

Bulletin of

The South Georgia

State Normal College

Second Annual Catalogue

and

Announcement

1914-1915

VOLUME II.

No. 1.

BULLETIN OF
THE SOUTH GEORGIA
STATE NORMAL COLLEGE
VALDOSTA

CATALOGUE AND
ANNOUNCEMENT
1914-1915

Issued Quarterly by
The South Georgia State Normal College
June First, 1914

Application for entry as second-class matter at the Postoffice at Valdosta, Ga., Pending

CALENDAR FOR 1913-1914

September 9—Wednesday Fall Term Begins

September 9—Wednesday—
Entrance Examinations

November 26—Thursday Thanksgiving Day

December 1—Tuesday Winter Term Begins

December 24—Thursday—
Christmas Holidays Begin

January 5—Tuesday School Re-opens

March 9—Thursday Spring Term Begins

May 28—Friday Commencement Day

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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, Tennessee, Ga. Institute, 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

JOHN MILTON GUILLIAMS, Dean of Faculty.

Central Normal College, A. B. Holbrook Normal College, A. M. Teacher in Normal Schools in Illinois, Kansas, Florida and Tennessee. Founder of Jasper Normal Institute. Superintendent East Florida Military Seminary. Professor in Western Kentucky State Normal School. Superintendent City Schools of St. Petersburg, Florida. Institute lecturer in a number of states.

Superintendent of the Training School and Director of Practice Teaching

LILLIAN RULE.

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

Department of Mathematics and Physical
Sciences

JAMES FRANKLIN WOOD.

Mercer University, A. B., 1902. University of Tennessee Summer terms 1906, 1907, 1908, 1910. University of Georgia, summer term, 1909. Teachers College, Columbia University, 1912-1913. A. M. (Columbia University) and higher diploma in education (Teachers College), 1913. Teacher of Mathematics and Greek, Hiassee High School, 1902-1904. Principal Chattahoochee High School, 1905-1906. Superintendent Lithonia (Ga.) 1906-1907. Superintendent, Nashville (Ga.) 1907-1912.

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 Household Economics

ELSIE RUTHERFORD HORNE.

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

Department of English

STELLA STEWART CENTER.

Monroe College, A. B. Peabody Normal College, L. I. University of Nashville, A. B. University of Chicago, Ph.

B. Columbia University, A. M. Department teacher of English, secondary schools of Georgia. Professor of English, Monroe College, Forsyth, Ga. Lecturer in English summer session of University of Georgia. Associate in English, State Normal College, Milledgeville, Ga. Head of Department of Normal English, Industrial Institute and College, Columbus, Miss.

Department of Nature Study and Geography

ALICE LISLE PRICHARD.

Graduate, Columbia Kindergarten Normal. Graduate State Normal School, Athens, Ga. University of Chicago, three years. Six years a member of the faculty of the State Normal School at Athens, Ga. (one year on leave of absence). Elected principal of the Training School of the same institution in 1911. One year teacher of Psychology and Physiography in the Industrial Institute and College, Columbus, Miss.

Department of Art and Manual Training

FRANCES RUTH CARPENTER.

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

Department of Music and of Physical Training

MARIE HOLT GREENE.

Noble Institute. Student, Piano work, Anniston, Ala. Student, Music, Birmingham, Ala. Teacher in Public Schools, Pell City, Ala. Student, Teachers College, New York, two years.

Assistant in Piano

ELOISE GRIFFIN,

Graduate Valdosta High School. Private instruction in pianoforte from an early age to the year 1909. New

England Conservatory of Music and Curry School of Expression, Boston, Mass., one year.

Training Teacher, First and Second Grades

ADA ROSE GALLAHER.

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

Teacher of Third and Fourth Grades

MARY ALICE JONES.

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

Training Teacher, Fifth and Sixth Grades

MARGARET SALOME WRAY.

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

Matron and Housekeeper

MRS. CECILY G. KNAPP.

Graduate St. Louis High School. Student Department of Institutional Administration, Teachers College, Columbia University.

Secretary and Bookkeeper

WILLIAM PENN YARBROUGH.

FOREWORD

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 FI



FIRST BUILDING

GENERAL INFORMATION

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.

Nature and Function

The conditions of the establishment of the College indicate its nature and function. As the bill was originally prepared, it provided for an institution of higher learning with normal and industrial courses. Later the bill was amended so as specifically to permit the teaching of agriculture (this subject just then coming into prominence), and so to make the charter complete. As the bill passed, the institution was given complete liberty

to develop in any way that seems best to the Board of Trustees.

At the first meeting of the Board 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 the young women of the State.

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. *

Location

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

Architecture

Before the first brick was laid a plan was made

* See A Word about "Special Courses." Page 36.

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

The first building erected is a combination dormitory and administration building. Eventually it will be used entirely as a dormitory. This imposing structure is in the shape of an L, measuring 275 feet on one side and 125 feet on the other. Its great expanse of light walls with their abundant and well spaced window openings, its massive roof of rich, red tile, its open terrace and charming porch, all give great beauty and comfort.

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

Health and Sanitation.

Every precaution is taken to make safe the

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

As a precaution against malaria and typhoid, all windows in sleeping rooms, dining room and kitchen are screened against mosquitoes and flies. As a further precaution against typhoid, the school produces its own milk in a perfectly sanitary dairy. Vegetables and eggs are produced on the grounds and are always fresh. Much of the canned goods used on the tables is raised and put up on the premises.

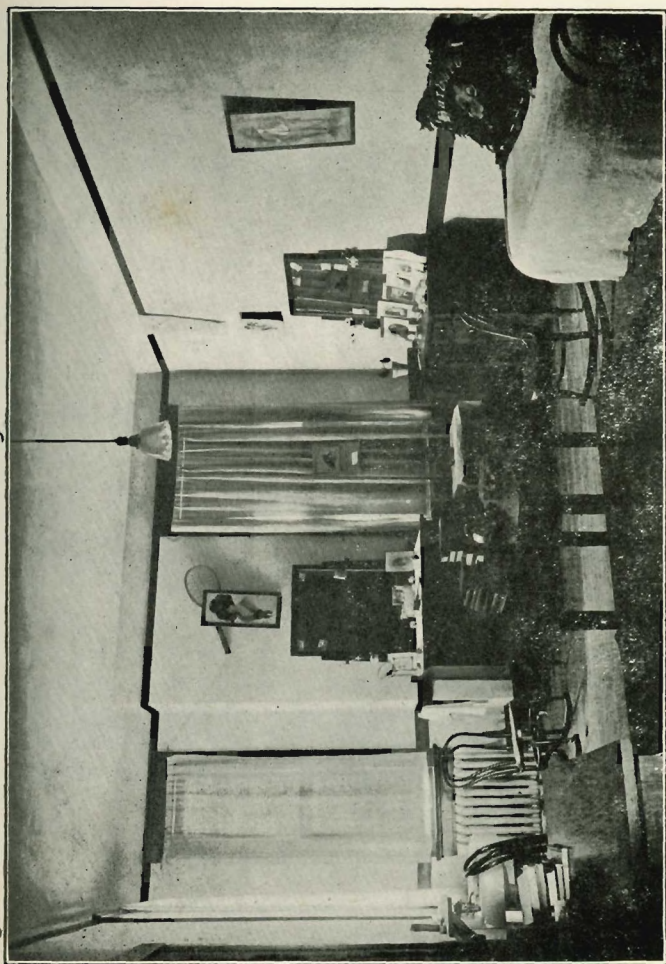
The lights are carefully adjusted to the demands of study. Both lights and shades are of most approved kind.

