

VOLUME VI.

No. 1

BULLETIN OF
THE SOUTH GEORGIA
STATE NORMAL COLLEGE

VALDOSTA

14

A Branch of the University of Georgia
For Young Women



CATALOGUE AND ANNOUNCEMENT
1918-1919



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The South Georgia State Normal College
MARCH FIRST, 1918

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CALENDAR FOR 1918 - 1919

September 4 — Wednesday Fall Term Begins

September 4 — Wednesday —
Entrance Examinations

November 28 Thanksgiving Day

December 20 — Friday — Christmas Holidays Begin

January 2 — Thursday School Re-opens

January 23 — Wednesday . . . Spring Term Begins

May 28 — Wednesday Commencement Day

June 3 — Tuesday Summer Term Begins

June 27 — Friday Summer Term Ends

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FOREWORD

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

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

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

Address all correspondence to

R. H. POWELL, President.

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— 14

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THE FACULTY

The President

RICHARD HOLMES POWELL

Mercer University, A. B. University of Colorado, A. M. University of Chicago, three years. Principal Tennille, 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. Teacher's 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, Hiawassee 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 Teacher's 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 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 Mathematics and Physical Science

J. MARIE CRAIG

Graduate Winthrop Normal and Industrial College of S. C., A. B. Student Teachers' College, Columbia University, 1916-1917. Principal of High School, Albemarl, N. C. Teacher in secondary schools of Georgia and North Carolina. Student of Princessin Arnulf School, Munich, Germany. National appointee to study industrial education in Germany.

Department of English

GERTRUDE GRAY HOLLIS*

University of Georgia, Summer, 1908. University of Chicago, Summer, 1909. 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.

Department of Home Economics

JULIA ROBERTSON

Graduate Soule College, Murfreesboro, Tennessee. Teacher Public Schools of Tennessee and

* On leave of absence 1917-1918.

Louisiana. Teacher City Schools of Albuquerque, New Mexico, five years. Student George Peabody College, 1915-1917 and three summer sessions. Teacher of Cooking, Addison Avenue Day Home, Nashville, Tennessee, 1917.

Teacher of 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.

Department of Music

MARY L. YOUNG

Graduate Waycross High School; student State Normal School and Summer School of the University of Georgia; student Brenau Conservatory of Music, summer session; student Musical Art Institute, Oklahoma City, Oklahoma, two years; student of voice and languages in private studios, five years. Taught in public schools of Georgia four years; choral director and private teacher of voice, Lawton, Oklahoma, two years.

Teacher of Piano

GLADYS OUSLEY*

Graduate Valdosta High School, 1909. Wesleyan Female College, A. B., 1913. Certificate, 1911, and Diploma in Piano-forte, 1913. Private instruction in piano under Eugene Heffley, New York City, 1914-1915.

Teacher of Piano

LOUISE DEWITT MILLIGAN

Graduate in Music, Convent of Visitation, Mobile, Alabama. Pupil of Emil Liebling, Chicago. Seven years' experience as teacher of piano and concert pianist.

Teacher of Physical Education

EDITH L. PRATZ

Teacher in N. Y. State Public Schools, two years. Student Sargent School of Physical Edu-

* On leave of absence 1917-1918.

cation, Cambridge, Mass., 1914-16. Teacher Physical Education at Summer School, University of Georgia, Athens, 1916.

Teacher of Geography and Nature Study

LOUISE JOHNSON

A. B., Brenau College, Gainesville, Ga., 1914. Graduate work at University of Georgia, summer School, 1914-1915-1916-1917. Teacher in Grammar School 1914-1915 and 1915-1916, in Gainesville, Ga.; in Madison, Ga. High School 1916-1917.

**Director of Sub-Freshman Department and
Teacher of French**

FRED AUGUST MOSS

Mercer University, A. B., 1913. Teachers' College, Columbia University, Summers 1916 and 1917. Principal Dexter High School. Superintendent Alma High School, Alma, Georgia, 1914-1917.

**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. B. S., George Peabody College for Teachers, 1916.

Training Teacher, Fourth and Fifth Grades

JANIE PRICHARD DUGGAN

Bessie Tift College, A. B., 1908. Teachers' College, Columbia University, Summer, 1916-1917. Teacher Glynn School, Brunswick, Ga., 1908-1913. Teacher, Clayton, Ga., 1913-1916.

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

MYRLA MORRIS

Graduate Florence, Ala., State Normal. Post graduate, Florence State Normal. Knoxville Sum-

mer School, B. S. Columbia University. Diploma in Elementary Education, Teachers' College. Primary Grades, Public Schools of Alabama. Supervisor of Primary Grades in Public Schools of Jacksonville, Fla.

Student Assistant, Third Grade

ALICE FELTHAM

Graduate of South Georgia State Normal College, Valdosta, Georgia, 1917.

Librarian

HAZEL PHILBRICK

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

Head of the 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.

Assistant Head of the Home

LUCY HUNT MERRITT

Graduate State Normal School, Athens Georgia. Two certificates in Domestic Science, University of Tennessee, Summer School. Assistant Matron, State Normal School, two years. Teacher in public schools of Georgia.

Secretary and Bookeeper

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

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

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

BUILDINGS AND EQUIPMENT

In General

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

Due to the fact that the City of Valdosta has liberally supplemented the building funds granted by the State, the buildings and equipment of this institution are exceptionally complete and ade-

quate. Before the first brick was laid a plan was made for all reasonable future development of the school, and prospective buildings were given their style and position once for all. The general style of architecture is a form of Spanish mission, equally charming for its beauty and appropriateness to the climate and landscape.

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

The Dormitory

Parents sending their daughters off to school are naturally concerned first as to the conditions of their home life. The College dormitory is a beautiful brick building constructed and equipped, as has been indicated, in the most modern way. Every room is an "outside" room into which the sun shines at some time of the day. There is ample window space to let in light and air, and every window is thoroughly screened against flies and other insects. Hot and cold water is provided in every room with thoroughly modern plumbing, and ample bath and toilet room facilities are provided and conveniently placed. Rugs, shades, curtains, etc., which are provided by the College, are tasteful and sanitary. First class electric lights and steam heat are provided. Only single beds are used; no students ever sleep together. Other furniture is light, appropriate and specifically selected for its purpose. Dining room and kitchen are

efficiently equipped. There are ample parlors and living rooms, furnished substantially and comfortably and beautifully — but not ostentatiously.

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

The Administration Building

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

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

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

The Gymnasium

This building is only temporarily in use as a gymnasium. It will eventually be used as a laun-

dry. It is a brick building, solid and permanent, as is everything built on the campus, but very plain. Its main features are strength and light.

The Heating Plant

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

GROWTH OF THE COLLEGE

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

But if the physical growth of the institution has been remarkable, student enrollment has been even more remarkable. Beginning with a small group of students, as was to be expected, in spite of the untoward circumstances of the war beginning in Europe and then of America entering the war, with all the disturbances that these events

have produced, the growth of the student body was perfectly regular and has amounted in five years to almost exactly one thousand per cent.

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

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

Home Life

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

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

Students are required to board in the dormitory so long as there is available room; but when dormitory room is exhausted students will be provided board and lodging in approved families of the City. Where students have responsible relatives in the City they may, with the approval of the President, arrange to board with them. Stu-

dents 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 parent's 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 the home communities.

RED CROSS WORK

There is a regularly organized auxiliary chapter of the Red Cross at the College which has been doing its bit. Besides this, each class of the College has given two and a half hours a week to the preparation of Red Cross supplies under the direction of instructors from the Valdosta Chapter.

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

GOVERNMENT — DISCIPLINE

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

"It should be among the first objects of those who wish well to the national prosperity to encourage and support the principles of religion and

morality, and early to place the youth under the forming hand of society, that, by instruction, they may be moulded to the love of virtue and good order."

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

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

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

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

ways maintained an atmosphere of dignity and mutual respect based on and developing into a simple and sincere self-respect and a spirit of neighborly good will and helpfulness.

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

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

honorable, respectful and sincerely spiritual atmosphere, in eliminating all coarse or vicious influences, and in providing so many opportunities for doing interesting good things that there is not time or inclination to do wrong things.

