.

Four hours a week. Two terms. Elective, open to Juniors and Seniors.

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.

History Courses

History 1.—The Orient and Greece—This course embraces an elementary study of the leading movements in the life and thought of the Orient and Greece. The stories 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 probably consume more than half the time allotted to this course. An effort will be made to supply an effective background for the study of Greek classics and to facilitate the better study and appreciation of modern English literature.

Freshman class. Four hours the week. Fall term.

History 2.—Rome—The distinguishing characteristics of the Roman genius will be pointedly contrasted with that 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.

Freshman class. Four hours the week. Winter term.

History 3.—England—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 noted. Following this brief introduction the various 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 social revolt of the fourteenth 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.

Freshman class. Four hours the week. Spring term.

History 4.—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 civilizations. 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 industrial 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.

Junior class. Four hours the week. One and a half

terms.

History 5.—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 the 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 pursuing this course.

Sophomore class. Four hours the week. Three terms.

LATIN

The study of Latin gives mastery over the resources of the English language. By this is not meant a mere understanding of the meaning of words, but a mastery and an assimilation of the ideas for which words are symbols. This is secured through a study of English-Latin etymology, for Latin has had a vital influence upon English. It exacts close observation of linguistic effects and increases analytic power of language. The study of one language throws light upon another, and one never realizes the possibility of his language until he compares it with another. Then, too, the serious study of Roman life and thought, as we see and understand it in the pages of the Latin authors, creates new sympathies and interests and gives a broader view of universal ideas and institutions.

The aim of this course is to include such exercises and reading as will help in understanding and appreciating the English language and literature, and as will be of value to those teaching these subjects. A comparative study of the two languages will be made. The works of the authors

read will be studied essentially as literature. That is, the content of the work will be regarded, and the student will be brought to see the charms and beauties of the literature, and a higher literary sense will be aroused. Special study will be made of the life and time of the authors, for we can get no better idea of the history and institutions of Rome than from the pages of her writers, who reflect her glory.

Courses Offered *

Course 1—This course is arranged for beginners, and consists of a careful study of forms, syntax, composition, and easy translation.

Texts: Latin for Beginners (D'Oooge); Cornelius Nepos (Lindsay).

Sub-Freshman B. Four hours the week. Three terms.

Course 2—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 lives and times of Caesar and Cicero. Much attention will be given to sight translation. Grammar and composition throughout the year.

Text: Caesar's Gaelic War (Bennett), Cicero's Orations (Bennett), New Latin Composition (Bennett), Latin Grammar (Bennett).

Sub-Freshman A. Four hours the week. Three terms.

Course 3—Selections from Ovid and Virgil's Aeneid will be read. Special attention will be given to Roman mythology, scansion, poetic idioms, sight translations, and to Virgil's influence on English poetry. The lives of the two authors will be studied.

Texts: Ovid (Gleason), Virgil's Aeneid (Bennett), New Latin Composition (Bennett), Latin Grammar, (Bennett).

Freshman year. Four hours the week. Three terms.

Course 4—Historical prose and lyric poetry will be studied. Grammar and composition throughout the year.

Texas: Latin for Beginners (D'Oooge); Cornelius Odes (Smith), Latin Composition (Gildersleeve and Lodge), Latin Grammar (Gildersleeve).

Sophomore year. Four hours the week. Three terms.

*Latin is an elective study. These courses are taught when there is sufficient demand.

MATHEMATICS

The courses offered in this department are designed to promote academic scholarship and professional insight and efficiency. To accomplish these ends definite instruction is given both in subject matter and in details of method. The subject matter of the various courses is selected from the point of view of its social and pedagogical significance and value rather than from considerations of logical sequence, or scientific completeness. Topics and problems which in and of themselves are valueless will be eliminated regardless of their supposed culture or disciplinary value.

Material for applied problems will be drawn from present day life activities with which the students are familiar, and in which they feel a personal interest—farming, stock raising, lumbering, banking, transportation, etc.—and will be related as closely as possible to present and future life needs. The work in mathematics is closely correlated with physics, nature study and domestic science and art, and is made to contribute as largely as possible to a sympathetic, intelligent interpretation of and adjustment to the physical, economic, and social forces which make up the student's environment. Every subject is presented from the point of view of the learner's present and probable future needs as a member of society.

The following courses are offered:

Courses Offered

Mathematics 1.—Algebra—A review of the fundamental principles and operations of elementary algebra with special emphasis on their applications.

Freshman class. Four hours per week. Fall term.

Mathematics, 2 a, b—Plane Geometry—The aim of this course is (1) to gain a thorough knowledge of the elementary principles of deductive reasoning; to develop consciously a general idea of what constitutes a "proof";

(2) to acquire insight and skill in the application of geometrical principles in the solution of practical problems. Special emphasis is placed upon construction, the solution of original problems and mensuration.

Freshman class. Four periods per week. Two terms.