Vaccination

All students should have been successfully vaccinated before coming to college. Those who have not been must be vaccinated here by the college physician during the first month of school.

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 for health and comfort as are the bedrooms. The dormitory is under an experienced matron, who has charge of the students in all matters of their school-home life. The dining room is in charge of one who



A STUDENT'S ROOM

knows the principles of food and is experienced in providing wholesome and palatable meals.

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 city. Where students have responsible relatives in the city they may, with the approval of the president, arrange to board with them. Students in private homes are required to conform to the general rules and regulations of the dormitory.

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 churches of their own membership or that of their parents' choice.

The Sunday-School

There is conducted in the College a voluntary Sunday-school which most of the students and faculty attend. It is one of the most effective means of spiritual uplift in the school. For further particulars see page 70.

Vesper Service

The students of their own accord have instituted a vesper service, which is held in the College chapel on Sunday evening just after supper. It has already made its place in the hearts of the students, and no doubt will grow in influence as the years pass on.

Young Woman's Christian Association.

There is in the College a flourishing branch of the Young Woman's Christian Association, of which about all the students are members.

Daily Assembly

Every school day, at the middle of the morning session, 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.

Literary Societies

Two of the student organizations are Literary Societies. Their purposes are to encourage the study of the drama, to present plays and pageants from time to time, and thus to develop a discriminating taste in that phase of literature embodied in dramatic form, as well as to furnish a wholesome and recreative opportunity for self-expression. There is necessarily a close co-operation between the literary societies and the department of English.

The meetings are held on Saturday evening and furnish a delightful element in the home life of the student body. The names of the societies are the "The Players" and the "Dramatic League."

GOVERNMENT

The government of the student-body is a modified form of student self-government. There are certain specific regulations which are found necessary for the protection of students either from the thoughtlessness of fellow students or from outside interference, or else to guarantee promptness and efficiency in the co-operation of the whole group. In the carrying out of these regulations, and in matters of general deportment, the students are allowed as much liberty as is consistent with their own welfare.

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 gentleman callers upon the written request of their parents. But correspondence with and personal calls from unmarried men of the city are not allowed.

Going Home—Visiting Friends

The college is a business enterprise and students who come here should come to attend to business. It offers great possibilities of social life within its own group, and it is important for individual students as well for the institution that these resources of student life be developed to the fullest. Much of the most valuable experience of student life is secured during the Sunday and Monday of each week, when regular classes are suspended. At this time student organizations, religious and

secular, reach their fullest activity, and the fine fellowship of students which means so much in forming character as well as in future life, is most effectively developed. It is desirable that students get as full a share of this experience as possible.

On the other hand, frequent visits home and with friends tend to take the minds of the students from their work, to dissipate their interest and to produce general carelessness.

Unless for special reasons, students will not be allowed to spend more than one week-end of each month out of the dormitory. Visits in the City other than with relatives will be allowed only under special circumstances. Dormitory students will not exchange visits with City students. When a student misses a class because of merely social visit the absence will not be excused, and the student will be held responsible for the work lost.

EQUIPMENT

Dormitory and Boarding Department.

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

Laboratories

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

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

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

The Library

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

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

The Museum

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

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

The Book Store.

The College has its own book store, where the

students buy their text-books, stationery, pens and pencils, etc. The prices are fixed so as to barely pay running expenses, thus serving both the ends of economy and convenience of the students.



THE TERRACE

CONDITIONS OF ADMISSION TO THE COLLEGE

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

(a) Credits from accredited High Schools are accepted at the same value as at the University of Georgia. The class standing for an applicant is determined by the number of these credits presented, and by the number of "Characteristic studies" (see page 28) necessary for graduation. Most High School graduates enter the Sophomore class.

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

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

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

FEES AND EXPENSES

The fees of the College are as follows:

Matriculation fee, per year	\$10.00
Books, stationery, etc	\$8.00 to 12.00
Laboratory and Domestic Science fees	1.00 to 4.00
Board and lodging in Dormitory, per month	12.00

Clothes about	35.00
Laundry, per week, about50

The matriculation fee is payable when the student enters each year.

Books, stationery, etc., are paid for when purchased.

Laboratory and Domestic Science fees are payable at the beginning of the term during which the course is taken.

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

Students from other States may be admitted upon payment of \$50.00 tuition in addition to the foregoing fees.

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

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

The Matriculation fee of \$10.00 is a fixed fee, and no deduction will be made for late entrance or for withdrawal.

Of the board and lodging fee no reduction will

be made for an absence of less than one whole consecutive month.

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

How to Pay Fees.

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

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

A Word About Student Expenses.

The absolutely necessary expenses of this College are very small. It is the policy of the management to keep them just as low as is consistent with effective service. We believe that they are as low as the expenses of any college giving equal service.

But students here, as elsewhere, may add considerable unnecessary expense. We earnestly request parents to join with us in discouraging expenditures that are not necessary. They not only often do the individual student harm, but they set a bad example to other students.

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 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.

DIRECTIONS TO STUDENTS COMING TO THE COLLEGE

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

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

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

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

5. Do not give your trunk check to a drayman or any one at the depot. Give the check and 25c

to the matron; she will have the trunk placed in your room. On reaching the College, report at once to the matron, who will show you to your room and make you at home.

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

What a Student Should Bring With Her.

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

Each student should also have for the 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 initial engraved upon them. Tinned or nickled tableware cannot be accepted.

THE UNIFORM

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

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

The requirements of the uniform are as follows:

Coat Suits

One coat suit of blue serge to be worn on Sunday and other formal occasions, from soon after the opening in September until about April 1st. This suit is made from an excellent grade of cloth beautiful in color and texture, and is correctly tailored. As the suits are bought in numbers, very low prices are secured (considering quality of goods and workmanship). Measurements for these suits are taken soon after College opens.

Skirts

One blue woolen skirt for everyday wear.

Two white skirts for wear on Sundays and other formal occasions during the months when coat suits are not worn, and for evening occasions throughout the year.

All skirts are made alike.