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

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

Our students learn the value of public sentiment by creating public sentiment; they learn fair play and respect for worthy opponents by exercising these qualities consciously in debates, athletic contests, etc. They learn respect for law and order by themselves protecting law and order through their self-government organization; they learn efficiency in religious work and sincerity in their own religious experience by regular attendance upon the services of their own or their parents' church, and by their broad and serious work in the Y. W. C. A. with its various activities.

Lecturing plays very little part in our system;

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

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

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

AS TO THE CARE OF STUDENTS

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

PHYSICALLY
MENTALLY
SPIRITUALLY

Physically

All students are required to take regular physical training in classes for development of strength and health and for correction of physical defects. Students are given physical examinations from time to time by the director of the department of Physical Education, and where serious defects are detected the case is referred to the College physician for diagnosis, counsel or treatment as the case may be.

Health Precautions

All dormitory windows and outer doors are screened.

All rooms are properly ventilated, heated and lighted.

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

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

Only single beds are used in the dormitory.

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

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

Health Record

There has been in the College only one case of serious contagious or infectious illness since the school began. There has been no typhoid or other such illness, and almost no serious illness of any kind. It is believed that no school anywhere ever enjoyed a better health record.

Mentally

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

Spiritually

The State institutions of a religious people are naturally religious institutions. While the College is entirely non-sectarian, a sincerely spiritual atmosphere is cultivated in all the relations of the institution. See the catalogue, page 17 and following.

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

CERTAIN REGULATIONS

Correspondence and Calls

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

Going Home — Visiting

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

It has been found that on the other hand frequent visits home and with friends tend to take the minds of students from their work, to dissipate their interest and often to produce general carelessness. Classes are frequently missed by students leaving to catch a train. Literary society and Y. W. C. A. programmes in which students who leave have part are often broken up and a number of students unjustly inconvenienced, while the whole college life is injured. For these 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 dormitory at other times except for very special reasons—reasons of the nature of emergencies.

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

Vaccination

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

LABORATORIES AND STUDIOS

In planning the new Administration building (completed this year) care was taken to make the various laboratories and studios as nearly perfect as possible. Floor arrangement, lighting, ventilation, equipment are all of the most modern design and the best quality. They are as nearly perfect for the purposes for which they are designed as we can make them.

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

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

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

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

The Library

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

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

TEXT BOOKS

The purchase of text books is in most colleges a considerable item of expense to students; and at the same time the fact that books are expensive prevents teachers from requiring all that are really necessary. Because of these facts the College has decided henceforth to provide the text books for its students—charging a small fee for the use of the books (see page 37)—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 of text books are as follows:

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

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

THE STORE

For the convenience of students the College conducts a little store where students may purchase their pencils, pens, note books, stationery, etc. The prices are fixed so as to barely pay running 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 connection with the bookkeeper's office. Funds deposited in this bank may be checked out by the student at any time and in any amount, though students are requested—for convenience in making change—to draw checks for even money in dollars. Only counter checks are used in this bank good only at the bookkeeper's office, and not negotiable. Overdrafts are not allowed.

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

HOME DEMONSTRATION COOPERATIVE WORK

(Smith-Lever Work)

This institution cooperates with the State College of Agriculture and the United States Department of Agriculture in Cooperative Home Demonstration Work in the field covering the southern half of Georgia.

It is the desire of the College in every way to facilitate this great service to the people of its territory. It places all its facilities at the disposal of those desiring to train themselves as agents in the field. It offers all its resources to the agents already in the field either by correspondence or by means of conferences at the College. Superintendents of Schools, Boards of Education, Boards of County Commissioners, and others interested in extension work in Home Economics throughout South Georgia are cordially invited to write the College. Address the President of the College or Miss Hoyle Skinner, Assistant State Agent.

ENTRANCE REQUIREMENTS AND CURRICULA

A Word to School Officials

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

The admission requirements, curricula, etc, out-

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

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

GENERAL REQUIREMENTS OF ADMISSION

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

Standards and Measurements

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

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

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

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

Entrance Requirements

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

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

Freshman, 8 units as follows:

English, 2; Algebra, $1\frac{1}{2}$; History, 2; and $2\frac{1}{2}$ units from the following subjects; Physical Geography, $\frac{1}{2}$ to 1; Elementary Science $\frac{1}{2}$ to 2; Sewing, $\frac{1}{2}$; Cooking, $\frac{1}{2}$; a Modern Language, 1; Latin, 2.

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

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

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

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

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

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

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

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

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

COURSE OF STUDY

SUB. B. (8th Grade)

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

SUB. A. (9th Grade)

Algebra	4	1 "
English	4	1 "
Ancient History	4	1 "
Biology	2	1/2 "
Sewing and Cooking	4	1/2 "
or Latin	4	1 "
or Voice	4	3/4 "
or Piano	4	3/4 "
Art		
Singing		
Physical Training		

Freshman Class

Subjects	Periods	Credit
English	4	1 unit
Mediaeval and Modern History	4	1 "
Geometry	4	1 "
Physics	3*	1/2 "
Nature Study	4	1/2 "
Sewing	2‡	1/2 "
	17	4 1/2 "
Latin or Modern Lang. (optional)	4	1 "
or Piano or Voice	4	1 "

Sophomore Class

Subjects	Periods	Credit
English	4	1 unit
American History	4	1 "

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Subjects	Periods	Credit
Chemistry (1/2 year)	4§	1/2 unit
Applied Mathematics (1/2 year)	4	1/2 "
Hygiene and Sanitation (1/2 year) ..	4	1/2 "
Art	2‡	1/2 "
Cooking	2‡	1/2 "
	20	4 1/2 "

Junior Class

Subjects	Periods	Credit
		Semester
English	4	8 hrs.
College U. S. History (1/2 year)	4	8 "
Geography	4	8 "
Psychology (1/2 year)	4	4 "
Principles of Education (1/2 yr.)....	4	4 "
Observation	2	4 "
Singing	2	4 "
	16	32 "

And one of the following:

Advanced Domestic Science	3	6 "
Advanced Domestic Art	3	6 "
Advanced Art	3	6 "
Advanced Chemistry	3	6 "
Advanced Physics	3	6 "
Advanced Ga. History and Civics... 4		8 "
Advanced Civics	4	8 "
Economics	4	8 "
Sociology	4	8 "
Modern Language	4	8 "

Senior Class

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

* Two single periods and one double period (2 hrs.).

‡ Double periods (2 hours).

§ Two single periods and two double periods.

SMITH - HUGHES TEACHER'S COURSE

This institution has been designated by the State and Federal Boards of Vocational Education as one of the colleges in Georgia to train teachers of Home Economics under the "Smith-Hughes" law. The following course of study is offered to those students who desire to prepare themselves to teach this subject. Those who complete the course receive not only the State Professional License (see page 36) but also the Special State Certificate in Home Economics and the Certificate of the Board of Vocational Education.

OUTLINE OF HOME ECONOMICS TEACHERS COURSE**(Smith-Hughes Teacher's Course)**

(The Freshman and Sophomore classes for this course are the same as for the regular Normal Diploma course; but being of secondary grade are not given here).

Junior Class**Vocational:**

Elementary Dressmaking	4 hrs. per wk. for year
Home care and Management and Laundering	4 " " " " "
Foods and Cookery	4 " " " " "
Millinery	4 " " " " 1/2YR
Textiles	4 " " " " 1/2YR

 16 year hours
Related:

Civics	2 hrs. per wk. for year
Costume Design	2 " " " " 1/2YR
House Planning and Interior Decoration	2 " " " " 1/2YR
Advanced Psychology and Hygiene	2 " " " " 1/2YR
Sanitation	2 " " " " 1/2YR
Physical Education	2 " " " " 1/2YR

 8 year hours
Professional:

Principles of Education	4 hrs. per wk. for year
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Senior Class

Vocational:

Advanced Dressmaking	..4	hrs.	per	wk.	for	year
Advanced Cookery4	"	"	"	"	"
Dietetics	.....4	"	"	"	"	1/2yr
Home Nursing	.....4	"	"	"	"	1/2yr
Home Project	.....2	"	"	"	"	1/2yr

 14 year hours

Related:

Household Chemistry	....4	hrs.	per	wk.	for	year
Sociology or Civics	.. ...2	"	"	"	"	"
Physical Education	.....2	"	"	"	"	"

 8 year hours

Professional:

Special Methods in H. E.	..2	hrs.	per	wk.	for	year
Practice Teaching	.....2	"	"	"	"	"

 4 year hours

DEPARTMENTAL DIPLOMAS

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

STATE CERTIFICATES

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

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

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

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

NON-PROFESSIONAL COURSE

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

SPECIAL TEACHER'S COURSE

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

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

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

FEES AND EXPENSES

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

Fixed Fees

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

Matriculation fee	\$ 10.00
Board in Dormitory	\$126.00
Laundry in Dormitory	\$ 18.00
Library fee — including the use of all text books. (No books have to be bought by students)	\$ 5.00
Diploma fee (at graduation only)	\$ 5.00

Laboratory Fees

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

Subject	Amt. per Term
Physics	\$ 1.25
Chemistry	\$ 1.75
Art	\$ 2.50
Cooking	\$ 2.50
Sewing*	\$ 1.50

Music Fees (Private Lessons)

	per year
Voice (two half hours per week)	\$54.00
Piano (two half hours per week)	\$36.00
Glee Club Fees	\$ 1.00
Piano for practice (six hours per week) is included in the fee indicated above.	