Mathematics, 3—Advanced Arithmetic—The general aim of this course is a thorough review and reorganization of the whole subject of arithmetic, with special emphasis upon content and application. The specific aim is (1) to acquire a working knowledge of those numerical facts, processes and principles which are of practical value as a means of carrying on the necessary routine computations, incident to private, business and scientific affairs; and to acquire skill and proficiency in the solution of problems growing out of the affairs of ordinary non-technical daily life. (2) To develop arithmetic as a language of business: That is, as a means of interpreting rightly, and expressing properly numerical facts and data by tabulations, graphs and formulas; as a means of gaining a proper sense of perspectives, of proportion, of fitness and of relative values through insight into quantitative relationships; and as a means of gaining insight into business and economic conditions, and an intelligent appreciation of industrial, vocational and social situations and problems. Original problems and material for applied problems will be gathered from the farm, the factory, shop, the store, the bank, etc., and from various other industrial and social activities in the school community.

Sophomore class. Four hours per week. One and a half terms.

Mathematics, 4.—Principles of Teaching Arithmetic—Place and value of arithmetic in the elementary school curriculum. Special and general methods of teaching arithmetic in the grades. Lesson plans. Discussions and assigned readings.

Senior class. Three hours per week. Spring term.

The foregoing courses are required of all students registered for the normal diploma. The following elective courses are offered:

Mathematics, 5.—Algebra—Sophomore elective—A course in advanced Algebra, embracing a systematic study of quadratics, indeterminates, ratio, proportion and variation, theory of limits, binomial theorem, logarithms, etc.

Sophomore class. Five hours per week. Winter term.

Mathematics, 6.—Solid Geometry — Elective. An abridged course in Solid Geometry is completed, with special emphasis on the mensuration of surfaces and solids.

Sophomore class. Five hours per week. Spring term.

Mathematics, .—Plane Trigonometry—A brief course in Plane Trigonometry with special attention to the practical applications of the subject. An elective course, open to Juniors and Seniors. Prerequisite Mathematics 5 and 6.

Four hours per week. Fall and winter term.

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 1.—This course is designed to familiarize the student with a few of the more common and fundamental laws and phenomena of nature, through first hand observation and experimentation. Most of the work will be done in the laboratory, and will be participated in freely by the students. In so far as possible, the apparatus used will be made in the laboratory.

The work of the course will cover the mechanics of

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solids, liquids and gases, light, heat, sound and electricity, with especial emphasis upon their practical applications.

Freshman class. One single and two double periods. Three terms.

Chemistry 1.—A course in elementary chemistry involving a study of the simpler laws and phenomena of chemistry, with special emphasis upon the chemistry of everyday life, such as sanitation, and general household chemistry.

Sophomore class. One single period and two double periods. One and a half terms.

Chemistry 2.—A more advanced course in chemistry designed to meet the needs of students specializing in domestic science. Special study will be made of the chemistry of foods; chemical changes due to cooking, and their relation to digestion and assimilation. Physiological chemistry involving a study of the composition of the human body, and the changes due to nutrition, respiration, excretion of waste materials, etc. This course is required for those who are candidates for the domestic science diploma; and is elective for students seeking the collegiate diploma.

One single and two double periods per week. Three terms. Open to Juniors and Seniors. Prerequisite course 1.

MUSIC

Music is one of the most delightful and essential of the fine arts. Like literature, painting, sculpture, architecture, it is a very important factor in making education truly valuable and cultural.

It is the aim of the music department to cultivate in each student the love and appreciation of good music, and to give those who expect to teach and become leaders in their various communities, a working knowledge of music, which will be practical and suitable for the demands of the school-room and home.

Individual instruction in voice culture is given at a fee of \$6.00 per month.

Individual instruction in piano is given at a fee of \$4.00 per month.

Theoretical Music Courses

Course I.

Sight-singing and theory of music.

The aim is to give the student a thorough knowledge of music notation, terminology, and the fundamental principles of reading music at sight, followed by practical application in the work of the College Chorus.

Three divisions. One hour per week.

A. Beginners—Open to Sub-Freshmen, Freshmen, Sophomores.

B. Intermediate—Open to Freshmen, Sophomores, Juniors.

C. Advanced—Open to Freshmen, Sophomores, Juniors.

Students are assigned to the sections for which they seem best prepared by previous training and experience in music.

Course II.

Elementary Harmony and Ear-training.

A continuation of the theoretical side of the Sight-singing course, with the additional aim of training the student to hear and reproduce correctly given tones. Open to Sophomores and Juniors. One hour per week.

Course III.

History and Appreciation of Music.

To show something of the development of music; to familiarize the student with the great masters and their work.

Open to Juniors and Seniors. One hour per week.

Course IV.

School Music Method.

To prepare room teachers to give suitable instruction in sight-singing. The course involves a study of the various stages of child development, a study of the song material according to each grade, the method of conducting the music lesson, followed by observation and practice teaching under the direction of the Supervisor of Music. Seniors. One hour per week.

The College Chorus.