Shirt Waists

The uniform shirt waist is worn on all occasions but a different collar is used when a coat is worn from that used on other occasions. When a coat is worn a plain white high turn-down collar is worn. On all other occasions a Robespierre collar, cut according to pattern, is worn. Each student is required to have twelve shirt waists, at least twelve Robespierre collars, and six high turn down collars.

The pattern numbers and other specifications for skirts and shirt waists will be sent to all students when their applications are accepted.



THE WINTER DRESS UNIFORM



THE EVERYDAY UNIFORM



THE SPRING DRESS UNIFORM

Hats

In selecting a uniform hat, consideration has been given to the protection of the student's eyes, the comfort of her head, to neat appearance and finally to a distinctive college effect. From the opening of school in September until about April 1st, a light-weight French felt hat will be worn, and from April 1st until commencement, a neat straw hat. Special arrangements are made for the purchase of these hats, whereby the price is exceedingly small.

Belts, gloves, ties, etc., are prescribed, and details are given in the circular on uniforms which is sent to all students when their applications are accepted.

Shoes.

For outdoor wear either tan or black shoes must be used (hose to match), and students must have at least one pair of heavy soled high shoes to be worn in cold or stormy weather. For evening occasions, students may wear white slippers and white hose. For gymnasium use a special gymnasium shoe is used.

Gymnasium Uniform.

For physical training classes bloomers and a middy blouse are worn.

In order to secure real uniformity in woolen skirts, it is necessary to have all cloth bought from one dealer. White goods may also be bought from the same dealer, thus insuring exact uniformity; but should it be preferred to buy the white goods at home, the College will furnish samples upon request.

The supply of clothing indicated above is believed to be sufficient for a year's wear by a student who is careful of her clothes; but should any garment become so worn as to look untidy, the student will be required to provide another. It is necessary, though that a student have the full supply; and soon after her arrival at the College her equipment will be checked up by the matron.

Parents are especially requested not to allow their daughters to bring with them to the College party dresses not called for by the uniform requirements. There is no occasion when such clothing can be worn. On the other hand, parents are urged to provide an adequate supply of plain substantial underclothing.

COURSES AND DIPLOMAS

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

The College at present offers three courses leading to three regular diplomas. These diplomas are of equal grade and dignity, representing as nearly as possible equal amounts of study and equivalent degrees of culture. The courses now organized lead to the three following diplomas: The Normal Diploma, the Household Economics Diploma, and the Non-Professional Diploma. Other courses will be organized as the College develops and demands express themselves.

The course leading to the Non-Professional Diploma is, as its name indicates, non-professional in its nature; and while for general culture it is of exceptional excellence, the graduates of this course do not meet the requirements for teacher's certificates (see note below) and are not recommended as teachers.

As the institution develops, and as the demand for special advanced work manifests itself definitely, advanced courses based on the foregoing courses will be arranged. These courses will lead

to a second diploma representing the equivalent of a standard A. B. degree.

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

In the Freshman class four hours per week of recitation for a term of three months count as a unit. This additional recitation time is provided that the younger students beginning their college work may have special instruction in the methods of study as well as in the subjects presented.

For any diploma a minimum of 75 units of credit is required.

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

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

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

This college fulfills both requirements, and its graduates will receive both certificates.

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

NORMAL COURSE

Freshman

Subject.	Hours per Week.	Credit in Units.
English	4	3
History	4	3
Nature Study	4	3
Mathematics	4	3
Cooking	4	2
Art	2	1
Music	2	1
Physical Training	2	1

Sophomore

English	3	3
Physiology, Hygiene and Sanitation	3	2
Physiology of the Nervous System ...	3	1
Physics and Chemistry	5	3
Applied Mathematics	5	5
Household Economics (sewing) .	4	2
The Teaching Process	3	1
Art	2	1
Music	2	1
Physical Training	2	1

Junior

English	3	2
Methods of English	3	1
History of Education	3	2
History	3	3
Geography	3	3

Psychology	3	1
Observation in Training School ..	2	2
Household Economics	5	3
Art	2	1
Music	2	1
Physical Training	2	1

Senior

Training School—		
(Method of Teaching)	10	10
Advanced Nature Study	3	2
Methods of Geography	3	1
Principles of Education	3	2
Methods of Arithmetic	3	1
Art	2	1
Music	2	1
Physical Training	2	1
Elective	3	3

HOUSEHOLD ECONOMIC COURSE**Freshman**

Subject.	Hours per Week.	Credit in Units
English	4	3
Nature Study	4	3
History	4	3
Mathematics	4	3
Cooking	4	2
Art	2	1
Music	2	1
Physical Training	2	1

Sophomore

English	3	3
Physiology, Hygiene and Sanitation	3	2
Physiology of the Nervous System ...'	3	1
Physical Chemistry	5	3
Applied Mathematics	5	5
Household Economics (sewing) .	4	2
The Teaching Process	3	1
Art	2	1
Music	2	1
Physical Training	2	1

Junior

English	3	2
Chemistry	3	3
History	3	3
Geography	3	3
Psychology	3	1

Observation in Training School ..	2	2
Household Economics	5	3
Art	2	1
Music	2	1

Senior

Special Household Economics ...	5	5
Training School Methods and Teaching	5	5
Advanced Nature Study	3	2
Principles of Education	3	2
Elective	6	6

NON-PROFESSIONAL COURSE**Freshman**

Subject.	Hours per Week.	Credit in Units
Mathematics	4	3
English	4	3
History	4	3
Nature Study	4	3
History	4	3
Cooking	4	2
Art	2	1
Music	2	1
Physical Training	2	1
(Latin may be substituted for cooking.)		

Sophomore

English ..	3	3
Physiology, Hygiene and Sanitation	3	2
Physiology of the Nervous System	3	1
Physics and Chemistry	5	3
Solid Geometry and Trigonometry	5	5
Household Economics (sewing) ..	4	2
Art	2	1
Music	2	1
Physical Training	2	1
(Latin may be substituted for sewing.)		

Junior

English	3	3
History	3	3

Geography	3	3
Household Economics	5	3
Music	2	1
Physical Training	2	1
and two of the following electives:		
Latin	3	3
Mathematics	3	3
Chemistry	5	3
History	3	3
Biology	3	3
English	3	3
Psychology	3	1

Senior

Advanced Nature Study	3	2
Music	2	1
Physical Training	2	1

All other subjects elective under advice of the faculty.

THE SUB-FRESHMAN OR PREPARATORY CLASS

The Sub-Freshman Class is essentially a preparatory class. Its purpose is to meet the needs of a few students who for various reasons ought to be served by the College, but whose scholarship is not sufficient to place them in the Freshman Class. In advancement it is approximately a Ninth Grade, but no effort is made to conform to the usual list of subjects found in that grade. Its function is to prepare students to pursue the regular college courses. The studies for the class are selected accordingly and are strictly prescribed. Only those students are admitted to this class who express their intention of pursuing some regular course in the College.