Music is bought of the College at a reasonable rate.

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

Fee for Non-Resident Students

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

Personal Expenses

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

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

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

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

BUSINESS REGULATIONS

How to Pay Fees

The College carries no open accounts. All fees are payable when due. Students will present re-

ceipt for matriculation and library fee to the dean before being assigned to classes.

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

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

Piano and voice fees are payable monthly in advance.

Of the board and lodging fee \$28.00 (less the \$5.00 paid to reserve room) is payable on entrance; \$28.00, November first; \$28.00 on return after Christmas holidays; \$28.00, March first; \$14, May first. Patrons are requested to observe that every cent of these fees are for the student's personal care. The College makes no profit at all from them. If payment of a board bill is delayed, it is required by the Board of Trustees to add a dollar for the month.

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

Room Reservations

Owing to limited dormitory accommodations, it is necessary to protect the institution by requiring that upon receipt of notice of acceptance of her application, a student forward at once \$5.00 as a "reservation fee." If this fee is received within a week after the acceptance of the application, 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 \$28.00 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 must be given to students who have already been faithful students of the College, to more mature students, and those best fitted to pursue the work of the institution.

What a Student Should Bring With Her

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

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

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

THE UNIFORM

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

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

Departments of Instruction

DEPARTMENT OF EDUCATION

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

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

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

Courses Offered

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

Text: Pillsbury's Essentials of Psychology.

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

Junior Class. Four periods a week. Fall term.

Education 2. Principles of Education. In this course is combined what is commonly styled Principles of Education and Principles of Teaching: (1) a theory of aims, values, content and organization, (2) a theory of teaching and training.

The aim of this course is (1) to raise to conscious recognition the real aims of education, both primary and secondary, to establish a standard by which to judge the worth of subject matter, and to determine a basis for its organization in the curriculum; (2) to discover the principles which make for efficiency in teaching and learning, and for economy of time and effort on the part of both teacher and student.

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

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

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

Junior Class. Four Periods per week. Spring Term.

Prerequisite: Education 1.

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

Realism. In the second period emphasis is placed upon the modern tendencies, ideals and practices: (1) The Naturalistic tendency, (2) Psychological tendency, (3) Sociological tendency, (4) Scientific tendency, (5) present Industrial and Vocational tendency. These several tendencies will be studied in connection with their leading representatives, as Comenius, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Dewey, etc.

Text: Monroe, Textbook in History of Education.

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

Senior Class. Four periods per week. Fall term.

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

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

Text: Bett's Classroom Management and Methods.

Collateral reading: Bagley, Method of Recitation, How to study; Strayer and Norseworthy, How to Teach; Kendall and Myrick, How to Teach the Fundamental Subjects; Freeman, Psychology

of the Common Branches; Monroe, De Voss and Kelley, Educational Tests and Measures; Terman, Measurement of Intelligence.

Senior Class.. Four Periods a week. Spring Term.

Prerequisites: Education 1, 2 and 3.

Education 5. Practical Pedagogy. This course is designed for special students who cannot spend more than one year in college. Its general purpose is that of orientation. The idea is to give the student an acquaintance with the fundamental principles of educational theory and practice presented in simple non-technical terms. Such topics as the following will be discussed: The qualification of a teacher, the function of the public school, the aims of education, selection and organization of curriculum, programs, promotion, etc., laws of learning, laws of teaching, method of recitation, discipline and management.

Text: Colgrave's The Teacher and the School.

Additional reading from the general field of pedagogy.

Special Teacher's Course. Four Periods per week. Both terms.

Prerequisite: A first grade teacher's certificate or general scholarship equivalent of 9th grade of a standard high school.

Education 6. Industrial Education. This course is open to all regular seniors as an elective and is required of all students registering for Smith-Hughes work in Home Economics (see below). The purpose of the course is to give the student a working knowledge of: the social and economic factors of education, the leading social institutions and the principles which control in rural and town organization and supervision.

Text to be selected.

Collateral reading: Carver, Principles of Rural Economics; Dinsmore, Teaching a District School; Betts, New Ideas in Rural Schools and Social Principles of Education; Davenport, Education for Efficiency; Person, Industrial Education.

Senior Class. Four periods per week. Spring term.

Prerequisite: Education 1 and 2.

Education 7. Observation. This course is planned to prepare the students to teach in the Training School in the senior year. The organization, physical equipment, course of study and policies of the Training School are observed and studied. Recitations are also observed and studied.

Junior Class. Two periods per week. Both Semesters.

Education 8. Special Methods. This course offers special methods in the teaching of reading, writing, spelling, language, literature, history and geography.

Texts used: Teaching of Reading, Klapper; Spelling, Suzallo.

Senior Class. Three periods per week. Both Semesters.

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

Education 9. Practice Teaching. Students are assigned to teach in the Training School a part of the regular school program under each critic teacher for one third of the year. Both the preparation and the actual teaching is supervised by the critic teacher.

Senior Class. Both Semesters.

Prerequisite: Education 7 and 8.

Education 10. Special Methods and Observation. This course is planned for a group of students who expect to teach but can stay for only one year for preparation. The organization and activities of the Training School are observed and studied. As many topics in special methods are taught as time permits. The last half of the year members of the class who have shown themselves capable do practice teaching.

Special Class. Three Periods per week. Both Semesters.

Education 11. Methods in General Science. The child is by nature original in his inquiries

and interests; childhood is a period of activity. He wants to be doing things to see how they work. General science takes the point of view of the child, leads him to follow his inquiries and needs, and stimulates in him the search for the cause. It allows him to roam in the elementary field of all the sciences. It is the purpose of this course to show the teacher how to present the elementary sciences in a **Scientific Method**. There will be demonstrations, simple laboratory experiments using only such apparatus as can be easily secured. The project method will be emphasized. Required of all Seniors in the Normal Course.

Senior Class. Four Periods per week. Spring Semester.

Prerequisite: Nature Study, Physics, Physiology, Chemistry.

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.

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

The sewing 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 range, sinks, refrigerator and general cooking equipment for the collective use of the class, make the equipment equal to any demand which may be made upon it. The 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.

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

Courses Offered

Home Economics A. Elementary Sewing. A technical course for students with no previous knowledge of needlework. The stitches, their names and uses are given in the making of simple articles for personal and household use.

Sub-Freshman B Class. Two double periods per week. Both Semesters.

Home Economics B. Elementary Cooking. This course aims to give students an appreciation of the value of a knowledge of cookery. A study is made of the reasons for cooking food and the effect of heat upon different food principles. Dishes are prepared which will illustrate the various methods of cooking. Care is taken to set up standards and form habits of speed and neatness in work.

Sub-Freshman A Class. Two double periods per week. Both Semesters.

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

of under garments, a complete cotton dress, knitting, patching, darning, and simple embroidery.

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

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

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

Prerequisite: Chemistry, Physics.

Home Economics 1. Elementary Dressmaking. The drafting of patterns is continued. Designing and the use of patterns in the cutting and making of a kimona, tailored waist, wash skirt, lingerie blouse and dress.