In this class the instruction given in the sight-singing and theory courses is applied in the study of well-selected two and three-part choruses. The aim is to create a love and appreciation for the world's masterpieces of song by selections from the great operas, oratorios, folk-songs and many notable art-songs.

All students. One hour per week.

The Glee Club.

Membership in the Glee Club is voluntary, but students who are interested and who possess good voices are encouraged to join. Many beautiful two and three part choruses are studied, and the Glee Club is prepared to assist in the various College entertainments.

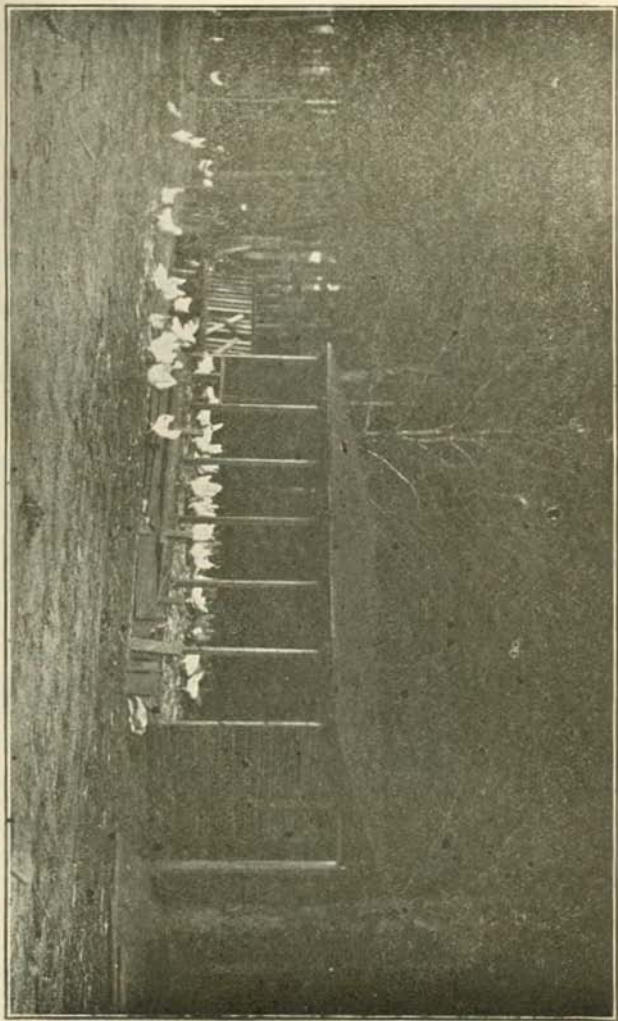
PHYSICAL TRAINING

Two class periods a week are required of all students unless a doctor's certificate is presented stating that the student's health will not permit this exercise.

The first part of the period is devoted to calisthenics, careful attention being given to correct through special exercises any defect in posture carriage or walking that the student may have. In many cases the student is instructed to continue these prescribed exercises in her own room.

The last part of the period is given up to play, games, folk games, races and contests. The object of this part of the period is to procure absolute freedom of body action, stimulated by the interest of play. Whenever possible these exercises are accompanied by music, thus developing a strong sense of rythm in the student as well as making the exercise more effective. Tennis and Basketball are encouraged and participated in throughout the year.

A POULTRY COLONY



STENOGRAPHY AND TYPEWRITING

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

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

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

Courses Offered

Business, 1 a, b, c.—General Office Work.

Stenography, typewriting, business letter forms, filing systems, etc.

Any class, four periods, three terms.

A fee of \$5.00 per term is charged for this course, including use of typewriter for practice.

POULTRY HUSBANDRY

The College is provided with an excellent poultry plant installed primarily for the purpose of providing the institution an adequate supply of fresh eggs and poultry. The plant is entirely practical, and it is conducted on a commercial basis. Expensive devices are avoided and the simplest equipment is used—much of it improvised from the material at hand. Only high grade standard bred stock is used. The breeding pens contain only the best individuals of the various flocks. In this way the flocks are kept at a very high standard. Incidentally, whatever is done here may be done by any farmer's wife or dweller in town who has a little space for chickens to run.

Advantage is taken of the opportunity offered by the poultry plant to give instructions to students in practical poultry management.

