

THE GEORGIA STATE WOMANS COLLEGE
VALDOSTA, GEORGIA

16 January 1940

To the Chancellor and the Board of Regents,
University System of Georgia.

Gentlemen:

It is quite impossible for any one man or group of men to know all there is to be known about all the units of the University System of Georgia. It occurs to me, therefore, that it may be of some interest and of some value to you to have before you a fairly comprehensive (though by no means all inclusive) report on the Georgia State Womans College at Valdosta, covering a period of five or six years.

Here at G.S.W.C., we have a large junior division; so we are faced with both senior and junior problems. Here, too, are curriculum problems perhaps even more difficult of solution than are those in larger institutions where the aim is specific rather than general.

And so it may be that this unsolicited report will serve as a sort of imperfect yardstick, - or at least as a sort of mirror which will reflect, if magnified some thirty or forty times, the growth and development and tremendous potentiality of the University System.

The function of this college was changed from that of a teacher training institution to that of a liberal arts unit for women at the very time when "the business of making a living" was perhaps more important for both men and women than it has been in the history of this country. It has, therefore, been something of an undertaking to carry forward a liberal arts unit of the University System, especially at an institution shorn of all apparent means of "making a living", an institution located in a comparatively poor section of the State (annual income 78% of State average), and further than anywhere else in the State from metropolitan areas where the fine arts, art, music, the drama, are more readily available.

From time to time, two questions have been asked: Should not G.S.W.C. be "cut back" to a Junior College? Should not G.S.W.C. be opened to men as well as to women? The answer to the first of these questions is that this is the only senior college south of Macon in the large south and southwestern portion of the State. The answer to the second is that there is already a Junior College for men (Emory Junior) located in Valdosta, and that this college is doing a good job. To open our entire college to men would not solve the problem of a large junior college and a small senior college. To open our senior college to men (necessitating, of course, a change of name!) would be better. To cooperate with Emory Junior now, in every possible way, with the thought of establishing eventually a coordinato senior college, may be better still.

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Page 1 of this report, like the opening stanzas of In Memoriam, is written after the report has been completed. Here, I wish to list several unrelated items which have come to my attention in the past few days.

Chancellor Philip Woltner, speaking at the first meeting of the Council of the University System at Dahlonega, August, 1933: "The objectives of the Liberal Arts College are perhaps the hardest of all to determine.....Somehow I feel.....that the success of this University System will be in some degree measured by our success in convincing the people of Georgia of the value of a liberal arts program... the degree of civilization of our people can perhaps be measured by our appreciation of the liberal arts."

Dean George P. Donaldson (Abraham Baldwin) : "In December we took the Glee Club of our College to G.S.W.C. where we had the privilege of hearing the Don Cossack Choir. This was a great experience for our boys. In fact, many of them have stated that it was the richest cultural treat ever enjoyed by them. These boys think, and we share their feeling, that you and the College at Valdosta are making a splendid contribution to real living by bringing to our section of the State outstanding entertainment in music, drama, and other arts." (We are inviting those boys, and many other people from this section, - from Waycross, Quitman, Thomasville,....to hear the Roth String Quartet, with Hugh Hodgson, on January 30, as our guests. The fee for this outstanding entertainment is being paid by a friend of the College.)

Dean Hawks to the University Examiner: "Of course, as you well know, no one quarter gives an accurate picture of an institution as small as ours is, where some selection has been followed in practically every section. As you know, our students are above the State average on placement tests. Of the 437 fall quarter State tests taken in 11 sections, there are 9 F's, or 2.06% (instead of the 10.5% State standard)....." Last year, Dr. Boers wrote me that this unit was the only one in the System which, according to his evaluations, seemed to be accomplishing anything by way of selection of better students and retention of able students.

Our W.P.A.-Student Activities House is so popular with clubs and organizations that it is booked solid for three weeks.....

["The balanced relation in Jefferson's idea between the well-being of the masses and the higher cultivation of the arts and sciences is best expressed in his educational project. Elementary popular schooling educated the many. But it also served a selective purpose. It allowed the ablest students to be picked out and to continue instruction in the middle grade. Through the agency of the latter the "natural aristocracy" of intellect and character would be selected to go on to university education." John Dewey]

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Table "A"

YEAR	TOTAL SALARIES	SALARY INCREASES	ADDITIONS TO STAFF	TOTAL INCREASE
1934-35	\$56, 480			
1935-36	\$58, 830	\$ 70	\$2280	\$2350
1936-37	\$65, 880	\$2790	\$4260	\$7050
1937-38	\$70, 694	\$4094	\$ 720	\$4814
1938-39	\$74, 450	\$1256	\$2500	\$3756
1939-40	\$76, 015	\$ 220	\$1785	\$1565
TOTAL		\$7990	\$11545	\$19535

Comments on Table "A"

1934-1935

(You will notice that since 1936-1937, "Total Increase" has dropped from \$7050 to \$4814 to \$3756 to \$1565.)

In the spring of 1934, Chancellor Weltner presented me with our budget for 1934-35. With only two positions to fill, one in the infirmary and the other in the dining room, I was urged to get a trained nurse to replace practical nurse, and a dietitian to replace housekeeper. A salary of \$1200 was set up for each.

Dietitian: Miss Daisy Daniel, now at Georgia Tech, was chosen as dietitian. Miss Daniel also taught Home Economics; so Mrs. Beck was retained as assistant to the dietitian.

Physician: Instead of a trained nurse, I was able to obtain the services of Dr. Marian Farbar, of Chicago, who was interested in doing research work in the South. As Dr. Farbar's duties, which now include teaching, have increased, her salary has been raised to \$2400. Dr. Farbar gives complete physical examinations, follow-ups, vaccinations, metabolism and tuberculin tests, prescribes special diets. Our health record has been remarkably good. No epidemics. For the past two years, no major surgery. Dr. Farbar's work here has, I believe, encouraged health programs at other units in the System.

There is a fine spirit of cooperation between the Health Service and the Physical Education Department. Miss Ivey, head of the Physical Education Department, gives three lectures a week to all freshmen during their first quarter as a part of their regular P. E. program. This course is on the care of the body, - ut sit mens sana.....! On Dr. Farbar's recommendation, certain students receive P. E. credit for resting, when rest rather than exercise is indicated.

1935-1936

Home Economics, re-established on a small scale in 1934-35, was expanded, and the services of a full time person required. Miss Matilda Callaway was employed at \$2400 (an increase by staff addition of \$1500 over what had been paid Miss Daniel for teaching). The position of Dean of Instruction was created (\$180) and was taken over by Dr. Hawks. Miss Elizabeth Larisey became my secretary at \$600. TOTAL: \$2280.

Miss Marjorie Carter replaced Miss Iva Chandler, as assistant ~~to~~ Miss Hopper, and in charge of Converse Hall. (Miss Chandler to G.S.C.W.)

Miss Margaret Hall, German and French, was dropped. No demand for German. Her French classes taken over by Miss Janie Bush, professor of Latin. No demand for Latin!

Mr. Stokes given leave of absence to complete Ph.D. work at Chicago. Dr. Knipling replaced him. (\$900 difference in salary paid Mr. Stokes.)

Miss Bancroft replaced Miss Temple as teacher of Voice.

Miss McElmurray replaced Miss Daniel as dietitian.

1936-1937

Courses in Social Service Work organized. Mrs. Elinor Nims Brink employed, Ph.D. Chicago, at \$2400. Curriculum committee believed no field more desirable for graduates of liberal arts college for women.

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Office of Placement, Publicity, N.Y.A. inaugurated under direction of Miss Thyrsa Perry (\$1500). This work, formerly attempted by faculty members, needed to be coordinated. It was and is a full time job.

With opening of new dormitory, Senior Hall, Miss Mildred Turnbull was employed for \$360.

Total additions: \$4260.

Faculty Salary Increases totalled \$2790 for thirteen people. Most raises were in the lower brackets, where many salaries were shamefully low.

Dr. James Stokes was transferred to G.S.C.W., Dr. Beatrice Nevins coming to us from G.S.C.W. Mrs. Shrivalle replaced Miss McElmurray.**

1937-1938

Miss Pankoke was added to staff of music department as instructor in piano, where private instruction and additional courses made assistance necessary. Addition of \$720 for the year.