Junior Class. One single and two double periods per week. **Both Semesters.**

Prerequisite: Home Economics A or its equivalent and Home Economics C.

Home Economics 2. Home Makers Course. This course deals with the home in relation to the comforts of the family. A brief study is made of the evolution of the home and the early types of architecture leading up to the requirements of a modern family. An effort is made to impress the idea that the simple and plain in furniture, furnishings and decoration is the best taste. A house plan is drawn to scale by each student; the inside finish is planned; the furniture and furnishings are worked out in detail, especial emphasis being laid upon the hygienic and sanitary; the best methods of cleaning are discussed, the nature and action of cleansing agents, the care of walls, floors, windows and furniture; the systematic

management of the home including budget making and the keeping of accounts is also taught. All is planned in relation with the actual home conditions in Georgia. The work is conducted by lectures, class discussion, investigations, and trips to the various stores.

Junior Class. Three periods per week. Both Semesters.

Prerequisite: Art 1.

Home Economics 3. Advanced Dressmaking and Pattern Designing. (a) The study of fabrics, economical and correct use of materials, color combinations and costs; the use and value of cotton, silk, wool and linen in making clothing and household furnishings; making of budgets.

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

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

Prerequisite: Home Economics A, C and 1.

Home Economics 4. Advanced Cooking and the Serving of Meals. In this course more elaborate dishes are prepared, the preparation being based upon the principles of cookery already learned. A study is made of the composition of food and its digestion and use in the body. The laboratory work of this course deals with fruits, vegetables, cereals, milk and milk products, quick breads, yeast breads, meats, fish and shell fish, poultry, soups, salads and desserts. While studying fruits attention is given to canning, preserving and jelly making. The last part of the year is devoted to the planning and serving of breakfasts, dinners and suppers from the materials usually available in the rural and town homes of Georgia, especial emphasis being laid upon efficiency in planning, buying and working.

Senior Class. Two single and two double periods per week. Both Semesters.

Home Economics 5. Methods Course. In this

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

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

Home Economics 6. Practice Teaching of Home Economics. Each student is required to spend five hours a week in observation, conference and teaching under supervision. One half year is devoted to cooking and one half year to sewing.

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

Prerequisite: Home Economics 1.

Home Economics 7. Millinery. The aim of this course is to develop skill in the selection and handling of hat materials. The course includes the making of patterns; the construction of shapes of buckram and wire; covering and finishing with velvet, silk, braid, etc.; the making of trimmings; the renovation of old materials; the designing and making of children's hats.

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

Prerequisite: Home Economics 1.

Home Economics 8. Dietetics. The aim of this course is to summarize and coordinate the knowledge of nutrition which the student has gained from chemistry, physiology and cooking. A study is made of the function of fats, carbohydrates, proteins and mineral matter taken as food; the chemistry of digestion and metabolism of food, and the energy and protein requirements of the body from infancy to old age in both normal and abnormal conditions. Special attention is given to the feeding of infants. Diets for the sick are

planned and prepared. The problem of satisfying the requirements of the different members of the family group are considered, care being given to limitation of cost.

Post-Graduate. Four periods per week. One Semester.

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. 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.

Courses Offered

Nature Study A. Elementary Science. The general aims of this course are to give the student a bird's-eye view of the broad field of science and a foundation for the study of Nature-Study, Geography, Biology, Physics and Chemistry.

Sub-Freshman B: Four hours per week. Both Semesters.

Nature-Study B. Biology. This course offers a general introduction to the study of plants and animals. The study of the structure, activities and relations of living organisms bring about a broader love of nature and an interest in the life processes surrounding us. Its aim is to acquire habits of accurate observation, exact statement, and independent thought.

Sub-Freshman A. Four hours per week. Both Semesters.

Nature-Study C. 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 semesters 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.

Freshman. Two hours per week. Both Semesters

GEOGRAPHY

Recognizing the fact that geography is the study of the vital relations which exist between man and his home, the earth, the courses here offered are so planned as to emphasize the factors which influence most intimately life conditions. The climate, topography and natural resources of a country affect profoundly the activities of its people. The life habits of a people are an outgrowth of man's struggle with his natural environment and the degree of civilization attained by a nation is the record of the success of its people in adjusting themselves to these natural conditions and controlling them for their use and profit. Geography teaching must assist the pupil in comprehending such fundamental truths if it is to attain its chief end, the making of intelligent citizens of the 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

Geography 1. Part 1—Physiography. The first month's work gives a brief study of the physical features of the earth; and the relation of land, air and water to life—especially to human affairs.

Part 2—Economic and Commercial Geography. The physiographical course is followed by the geography of production, the commercial and industrial activities of man as influenced by his environment. The class work is enriched by supplementary reading in standard geographical texts, current periodicals, and government bulletins. Field excursions are made, maps, charts, pictures, and specimens inspected.

Junior Class. Four hours per week. Both Semesters.

Geography 2. Part 1—Regional Geography.

(a) North America. The preceding course furnishes a background for a study of our own continent, and its relation to the world as a whole. The factors influencing the life and progress of the different countries are studied.

(b) United States. Especial emphasis is laid upon the physical features, climate, character, and distribution of the natural resources of the United States. Such topics as the geographical influences upon the nation's history, and the vantage points in the preparation for national defense are stressed.

(c) Georgia. Part of the term will be devoted to the physical and economic geography of Georgia adapted to the needs of teachers in the State.

Part 2—Elementary Geography. The course will be concluded with a thorough review of a standard elementary geography, designed to give students a firm grasp of the material they are to teach.

Junior Class. Four hours per week. Second Semester.

Prerequisite: Geography 1.

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 development and guidance of the artistic instinct of all, rather than to teach a few to paint, carve or produce works in any one part of the field of art. The talented few should, however, be encouraged to go beyond the initial stage which, if the above stated aim is to be accomplished, must be shared by all. Briefly stated, an attempt is made to bring every individual to a realization and an enjoyment of art in its broader meaning — art in its relation to every day life.

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

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

The required course is so planned as to give a knowledge of the underlying principles of art; to develop a ready recognition of these principles as of fundamental concern in the occasions con-

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

Courses Offered

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

Sophomore Class. Two double periods per week. Two Semesters.

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

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

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

Part II. Household Furnishing. As an introduction to this subject and a preparation for more intelligent participation in it, general discussions and criticisms of house plans, styles of architecture best suited to the different types of landscape, relation between house and immediate environment precede the actual working out of a house plan. Economic, sanitary and artistic phases of the subject are discussed and observed in the development of the problem. Elevations of the house and also of its immediate surroundings are drawn. The furnishing of the house is then taken up and application is made of the principles of design and color harmony in the selection of the furniture and in the planning of the color schemes for the different rooms. Here again use is made of illustrations in the discussions preceding the working out of interiors. Some problem in applied design—as development of stencil design for curtains, etc.—may serve as the point

of departure for the consideration of the room as a harmonious whole and on even into that of the entire interior. As suggested above the study of textiles, wall paper, furniture, rugs, hangings, etc., are studied as good design and color, fitness and arrangement.

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

Junior Class. Two double periods per week.
Prerequisite: Art 1.

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

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

Prerequisite: Art A, and Art B.

Art 3. A Normal Course in Art and Manual Training. This is a course in the theory and practice of drawing and manual training in the grades. The relation of this work to other phases of school work is studied and discussed. The problems of this course are designed to give the student a working knowledge of the various forms of handwork which can be used as a means of self-expression and cultivation of appreciation for the beautiful in the useful. Problems include

work in paper and cardboard construction, weaving, basketry, clay modeling and painting.

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

Senior Class. Two double periods. One semester.

Prerequisite: Art A.

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 of the department lays special stress on the modern novel, drama, and short story in an effort to counteract some unfortunate tendencies in the popular reading of the day, 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 A. Grammar and Composition. Text: The Mother Tongue Book II, Kittredge and Arnold.

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

Freshman Class. Four hours per week. Both Semesters.

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

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

Sophomore Class. Four hours per week. Both Semesters.

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

Junior Class. Four periods per week. Fall Term.

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

Junior Class. Four periods per week. Spring Term.

English 3. Literature. Antigone; Macbeth; King Lear; In a Balcony. Selected modern plays.

Texts: Woodbridge, The Drama, its Laws and Technique, Primer of Shakespeare.