Course Offered

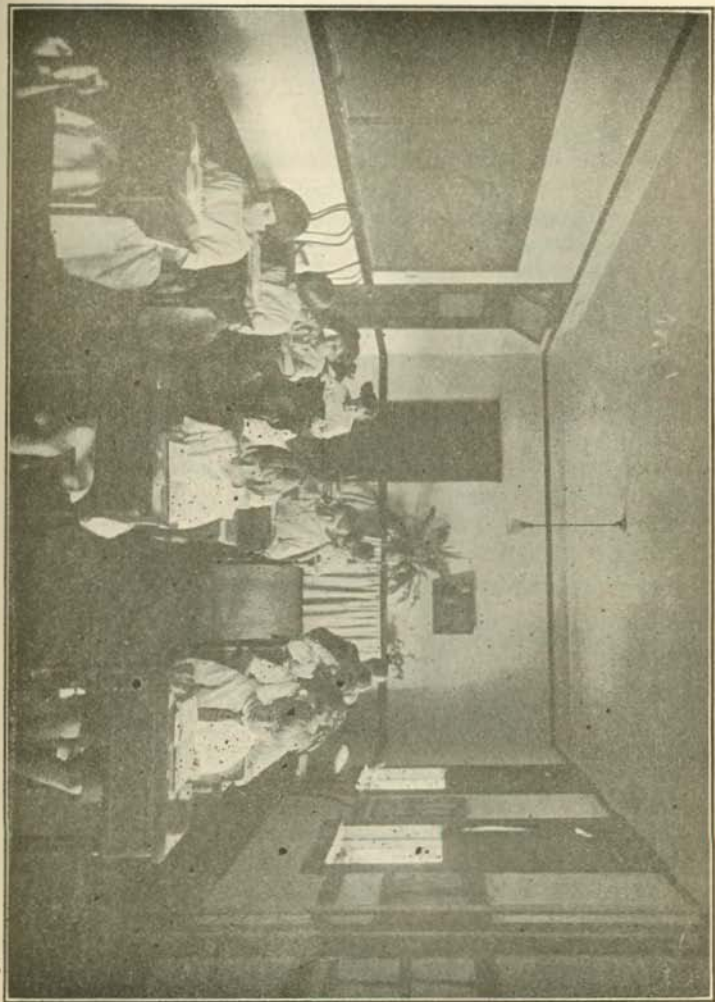
Poultry Husbandry 1.—A course in the practical management of poultry. Only incidental attention is given to problems of breeding. The emphasis of the course rests on problems of housing and feeding, of incubation, brooding and general care of stock. Some attention is given to the consideration of different breeds and their respective advantages, and much attention is paid to questions of sanitation and protection of the health of fowls.

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 year 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.

A TRAINING SCHOOL CLASS



THE TRAINING SCHOOL

The College conceives it to be its purpose to embody in its curriculum, as far as it can at present, those subjects which teachers should know in order to teach in the public schools of Georgia, and the study of the presentation of these subjects. It believes it must test by actual experience the theories for which it stands. The Training School provides a place for this expression. The various college departments co-operate with the Training School to select from the subjects taught in the College that material which should be presented in the grades and the method of presentation there. Thus the College offers through the Training School each year its educational theory, and recommends it as a typical school for Georgia. In these days of rapidly changing 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 in the college offers in the Junior or Senior year, when the College students are doing professional work, a course in the method of teaching each subject. Thus each student who is preparing to teach, not only studies a given subject but also a course in how to teach that subject. While pursuing this course the student sees principles illustrated and may be also required to teach the subject.

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

III. Before graduation each student preparing to teach must teach classes in the Training School in a satisfactory manner. This is done under the direction of the Training School officers and teachers and the different members of the faculty.

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

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

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

3. The awakening of intellectual interests to counteract the tendency toward satisfaction with material things and self-indulgent tendencies. We try to develop in each pupil real interests in some or all of the subjects they are pursuing. We try to aid them to find both in school or at home or in

the community, means of expression of these interests, and opportunity for increased knowledge and enthusiasm. Our school entertainments, Parent-Teacher Association, and programs for social service provide concrete means for encouraging and fostering these individual interests.

4. The development of personal ideals of right and wrong and the awakening of interest in social welfare and a desire to participate in acts of social service. The highest conception of right and duty for the individual and for the group is our standard. Our complete 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, recitations, 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 1916-17 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

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bring them and make application at the superintendent's office.

Courses Offered

Observation, a, b, c.—Observation and Method.—The aim is to acquaint the students in training for teaching with the policy, organization and operation of the Training School.

The method of study consists in observation of the work of the Training School and in class-room discussion and recitation.

Junior class. Two periods. Three terms

Methods, a, b, c.—Method of Teaching Reading—Aim: Study of problems in method, subject matter and organization of grade work connected with the teaching of reading and allied subjects.

Purpose of teaching Reading. Different methods of teaching Reading. To what extent and when the aims and methods of teaching Reading change as pupils grow older.

Relation of Spelling, Writing, Language and Literature in the grades, to Reading.

The method of work consists of class-room discussion and lectures, and observation in the Training School.

Senior class. Four periods. Three terms.

Teaching, a, b, c.—Practice Teaching—Assignments to critic teachers for practical work. Four periods of time throughout the year. Conference period—one period a week for the year.