This class will hereafter be conducted as part

of the training school and will be under one of the training school teachers. When (September, 1916) the present seventh grade of the training school has reached this class the course of study for the class will be arranged to meet the needs of these students, as well as of those entering for the first time.

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, there are arranged special courses for a single year. These courses follow the same general plan, but are modified to meet the particular needs of the individual student.

The Special Teacher's Course includes 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 this course and later desire to take the full course and receive the diploma, receive full credit for the work done.

In order to enter this course students must have sufficient maturity and sufficient training to justify the belief that they will be able to teach at the end of the year's work.

Special Short Term Course For Teachers.

During the Fall term special work in a number of subjects is offered for teachers who expect to teach during the winter. There will be ample selection of courses available and each student will arrange her course with the advice of the President.

Students for this short term cannot be taken in the dormitory because to do so would bar out students who could remain the full year and would leave the dormitory rooms vacant after the short term. But good board and lodging may be secured in near-by homes.

A Word About Special Courses.

While under certain circumstances the College plans special courses for individuals requiring such, it cannot allow a student to take just any work she may have a desire for, regardless of the student's preparation. It is not expected that young students of the lower classes will depart often from the "regular" outlines of study. Students are not allowed to enter as "irregulars" except for unusual reasons, nor are they allowed to drop subjects without good reason. The College stands for solid, well rounded culture, and cannot put its stamp of approval on unbalanced work.

EDUCATION

The purpose of this department is two-fold:

1. To acquaint the prospective teacher with the problems she will meet in her school room and school community, and to give her the educational equipment and training that will prepare her for the successful solution of these problems.

2. Since education is daily becoming more common and the distinction between school work and life work is constantly becoming less distinct, it is of prime importance that every citizen understand the fundamental principles of education. It is of special importance that the future mother shall know more of the process of mental growth and child training. We are coming to recognize the work of the school room, valuable as it is, cannot accomplish what it should unless supplemented by right habits of thought and act inculcated and encouraged by a mother who not only has high ideals for her children, but who knows how to fix habits upon them that will make these ideals possible. The average professional life of a teacher is probably not more than five years. The life expectancy of the average normal student is probably not less than twenty-five or thirty years, hence the normal school should stress the preparation for efficient citizenship as well as for the professional work of teaching.

Courses Offered

1. **The Teaching Process—**

- a. Its place and purpose.
- b. Its method and means.

The purpose of this course is to acquaint the student with the most prominent features of the educational field. To understand in the beginning what the impor-

tant educational problems are will give zest to the pedagogical courses whose aid is essential to the solution of the problems presented in this course.

Sophomore year. Three hours per week. Spring term.

2. **Psychology**—The design of this course is to acquaint the student with the essential conditions, processes and laws of mental activity and mental development and growth, thus laying the foundation for intelligent and successful attack upon the problems of pedagogy. Sufficient laboratory work will be done to enable the student to understand modern experimental psychology as presented in the works of leading authors. Aside from the careful study of the adopted text, students will be expected to do considerable reading in assigned topics in the works of leading authors.

Junior year. Three hours per week. Fall term.

3 a, b.—**History of Education**—In the course stress will be placed on the educational plans and aims of the nations that have contributed most to modern civilization.

Much attention will be given to the theories and plans of the great teachers whose influence has been marked in educational progress. It is evident that a knowledge of the educational ideals of the past and the part they played in human progress will aid materially in training those who must not only deal with the educational problems of today, but should plan wisely for tomorrow.

Junior year. Three hours per week. Two terms.

4.—**Principles of Education**—In this course it is the aim to put the student in touch with the most important questions, theories and difficulties that confront modern education. Bolton's Principles of Education will be used as a text. Students will be encouraged to do much reading in educational reports, educational journals and standard authors, discussing the authors studied.

Senior year. Three hours per week. Two terms.

5.—**Problems of the Rural School**—(Elective). In this course the organization and management of rural schools will be stressed in the light of rural conditions and rural needs.

How to make the boys and girls of a rural community more happy, contented and efficient citizens will be the aim in view. Students will be assisted in the organization of the facts of their own experience with those gathered from the leading works on rural education into well arranged plans for increasing the efficiency of the country school over which they may preside.

Will be offered at any time when called for by sufficient number of students.

Comparative Physiology and Morphology of Animals.
—This course deals with the general features of animal development. Special stress is put on the development and structure of the nervous system and organs of sense.

LeConte's text is used. Other authorities will be consulted. Some laboratory work is required.

Sophomore year. Three hours per week. Spring term.

Sociology:

The purpose of this study is to develop a comprehensive view of the complex relations of humanity and to acquaint the student with the social elements, functions and processes. The institutions, social organisms and aggregates of contemporaneous society are studied not so much to make social reformers as to give a well balanced understanding of the development of social institutions and organizations. Emphasis will be placed on the study of normal social conditions rather than on the abnormal and pathological conditions. This course is elective.

Senior year. Three hours per week. One term.

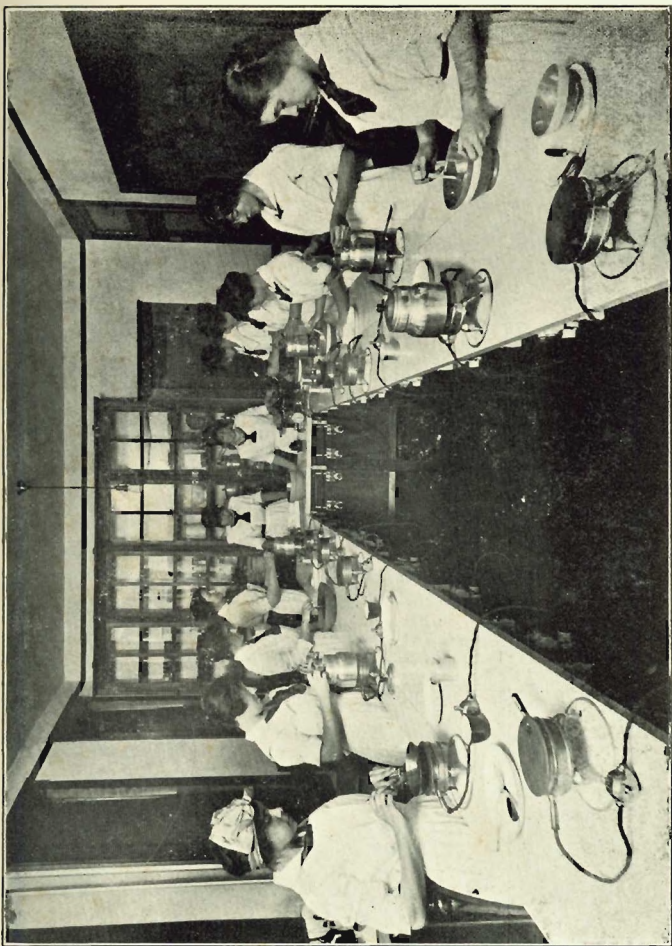
HOME ECONOMICS

This department aims to give a knowledge of the industries related to the home.