Four hours per week. Elective for Juniors and Seniors. Both Semesters.

HISTORY

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

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

which the student may intelligently approach present national and local problems.

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

Courses Offered

History A. English History. This course is introduced by a view of pre-historic England. An attempt will be made to acquaint the students with the basic life problems with which man had to deal. The social effects of economic changes as represented in the successive modes, or so-called Epochs of primitive society, are particularly noted. Following this brief introduction the racial elements entering into the constitution of English life and thought will be detailed. The social and political institutions of the early Germans will be accorded their merited attention. Many typical Norse legends and stories will be introduced in order to explain something of the vigor, hardihood, adventure, and initiative so prominently and persistently manifested in the great expansive movements and achievements of the later English civilizations. The struggle for constitutional government in the thirteenth century, the Reformation, the Elizabethan Age, the origin and growth of Puritanism, the industrial revolution of the eighteenth century accompanied by the rapid strides of democracy in the nineteenth century, comprise mainly the subsequent topics to be presented. England's colonial policy will be studied in connection with American History for which this course is planned to serve as a preparation.

Sub-Freshman B Class. Four periods per week. Both Semesters.

History B. Ancient History. This course em-

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

The distinguishing characteristics of the Roman genius will be pointedly contrasted with 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.

Sub-Freshman A Class. Four periods per week. Both Semesters.

History C. History of Western Europe. This course embraces the history of Europe from A.D. 800 to the present time. Its aim is to show the development of the fundamental contributions of Greek, Roman, Hebrew and Teuton to our modern civilization. The papal problem will provide the connecting thread of the story until the appearing of monarchical 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.

Freshman Class. Four periods per week. Both Semesters.

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

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

Sophomore Class. Four periods per week. Both Semesters.

Prerequisite: History A and C, or a good high school course in Modern European History.

History 1. Advanced American Government. This course is designed to give a more systematic treatment of the development of American local and national governmental institutions than is possible in History D. Particular stress falls upon the comparatively recent and rapid enlargement of civic functions due to the unique moral and practical trend of modern English and American political policy, to the growth of the larger national spirit, and to the continuous necessity of regulating more effectively the methods and processes of our industrial life.

Text: American Government by Ashley.

Parallel work: Visits to and study of governmental offices.

Junior Class. Four periods per week. One Semester.

Prerequisite: History D.

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 the words are symbols. This is secured through a study of English-Latin etymology, for Latin has had a vital influence upon Eng-

lish. 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 work 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 *

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

Sub-Freshman B. Four hours per week. Both Semesters.

Latin B. The first half year, Caesar's Gaelic War will be read, and the second half, Cicero's Oration. 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.

Sub-Freshman A. Four hours per week. Both Semesters.

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

Latin C. 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.

Freshman Year. Four hours per week. Both Semesters.

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

Sophomore Year. Four hours per week. Both Semesters.

FRENCH

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

Elective for College Students. Four periods per week. Fall Semester.

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

Elective for College Students. Four periods per week. Spring Semester.

Prerequisite: French 1.

French 3. Short Story. This course is devoted mainly to a study of the French short story, and consists of from 600 to 1,000 pages of prepared and sight reading taken from: Maupassant, Balzac, Coppee, Lemaitre and Daudet.

Elective for College Students. Four periods per week. Fall Semester.

Prerequisite: French 1 and 2, or their equivalent.

French 4. Drama. This course consists of from 800 to 1,000 pages selected from the plays of Victor Hugo, Corneille, Racine and Moliere.

Elective for College Students. Four periods per week. Spring Semester.

Prerequisite: French 1, 2 and 3, or their equivalent.

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.

Courses Offered

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

Sub-Freshman B. Four periods per week. Fall Semester.

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

Sub-Freshman B. Four periods per week. Spring Semester.

Mathematics C. Advanced Algebra. This course continues the work of Mathematics B. with special emphasis on more difficult factoring and fractions. This course completes the work commonly done in Secondary Algebra.

Sub-Freshman A. Four periods per week. Both Semesters.

Prerequisite: Mathematics A and B.

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

Freshman Class. Four periods per week. Both Semesters.

Prerequisite: Mathematics C.

Mathematics E. Solid Geometry. Relations and comparisons receive most emphasis. Elective.

Sophomore Class. Four periods per week. Fall Semester.

Prerequisite: Mathematics D.

Mathematics F. Advanced Algebra. The following topics will be studied: complex numbers,

determinants, theory of equations, partial fractions, series, logarithms. Elective.

Sophomore Class. Four periods per week. Spring Semester

Mathematics 1. Trigonometry. The first semester will be given to Plane Trigonometry and its applications. Elective.

Junior Class. Four periods per week. Fall Semester.

Prerequisite: Mathematics F and G.

PHYSICS AND CHEMISTRY

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

Courses Offered

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

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

Prerequisite or parallel: Mathematics D.

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

Required of all students in the Smith-Hughes course. Elective for other students.

Senior Class. Two lecture and four laboratory periods per week. Both Semesters.

Prerequisite: Physics A and Chemistry A.

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

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

Prerequisite: Physics A.

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

Required of all students in Smith-Hughes course.
Elective for other students.

Junior Class. Two lecture periods and two laboratory periods per week. Winter semester.

Prerequisite: Chemistry A.

Chemistry 2. Physiological Chemistry. This course is the study of the chemistry of cellular nutrition; chemistry of constituents of cells; chemistry of foods, digestion, absorption, assimilation, tissues, excretions and the chemistry of abnormal nutritional processes. Required of students in Smith-Hughes course. Elective for other students.

Junior Class. Two lecture periods and two laboratory periods per week. Spring semester

Prerequisite: Chemistry 1.

MUSIC

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

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

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

It is desirable to begin early to form the habit of enunciating distinctly the language with a clear tone and flexible lips so that the study of

voice may be one of development rather than correction.

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

Courses Offered

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

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

Sub-Freshman B. One period per week. Both Semesters.

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

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

Sub-Freshman A. One period per week. Both Semesters.

Prerequisite: Music B., or its equivalent.

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

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

Junior Class. Two periods per week. Both Semesters.

Prerequisite: Music A and B, or the average ability to read moderately difficult music at sight.

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

Two one hour periods per week.

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

Two half hour periods per week.

Chapel singing three days in the week.

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

All students not taking Music A and B. Two hours per week. Both semesters.

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

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

First Year. Voice then embraces the following essentials: Learning the quality of a pure tone, being able to make the voice respond to that ideal, round, ringing, clear tone with a "floating" quality. Singing on the breath; breath control; correct carriage of the body and bringing the organs of speech under control that in singing no rigidity of muscles appears or is felt. In all the aim is to free the voice from the body and bring it under control of the will. Special exercises are given to bring about these conditions. Easy songs may be studied the latter part of the year.

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

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

Note: No prescribed course can possibly be offered in voice as all advancement is made ab-

solutely upon the pupil's individual ability. The work growing more and more advanced and difficult and there is always the desire to bring out the pupil as fast as nature will allow.

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

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

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

Elementary

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

Intermediate

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

Advanced

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

The studios and practice rooms are well equipped with new Mathushek pianos. Every student

is assigned a liberal time each day for practice. A supervisor is in charge.

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

PHYSICAL EDUCATION

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

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

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

The Swedish system is used mainly; also German floor work.

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

In the spring, a Festival or Pagenat is studied and presented by the entire College group, including the Sub-Freshmen classes and Training School. National dances, folk games and folk dances comprise a large part of the program. A basis knowledge of piano and voice is an essential element in obtaining a grasp which aids greatly in teaching physical training.

The Athletic Association conducts meets, a Field Day and other athletic events and basket ball tournaments.

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

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

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

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

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

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

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

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

Sub-Freshman Classes A and B. Two periods per week. Both semesters.

Physical Education 1. Formal Gymnastics.

Warming up exercises.

Breathing exercises.

Arm exercises.

Balance exercises.

Trunk exercises.

(a) Shoulders and back.

(b) Abdominal and lateral trunk.

Percipitant exercises.

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

Freshman Class. Two periods per week. Both Semesters.

Physical Education 2. Continuation of Freshman work. Greater skill, endurance and coordination are developed. New work taken up: Rhythmic work, Irish Washer Woman, Sailor's Hornpipe (English), Wand Drill, Tennis, Basketball and Volley Ball and Walking.