Faculty Salary Increases totalled \$4094 for twenty-one people. Most raises were in higher brackets, where salaries had been reduced during early depression years.

At the death of Mrs. Beck, her position was filled by Mrs. Whittle.**

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**The work of Mrs. Shrivalle and Mrs. Whittle calls for special comment. Dining hall and kitchen, pantry, ice-boxes, equipment, china, silver, glasses, pots and pans,-- all are kept scrupulously clean. Meals are well planned, well cooked, nicely served by dining hall girls, are ample and varied,-- and for more than three years I have had no complaint of any sort from anybody!

See dining hall report for 1938-39, showing three Junior Colleges near us and four senior colleges.

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Table "B"

	<u>FOOD</u>	<u>COST</u>	<u>TOTAL</u>	<u>PERCENT "SAVED"</u>
AMERICUS	.101	.037	.138	11%
DOUGLAS	.0999	.0289	.128	10%
TIFTON	.099	.024	.123	6%
ATHENS (a)	.125	.057	.182	16 $\frac{1}{2}$ %
MILLEDGEVILLE (b)	.121	.046	.167	11 $\frac{1}{2}$ %
STATESBORO (c)	.09	.025	.115	34%
VALDOSTA	.093	.06	.153	22%

(a) Average of 5.

(b) Average of 3.

(c) Saving greater if \$6957 equipment is Dining Hall.
If Dormitory, figures are O.K.

1938-1939

Staff Additions: Mr. Herbert Kraft (full time) for Miss Pankoke, at additional cost of \$1080. Mr. Kraft needed for courses in Music Appreciation, Group Piano teaching, for Recording work, and for looking after the various electric appliances coming so generally into use in college work. Mr. Kraft is both pianist and organist, knows church and choir work, and will make a most valuable addition to the staff.

Mr. Joe Prather, part time instructor in P.E., in charge of horseback instruction; part time at Emory Junior College; at a cost of \$685. Miss Anita Uliver, for five months, assistant at swimming pool, at cost of \$125. **

Mrs. Dana Stevens, instructor in typing and shorthand, added this year to the curriculum,-- cost of \$250.

Nightwatchman (\$360) previously carried under "wages" instead of "salaries"; so strictly not an addition.

Total cost of staff additions: \$2500

**Miss Carter had taught horseback but, with new swimming pool, was shifted to teach swimming. She is also being used more and more in Biology department, and still is in charge of Converse Hall.

Salary Raises Total: \$1256. Of this amount, \$556 are adjustments, where raise was already in effect, but beginning in September, and this year beginning in July. Mrs. Middlebrooks, an older woman, transferred from G.S.C.W. on account of political

disturbances, \$400 more than was paid Turnbull, whom she replaced. Miss Treanor, having completed Ph.D. work, was given an additional \$300.

Miss Mildred Teasley replaced Miss Thyrza Perry, on leave of absence at Columbia for her M.A., now teaching in Atlanta.

Following the death of Miss Bancroft, Miss Elizabeth Druckenmiller was appointed to the position of Instructor in Voice.

1939-1940

\$1785. Salaries \$220 less than in 1938-1939; additions
Total: \$1565.

Dr. Brink employed for two quarters only, at saving of \$600. Miss Lowry replacing Mr. Prather and Miss Oliver, at saving of \$60. Miss Teasley raised \$200; Mrs. Shrivalle \$240.

On account of Miss Carter's increasing teaching load, and an unusually heavy freshman enrollment, Mrs. Middlebrooks has been moved into Converse Hall, and has also been put in charge of the Country Store. Miss Elizabeth Garbutt replaces Mrs. Middlebrooks in Senior Hall at \$900. We paid Mrs. Middlebrooks \$200 for July and August, and are paying her \$50 a month to July 1, or \$700. Increased cost over last year, \$600. Assistant Art Department, fall quarter, \$75. Unusually heavy enrollment required two sections.

For several years, Dr. Phelan has had an overload in the Physical Sciences. This year, Dr. Blich, of Emory Junior College, (\$750) is carrying one survey course a quarter in Physical Science, giving Dr. Phelan additional time for laboratory supervision and attention to senior college courses. Longer nightwatchman hours (\$360).....
Total: \$1785,- less \$220 salary decrease,-- \$1565.

Miss Anna Richter for Miss Elizabeth Larisey, as secretary.

Miss Marie Motter for Miss Elizabeth Druckenmiller, in Voice.

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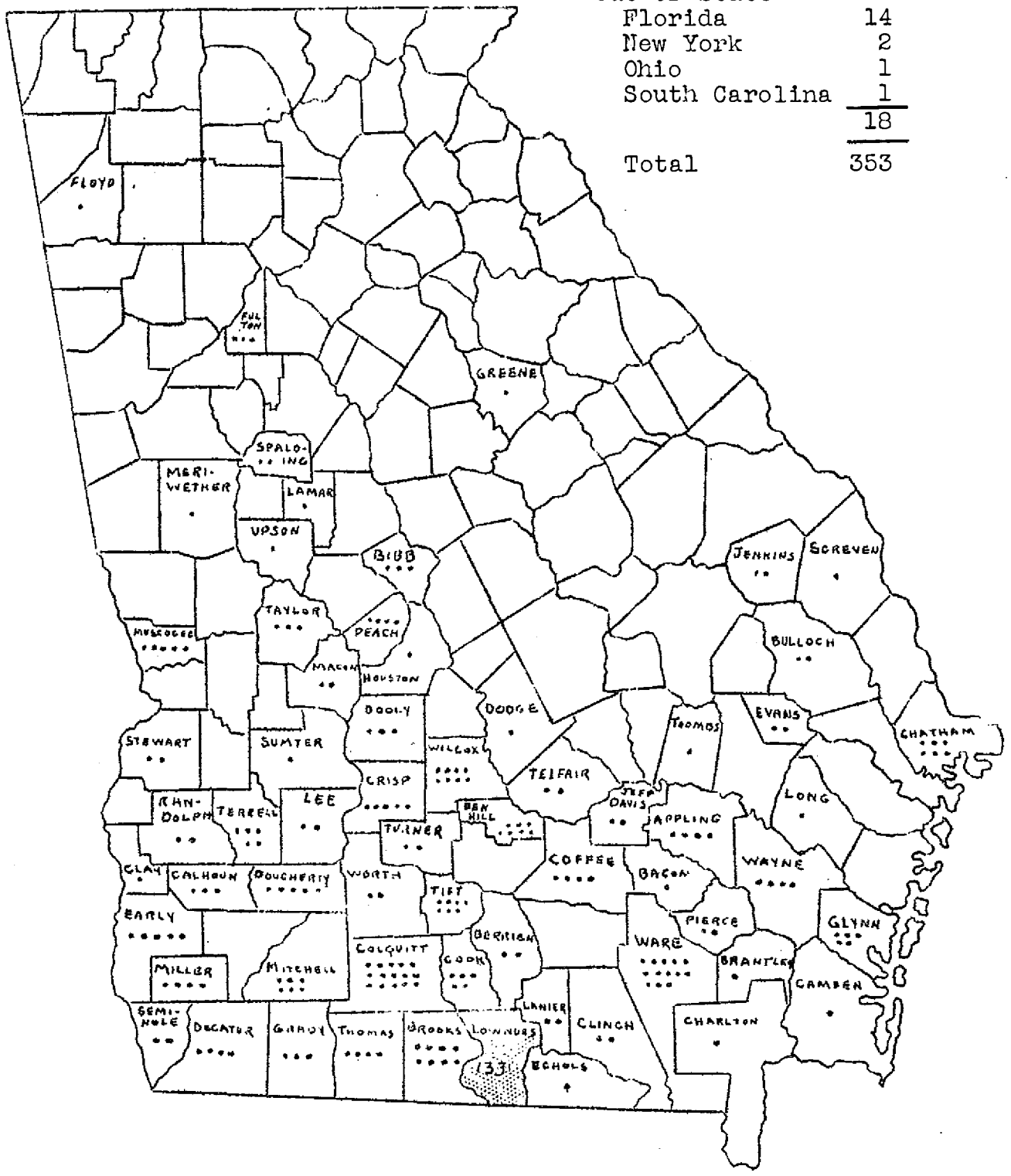
Day students are invited to have lunch at the College on school days, for a dollar a week. About twenty-five girls are taking advantage of this opportunity.