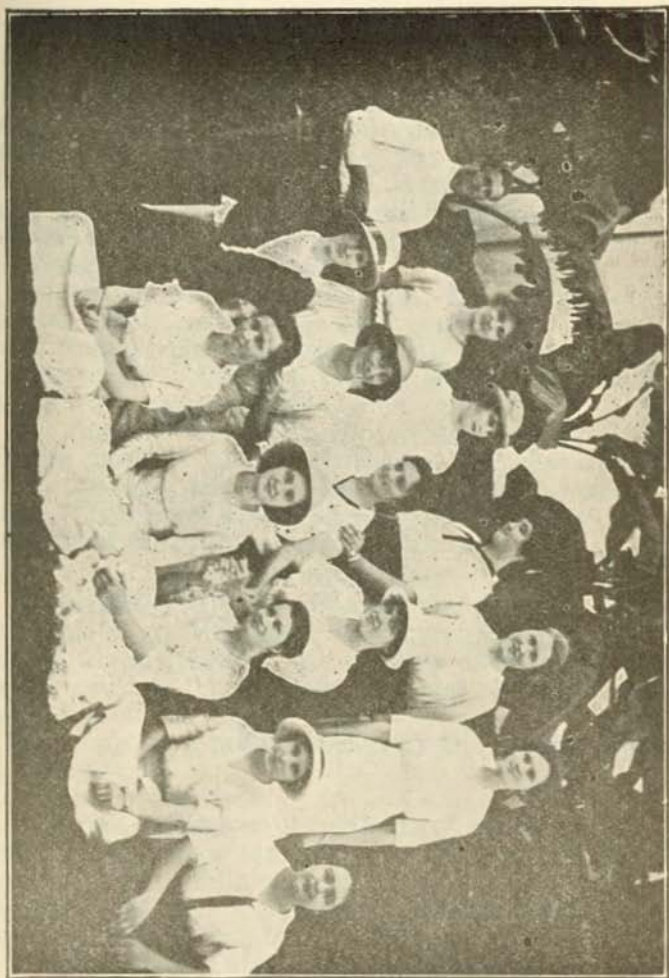
Aim: To give students experience in class management, skill in the organization and handling of subject-matter, and judgment in the application of method.

Method: Assignment of students to teach in the Training School under the direction of the critic teacher.

Conference work with the Superintendent of the Training School.

Senior class. Three terms.

THE TENT COUNTY GROUP—SUMMER SESSION.



THE SUMMER SESSION

The South Georgia State Normal College is planning for a better summer term this year than ever before. The State Supervisor for this territory, Mr. F. E. Land, is giving his most hearty co-operation. Several County Superintendents are accepting the session as their annual institute and are co-operating most cordially.

As will be seen by consulting the outline of courses below, effort has been made to fit the work to the actual teachers in the actual schools of this section. We plan to help teachers already in the work become better teachers.

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

COURSES OF STUDY.

All students will be expected to take the lectures given by Mr. Land on general problems of school administration, the relation of the school to the community and the broader educational activities of the times.

The courses of study offered by the College are as follows:

1. Primary Methods:

A course dealing with methods of teaching and the subject-matter taught in the first and second grades of the public schools. Conducted by Miss Margaret E. Taylor, Training Teacher, First and Second Grades. Two hours a day.

2. Methods for Third and Fourth Grades:

A continuation of course 1. The course will be conducted by Miss Mary Alice Jones, Training Teacher, Third and Fourth Grades. Two hours a day.

3. Elementary Educational Psychology:

A course dealing with the most important psychological principles from the point of view of educational practice. Conducted by Prof. J. F. Wood, Head, Department of Education. One hour a day.

4. General Method:

A course dealing with the fundamental principles of teaching. Consideration will be given such topics as: Aim of Education, Educational Values, Doctrine of Interest, Law of Apperception, Economy in Teaching and Learning, Individual Differences, etc. Conducted by Prof. Wood. One hour a day.

5. Art and Handicraft:

Two courses dealing with what to teach and how to teach in the matter of art and handicraft in the grades:

(a) A course for primary teachers, closely correlated with courses 1 and 2.

(b) A course for teachers of more advanced grades.

Conducted by Miss Frances Ruth Carpenter, Head, Department of Art and Manual Training. One hour, each course, a day.

6. Domestic Science and Arts:

A course dealing with the teaching of domestic science under the conditions usually obtaining in country schools. Consideration will be given to such topics as:—the securing or improvising of necessary equipment from what is at hand; the using of common foods and other materials in more wholesome and economic ways; the securing of the co-operation of the mothers; etc.

The course will be conducted by Miss Elsie R. Horne, Head, Department of Home Economics. One hour a day.

7. History:

A study of elementary United States History

with a view to teaching it in the grades.

Conducted by Prof. W. J. Bradley, Head, Department of History. One hour a day.

8. Hygiene and Sanitation:

A course in the care of personal and community health, with a view to improving health conditions for the teacher and for the pupil, in the school, in the home and in the community.

Conducted by Miss Lillian Rule, Principal of the Training School. One hour a day.

9. The Teaching of Geography:

A course in the teaching of Geography in the Grades, a discussion of subject matter and the Method of presentation.

Conducted by Miss Rule. One hour a day.

10. Arithmetic:

A common sense course in Arithmetic with a view to teaching it in the grades.