Sophomore Class. . Two periods per week Both Semesters.

Physical Education 3. Formal Swedish Day's Order. Vigorous games: Obstacle races, leap frog, three-deep, basketball, tennis, volley ball, etc. Hand apparatus used in many games. Rhythmic exercises: folk dances, athletic dances and hornpipes.

Junior Class. Two periods per week. Both Semesters.

Physical Education 4. Formal Gymnastics. Methods in teaching: study and practice of grade work, including games suitable for each grade; dances and Mother Goose melodies. Rhythmic work: tennis, basketball, volley ball, the wand drills, etc.. Ideal; practice teaching.

Senior Class. Two periods per week. Both Semesters.

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 systems, 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 A. General Office Work. Stenography, typewriting, business letter forms, filing systems, etc.

Any class. Four periods per week. Three Semesters.

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

THE SUNDAY SCHOOL

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

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

The Training School.

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

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

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

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

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

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

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

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

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

4. The development of personal ideals of right and wrong and the awakening of interest in social

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

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

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

The Training School for the year 1917-18 is composed of the first seven grades. The number of students in each grade is strictly limited by the purpose of the school for teacher training, and by the size of the class rooms. Parents who desire to enter their children in the school should bring them and make application at the superintendent's office.

The Summer School.

FOREWORD

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.

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 service of the students. The rural school and the needs of the rural teacher will receive special emphasis.

Owing to the large demand, caused by the war, for teachers who can give high school instruction, a number of courses are offered to meet this demand. These courses may be applied as credit toward a diploma from the College.

The session will open on Wednesday, June 6, and will close on Saturday, June 30.

THE SUMMER SCHOOL FACULTY

-
- MR. RICHARD HOLMES POWELL,
President.
- MR. FORT E. LAND,
State Supervisor of Schools.
- MR. JAMES FRANKLIN WOOD,
Professor of Psychology, Pedagogy and His-
tory of Education.
- MR. WILLIAM JOSEPH BRADLEY,
Professor of History and Latin.
- MISS FRANCES RUTH CARPENTER,
Professor of Art and Manual Training.
- MISS EMILY GOODLETT,
Training Teacher, Sixth and Seventh Grades.
- MISS MYRLA MORRIS,
Training Teacher, First, Second and Third
Grades.
- MISS J. MARIE CRAIG,
Teacher of Physics and Chemistry.
- MISS LOUISE JOHNSON,
Teacher of Geography and Biological
Science.
- MISS HOYLE SKINNER,
Assistant State Agent in Co-operative Home
Demonstration York.
- MISS ADA ROSE GALLAHER,
Head of the College Home.
- MISS LUCY MERRITT,
Assistant Head of the College Home.
- MISS MARY VOGEL,
Nurse.
- MR. WILLIAM PENN YARBROUGH,
Secretary.

COURSES OF STUDY

Institute Work

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.

1. **Primary Methods:** Section A for beginners, section B for experienced teachers.

A course dealing with methods of teaching and the subject matter taught in the first, second and third grades of the public schools.

Conducted by Miss Morris. Two hours a day.

2. **Management and Methods:**

In this course emphasis will be placed upon the following topics: (1) Qualification of teacher; (2) Importance of school organization; (3) The nature of the school; (4) Aims of the school; (5) Contents and use of curriculum; (6) Classification, grading and promotion; (7) Nature of the teaching process; (8) Laws of learning; (9) Methods of recitation; (10) How to study; (11) Habit forming; (12) Discipline, control and management.

Conducted by Prof. Wood. One hour a day.

3. **Arithmetic:**

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

Conducted by Miss Craig. One hour a day.

4. **Co-operative Home Demonstration 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 Clubs for girls, and Home Demonstration Work for women.

Particular attention will be given to problems of food conservation and kindred war measures.

Conducted by Miss Skinner.

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 course 1.

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

Conducted by Miss Carpenter. One hour, each course, a day.

6. History for the Grades:

A study of elementary United States History with a view to teaching it in the grades.

Conducted by Prof. Bradley. One hour a day.

7. Geography:

A course in the teaching of Geography in the grades, a discussion of subject matter and the method of presentation.

Conducted by Miss Johnson. One hour a day.

8. 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 Goodlett. One hour a day.

9. Teaching of Composition and Language in Upper Grades:

Conducted by Miss Goodlett. One hour a day.

High School and College Courses

The following courses range from elementary high school grades to college grades. The purpose in offering them is the usual purpose of the College in all its courses,—actual service. The courses, therefore, are not outlined definitely; the work will be graded to the actual needs of the students who register for each course. That is, they will be more or less advanced according to the preparation of the students.

10. English Composition:

This course is for the purpose of producing in students a habit of writing and a command of clear, idiomatic expression. It represents about

one-third of English 1 of the regular College course, and those who take it will be given credit for one-third of English 1.

Conducted by Miss Johnson. One hour a day.

11. Review of Elementary Algebra:

This course, as the name implies, presupposes some study of algebra and is intended to assist the student in organizing and making effective the more or less knowledge of the subject which he has. Those successfully completing this course will be given credit for Mathematics B.

Conducted by Miss Craig. One hour a day.

12. Review of Plane Geometry:

This course bears the same relation to plane geometry as course 11 bears to algebra. Students successfully completing it receive credit for Mathematics C.

Conducted by Miss Craig. One hour a day.

13. Review of First Year Latin:

This course bears the same relation to First Year Latin as course 11 bears to Elementary Algebra. Students successfully completing it receive credit for Latin A.

Conducted by Prof. Bradley. One hour a day.

14. Review of Ancient History:

This course will deal with the essential contributions of the ancient world to the modern world. A study will also be made of the defects of the Greek City-State and of the Oriental and Roman Empires.

Conducted by Prof. Bradley. One hour a day.

15. Review of Modern History:

The object of this course will be to acquaint the student with the rise and development of the principles of individual freedom and political representation, and to trace the struggle and growth of the three great factors of modern history—Political and Economic Freedom, Social Equality, and National Fraternity. The latter part of the course will be devoted to the origin and development of the Monroe Doctrine and the causes of our entrance into the European War.

Conducted by Prof. Bradley. One hour a day.

16. Elementary Psychology and Child Study:

Effective teaching is possible only when the means and methods used by the teacher are in harmony with the nature and needs of the child. The teacher must know the child's disposition, tendencies, desires and interests, both native and acquired, in order to minister intelligently to his physical, intellectual, social and moral needs.

The purpose of this course is to make teaching more intelligent and fruitful through a clearer insight into some of the simpler and more fundamental facts and principles of psychology and child study.

Conducted by Prof. Wood. One hour a day.

OPEN LECTURES AND ENTERTAINMENTS

An excellent course of lectures, instructive and entertaining, has been arranged. Among those who will appear are Chancellor D. C. Barrow, of the University of Georgia; Hon. M. L. Brittain, State Superintendent of Schools; Dr. Howard W. Odum, Director of the Summer School of the University of Georgia; Mr. M. L. Duggan, Mr. George D. Goodard, Mr. W. O. Martin and Miss Celeste Parrish, of the State Board of Education

By special arrangement a special picture will be put on at one of the moving picture theatres free of charge to the students of the Summer School one evening each week.

Excursions and other forms of entertainments will be organized by student groups from time to time.

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.

CHARGES

The expense to students has been reduced to the minimum, though owing to the great increase in the cost of food and other supplies charges

have to be slightly more than in previous years. 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) \$17.50
3. Table board alone (for those who do not
room in dormitory), full term \$14.00
Or per week \$ 4.50

All fees are due and must be paid when the 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 \$17.50 when board is paid.

AN ANNOUNCEMENT

The regular annual session of the College opens September 12, 1918. The magnificent new administration building is now ready for service, so in both teaching facilities and dormitory accommodations the College will be unsurpassed by any similar institution in the South. The regular session is for young women only. Ask for a bulletin.