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GEORGIA STATE WOMANS COLLEGE AT VALDOSTA
MAP OF GEORGIA SHOWING ENROLLMENT BY COUNTIES

Fall Quarter 1939

Georgia	335
Out-of-State	
Florida	14
New York	2
Ohio	1
South Carolina	1
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	18
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Total	353



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TABLE "C"

YEAR	AVERAGE NUMBER OF STUDENTS	AMOUNT RECEIVED FROM STATE	% OF TOTAL * BUDGET	STUDENT PER CAPITA COST TO THE STATE
1933-34 (POUND)	319	\$50,595	41%	\$158
1934-35 (READE)	332	\$41,900 (a)	38%	\$126
1935-36	329	\$46,832	42%	\$142
1936-37	310	\$47,084	40%	\$152
1937-38	302	\$59,428	46%	\$197 (b)
1938-39	331	\$53,653 (c)	39%	\$162
1939-40	352 (d)	\$55,000 (e)	40%	\$157
AVERAGE	325	\$50,641	41%	\$156

* Total budget includes Student Activity Fees.

(a) \$900 to Dr. Pound.

(b) "The normal order of nature here reasserted itself against the accident of progress!" The Last Puritan.

(c) Received \$52,983. Due on accounts, \$670.19.

(d) First quarter.

(e) Allotment \$61,000, but we hope to "save" \$6000.

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["Civilization is a 'race between education and catastrophe'."
.....H. G. Wells"]

Table "C" is of interest in that:

1. Over a period of seven years, State support has not varied by more than 8% of the total budget.
2. Although 1939-1940 (see table "A") shows total salaries of nearly \$20,000 over 1933-1934 (\$8000 in salary increases and \$11,500 in additions to staff), student per capita cost to the State is one dollar less in 1939-40 than in 1933-34!
3. Although additions of all sorts (see following pages) have been made during past five years, student per capita cost to the State is only one dollar more than the average cost for the past seven years!

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STUDENT FEES

That G.S.W.C. is now paying about \$20,000 more to teachers and to additional staff members than was paid in 1934-35, and at no increased student per capita cost to the State, does not seem reasonable,-- for certainly no one here has "passed a miracle"! The answer, of course, is that student fees have been raised. By the quarter, academic fees have been raised \$2.00; room rent, \$4.50; and board \$9.00. For a dormitory student this is a raise of \$15.50; for a day student, \$2.00. Even at that, students are paying only \$1.50 a month more room rent for two girls in a room than they formerly paid for three in a room. And table board is only \$16.00 a month! The real "miracle" is that a student can get standard college work, room, board, laundry, and all student activities,-- everything but books, clothes, and spending money, for \$300.00 a year!

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["I respect no study, and deem no study good, which results in money making.".....Seneca]

ADDITIONS OF ALL SORTS AT G.S.W.C. DURING PAST FIVE YEARS

"The use of riches isn't to disperse riches, but to cultivate the art of living."

Santayana

In the South Woods:

- (a) A Playground for Valdosta Children. Old training school equipment moved (by City of Valdosta) into pine woods, and maintained by Junior Chamber of Commerce. Supervised by Physical Education Department. Gives our students experience in playground supervision.
- (b) Outdoor Amphitheatre. Built by W.P.A. without cost to State. Power line and lighting equipment presented by citizen of Valdosta.
- (c) Stable of Horses. Loaned each winter to G.S.W.C. by Camp Glenrochie. Faculty members and town people pay \$1.00 an hour, which enables students to have 20 to 25 hours of riding for \$12 a quarter. 18 students are riding this quarter, and more are signed up for winter quarter.
- (d) The Garden Club of Valdosta, working through city landscape architect, plans still further to beautify south woods by planting azaleas and flowering shrubs.

South Campus:

- (a) Swimming Pool and Bath House. Standard collegiate size, 35 by 75 feet. Purification plant. Water furnished without cost by City of Valdosta. This pool has been used for the past two summers in connection with a Y.M.C.A. community project. Built with State funds at an approximate cost of \$25,000.
- (b) Two Additional Tennis Courts, - one for Faculty, one for Alumnae. All courts resurfaced and regraded this summer, with help of Lowndes county convicts.
- (c) Goalposts at East: To persuade boys to stay off other playgrounds used by our girls!

Main Campus:

- (a) A Mile of Concrete Roadways laid by State Highway Department at a cost of \$20,000. Pebble-dash road laid on back campus.
- (b) Senior Hall: Dormitory-Auditorium, State-P.W.A., together with furnishings, something over \$70,000.

North Woods:

- (a) Student Activities House: W.P.A. Project: \$8000.- No cost to State.
- (b) Library: State-P.W.A.: \$72,000. (Under construction)

Artist Series: A fine series, run by students' fees, supplemented by the college when money is available. We have had such artists as William Beebe, Sigmund Spaeth, Cornelia Otis Skinner, Carl Sandburg, Emile Baume, - Russian singers, dancers, plays, piano, voice, glee clubs, etc. etc.

The Campus Canopy: Weekly student newspaper. (The annual, the Pine Cone, has just received first honor rating for 1939.)

Carnegie Music Set: Presented by the Carnegie Corporation, 1200 record surfaces, and a fine Lyon-Healy Phonograph, -- to be placed in Student Activity House so that all students may have good music available at all times. This set is valued at over \$1500, and would cost much more if it had to be collected individually. The set will also be most valuable in Music Appreciation classes, the Humanities, and courses of like nature. Selected programs from this set will be sent to alumnae, clubs, etc., in this section.

Chapel: On Wednesday morning of each week, from 10:30 to 11:15, Professor Gatewood Workman, of Emory Junior College, gives a lecture on the Bible to our students. (Friend of the College pays honorarium.) This discussion is non-theological, non-denominational. Few people really know much about the Bible, - even those who believe even those chapters they have never even read! This series of lectures will be most valuable to our students. It has been set up in the belief that no person unaware of the Bible can be considered educated. The public is invited to these lectures and many attend, - preachers, the Bible Class of the Womans Club, and others. Most faculty members attend.

Citizenship Institute: Sponsored by G.S.W.C. and Emory Junior College, featuring prominent speakers. Held annually.

Clubs and Organizations: There are a dozen or more clubs and organizations on the campus. (No sororities.) Recent additions include the two Honor Societies, the Alpha Delta Journalistic group, and the Sociology Club. Most are departmental clubs, for students majoring in those departments, and each has a faculty adviser. These clubs are run on Student Activity Fees.

Each spring, the Senior Class takes an extended trip, for several years past to New Orleans. Cuba is mentioned for this year.

The International Relations Club, - history majors, - takes an extended trip each year. Last spring, chaperoned by Miss Price, the girls went to Williamsburg for the national meeting of I.R.C. Clubs, - and thence to Washington for Easter Sunday, and for a visit to Mrs. Roosevelt at the White House.

The Math-Science Club will this year give a summer school scholarship to a science major for advanced study.

Cooperation with Emory Junior College: Increasing cooperation between the two institutions, to our mutual advantage. Glee Club and Dramatic performances put on together.

Cooperative Book Store: To be managed and run by the Senior Honor Society, beginning in January. A certain percentage of profits will be returned to students, and a fund will be built up to be used to help exceptional students come to college.

Honor Societies: Honor Societies, both in Senior and Junior Division. Senior Honor Society petitioning Mortar Board. These societies have done a great deal to encourage scholarship on the campus. They bring speakers for Honor Day, which is held each spring.

Loan Scholarships: In the past two years, about \$3000 from friends of the College has been set up in loan funds for worthy students. A loan committee of the faculty passes on applications, and no deserving applicant has been refused aid.

Nightwatchman: Night was often hideous. Now peace and quiet reign!

Placement and Publicity: This has been a most successful bureau. The College has had excellent publicity, not only in the metropolitan papers, but also in the local papers in this section.

Placement of Graduates: Despite the hue and cry for "jobs"-- despite the idea that only vocational school training prepares students for jobs,-- a check on our graduates for the past three years shows that all of these graduates who have wanted jobs (marriage included) have jobs. One or two, perhaps, who neither have to work nor want to work, are living at home and liking it.