Conducted by Miss J. Marie Craig, of the Department of mathematics and Physical Science. One hour a day.

11. Reading in Upper Grades:

A study of how to get the best results from the class readers, supplementary readers, etc. The relation of reading to all other subjects.

Conducted by Miss Gertrude G. Hollis, Head, Department of English. One hour a day.

12. The Teaching of Composition and Language in Upper Grades:

Conducted by Miss Hollis. One hour a day.

13. Club Work:

A course in Co-operative Extension work, dealing with the purposes and practical uses of the Corn and Pig Clubs for boys, the Canning and Poultry Club for girls, and home demonstration work for women.

The course will be planned by Miss Mary E. Creswell, State Agent, Co-operative Extension

Work, and conducted by Mrs. Bessie Stanley Wood, Assistant State Agent.

In all the courses the text books adopted by the State will be used, as far as possible, one of the main purposes of the courses being to develop the possibilities of these texts, and the most effective way to use them.

No student is expected to take more than four hours of recitation a day.

Members of the State Department of Education and several County Superintendents will be present from time to time during the term and will give lectures on various subjects of general interest, particularly with reference to the Teachers' Manual and other matters usually discussed in institutes.

On certain evenings of each week popular lectures and other forms of useful entertainment will be provided. A special hour will be set apart each day as story tellers' hour for the entertainment and instruction of students.

The session will be opened promptly on the day appointed. Classes will be conducted the first day. Teachers are urged to exercise the same promptness they demand of their students.

BOARD AND LODGING.

It is the earnest desire of the College to provide comfortably for all students who desire to enter. Its dormitory facilities, however, are limited; and there is no doubt that the dormitories will overflow. We urge, therefore, that prospective students reserve their rooms early. Rooms in the dormitories will be assigned (to ladies) in order of application. The College officials will be able to make better provision for students after the dormitories are full if they know well in advance how many they will have to provide for.

The rooms of the dormitory will be open to the

ladies only; but both ladies and gentlemen will be taken for table board at the College dining room. Those who do not live in the dormitories will be able to secure good rooms and board in the City or they may take rooms in the City and have their meals in the College dining room.

The dormitory and dining room will be under the expert management of Miss Gallaher, the Head of the College Home, which fact guarantees the best of service.

What a Student Should Bring With Her.

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

Each student should 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 plated ware, and should have the student's initial engraved upon them. Tinned or nickled tableware cannot be accepted.

Charges.

The expense to students has been reduced to the minimum. Fees are as follows:

1. Enrollment fee (paid by all students) . . \$ 2.50
 2. Room and board in dormitory, full term. (Two to three ladies in room . . . \$15.00
 3. Table board alone (for those who do not room in dormitory) full term . . . \$10.00
- Or per week \$ 3.00

All fees are due and must be paid when student enters. Rooms in the dormitory may be reserved in advance by written request and payment of \$1.00. This payment will be credited on the total board bill of \$15.00 when board is paid.

REGISTRY OF STUDENTS

1915-1916

SUB-FRESHMAN

Name	County.
Berry, Julia	Brooks
Bird, Sara	Miller
Breen, Margaret	Thomas
Campbell, Mattie	Lowndes
Chesbro, Miriam	Florida
Crawford, Grace	Thomas
Dixon, Inez	Brooks
Dixon, Jimmie	Brooks
Harrington, Edith	Liberty
Harrington, Marie	Liberty
Horne, Idelle	Liberty
Knight, Pearl	Berrien
Lindsay, Gladys	Colquitt
Lindsay, Willie Mae	Colquitt
McMillan, Hattie	Colquitt
McCullough, Margaret	Thomas
McLaughlin, Nellie	Decatur
Shumate, Catherine	Gilmer

FRESHMAN

Balfour, Catherine	Thomas
Bourn, Eva	Ware
Brown, Minnie Ruth	Lowndes
Bryan, Lucile	Lee
Blalock, Prue	Lowndes
Culpepper, Rosa Lee	Terrell
Culbreth, Sadie	Echols
Cantey, Kate	Decatur
Cobb, Bess	Grady
Daniel, Annie Nell	Evans
Dampier, Luelle	Lowndes
Ellington, Margaret	Ware
Earp, Iva	Decatur
Fletcher, Ethel	Irwin
Fidler, Dorothy	Thomas
Fender, Vivian	Lowndes
Knight, Thelma	Berrien
Knight, Texas	Berrien
May, Lois	Berrien

May, Lena	Washington
Melton, Dewey	Terrell
McRae, Vannie	Brooks
Napier, Sadie	Decatur
Proctor, Bessie	Camden
Shepard, Mamie	Wayne
Strong, Marie	Lowndes
Thrasher, Mattie Lee	Brooks
Underwood, Berta	Brooks
Wisembaker, Emelyne	Lowndes
White, Katherine	Lowndes
Williams, Ruth	Lowndes
Yarbrough, Margean	Bartow