Address,

R. H. POWELL, President.

REGISTER OF STUDENTS

Senior

- Anderson, Cora	Emanuel
- Askew, Ina	Berrien
- Askew, Clarice	Berrien
- Barfield, Coma	Lowndes
- Bamberg, Ruby	Lowndes
- Bourquine, Hazel	Berrien
- Bullock, Pearl	Berrien
- Chapman, Ruth	Jeff Davis
- Cowart, Terah	Emanuel
- Dickerson, Jean	Decatur
- Fillingame, Hazel	Randolph
- Groover, Ida	Brooks
- Groover, Marion	Brooks
- Hodges, Inez	Scriven
- Kaylor, Frances	Sumter
- Mathis, Stella	Berrien
- Milton, Euretha	Thomas
- Parker, Aileen	Colquitt
- Patterson, Edith	Brooks
- Rice, Edith	Thomas
- Scott, Alma	Fulton
- Smith, Edith	Lowndes
- Thompson, Blanche	Decatur
- Williams, Winnie	Brooks
- Williams, Musette	Missouri
- Woodard, Jewel	Berrien

Junior

Arnold, Edith	Tift
Bennett, Jeffie	Jeff Davis
Bevins, Bonnell	Colquitt
- Blalock, Prue	Lowndes
- Boney, Ollie	Ben Hill
- Breen, Louise	Toombs
- Brown, Minnie Ruth	Lowndes
- Carter, Mamie	Berrien
- Chastain, Katherine	Thomas
- Cobb, Bess	Grady
- Culbreth, Sadie	Echols

- Douglas, Maude	Mitchell
- Ezzell, Ruby	Ben Hill
- Fillingame, Myrtle	Randolph
- Fiddler, Dorothy	Thomas
- Groover, Margaret	Thomas
- Harrell, Ermine	Mitchell
- Ingram, Remelle	Decatur
- Lewis, Pearl (Special)	Lowndes
- Lott, Thelma	Coffee
- Mathis, Ferol	Tift
- May, Lois	Berrien
- May, Lena	Washington
- May, Bertha	Liberty
- Matthews, Helen	Brooks
- Mizelle, Helen	Lowndes
- Palmer, Helen	Mitchell
- Powell, Jonibel	Lowndes
- Proctor, Bessie	Camden
- Rozier, Catherine	Brooks
- Scruggs, Mary	Lowndes
- Spence, Catherine	Mitchell
- Sirmans, Nathalie	Lowndes
- Smith, Gertrude	Washington
- Strong, Marie	Lowndes
- Twitty, Lois	Mitchell
- Thrasher, Mattie Lee	Brooks
- Thomas, Lila	Lowndes
- Wright, Wilma	Lee

Sophomore

- Borders, Hallie	Bacon
- Broadhurst, Ensel	Wayne
- Bryan, Julia	Lee
- Breen, Margaret	Thomas
- Brown, Augusta	Lowndes
- Campbell, Mattie	Lowndes
- Carter, Lois	Thomas
- Chichester, Elizabeth	Monroe
- Crovatt, Margaret	Thomas
- Crawford, Grace	Thomas
- Dickey, Elizabeth	Grady
- Fiddler, Caroline	Thomas
- Fleming, Lucy	Colquitt

Floyd, Stella	Thomas
Hodges, Marion	Brooks
Hutchinson, Ruth	Lowndes
Ingram, Ethel	Decatur
Jenkins, Maude	Lowndes
Killian, Ora	Lowndes
Lasseter, Kennie	Colquitt
Lee, Sallie	Bacon
Lee, Susie	Bacon
McMillan, Hattie	Colquitt
Patrick, Mamie	Colquitt
Peters, Sallie	Brooks
Relihan, Daisy	Coffee
Reid, Lucile	Thomas
Robinson, Russell	Decatur
Roberts, Hattie Lou	Coffee
Shepard, Allene	Berrien
Sineath, Nellie Mae	Berrien
Smith, Nellie Mae	Berrien
Smith, Frances	Wayne
Townsend, Norma	Decatur
Underwood, Katie	Brooks
Webb, Minnie	Lowndes
Wilkes, Ernestine	Thomas

Freshman

Akridge, Iver Mai	Tift
Boynton, Helen	Mitchell
Blalock, Nellie	Lowndes
Brown, Garnet	Houston
Browne, Ruth	Brooks
Bruce, Thelma	Brooks
Biles, Fannie	Lowndes
Cato, Ione	Crisp
Conoley, Ida Lou	Lowndes
Corbett, Mae	Coffee
Creech, Lavinia	Brooks
Daniel, Julia	Thomas
Davis, Annie Lee	Wayne
Duncan Lee Ila	Monroe
Dixon, Jimmie	Brooks
Dudley, Martha	Lowndes
Ford, Louella	Berrien

Hughes, Gladys	Liberty
Hight, Edna	Hancock
Harper, Gladys	Wayne
Harrell, Lillie Belle	Lowndes
Hodges, Luelle	Lowndes
Holtzendorff, Clyde	Lowndes
Mann, Nellie	Lowndes
Mathis, Edith	Lowndes
O'Quinn, Lois	Wayne
Parker, Marie	Coffee
Pearson, Bernice	Wayne
Peterson, Eldora	Lowndes
Race, Dorothy	Decatur
Robinson, Katherine	Lowndes
Roberts, Ruby	Coffee
Sasser, Edna	Grady
Sinclair, Lillian	Brooks
Shumate, Katheryne	Gilmer
Smith, Kathleen	Lowndes
Taylor, Maude	Bacon
Wade, Jessie	Brooks

Sub-Freshman A

Baucom, Loamy	Lowndes
Brim, Mary Lizzie	Mitchell
Bridges, Elizabeth	Lowndes
Brinson, Dixie	Decatur
Bamberg, Hallye	Lowndes
Boone, Lois	Lowndes
Boone, Esther	Lowndes
Barker, Estelle	Thomas
Biles, Lucile	Lowndes
Biles, Jesse	Lowndes
Chastain, Margaret	Thomas
Croom, Martha	Lowndes
Corbitt, Melva	Coffee
Dunaway, Sara	Lowndes
Harrell, Zuber	Lowndes
Hester, Ruby	Lowndes
Huckabee, Eva Mae	Lowndes
Jones, Lois	Toombs
Joyce, Debra	Brooks
McCall, Archie	Lowndes

-McCranie, Margaret	Thomas
-Moses, Mary Ethel	Montgomery
-Moore, Mattie Sue	Echols
-Mobley, Maude	Lowndes
-Rose, Caroline	Lowndes
Segars, Sara Frances	Barrow
Sutton, Jennie Lee	Decatur
-Smith, Hazel	Thomas
Smith, Leland	Lowndes
Smith, J. T.	Lowndes
-Smith, Eleanor	Lowndes
Tarte, Teresa	Lowndes
-Thomas, Ruth	Lowndes
Tillman, Young	Lowndes
-Wilcox, Pearl	Coffee
-Way, Julia	Lowndes
-Wisnbaker, Laura	Lowndes
Wisnbaker, Emory	Lowndes

Sub-Freshman B

Ashley, Thomas	Lowndes
Ashley, Wallace	Lowndes
-Byrd, Lois	Lowndes
-Bitzer, Frances	Lowndes
Bergstiner, Aileen	Lowndes
-Breedlove, Mary	Lowndes
-Clements, Pearl	Lowndes
-Culbreth, Pauline	Echols
Converse, Charles	Lowndes
Carter, John	Lowndes
-Chauncey, Marion	Lowndes
Clinard, Lovie	Irwin
-Dekle, Frances	Lowndes
Foley, Eileen	Lowndes
-Harper, Mae	Baldwin
-Horne, Irene	Liberty
Johnson, Dorothy	Lowndes
Jurnigan, Ruth	Clinch
Jones, Jewell	Pierce
-Knox, Elizabeth	Wayne
-Morrison, Alva	Wayne
Ripley, Hermione	Lowndes
-Robertson, Eppie	Wayne

98 SOUTH GEORGIA STATE NORMAL COLLEGE

-Smith, Pearl	Lowndes
Stallings, Clyde	Lowndes
Stallings, Lillie	Lowndes
-Vinson, Willie M.	Houston
-Wall, Pansy	Coffee