Last year there were a good many more positions open for our graduates than we could fill.

Sound Movie Machine, Recording Machine with Microphone, Radio,

Phonograph, Loudspeakers: All of this equipment used in class room work. Recording machine most helpful in departments of Music, Modern Foreign Language, Speech.....

The Open Door: On payment of a nominal fee of a dollar a month, any reputable citizen of this community may attend any of our college classes and may also use our library. The fee is to keep out the simply curious. Those who enter by the Open Door are auditors only, take none of the teachers' time, take no examinations, do not work for credit. Not many come, but the door is open, and any possible criticism of college courses is eliminated!

On payment of a small returnable fee, any of our alumnae may have the same use of our library as is accorded to students.

Travelling Library: At the moment, these libraries are not travelling, on account of lack of funds. Each library consists of about 100 books (many donated) and numerous stories and articles cut from magazines. They go from school to school in Lowndes County, and superintendents report that the books are eagerly awaited. It is our hope to begin this service again, and to extend it to other counties in this section of the State.

Woman Physician, and Dietitian: Both already mentioned.

Works Progress Administration: In addition to Amphitheatre, Student Activities House (about \$2500 put up by students, - \$5500 by W.P.A.), already mentioned, the W.P.A. has spent several thousand dollars in labor on a campus beautification project, cleaning up, planting, etc.....

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PHYSICAL PLANT : IMMEDIATE FUTURE

In the past few years, several thousand dollars have been spent on general repairs, - down pipes, guttering, electric circuits in the two older dormitories, etc. etc. Considerable new equipment is needed, particularly in our science departments, in dormitory rooms, in the kitchen.

1. It is most important that a complete new heating plant be installed at the earliest possible moment. Pipes are rotten, overloaded. Next Septomber, our library will be added to an already outworn system. Loaking pipes are causing consideroble damage to buildings, and money is being spent for repairs that are only temporary.

A survey of our present heating system, together with recommendations for the future, has been on file in Rogents' office (now in office of supervising engineer) for two or three years.

Strongly recommend that heating plant and new pipes be installed beforo the opening of the 1940-41 sossion.

2. Plans have been drawn for a W.P.A. project to include a Music House and a Gymnasium. (This project might also include Hoating Plant.) At the present time, we are renting a residnce and using it as a music studio. This is expensive, and far from satisfactory. In a liberal arts college, it is important that the fino arts be stressed, and our music department needs the encouragement of a more modern building.

Our present "gymnasium" was built many years ago, and at that time was intended to be used as a laundry. This small stove-heated room is ontirely inadoquate for the needs of the Physical Education department.

3. Library: Just as soon as the present library project is completed, and the building accepted by the State and the P.W.A., overy effort must be made to complete the inside finishing upstairs and to build stacks for books. The main reading room will house only about one-fourth of the books we now have.

ONE THOUSAND DOLLARS

STUDENT ACTIVITIES HOUSE: Over a period of years, about \$1500 was saved by a student publication, the Pine Branch. This money has been used to make possible the erection of a log cabin (W.P.A. project) valued at about \$8000. Of this sum, about \$1100 has been spent on furnishings paid for by our students by curtailing student activities by 10% for each of two years.

As the Activities House has been erected without cost to the State, the Regents may wish to make a special appropriation of \$1000 for furnishings, so that student activities, all of which are carried on by student fees only, need not be curtailed.

FIFTEEN HUNDRED DOLLARS

CARNEGIE ART REFERENCE SET: If G.S.W.C., through friends

and alumnae, can raise \$1500, will the Regents match this sum by special appropriation to insure immediate purchase of the Junior Carnegie Art Reference Set, and eventual acquisition of the Senior Set? The value of such an addition to an art department in a liberal arts college for women can hardly be overestimated.

The Senior Set includes more than two thousand mounted photographs, in three sizes and many of them in color, depicting works of art,--- painting, architecture sculpture,--- of all countries, from earliest days to the present. The set also includes about fifty large lithographs, in full colors, --- and many books.

A PROJECT WITH SEVERAL PURPOSES

A unified project, details of which are now being worked out, is being planned to bring reading matter (see Travelling Library), music (see Carnegie Music Set), and works of art (see Carnegie Art Set) not only to the college and to Valdosta but also to Lowndes County, and to this section of the State which we, as the only senior college in it, like to consider "our territory".

Such a project should prove of considerable value, particularly to those citizens of South and Southwest Georgia to whom books, music, and art are not readily available. Moreover, such a project should still further focus the attention of the people of the State on the many services rendered by the University System.

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Chancellor S. V. Sanford, from an address before the University System Council at Statesboro, on February 16, 1938:

"We are putting too much emphasis on specialization and far too little on general cultural background.....We should have faith in the liberal arts, not as they have been taught, but as they should be taught. To enrich the resources of the mind is the mission of the college of liberal arts. The liberal arts can not be learned from books alone, nor can an understanding of them be acquired by diligent research alone."

"Art is an expression, satisfying and abiding, of the zest of life." Henry Ryecroft

THE CURRICULUM

While what is taught in college and, more especially, how it is taught, is of more importance than is anything else in this report, it is not possible for an adequate discussion of our curriculum to be presented unless the reader already has made a careful study of the course offerings listed in our catalogue. (Current copy on request!) However, the following general statement from our Dean of Instruction may be of interest:

"A Liberal Arts College for Women should offer a basic cultural education common to all such colleges throughout the country, but it should modify its special and elective offerings to suit the economic and spiritual needs of its day and generation, of its time and place. To this end the various curricula of the Georgia State Women's College are set up. A majority of its students are from South Georgia. After college they will become teachers, or business women, or social workers, or home makers in rural communities or small towns. To fit a young woman to take her place in such a community and to become a force for its improvement is the aim of the College.

"Practically all work in the junior college is prescribed for all the units of the university system. This work is of an exploratory nature and is designed, in the main, to furnish an integrated educational background for the average citizen. However, even here there is some elasticity, and educational and vocational guidance is given to every student. Such guidance is based upon a careful study of the student's high school record, of her personal history, of her reactions to tests of ability, aptitude, and achievement, which are administered on entrance. Her progress through the junior college is carefully watched, and comprehensive tests, at the end of the sophomore year, are common to all the units. These furnish the basis for further guidance in the senior college. Here the various units differ in their offerings.

"At the Georgia State Women's College, the usual formal courses for the A.B. degree are included. Emphasis is placed not on the technical but on the cultural approach to each subject. There is a strong Fine Arts faculty whose aim is to produce a well rounded young woman with some skill in one practical art and a trained appreciation of several. In like manner, the Physical Education courses are designed to teach the fundamentals of good health, and to develop skill in activities which may carry over to post college life, such as tennis, golf, and horseback, swimming.

"The requirements for the A.B. degree, while permitting some specialization in a single division of study, yet are planned to continue that broad general education which is the aim of the junior college. However, in addition to the major and minor and various group require-

ments there still remains in the student's program place for a number of free electives. That she may select these wisely, to be of service later, several combinations of courses have been assembled in those departments which are usually looked upon as non-academic. These are called elective minors, and are in the departments of Music, Art, Dramatics, Physical Education, and Library Science. Five related courses in each of those departments constitute an elective minor in that department. For instance, in the Physical Education department an elective minor requires skill in two sports, with training and experience in the directing of those activities, courses in organization and leadership in young girl groups such as campfire and girl scouts, girl camp counselling, playground supervision and community center activities. By no means are such elective minors to be looked upon as professional training in those fields, but rather as general information and assets for those who may be in a position to direct worthwhile leisure time activities among the youth of this section. An elective minor in Library Science will equip a young woman to combine with teaching the direction of a library in a small school or to handle a small library in a rural section.

"Although practice teaching is not offered, and teacher training is not a function of this college, courses in Psychology and Education are offered. (See exchange students.)

"In view of the increase, in recent years, of State and Federal Agencies whose chief function is social welfare, the college has set up a curriculum of public welfare and social service. This program leads to the A.B. degree and prepares a student to enter immediately upon social work in rural and small town communities, typical of Georgia and the South. It also includes pre-professional training for admission to recognized graduate schools of social service.