The practical work consists of cooking, preparing and serving meals, plain sewing, dress-making and simple millinery. For this work, the equipment of the College, while not the largest, is ample for the number of students we can at present accommodate in the school, and in quality and completeness is the equal of the best in the South.

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

The study of Home Economics teaches its students to discover means of economizing goods, time and energy in order that they may reach the highest possible degree of efficiency in the control of household matters. It fits them for service in the home, and in the community, and



A CLASS IN COOKING

enables them to graciously and completely assume the responsibility of directing others. It enlarges in them the desire for harmony in color form and sound, while it establishes a determination to plan for those things which promote the peace and welfare of the family. At the same time these students are being prepared to teach these realities to others.

Courses Offered

Home Economics, 1 a, b and c—Lessons leading to the serving of breakfast, dinner and supper. This is a course in elementary cooking and is almost entirely individual work, each student cooking on her own stove and carrying the whole process through from beginning to end. The food principles are studied, also rules which govern the cooking of various kinds of foods. Experiments will be performed for the purpose of giving an idea of the extent to which certain foods are utilized by the system and other so-called foods are incapable of being utilized by the system.

Leavening agents such as steam, baking powder, air and yeast are studied as they figure in the preparation of different foods.

On two afternoons a week a double period is spent in cooking and two single periods a week are used for the discussion of the work and figuring the cost of the recipes which have been used.

Several meals are served during the course, for which the students make menus at stipulated costs, purchase food materials, cook and serve meals.

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

Home Economics, 2 a, b, c—Plain sewing (a). Simple dressmaking (b and c).

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

Home Economics, 3 a, b, c—This course consists of a study of flour batters, such as pop-overs, waffles, etc.; drop batters, such as muffins and cakes; soft dough, such as biscuit and bread, and stiff dough, such as pastry, cookies, etc. Meat cuts are studied, also a variety of ways of cooking meats, emphasis being placed upon

the underlying principle—attractive ways of preparing left over meats and substitutes for meats. The value of mineral matter in food is discussed, and salads are prepared in various ways. Students are taught the value of dried foods, such as peas, beans and other legumes, also dried fruits, and how to prepare and serve them. Besides the actual work of cooking foods and serving meals, the chemical changes involved in the digestion of foods will be studied. There will be a study in the evolution of the home, factors influencing the selection of a home, its furnishing, decoration and sanitation, also problems in household management.

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

Home Economics, 4 a, b, c—Principles of teaching Home Economics.

Place and value of Home Economics in the curriculum

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

Lesson plans.

Tomato Club work.

Senior year. Four periods. Three terms.

Home Economics, 5 a, b, c—Invalid cookery, forming of menus according to dietary standards, considering persons of varying ages and occupations.

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

Home Economics, 6 a, b, c—Millinery—making and trimming of simple hats.

Junior year. Two double periods. Three terms. Elective.



A BREAKFAST IN THE DEPARTMENT OF HOME ECONOMICS

NATURE-STUDY

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

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

of such a plant as the tomato, than in the study of the rarest orchid of the greenhouse.

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

Courses Offered

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

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

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

Freshman. Four hours per week throughout the year.

Course 2.—Physiology, Hygiene and Sanitation—This course is included with nature-study because the fundamental principles of the subject can best be put on a rational basis and be made to function in the lives of the students when they are approached in the nature-study way, that is through observation and experiment. The main emphasis of the course is upon hygiene and sanitation with just enough of physiology to furnish an intelligent background. The purposes of the course are to lead the student to appreciate the importance of caring properly for her own body, and instruct her in the most practical ways of doing this, and to awaken an active, intelligent interest in the great questions of public health. These aims will be worked out through text book study, topical references to bulletins, magazines and so on, lecture, and simple laboratory experiments and investigations.

Sophomore. Three hours per week. Two quarters.

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

School sanitation receives careful attention. There are practical health talks in which the care of eyesight, hearing and general bodily welfare of the child are discussed.

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

Course 4.—Biological Development—In her various science courses, the student has met many instances of development from lower to more highly organized forms of life. All about her she sees variations among members of the same group, she sees the constant struggle

of many to survive and the ultimate triumph of those few best fitted to meet the conditions imposed. With plants she works out a few experiments in cross fertilization, she knows that new types of plants and animals are constantly being introduced; in fact, she realizes that all life is undergoing a constant change. This course proposes to bring together these more or less disconnected experiences and utilize them in illustrating the great fact of biological development; to discuss more general proofs of this fundamental law of growth and change and some of its practical applications.

Senior. Four periods per week. One quarter.

GEOGRAPHY

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

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

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

for observation and practice teaching in the Training school.

Courses Offered

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

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

Junior year. First quarter. Three hours per week.

Course 1 b.—Commercial and Industrial Geography—The principles developed in course one are here applied in the study of the development and location of industries and growth of commerce. The natural resources of the leading countries of the world are considered and the various ways in which men have utilized them to gain a livelihood discussed. The possibilities of better future utilization are also considered. The factors giving rise to commercial intercourse between nations, the great trade routes, and methods of transportation are studied. The relations between commercial and industrial development upon the one hand and progress in civilization upon the other are noted. Excursions to neighboring industrial plants give the opportunity to observe the processes of the work and to discover the sociological problems incidental to the industry. Pictures, government bulletins, extracts from daily papers and reputable magazines, maps and charts, are used to enrich the class work.

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

Course 1 c.—Regional Geography—The two preceding courses furnish a background for the intensive study of some one of the continents. North America, as our home continent, will be studied this year. The purpose of the course is two-fold, to develop in their causal relations the topography, climate, resources, industries and civilization of the continent; and to illustrate to the

student the method of teaching a complex, geographic unit. The various characteristics of the continent are developed and compared with those of other great continents. The factors influencing the life and progress of each section of the United States are studied. The other countries of North America are taken up from the same standpoint, but with less of detail.

Junior year. Third quarter. Three hours per week.

Prerequisite, courses 1 a and 1 b.

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

Senior year. Three hours. One term.

ART AND MANUAL TRAINING

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

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

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

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

Outline of Courses

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

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

Freshman. One double period. Three terms.

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

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

er tooling, basketry, simple book binding and wood block printing.

Advantage is taken of the opportunity given in all these problems, especially in wood block printing, for the exemplification of the principles of tone and color harmony.

Historic ornament is studied in connection with the course.

Sophomore. One double period. Three terms.

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

Junior year. One double period. Three terms.

Art, 4 a, b, c—A Normal Course in Art and Manual Training—This is a course in the theory and practice of drawing and manual training in the grades. The relation of this work to other phases of school work is studied and discussed. The problems of this course are designed to give the student a working knowledge of the various forms of handwork which can be used as a means of self-expression and cultivation of appreciation for the beautiful in the useful. Problems include work in paper and cardboard construction, weaving, basketry, 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 the course the place of each problem in the public school course receives due consideration.