SOPHOMORE

Anderson, Cora	Emanuel
Askew, Clarice	Berrien
Askew, Ina	Berrien
Barfield, Coma	Lowndes
Berry, Ruby	Ware
Bourquine, Hazel	Berrien
Bush, Mabel	Miller
Bullock, Pearl	Berrien
Cowart, Terah	Emanuel
DeLoach, Gertrude	Tattnall
Dixon, Rachel	Brooks
Groover, Marion	Brooks
Groover, Ida	Brooks
Hodges, Inez	Screven
Herring, Allene	Lowndes
Jones, Leonel	Lowndes
Jenkins, Margaret	Calhoun
Juhan, Eva	Berrien
Kaylor, Frances	Sumter
Lipsitz, Ethel	Tattnall
Mathis, Stella	Lowndes
Milton, Euretha	Thomas
Parker, Norrine	Decatur
Peeples, Mary Lou	Lowndes
Smith, Edith	Lowndes
Simpson, Frances	Liberty
Stuckey, Imogene	Early
Thomas, Lila	Lowndes
Woodard, Jewell	Berrien
Womack, Willie Lee	Bullock
Williams, Winnie	Brooks

JUNIOR

• Alexander, Amanda	Tattnall
• Alexander, Lottie	Tattnall
• Bibb, Christine	Ware
• Bray, Audrey	Lowndes
• Conoley, Mae	Lowndes
• Cushman, Lucile	New York, N. Y.
• Feltham, Alice	Thomas
• Gaskins, Arlie	Berrien
• Glisson, Meda	Thomas
• Groover, Edna	Thomas
• Harrell, Minnie	Brooks
• Hodges, Maude	Brooks
• Jenkins, Lena	Lowndes
• Morton, Georgia	Ware
• MaJette, Morgan	Wayne
• Morris, Emma Sue	Lowndes
• Patten, Effie	Berrien
• Patterson, Edith	Brooks
• Purcell, Clyde	Wayne
• Raybon, Zella	Wayne
• Smith, Alma	Lowndes
• Varnedoe, Margaret	Lowndes
• Woodard, Clyde	Berrien
• Whilden, Beulah	Ware
• Wilkes, Thelma	Berrien
• Zeigler, Luda	Lowndes

SENIOR

• Jones, Gertrude	Thomas
• Jarrell, Lottie	Fulton
• Knight, Mary	Berrien
• Scott, Maggie Mae	Bibb
• Smith, Maggie Mae	Lowndes

SPECIAL

• Alexander, Annette	Early
• Beverette, Pearl	Randolph
• Lasseter Kennle	Colquitt
• Lord, Janie Mae	Lowndes
• Minter, Ruth	Early
• O'Quinn, Aletha	Wayne
• Patterson, Tempie	Crawford
• Sears, Fannie	Coffee
• Simms, Effie	Bryan
• Tillman, Eunice	Lowndes
• Wilson, Verna	Dooly
• Adams, Estelle	Wayne

SUMMER SESSION - 1915

Ayres, Neta	Colquitt
Ballard, Fannie	Grady
Barron, Ellen	Lowndes
Brewton, Marie	Telfair
Boney, Melcina	Telfair
Bowen, Willie Mae	Tift
Bourn, Mary	Ware
Bridges, Lois	Berrien
Carver, S. N.	Lowndes
Campbell, Maude	Lowndes
Cardin, Gladys	Thomas
Carter, Emmie Lee	Worth
Chambers, Eulalie	Ben Hill
Champion, Myrtie Mae	Worth
Chapman, Fay	Monroe
Cooper, Mary	Telfair
Crawley, Ruth	Lowndes
Crozier, Bessie	Randolph
Culbreth, Alma	Echols
Davis, Maggie	Lowndes
Duren, W. B.	Lowndes
Dearing, Georgia	Tift
DeGraffenried, Julia	Charlton
Divan, Mary E.	Charlton
Divan, Sarah	Charlton
Drew, Berta	Thomas
Drexel, Lottie	Tift
Duke, Vasta	Decatur
Fain, Lena	Decatur
Ferrell, J. T.	Grady
Forehand, Eula	Worth
Fox, Fannie	Lowndes
Gelder, Janie	Calhoun
Gelder, Lenora	Calhoun
Goggins, Vannie	Tift
Gowen, Laura	Charlton
Hall, Kate	Wayne
Hardison, Wortlie	Turner
Hartley, Maude	Crisp
Hatcher, Arrie	Decatur
Henderson, Clara Belle	Tift
Horsley, Beulah	Lowndes
Harrell, Jessie	Lowndes
Harrell, J. H.	Early
Honea, J. A.	Boston
Howell, Lucile	Lowndes