"As has been stated, the Georgia State Women's College is a Liberal Arts and not a professional school. However, provision has been made in its curricula for pre-professional work. Students who wish to enter schools of Medicine, Nursing, Social Service, or Dietetics, can find the necessary scientific groupings in this institution. Although in Home Economics stress is laid on the home making courses, the general introductory courses are those offered in a professional school.

"Perhaps the most important feature of any curriculum in this institution is its administration. Students are sectioned in small and homogeneous groups. Under those conditions instruction is almost individual. Every teacher knows the student's weaknesses, and teaching is remedial as well as progressive."

RECENT ADDITIONS TO THE CURRICULUM:

- (a) Typing and shorthand for credit in junior division only. No credit on A.B. degree. - (1938-39)
- (b) Spanish, - reintroduced 1939-40.
- (c) Group Piano Classes and Courses in Public School Music, - 1939-40.

(It is believed by many that nowhere in the University System is enough time devoted to the study of our own English language. Surely a college graduate should be able to read and write and speak his own language with ease and accuracy. Can he? He can not. --- And "he" includes "she"!

Many others feel that courses in Logic, Ethics, and Philosophy should be required. Even a parrot can compare and distinguish: "All nuts that are light have no kernels. This nut is light. Therefore it has no kernel." And the parrot throws the worthless nut down without even cracking it!

Perhaps our students should all know something of organized as well as of abstract thinking, --- something of the normative science of thought as well as of the normative science of morality.)

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"I assume that the object of the under-graduate department of the University is to give an education, and without attempting an exact definition of this term, I understand it to mean a general training of the mind as distinguished from the acquisition of specific information which is expected to be of definite use in after life."

.....A. Lawrence Lowell

Dean C. Mildred Thompson, of Vassar, speaking at the Georgia State Womans College, on the occasion of our Twenty-Fifth Anniversary, January 15, 1938:

"We of the Liberal Arts tradition do not despise usefulness as an asset of our learning. We only insist that use should be understood in the long reaches when we are asked, 'What is the Use?' We insist that man does not live by bread alone, and, we would add, nor woman live by the baking of bread alone.

"What is the use of Mathematics, let us say. If you like it, it has use. If you get from the study of Geometry or from anything a sense of pleasure in the doing, a disinterested enjoyment in the sheer beauty of clear, straight reasoning, a satisfaction in the certainty of demonstrable proof, then it has use, for you."

FACULTY AND ADMINISTRATIVE STAFF

Members of the faculty and administrative staff are well trained, able, versatile, In a college of this size, and particularly as the Junior division is large and the Senior division small, the staff must be versatile, else it would be impossible to make shifts to meet ever recurring schedule difficulties.

STUDENT LOAD

Many classes are too large; some are too small; but, in general, the student load is pretty well scattered. The three largest classes have 59, 48, and 48; the three smallest 8, 8, and 12. The average, not including laboratory groups, is a little over 25.

TEACHING STAFF

Of the twenty-six members of the teaching staff, nine hold the Ph.D. degree; one the M.D.; eight the M.A.; one the A.B. and B.L.S.; two the A.B.; two the B.S.; and two hold various certificates from conservatories of music. Our horseback instructor has completed only junior college work.

Five of the twenty-six do only part time teaching. We have, in reality, the equivalent of twenty-three full time teachers, and of these, including library and health service, fourteen are also department heads!

SALARIES

Salaries for the Ph.D.-Department Heads range from \$2700 to \$2880.

Salaries for the M.A. group are set in general at \$2400.

Salaries for the A.B. group vary....\$900....\$1500....\$1740.

(The Southern Association last year called attention to the fact that our salaries are too low. I have just sent a report to the Association, stating that, just as soon as it is possible, I hope to raise the \$1740 group to \$1800; the \$2880 group to \$3000; the \$2700 group to \$2880; and a number of the \$2400 group to \$2700. This, of course, can be done only when State funds are available, and with the approval of the Chancellor and the Board of Regents.)

NON-TEACHING STAFF

Of the non-teaching staff, two are in the \$2800 bracket, the Dean of Women, and the Treasurer, who is also in charge of buildings and grounds.

The \$1740 bracket includes: The Registrar, who also keeps absence records, and is sub-director of general extension; the assistant treasurer, who also oversees the Students' Bank and audits the books of all student clubs and organizations; the director of Placement and Publicity and N.Y.A.; and the dietitian. Of these four, two hold the A.B. degree, and one the M.A.

Other salaries run from \$600....to \$900....to \$1500.

Patently, salaries are still far too low. And those of us at the heads of the several units can not afford to let the immediate financial crisis dissuade us from this opinion. So far as I know, school people are the only ones who, as a group, habitually "low-rate" their own profession!

As a matter of record, our Dean of Women and twelve of our teachers are now receiving less salary than they have previously received here! Most of our other teachers are comparative newcomers.

(Dormitory staff gets room and board and jolly well earns it!)

FACULTY MEMBERS DOING ADVANCED STUDY,
RESEARCH WORK, WRITING, SUMMER SCHOOL TEACHING ...

Miss Callaway has taught summer school at Athens.

Miss Carpenter has taught summer school at Statesboro.

Miss Carter will complete the work on her master's degree in biology at the University of Virginia this summer.

Dr. Durrenberger won a scholarship at McGill University last summer. He has also taught in a number of summer schools, both here, and at Athens and Statesboro.

Dr. Gulliver has done extensive work on Thackeray, with one volume published and another ready. He is now working at a book on Sidney Lanier. A number of his poems recently have been printed in books of verse and anthologies. He has also taught summer school both here and at Athens.

Miss Ivey has both taught and studied in summer sessions at L.S.U.

Miss McRee has won her M.A. by attending summer sessions at Columbia.

Mrs. Odum has continued research work in connection with her "Checklist of Magazines, 1861-1900", has recently submitted articles to the Georgia Historical Quarterly, the Maryland Historical Quarterly, and has had a number of poems accepted by various periodicals. She has also done summer teaching.

Miss Patterson has completed her B.L.S. at North Carolina.

Miss Price has been the recipient of a summer scholarship, and has done summer school teaching.

Dr. Punke has taught summer school at Duke University; has contributed some forty articles to professional literature in the field of education, and has written as many book reviews. He has published "Courts and Public School Property", and has considerable research under way, including a proposed book dealing with population problems related to education, and a study of attitudes and interests of high school pupils.

Miss Sawyer has attended summer school at Columbia, and has taught summer school at Athens.

Mrs. Thomas has attended summer school at Emory University.

Miss Treanor has completed her Ph.D. work at the University of North Carolina.

(Miss Perry was encouraged to go on for her M.A.; Mr. Stokes for his Ph.D. Both won their degrees, but neither returned to G.S.W.C.)

ACTIVITIES -- FALL 1939

None of us, I think, realizes how many activities "go on" at the various units of the University System. Many of these are for the benefit of our students; many others for the benefit of the community, and in these latter activities our faculties are regularly in demand. During the Fall Quarter, just passed:

Artist Series: Has presented the Jitney Players in "The End of Summer." Also poet John G. Neihardt and his son, piano virtuoso. Also the Don Cossack Choir. Ted Shawn and his dancers are booked for winter quarter.

Also Mrs. Ruth Bryan Rohde. Also the Roth String Quartet, with Hugh Hodgson.

Plays: The Seniors have presented a short play, "Hearts"- and "Pygmalion and Galatea" has been presented at a Vespers service. "Why the Chimes Rang" has been staged by Play Production class and Speech department, - Also a French play, "Napoléonette", by the Modern Language department, - followed by an hour of music, - Carnegie Music Set.

Glee Club: Has sung at Emory Junior and at Union Services, with songs appropriate to Thanksgiving. Also Christmas songs at church union services, and at G.S.W.C. Full Glee Club and special numbers, religious emphasis week. Sunday services, Methodist Church, -etc.

Speakers: Dean Robinette, of Northwestern, here for several days. Also Dr. Smart of Emory University for religious emphasis week. Also Chancellor Sanford on recent visit. Others.

Nursery School Conference: One of two in the State. Programs were arranged by Miss Callaway, Dr. Punke, and Dr. Durrenberger.