Senior. One double period. Three terms.

Prerequisites, Art 1, 2, 3.

Art, 5 a, b, c.—This course is a combination of Art 1 and Art 2, planned especially for students who upon entering for the first time, enter the sophomore class.

Two double periods. Three terms.

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

to further develop and refine the appreciation of harmony and to give more subtle expression to this feeling.

In the three parts of this course, an attempt is made to utilize, in each advanced stage, the work of the previous stage as source material. The sketches of flowers, fruits, landscapes, etc., in (a) are to be referred to in the study of design, (b) as motifs for designs and color schemes to be applied to handicrafts that have especial reference to house furnishing. These two parts, (a) and (b) form a background for and culminate in (c), a short course in mechanical drawing leading up to and involving the making of house plans as a basis for the study of interior decoration. A brief course in the History of Art is given one period a week throughout the year. This course includes an appreciative study of the historical development of sculpture, painting, architecture, and the various forms of industry. Photographs are used for illustration.

Three double periods. Three terms.

Prerequisites, Art 1, 2. Elective.

ENGLISH

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

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

The work in the department lays special stress on the modern novel, drama, and short story, in an effort to counteract some unfortunate tendencies in the popular reading of the day, and in an effort to educationalize a general habit of fiction-reading and play-going. It is the policy of the department to guide the reading done in addition to class requirements, and to prescribe reading to fit the needs and tastes of the individual student.

The department of English co-operates with the student organizations, dramatic-literary societies, whose purposes are to study the drama, to stage

scenes and plays from the modern as well as the classic drama, and to apply the dramatic method in festivals and pageants.

Courses Offered

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

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

Freshman class. Four hours a week. Three terms.

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

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

Sophomore class. Three hours a week. Three terms.

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

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

English, 3 c.—Pedagogy of English: A study of the literature curriculum of the elementary and high schools, with the theory underlying the choice of material.

Junior class. Three hours. One term.

English, 4 a.—A study of the principles of argumentation, with practice in brief-making. Text: *Burke's Conciliation of the American Colonies*.

This course is designed primarily to give assistance to the Seniors in planning their theses required for graduation.

Three hours a week. One term. Elective, open to Juniors and Seniors.

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

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

English Special, a.—A brief course in Composition, Grammar and Literature, designed to meet the needs of teachers in the elementary schools.

Three hours. First term. Open to teachers who register for the Special Course.

HISTORY

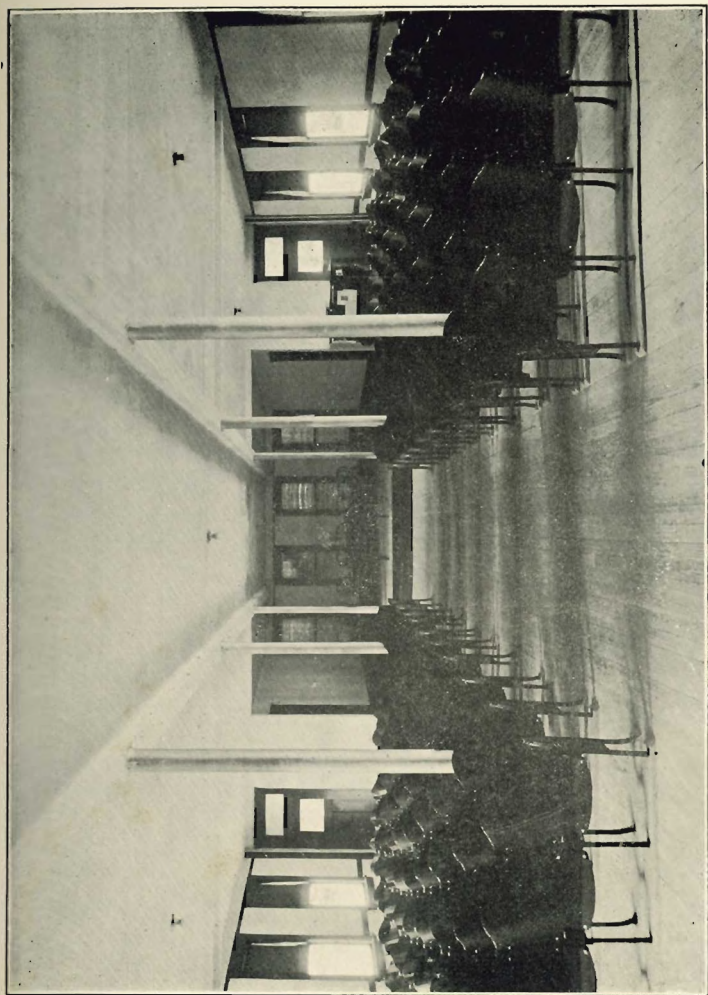
History presents a record of the accomplishment of the race, the manner of life, the customs, the social and political institutions, and the overt deeds of men.

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

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

History Courses.

History 1.—The Orient and Greece—This course embraces an elementary study of the leading movements in the life and thought of the Orient and Greece. The stories of heroes, real and mythological, will to a large degree furnish its contents. The social and industrial aspects of the civilizations of the countries studied will receive the major stress. The political and military phases will be given only a subsidiary consideration. The age of Homer and the age of Pericles will probably consume more than half the time allotted to this course. An



THE CHAPEL

effort will be made to supply an effective background for the study of Greek classics and to facilitate the better study and appreciation of modern English literature.

Freshman class. Four hours the week. Fall term.

History 2.—Rome—The distinguishing characteristics of the Roman genius will be pointedly contrasted with that of the Orient but more especially with that of Greece. The Roman methods of colonization and government will be carefully compared with those of the preceding civilizations. The rise, spread and triumph of Christianity and the formative influence of the Christian Church in the social and political institutions bequeathed by Roman and Teuton will be freely discussed. Little emphasis will be placed upon the strictly cultural side of Roman history as this is confessedly, speaking in the large, a Grecian veneer.

Freshman class. Four hours the week. Winter term.

History 3.—England—This course is introduced by a view of pre-historic England. An attempt will be made to acquaint the students with the basic life problems with which man had to deal. The social effects of economic changes as represented in the successive modes, or so-called Epochs of primitive society, are particularly noted. Following this brief introduction the various racial elements entering into the constitution of English life and thought will be detailed. The social and political institutions of the early Germans will be accorded their merited attention. Many typical Norse legends and stories will be introduced in order to explain something of the vigor, hardihood, adventure, and initiative so prominently and persistently manifested in the great expansive movements and achievements of the later English civilizations. The struggle for constitutional government in the thirteenth century, the social revolt of the fourteenth century, the Reformation, the Elizabethan Age, the origin and growth of Puritanism, the industrial revolution of the eighteenth century accompanied by the rapid strides of democracy in the nineteenth century, comprise mainly the subsequent topics to be presented. England's colonial policy will be studied in connection with American History for which this course is planned to serve as a preparation.