Humphrey, Mary	Thomas
Ingram, Una	Decatur
Johnson, Jimmie	Randolph
Johnson, Nora	Jeff Davis
Kelly, Fannie Lou	Grady
Kelly, Sarah	Grady
Kennedy, Delia	Wayne
Kersey, Florence	Worth
Kersey, Ethel	Tift
King, Inez	Toombs
Knapp, Sarah Frances	Thomas
Lavender, Allie Mae	Lowndes
Linder, Lenora	Coffee
Martin, Cassie	Tift
Mathis, A. W.	Lowndes
Miller, Merlie	Thomas
Minter, Vesta	Early
Moats, Mattie Lou	Worth
Morgan, Martha	Lowndes
McKee, Aline	Colquitt
McKenzie, Cecil	Dooley
McKenzie, Eva	Worth
Nicholson, Mervin	Colquitt
Norton, Julia	Lowndes
O'Quinn, Effie	Wayne
O'Steen, J. H.	Berrien
Owens, Agnes	Thomas
Peters, Olive R.	Berrien
Powell, Julia B.	Lowndes
Prince, A. M.	Grady
Purvis, Velma	Bryan
Raiford, Alice	Thomas
Ramsey, Hannah	Brooks
Reynolds, Anna	Telfair
Reynolds, Pearl	Worth
Roberts, Anne	Lowndes
Ross, Clyde	Worth
Ross, Cora	Tift
Sauls, Minnie	Florida
Stansel, Edna	Lowndes
Slappey, Velma	Worth
Smith, Bebie	Calhoun
Smith, Mary	Dooley
Stalvey, Effie	Lowndes
Stevens, Myrtis	Montgomery
Stroud, Mrs. Nettie	Grady
Sutton, Lizzie	Tift

Swicord, Louise	Florida
Swicord, Mattie	Decatur
Thomas, Mae	Decatur
Threath Bruce	Thomas
Tucker, Myrtle	Decatur
Underwood, Etta	Jeff Davis
Varnedoe, Etta	Worth
Vickers, Jewell	Lowndes
Vinton, Eugene	Lowndes
Wade, Alma	Crisp
Wainwright, Beulah	Wayne
Webb, Leila	Thomas
Williford, Jeffie	Tift
Williford, Claudia	Tift
Willis, Addie	Tift
Willis, Alice	Tift
Wilson, Mrs. J. L.	Calhoun
Welsh, R. D.	Baker
Wilkinson, Marion	Lowndes
Wood, Audrey	Liberty
Woodward, Elizabeth	Lowndes
Yates, R. A.	Grady
Yarbrough, G. N.	Jeff Davis

TRAINING SCHOOL REGISTER

1915-1916

GRADE I

Bitzer, Helen	McRee, Catherine
Bradley, William	Malloy, Opie
Breedlove, Beuchamp	Newman, John Boyd
Briggs, Helen	Rose, Robert
Dixon, Annie Lou	Thomas, Thurston
Gordon, Ora Lee	Tillman, Emily
Holcombe, Louise	Wood, Lucile
McKey, Clarence	Youles, Mary

GRADE II

Blalock, Thomas	Holt, Allan
Burroughs, Jack	Kelley, Thomas
Converse, George	O'Neal, Isabel
Crossland, Grace	Powell, Alfred
Demming, Joseph	Richardson, Margaret
Edwards, Frances	Youmans, Eugene
Griffin, Dorothy	

GRADE III

Bitzer, Mary	McRee, Elizabeth
Gordon, Frank	Remington, Katherine
Holtzendorf, Lucian	Smith, Mabel
Johnson, Nellie	Spence, Hilda
Jones, Ruby	Stricklin, Susie May
Kelley, Walter	Vaught, Pearson

GRADE IV

Blalock, Willie	Ingram, DI
Campbell, Rena	Jackson, Edgar
Chauncey, Emily	Jackson, Lucy
Dixon, Estelle	Jones, Harriet
Daniel, Juanita	Mathis, Neva
Fender, Sarah	Richardson, Anna
Fletcher, Nona	Wisembaker, Willie

GRADE V

Blalock, Lonnie	Lawson, Wilburn
Briggs, Eula	Lundy, Felix
Creel, Ware	Malloy, George
Daugherty, Lena	Newman, Elizabeth
Demming, John	Rose, Blanche
Dixon, Julian	Small, Mary
Jones, Lawson	Wisembaker, Florrie
Langston, Warren	

GRADE VI

Ashley, Thomas
Ashley, Wallace
Bitzer, Frances
Breedlove, Mary
Chauncy, Marion
Chauncey, Marion

Dandridge, Nell
Dowling, Mary
DuRant, Mary
Jones, Remer
Smith, Pearl
Tillman, Thomas

GRADE VII

Briggs, Emma
Griffin, Raymon
Harrell, Zuber
Harris, Emma
Malloy, Mildred
Park, Melle
Peeples, Virginia

Rose, Caroline
Smith, Leland
Smith, Eleanor
Thomas, Ruth
Tillman, Young
Wisembaker, Emory
Wisembaker, Laura

GRADE VIII

Blalock, Nellie
Dudley, Martha
Holtzendorf, Clyde

Mathis, Edith
Smith, Kathleen



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