CIVIC CLUBS, COMMUNITY, SECTION

The college receives innumerable calls from civic clubs, Valdosta organizations of all sorts, and from the surrounding territory. This fall, for example, the following partial list:

(a) Fifteen or twenty of our students appeared in the Valdosta Womans Club presentation of "Sunny Skies".

(b) Departments of Music, Speech, Physical Education, gave an evening entertainment at Waycross.

(c) Individual faculty members:

Miss Bush has addressed the Beta Club (Valdosta High School) on archeology.

Miss Callaway has written a home making column for the Baker County News.

Miss Carpenter has addressed the A.A.U.W.

Dr. Durrenberger has spoken before the Tift County Teachers Association, the Valdosta Kiwanis Club, the Homer-ville Lions Club, on the Citizenship Program, and was Roll Call Chairman for the American Red Cross.

Dr. Gulliver has spoken before the American Legion, the Rotary Club, the Valdosta Postal Employees, the Columbus Day Assembly, the Readers' Forum, the Fine Arts Club, on two Vespers Programs, before the Wymodausis Club.

Miss Ivey has put on an entertainment for the District meeting of Home Economics Group of Georgia, demonstrating an adult recreation program.

Miss McRee has planned dance programs for several schools in Florida, Christmas party for Valdosta nurses, Christmas pageant at the Baptist church.

Miss Deariso and library staff have selected \$135.00 worth of books for the Pine Grove School. Students in Library Science have catalogued a number of books for this school.

Miss Motter has given programs before the Waycross Teachers Association, the Valdosta Rotary Club, the Garden Club, the Wymodausis Club. Also has sung in Baptist, Methodist, and Presbyterian churches.

Mrs. Odum has addressed the Wymodausis Club, the Readers' Forum, an Alumnae Study Group. She has refused a second term State presidency of A.A.U.W., presidency of the local A.A.U.W., etc...

Dr. Phelan has shown movies at the Christian and Presbyterian churches, and slides at the Baptist church

Miss Sawyer has given a reading before the Homerville Lions Club, has read "Dust of the Road" before the Wymodausis Club, and has addressed the Waycross Teachers Association and the local A.A.U.W.

(The above activities are far from complete. They are simply "samples".....)

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A LIST OF SOME OF MANY DEPARTMENTAL NEEDS

ART: Needs "most everything" Illustrative material; machine for use of opaque material such as good post cards &.....

BIOLOGY: (1) Microscopes for student use; additional oil-immersion objectives. (2) A film-strip projector. (3) Micro projector.....

ENGLISH: "What the English Department needs most as a Christmas present from the Regents is \$10,000 for books for new library and \$500 for records, pictures, illustrative materials, and a good portable Victrola."

HOME ECONOMICS: Asks for six new Singer Sewing machines; 54 new chairs; two ranges, one electric and one gas ("it is not possible for eight people to cook on one stove"); storage shelves; two sinks; a thermometer; two ironing boards; two sleeve boards; and "Mirrors! how we do need to look at ourselves in a sewing class!" Total: \$755.50.

HISTORY: The History Department needs an up-to-date map of Europe,- since 1920 at least!

PLACEMENT OFFICE:Must have a locked filing cabinet before another senior class can be helped.

PHYSICAL EDUCATION: New scales. Vacuum cleaner for swimming pool. Hair driers; lockers; other equipment not yet available for pool.

MUSIC: Wishes (1) A new Music Building. (2) A new Grand piano. (3) A 'bus to take Glee Club to nearby towns. . .

SOCIAL SCIENCE: Visual aids of various kinds,- maps, charts, films.

SPEECH: Lighting equipment. A stage set. A "simplified" recording machine.

14 May 1936

**Chavez*

TO ALL FACULTY MEMBERS:

PROCEDURE FOR FACULTY CONTROL OF ACADEMIC WORK

The following regulations are effective as of this date:

1. On quizzes and examinations, students will be assigned, wherever it is possible, to alternate seats; or else alternate quizzes or examinations will be given.
2. Faculty members will remain in the room during quizzes and examinations, and will proctor them.
3. In no case will quizzes or examinations be given by students or proctored by them. In no case will quiz or examination questions be prepared by students, nor will quizzes or examinations be graded by them.
4. Students will not be permitted to leave the room during quizzes or examinations.

5. Department heads will post, and order read in all classes, regulations stating what is regarded as fair and what as unfair work in their departments.
6. Identical quizzes or examinations will not be given to groups meeting at different hours.
7. Home work of any sort will be accepted for credit only with a clear understanding between teacher and student that the work is the student's own, and not that of another.

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If a teacher believes a student to be dishonest on academic work:

- a. The teacher will report that student, and will present the evidence, to the Student-Faculty Honor Committee.
- b. The Student-Faculty Honor Committee will examine the evidence and, by a vote of not less than five out of seven, will find the student guilty as charged.
- c. Students found guilty of dishonesty will be remanded by the Student-Faculty Honor Committee, with or without recommendation, to a committee composed of the President, the Dean of Women, and the Dean of Instruction, for discipline.
- d. The disciplinary committee will report its action to the faculty and to the student body.

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At the beginning of each quarter, and at other times, particularly before important quizzes and examinations, faculty members will call the attention of their students to these regulations.

Frank R. Reade

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About two years ago, the student body adopted the following regulations:

If a student finds another student to be dishonest on academic work:

- (a) The student will report that student to the President of the Student Government Association.
- (b) The President of the Student Government Association will call that student before student members of the Student-Faculty Honor Council for warning and reprimand.

- (c) The teacher in whose class the offense has occurred will be notified.
- (d) The parents of the offending student will be written to by the president of the college, informing them of the proceeding.
- (e) In the event that a student is reported for a second offense, she will be brought before the entire Student-Faculty Honor Council and will have all evidence presented.

(These regulations were passed by a 5 to 1 vote of the student body. In the past five years, one student has been dismissed for dishonesty; another, reported by a student, has been warned.)

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ABSENCE REGULATIONS

7 October 1939

**Chapman*

TO ALL FACULTY MEMBERS:

1. The University System requires all students not on the Dean's List to meet at least seventy-five per cent of their classes in any given course to be eligible to take the final examination. In a case of extended illness, however, the Dean of Instruction, on recommendation of the faculty members concerned, may permit a student to become eligible for examination, provided she reviews that part of her work which she has missed, and passes a quiz on it.

2. Absences are excused or unexcused.

(a) For dormitory students, absences incurred on account of sickness may be excused by Dr. Farbar. Other absences may be excused by Miss Hopper, provided the student sees her in advance and gets permission to be absent.

(b) For town girls, absences on account of sickness will be excused on written statement signed both by student and parent. Students are urged to bring excuses with them on the day they return to school, but these excuses may be presented to Mrs. Thomas within three days after the student returns to school. Thereafter, absences, even for illness, become unexcused.

Parents are requested to call Mrs. Thomas at 758 if their daughter's illness is of more than one day's duration.

Excuses for other absences may be obtained in advance from Miss Hopper. See (a) above.

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3. Three tardies constitute an unexcused absence.
4. If a student incurs an unexcused absence, she will be warned. For a second unexcused absence in the same subject, the student will be informed that she is on probation and that a third unexcused absence in the same subject will result in her dismissal from the College. When the second unexcused absence is incurred, the student's parents and teachers will be notified that she is on probation and that she will be automatically dropped if a third unexcused absence occurs.
5. If a student incurs as many as five unexcused absences in all classes, she will be called before the absence committee.
6. Absence from Chapel is regarded just as is an absence from any other scheduled duty.
7. Faculty members will hand to Mrs. Thomas a list of each day's absences and tardies, not later than 10:30 the following morning. (Printed blanks will be furnished all faculty members as soon as possible.)

Above regulations are recommended by the absence committee, - Dr. Hawks, Miss Hopper, Dr. Nevins, and Dr. Punke. They become effective immediately.

Frank R. Reade

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Each September, a letter is written to all the parents of town girls, or commuters, stressing the fact that dishonesty on the part of parents or students in connection with absence reports will make students liable to expulsion from G.S.W.C.

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[The Georgia State Womans College believes that it is the first duty of every educational institution to insist that its students value above all else the high ideal of intellectual integrity, and not only to teach them the lessons that may be learned from books but also to hold before them the Way of Honor and the Light of Truth. It is our purpose generally, therefore, so to inform the minds of our students that they may encourage others in the precepts of virtue and achieve happiness within themselves.]