Freshman class. Four hours the week. Spring term.

History 4.—Advanced American History—The selection of the subject matter for this course will be determined very largely in the light of the demands, so far as

they can be interpreted, for the proper teaching of the history of our country in the grades.

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

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

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

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

Junior class. Three hours the week. Three terms.

History 5.—History of Western Europe—This course embraces the history of Europe from A. D. 800 to the present time. Its aim is to show the development of the fundamental contributions of the Greek, Roman, Hebrew and Teuton to our modern civilization. The papal problem will provide the connecting thread of the story until the appearing of monarchial states, after which the eco-

conomic 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.

This course is elective.

Junior or Senior class. Three hours the week. Three terms.

LATIN

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

The aim of this course is to include such exercises and reading as will help in understanding and appreciating the English language and literature, and as will be of value to those teaching these subjects. A comparative study of the two languages will be made. The works of the authors read will be studied essentially as literature. That is, the content of the work will be regarded, and the student will be brought to see the charms and beauties of the literature, and a higher literary sense will be aroused. Special study will be made of the life and time of the authors, for we can get no better idea of the history and institutions of Rome than from the pages of her writers, who reflect her glory.

Courses Offered

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

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

Sub-Freshman year. Three hours the week. Three terms.

Course 2—The first half year Caesar's Gaelic War will be read, and the second half, Cicero's Orations. Special study will be made of the lives and times of Caesar and Cicero. Much attention will be given to sight translation. Grammar and composition throughout the year.

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

Freshman year. Three hours the week. Three terms.

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

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

Sophomore year. Three hours the week. Three terms.

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

Texts: Livy's Hannibalic War (Wescott), Horace's Odes (Smith), Latin Composition (Gildersleeve and Lodge), Latin Grammar (Gildersleeve).

Junior year. Three hours the week. Three terms.

MATHEMATICS

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

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

The following courses are offered:

Mathematics 1 (a, b)—Algebra—The aim of this course is to acquire insight into the fundamental laws and principles of Algebra from the point of view of generalized arithmetic, with special emphasis upon the equation as a means of solving everyday problems, and upon the graph as a means of interpreting and expressing various mathematical and scientific data.

1 a.—Review of fundamental operations; simple and simultaneous equations, with graphic representations, factoring and simple fractions.

Freshman class. Four periods per week. Fall term.

1 b. Involution, evolution, theory of exponents, radicals and the simpler quadratic equations with their more general applications.

Freshman class. Four hours per week. Winter term.

Mathematics, 2 a, b.) Plane Geometry—The aim of this course is (1) to gain a thorough knowledge of the elementary principles of deductive reasoning; to develop consciously a general idea of what constitutes a "proof"; (2) to acquire insight and skill in the application of geometrical principles in the solution of practical problems. Special emphasis is placed upon construction, the solution of original problems and mensuration.

2 a. Plane Geometry, books I and II. Freshman class Four periods per week. Spring term.

2 b. Plane Geometry, books II to V. Sophomore class. Five hours per week. Fall term.

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

3 a. Brief review of fundamental operations, fractions, denominate numbers, mensuration and percentage.

Sophomore class. Five hours per week. Winter term.

3 b. Percentage and its applications; Banking, commission, taxes, insurance, borrowing, lending and investing money; various types of industrial, vocational, economic and social problems.

Sophomore class. Five hours per week. Spring term.

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

Senior class. Three hours per week. Spring term.

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

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

Sophomore class. Five hours per week. Winter term.

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

Sophomore class. Five hours per week. Spring term.

Mathematics, 7.—Plane Trigonometry—A brief course in Plane Trigonometry with special attention to the practical applications of the subject. An elective course, open to Juniors and Seniors. Prerequisite Mathematics 5 and 6. Three hours per week. Fall and winter term.

PHYSICS AND CHEMISTRY

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

Courses Offered

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

The work of the course will cover the mechanics of solids, liquids and gases, light, heat, sound and electricity, with especial emphasis upon their practical applications.

Sophomore class. One single and two double periods during first half of year.

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

Sophomore class. One single period and two double periods during second half of year.

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

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

MUSIC

The study of music being so new in the school, the work thus far has been the same in all the classes, but as the department develops a graded course will be offered.

Music. One class period a week required of all students.

Ear training, scale building, dictation, sight singing with and without syllable names, and instruction in proper tone production is given. Careful attention is given any difficulty a student may have in detecting or producing different pitches.

The aim of the year is to give the student an appreciation of music as an art, through the knowledge of the form and structure of music composition; a higher power of music thinking, an improved tone production, the ability to read music at sight, and a strongly developed sense of rhythm.

The College Chorus—One class period a week required of the whole student body.

In this class the instruction given in the Music class is applied in the study of well selected two and three part choruses. Definite plans are made for a concert at the close of the year and for numbers given in support of other open programmes during the year.

The Glee Club membership is voluntary, but those students who are thought to possess good voices for this kind of work are encouraged to join. Special two and three part choruses are studied and prepared as special numbers on open programmes during the year.

Individual instruction in Vocal when desired is given at a fee of \$6.00 for eight lessons.

Individual instruction in Piano when desired is given at the rate of \$4.00 for eight lessons, with Miss Griffin.

PHYSICAL TRAINING

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

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

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

Uniform: Bloomers, middy blouses, gym shoes (furnished by the College at \$1.25 a pair) as prescribed.

STENOGRAPHY AND TYPEWRITING.

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

Under Office System, lessons are given in business letter form, in filing letters and papers, the

keeping of office records, use of card indexes, etc.

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

Courses Offered

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

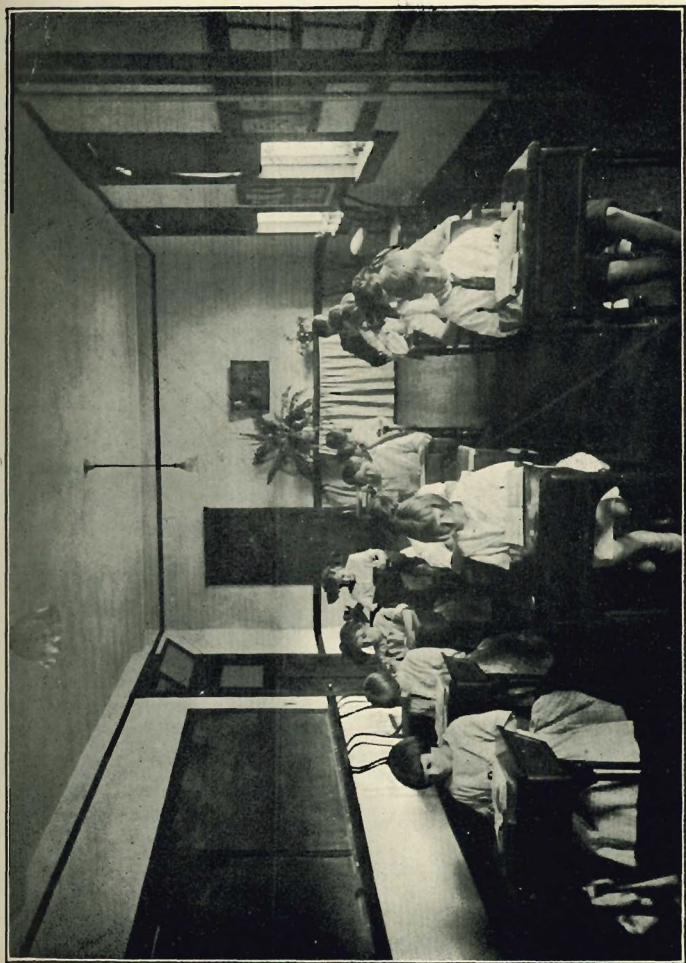
Stenography, typewriting, business letter forms, filing systems, etc.