Special Teachers' Course

Allen, Helen	Grady
Chandler, Mary Lee	Early
Dubberly, Leila Belle	Tatnell
Harris, Eula	Wayne
-Humphrey, Kate	Decatur
Kirkland, Carrie	Tatnell
Lucas, Martha	Brooks
Merritt, Vergie	Mitchell
Massey, Marie	Brooks
McClelland, Clarice	Laurens
Oliver, Anna	Burke
Perry, Sallie Mae	Colquitt
Raiford, Alice	Thomas
Rutherford, Bessie	Berrien
Rutherford, Alma	Berrien
Smith, Lottye	Early
Williams, Alice	Brooks

Summer School Students
1917

Ashmore, Eula	Colquitt
Adams, Estelle	Wayne
Adams, Carrie	Webster
Aligood, Myrtle	Thomas
Allen, Bessie	Pierce
Ammons, Effie	Ware
Allen, Lottie	Pierce
Barfield Coma	Lowndes
Brown, Mattie M.	Toombs
Bond, Mrs. Lee	Toombs
Bridges, Malinda	Early
Brannon, Ella	Miller
Blalock, Elva	Tift
Barrett, Eddie Mae	Berrien
Bolton, Havelyn	Thomas
Bitzer, Ruth	Lowndes

Byrd, Mary	Coffee
Bryan, Mrs. Lula	Tift
Brannon, Mattie L.	Miller ^d
Bruce, Oma	Irwin
Castleberry, Lizzie	Berrien
Chestnut, Maggie	Berrien
Creekmore, Pauline	Appling
Creekmore, Cerese	Appling
Chappell, Florice	Worth
Collins, Eva	Grady
Collins, Hattie	Grady
Clark, Jennie	Colquitt
Clark, Essie	Colquitt
Clark, Mrs. F. B.	Lowndes
Cogland, Dora	Grady
Crum, Jewel	Tift
Dampier, Louelle	Lowndes
Dowling, Leila	Ware
Eunies, Martha	Berrien
Foreman, Myrtle	Colquitt
Foreman, Mrs. John	Terrell
Farrell, Lillie M.	Grady
Fleming, Lucy	Colquitt
Fields, Ida	Oglethorpe
Folsom, Cora	Brooks
Fletcher, Myrtle	Florida
Gibson, Margaret	Decatur
Greene, J. N.	Berrien
Gaughf, Jazee	Irwin
Glover, Gussie	Tift
Hurst, Irene	Grady
Hartsfield, Marjorie	Randolph
Hesters, Lottie	Appling
Houston, Ruby	Worth
Hart, Lila K.	Quitman
Hodges, Jimmie L.	Berrien
Hendon, Pauline	Wayne
Harris, Clara	Ware
Harrington, Jessie	Quitman
Havencotte, Jessie	Lowndes
Harris, Lucille	Lowndes
Haisting, Loverte	Tift
Hall, Tempie	Colquitt

Harper, Lizzie	Coffee
Ivester, Annie Mae	Tift
Jones, Leona	Colquitt
Jeffares, Lucille	Grady
Jones, Ruth	Pierce
Jones, Elizabeth	Mitchell
Jones, Eva	Mitchell
Kinley, Mabel	Decatur
Lott, Viola	Coffee
Lewis, Rosebud	Brooks
Laster, Pearl	Thomas
Laster, Ori	Thomas
Merritt, Mittie	Calhoun
Mullis, Beulah	Tift
Marshall, Eva Mae	Lowndes
Morgan, Verna	Lowndes
Mullis, Mrs. Gussie	Early
Moncrief, Carrye	Thomas
Moore, Berta	Quitman
McAuley, Jimmie	Lowndes
McDonald, Elizabeth	Worth
McRee, Rachel	Lowndes
McKee, Annie	Colquitt
McDonald, Ora	Colquitt
McCall, Johnnie	Lowndes
McGauley, Effie	Wayne
McWhite, Alice	Colquitt
Neff, Barbara	Grady
Nelson, Annie	Berrien
O'Quinn, Altha	Wayne
O'Quinn, Silas	Tift
Peters, Louelle	Lowndes
Proctor, Frances	Pierce
Purvis, Ethel	Berrien
Plowden, Eunice	Calhoun
Patterson, Lillian	Thomas
Pool, Mary	Irwin
Patterson, Eunice	Brooks
Perryman, Ruth	Colquitt
Perryman, Jessie	Colquitt
Parker, Lucy	Clinch
Reynolds, Annie	Berrien
Rountree, Dean	Thomas

Rutherford, Alma	Berrien
Rutherford, Bessie	Berrien
Ross, Lillian	Appling
Rodgers, Georgia	Oglethorpe
Rogers, Lida Ho	Decatur
Schraumm, Ruby	Bartow
Sutton, Susie	Wayne
Sears, Fannie	Coffee
Swicord, Lois	Grady
Smith, Vesta	Lowndes
Stevens, Renalee	Worth
Shores, Eva	Grady
Shores, Lila	Grady
Smith, Eddie	Webster
Sanders, Willie	Grady
Turner, Florence	Tift
Turner, Ethel	Coffee
Taylor, Martha	Grady
Terrell, Mary	Grady
Tillman, Eunice	Lowndes
Tucker, Lois	Lowndes
Tyson, May L.	Colquitt
Underwood, Eva	Jeff Davis
Vanlandingham, Thelma	Grady
Wilson, Jessie	Clarke
Wheeler, Ada	Carroll
Wilson, Mrs. J. L.	Lowndes
Willis, Mrs. Flossie	Colquitt
Wasner, Pauline	Houston
Whitley, Judy	Ben Hill
Whaley, Willie Mae	Thomas
Willis, Addie	Tift
Waters, Janette	Pierce

TRAINING SCHOOL ENROLLMENT
1917 - 1918

First Grade

Boyd, America Elizabeth	Jones, Sara Coral
Brantley, Frank Cawson	Jones, Warren Lathrop
Bitzer, Agnes Junkin	Oliver, William Henry, III.
Bruce, Charles Harris	Powell, Richard Berens
Burgstiner, Jimmie Jewel	Parrish, Henry Franklin, Jr.
Colley, Bessie Claudia E.	Stapler, Frances Elizabeth
Foster, Lonita Clark	Tillman, Gordon I., Jr.
Freeman Winthrope Holmes	Fitzgerald, Edgar W.
Harrell, Katherine Yetive	Yarbrough, William Penn, Jr.

Second Grade

Chauncey, Rosalie Brown	Mims, Chester Arthur
Dixon, Annie Lou	Richardson, Minnie Strickland
Gordon, Ora Lee	Turner, Carroline Lyle
Hereford, Elizabeth Morgan	Young, Melba Alice
Langdale, Margaretta	

Third Grade

Blalock, Mary Lewis	Newman, John Boyd
Baldwin, Leonard Augustus Jr.	Parrish, Caroline
Breedlove, Beauchamp	Powell, John Perry
Bruce, Mary Elizabeth	Tillman, Emily Marie
Edwards, Mary Francis	Wood, Lucille
Jones, Dorothy Virginia	McRee, Catherine
Kelly, Thomas Mack	Bradley, William Joseph, Jr.

Fourth Grade

Bitzer, Helen	O'Neal, Isabel
Blalock, Thomas	Powell, Alfred
Burrows, John William	Richardson, Margaret
Crosland, Grace	Watson, Ava Nelle
Foster, Osma B.	Herring, Ila
Gordon, Frank	Koiley, Walter
Johnston, Willie C.	

Fifth Grade

Bitzer, Mary
Brooks, Annie F.
Edwards, Mary G.
Fletcher, Nona
Johnson, Nellie
Jones, Harriet

McRee, Elizabeth
Smith, Mabel
Stricklin, Susie Mae
Thomas, Virginia R.
Vaught, Pearson
Converse, George

Sixth Grade

Jackson, Edgar
Mathis, Neva
Richardson, Anna
Daugherty, Lena R.
Jackson, Lucie J.
Daniels, Juanita
Dixon, Estelle
Shiver, Lottie Bell

Conoley, Ulmer
Campbell, Rena Mae
Chauncey, Emily
Burgstiner, Mattie L.
Bray, Clare
Barbre, Rebecca
Blalock, William R.

Seventh Grade

Blalock, Lonnie
Creel, Ware
Dixon, Julian
Dasher, Mary E.
Edwards, Elizabeth
Jones, Lawson
Jones, Mary R.

Langston, Warren R.
Malloy, George
Newman, Elizabeth
Ripley, Bert
Small, Mary Alice
Wisembaker, Florrie