DORMITORY LIFE

The dormitory staff of the College, headed by the Dean of Women and her assistants, includes a woman physician, and a dietitian. The entire staff is in residence in the dormitories.

Life in the dormitories is so organized as to provide experience in sane and constructive living. It is "the laboratory where the fine art of human relationships is learned and practiced."

Personnel work consists of conferences with individuals who need help in solving personal problems of all kinds, and group conferences for the purpose of discussing general campus problems. The Dean of Women meets the freshman class in conference once a week for the purpose of guidance, both social and academic. During one quarter of the year, she conducts a course in vocational guidance which is required of all sophomores.

STUDENT GOVERNMENT ASSOCIATION

Dormitory regulations are worked out with the Student Government Association. All students are members of this association, which is the agency which holds together in one body all student organizations and activities.

The general faculty and the administrative officers of the College have always encouraged, fostered, and looked with entire favor upon the Student Government Association. They have believed that dormitory life and the regulation of dormitory living by the students themselves have combined not only to benefit the individual student but to do credit to the college as well.

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Doctor Mary E. Woolley, for many years President of Mount Holyoke, on the occasion of our Twenty-Fifth Anniversary, January 15, 1938:

"One of my favorite parables is the story of the householder that bringeth forth out of his treasure things new and old. A liberal arts education worthy of the name, does just that; gives something that is far more than 'direct application to immediate needs.' A tragic figure is that of the human being who has no treasure from which to bring things new and old; the life that is thin, superficial, living only on the surface. Over against that life, truly poverty-stricken, no matter how generous the bank account may be, put the light of inner resources, resources that nothing can take from it, not even a drop in the stock market, as President Neilson reminds us!"

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HEALTH SERVICE

	Dispensary Cases	Room Calls	Bed Patients	Faculty	Servants
1936-37:	3582	155	80	121	66
1937-38:	6721	221	63	185	53
1938-39:	5076	199	121	145	20
5 Year Average	5126	192	88	150	46

1936-37: Basal metabolic tests were run on 125 of the freshmen as a part of a research study.

1937-38: A comparison of the Hellige method with the Tallquist for the estimation of blood hemoglobin was made by using the two methods on each freshman in the physical examinations.

Optional Kahn tests for syphilis were offered in the physicals on the Senior Class. Forty were done; all negative.

Optional tuberculin tests were offered to the entire student body; 74 were done, of which 7 were positive with 1st strength and 9 with 2nd. In the "follow-up" work on these, none was actively tuberculous; 5 of the 7 reacted strongly to a weak dilution of Brucellin.

1938-39: Again optional Kahns were done by the county laboratory technician. In offering tuberculin tests the new "patch" tuberculin method was used experimentally, and is being tried again this (1939-40) year, with four positives, and follow up work as yet incomplete.

Diet Tables: For five years, in a study of food-allergies. For two years, a health skit, "What's in a Name", has been run in the Campus Canopy.

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"This is something new in the world, this concern for the unfit and the broken. Once he begins that, there's no end to it, only madness. It leads nowhere. That is some God's business." Woman of Andros

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THE UNIVERSITY SYSTEM OF GEORGIA

In the University System of Georgia, the State, the people of the State, perhaps even the Chanoellor and the Board of Regents have something which is greater than they know.

The potentiality of this far-flung System is limitless. To get any oonception of the magnitude and of the potenti-ality of this University System, one must get away from a partioular class room, away from a partioular institution. One must travel the state from Dahlongea to Valdosta as well as from Athens to Atlanta. Then only will one begin to realize something of the task that lies before the architects of eduoation in Georgia, something of the part that can and must be played by the University System in the education of the people of the state, in the development of natural re-sources, in agrioultural and industrial research.

The reorganized University System is oomparatively young. Already, however, a splendid building program, which has been of immeasurable benefit to every unit in the System, is being brought to a sucoessful conclusion. The burden of this building program has fallen most heavily on the Chancellor and the Board of Regents. The time now seems appropriate for these gentlemen to set the several units to work at making the most of their new buildings and new equipment so that the intellectual development of the System may at least keep pace with the physical!

Now the various units of the University System can not function to best advantage (which means, of course, to the advantage of the students who matriculate at these units) un-til we become, in fact as well as in theory, a University System. We are all interested, quite naturally, in the pro-gress of our own "little red wagons"; but we must all under-stand that the motivating force that makes our individual progress possible is that of the University System,- an or-ganization that does not belong in any sense to any one of us,- to Chanoellor Sanford, or the Board of Regents, or to any partioular politioal faotion presently in power. We are the hired help, hired by the people of Georgia to in-struct the young, to offer opportunity to the able, to lend seourity to the aged.

Problems confronting the University System are many and varied. The following, which are set down not in order of importance but simply as they come to mind, may be worthy of consideration by the Chanoellor and the Board of Regents:

- (a) The further study of the functions of the several units in the University System.

Here in Valdosta, for example, there is a senior unit of the University System which has been designated as a liberal arts college for women. Two years ago, when the Board of Regents met with us on the occasion of our twenty-fifth anniversary, it seemed to be the general feeling of the Board that we should continue the pursuit of the liberal arts.

Unhappily, the liberal arts beggar definition. They have to do with abstract thinking and with abstract qualities. Truth, and Beauty, and a Philosophy of Life are part and parcel of their baggage. They govern men by change..... In comparatively recent years, for example, both the natural sciences and the social sciences, through the kindly offices of the liberal arts, have contributed in no small measure to a sounder scholarship and a finer philosophy of life.

Now a liberal arts college in South Georgia, remote from metropolitan areas though it may be, definitely would be benefitted if it could draw such students as wish for and are fitted for a broad general education which would prepare them for some professional undertaking or else better fit them for no specific "job" beyond that of getting married and raising a family.

(b) Unfortunately, however, although our units are set up on a functional basis, our students in too many instances are going to college geographically. Last June, we notified 34 of our 165 freshmen that their scholastic standing was below the minimum requirements of the University System. Surely, in many instances, High School preparation is poor, which means that the work of our freshman year is difficult for many of our students; and it is common knowledge that many students go to college because they think it the proper thing to do, - or for want of something better to do. However, we may suspect that as much as a 20% failure indicates that many of our entering freshmen of last year should have gone to some other sort of school.

A testing program, conducted by the high schools for all students wishing to attend college, would serve to guide individual students into that unit of the University System best qualified to develop their individual interests and talents.

(It should be noted that no G.S.W.C. student fell below minimum University System requirements during the quarter just passed! This may be because minimum requirements are, as many think, too low; because our student group is above average; because stricter absence regulations have encouraged class attendance; because teaching has been better; because State examinations were easier..... Who knows?)

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[The emphasis has shifted from learning how to think to learning how to adjust ourselves to an industrial society. A useful objective has taken the place of an invaluable one."
....Henry Seidel Canby]

(c) A testing program, however, is not enough, for though it may tell us what ought to be done for certain high school graduates, it can not also build the sort of educational institution which would meet the needs of hundreds upon hundreds of students presently in college who simply are not college material, or who are neither interested in nor fitted for the sort of formal education now offered them.

Just how to take care of these students has become a major problem throughout the System. Shall we develop a double or triple curricula, even in our smaller colleges, or shall we recognize that schools of a different sort should somehow and somewhere be included in the University System?

We all know that many a potentially fine mechanic has been ruined by our trying to make an electrical engineer out of him--and this observation is general rather than specific.

(d) A specific problem here at G.S.W.C. is that, although the best teachers always have come from colleges of liberal arts, our graduates, many of whom will wish to enter the teaching profession, will not be granted professional certificates by the State Department of Education (after September, 1940) unless they will have had at least two courses in Education which we can not offer because we have no Training School.

Naturally, our graduates want these professional certificates, for they command higher salaries! And, naturally, we want our graduates to be eligible for the best available teaching positions. Either we can organize a practice school (which we do not wish to do) at considerable cost to the State,-- or else we can transfer (or exchange) such students as wish to teach to some other unit of the University System, where the proper facilities for practice teaching already are available. Such an exchange would be for only one quarter (in some instances, two) in the senior or junior year, and the student could return to G.S.W.C. and graduate with her class.

We have this quarter effected an exchange of students with G.S.C.W. One of our juniors has gone there for practice teaching. One of their juniors has come here for liberal arts courses. This is only one student, but the principle is the same for a dozen or a hundred.

At some later date, transfer of students (or exchange, which is preferable) to colleges outside of Georgia and to foreign countries should be undertaken, even in the smaller units.

(e) Transfer of students within the University System could be effected to advantage in many ways. For example, we do not offer a major in Home Economics, but we do offer Home Economics during the first two years, together with a few courses at the senior college level. A girl living in Valdosta might, therefore, attend G.S.W.C. for the first two years, transfer to Athens or Milledgeville, where she would take only Home Economics courses during the junior year, return here for the senior year and graduate with a major in Home Economics,-- again at a saving both to herself and to the State. On the other hand, students in the junior college division at Athens and Milledgeville, particularly where there is overcrowding, might come here for the more elementary work.

(f) Transfer of teachers (again meaning preferably exchange) should be of real benefit to teachers as well as to students. This sort of thing can be done within the System, and with colleges outside the System. This quarter, we are exchanging Miss Callaway with a teacher of Home Economics from the University of Tennessee. Such an exchange will give Miss Callaway some valuable contacts with a large Home Economics department in another state, and will give our students the benefit of instruction from another viewpoint. Again, this is only one teacher, but the principle is the same for a dozen or a hundred.

(g) An Artist Series Program sponsored by the University/^{System} might well afford better artists at lower costs than is now possible with the several units conducting their own programs.

(h) A University System View Book might also effect a considerable saving.

(i) Could not each accredited high school in the State set aside a certain day each year so that the advantages of the University System might be explained to all seniors? View books, catalogues, motion pictures, and other information could then be made available by qualified representatives of the University System.

(j) Many think it time for a further study of our survey courses, both generally and specifically. What are the objectives of the survey courses? Foundation work, or more advanced work in the same field? Orientation? Terminal?

What are the purposes of the survey courses? For standardizing methods and grading systems? For supplementing secondary education? Should the University System require survey courses of all students? These questions should be answered.

(k) Methods of class room supervision on tests and examinations should be standardized throughout the University System.

While the intention is good, the business of grading on a curve may result in an honest student's failing an examination because some dishonest student has attained a higher ranking on the curve.

THIS PARTICULAR PROBLEM IS SO FAR REACHING IN ITS IMPLICATIONS THAT ITS SOLUTION IS A DUTY AND AN OBLIGATION WHICH THE UNIVERSITY SYSTEM CAN NOT AFFORD TO IGNORE:

(I do not wish at this time to expand on this statement. It so happens that I am regarded as being just a bit "rabid" on this particular subject! Briefly, intellectual dishonesty is the order of the day in our high schools and colleges. For my part, I see no value in paying a registrar to record dishonest grades; with conditions such as they are, I should be happy to have State examinations done away with entirely; indeed, the final solution of the problem may be, - "No grades on quizzes, no examinations, - and no degrees!")

(l) The University of Georgia and the Georgia School of Technology are both on the approved list of American Universities. Could not the Chancellor and the Board of Regents persuade the Association of American Universities to place the University System on its list? If so, then young women in institutions other than the Coordinate College at Athens would be eligible for membership in the Association of University Women, - and I see no reason why only those at the coordinate college should be so favored.

(m) Again, can not the Chancellor and the Regents persuade Phi Beta Kappa to recognize certain A.B. work throughout the University System, so that students whose college work deserves such recognition might be rewarded? It might well be that no other chapter of Phi Beta Kappa would have to be formed, but that Phi Beta Kappa keys could be awarded through the Athens chapter to outstanding students in other units. (Some South Georgia girls go to Tallahassee because of the Phi Beta Kappa chapter there.)

(n) Some weeks ago, the Chancellor asked all units of the University System how they could come out "in the black" on July 1, 1940. At G.S.W.C., with a \$23,000 cut on an anticipated appropriation of \$61,000, the answer is obvious: There is no way, except by cutting teachers' salaries by about 25% for the year. Our budget was made out last spring. It was based on average costs over a period of years. For an average year, therefore, we might expect to break about even. Fortunately, we are having a somewhat better than average year. Student enrollment is larger than we anticipated. We can therefore "steal" (the term is used pleas-

antly,- like Missouri "stealing the ball" from Georgia Tech in the first quarter of the Orange Bowl game!)-- we can "steal" five or six thousand dollars from students' fees. But this is not enough. The remaining \$17,000 will mean three months' salaries. All of this before the Governor's recent transfer of funds. If our allotment can indeed be "paid in full", then the five or six thousand dollars in unanticipated revenue can and should be spent on library books, repairs and equipment in the dormitories and dining hall, with a nest egg set aside for a rainy day. Mixed metaphor though this be,-- this is the way a good business man would run his business!

The truth of the matter is that the State should be asked not for maintenance but for teachers' salaries. Then executive heads would not have to determine from which fund they could "steal" with impunity! Board money, paid in by students, would go for food and service; room rent money for up-keep of dormitories; academic fees for departmental supplies and equipment.....and so on. It just isn't quite honest for monies of this sort to be diverted to pay teachers; and it isn't quite fair for institutional heads to be "viewed with alarm" by members of the teaching staff. If the State can not pay its teachers, in the common schools or in the University System, then let the State do something about it,-- either by running inferior schools and colleges or by raising the necessary money to pay teachers the salaries for which it has contracted.

If salaries alone were guaranteed by the State, then the various units could set their fees to take care of the particular sort of education offered at that unit,-- more for agriculture than for law, less for an A.B. in English than for a B.S. in electrical engineering. It would then be up to the student (and his parents) to determine what sort of education (with what sort of prospective future) he could afford.

(o) In this general connection, it should be pointed out that in a University System the several units, in times of financial distress, can not be regarded individually. Here at G.S.W.C., for example, our State allotment is cut back 40%, our total income has suffered by about 16%. At some other unit, the State allotment may be only 25% of the total income. Here, a 40% cut in allotment, would mean only a 10% total cut. A raise in student fees to meet a 16% total cut would defeat its purpose in that so many students could not possibly continue to stay on in college that less money, not more, would be forthcoming. (In one way or another, eighty of our three hundred fifty students work their way through college.) The only fair way to ameliorate a situation of this sort is to lay a general fee on all students throughout the University System, and to redistribute the money thus collected on a percentage basis.

(In a small college, student per capita cost to the State is bound to run high. Here, for example, my salary requires twelve dollars a year from each student; at Tech, Dr. Brittain's salary, though half as much again as mine, requires only between two and three dollars a year from each student.)

(p) At the present time, there is a "Regents' Scholarship" for first honor graduates of accredited high schools. This scholarship amounts to a remission of academic fees. We are not reimbursed in this amount by the central office. We are happy to have these eighteen superior students, and we believe that this scholarship is a move in the right direction; but it is not enough.

It has been pointed out that perhaps 20% of the students now enrolled in the University System are not "college material". On the other hand, there are scores of really brilliant high school students who, on graduation, find it impossible to go on to college, despite N.Y.A., scholarships, loan funds. It would pay the State of Georgia handsome dividends if these intellectually superior boys and girls could be offered an education to the limit of their individual capacities.

An additional fee of five dollars a quarter, charged throughout the University System, would probably keep no single student away from college, and would raise about \$200,000 a year which could be set up as a Regents' Loan Fund for able students. In a few years, such a fund might well take care of a situation about which nothing at the moment is being done.

(q)(and "q" is far enough down the alphabet for the present!)

Wouldn't it be nice if we could all forget, just for a moment, the business of "student per capita cost to the State",-- and nicer still if we could think, if only for a moment of "student per capita VALUE to the State!" Nobody ever got a really satisfactory meal by looking at the right hand side of the menu only!

I can not close this report without expressing to Chancellor Sanford and the Board of Regents, to the Faculty and Alumnae of the College, to the people of Valdosta and Lowndes County, and to the many other friends of G.S.W.C., my personal appreciation of their many kindnesses to me and of their continued interest in and support of the College.

Respectfully submitted,

Frank R. Reade