Any class, four periods, three terms.

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.



A TRAINING SCHOOL CLASS

THE TRAINING SCHOOL

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

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

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

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

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

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

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

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

3. The awakening of intellectual interests to counteract the tendency toward satisfaction with material things and self-indulgent tendencies. We

try to develop in each pupil real interests in some or all of the subjects they are pursuing. We try to aid them to find both in school or at home or in the community, means of expression of these interests, and opportunity for increased knowledge and enthusiasm. Our school entertainments, Parent-Teacher Association, and programs for social service provide concrete means for encouraging and fostering these individual interests.

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

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

Teachers are selected for the Training School who are not only skillful 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 1914-15 is composed of the first seven grades and the ninth grade. 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.

Courses Offered

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

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

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

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

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

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

Senior class. Four periods. Three terms.

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

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

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

Conference work with the Superintendent of the Training School.

THE SUMMER TERM

On June the second, the summer term of the College will open. This session, as that of last summer, will be conducted in co-operation with the State Supervisor of Schools for South Georgia. As will be seen by consulting the outline of courses below, effort has been made to fit the work to the actual needs of the actual teachers in the actual schools of this section. We plan to help teachers already in the work, become better teachers. During the summer session the College will admit both ladies and gentlemen.

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

All the equipment of the College will be at the service of the summer classes.

The work of the session will be divided into the following groups:

1. The work of the primary grades. (First to Fourth inclusive.)
2. The work of the Grammar grades. (Fifth to Seventh inclusive.)
3. Certain more advanced subjects.
4. The general problems of school management and the relation of the school to the community and broader educational activities of the times.

In all the courses of groups ONE and TWO the text books adopted by the state will be used, one of the main purposes of the courses being to de-

velop the possibilities of these texts, and the most effective way to use them. (*)

In the more advanced courses the same general plan will hold, but greater freedom will be used in adapting the work to the individuals of the classes. All students will take group Four. No one is expected to take more than four hours of recitation a day.

The fourth group will consist of lectures and conferences under the general direction of the State Supervisor. This group will include a careful study of the State Manual of Methods, and prescribed reading course, and will cover the topics usually dealt with in the modern institute. (†) In this course several County Superintendents will address the school on topics of vital interest to teachers and schools.

On certain evenings each week popular lectures and other forms of useful entertainment will be provided. One of the most interesting features of the session will be "School Official's" day. On this day school boards and superintendents will be invited to come to the College. A special program will be arranged, and a picnic dinner will be served out under the pines. Every opportunity will be given for teachers and officers to get acquainted and understand each other's part in promoting and conducting better schools.

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

*Books can be purchased in Valdosta.

†List can be had by asking County or State Superintendent.

THE DORMITORY AND DINING ROOM

The dormitory and dining room will be under the expert management of Mrs. C. F. Knapp, the Matron and Housekeeper of the College, which fact guarantees the best of service.

For articles to be furnished by students who live in the dormitory see page 23.

CHARGES

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

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

All fees are due and must be paid when student enters.

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

REGISTER OF STUDENTS

SPRING 1913

SUB-FRESHMAN CLASS.

Name.	County.
Maggie Bordeaux	Marion County, Fla.
Mary Elizabeth Gross	Wayne
Lola Harrell	Lowndes
Allene Herring	Lowndes
Sarah Annie LeGette	Lowndes
Mary Elizabeth Palin	Thomas
Emma Patterson	Jefferson

FRESHMAN CLASS

Alamo Clay	Cobb
Lucile M. Cushman	N. Y. City
Nettie Joiner	Camden
Emmie Jones	Wayne
Birdie Perry	Dougherty
Camilla Spence	Mitchell
Luda Blanche Ziegler	Lowndes

SOPHOMORE CLASS.

Virginia Ashley	Lowndes
Emma Bibb	Lowndes
Louise Cheney	Lowndes
Stella Mae Dampier	Lowndes
Clemmie Havenkotte	Lowndes
Bessie Mann	Lowndes
Mattie Lizzie Peek	Lowndes
Mary Terrell	Grady
Myrtle Tyson	Berrien
Clyde Woodard	Berrien

JUNIOR CLASS

Lucile Arnold	Cobb
Minnie Arnold	Cobb
Ruth Ashley Burney	Lowndes
Angie Mae Miller	Muscogee

SPECIAL STUDENTS

Miss Laura Ashley	Lowndes
Miss Ruth W. Converse	Lowndes
Mrs. H. L. Dyer	Lowndes
Mrs. A. Griffin	Lowndes
Mrs. Howard Harris	Lowndes
Mrs. R. A. Harris	Lowndes

SUB-FRESHMAN

1913-1914

Name.	County.
Mollie Baucom	Lowndes
Maggie Bordeaux	Lowndes
Mabel Blanton	Lowndes
Ethel Corbett	Echols
Sarah Catharine Culbreth	Echols
Maude Curry	Lowndes
Jewell Dowling	Lowndes
Mary Gross	Wayne
Allene Herring	Lowndes
Leonel Jones	Lowndes
Annie LeGette	Lowndes
Charlotte Lockridge	Tennessee
Stella Mathis	Brooks
Katie McRae	Brooks
Vannie B. McRae	Brooks
Mary Palin	Thomas
Myrtis Phillips	Dodge
Bertha Prine	Echols
Bessie Belle Proctor	Camden
Veronice Rawlings	Dougherty
Edith Smith	Lowndes
Connie Simpson	Thomas
Minnie Stallings	Lowndes
Marie Strong	Lowndes
Cora Wade	Crisp
Josepha Weldon	Dougherty

FRESHMAN.

Lillian Allen	Berrien
Marie Banks	Camden
Edna Bullard	Cobb
Mamie Ruar Davis	Lowndes
Esther Duffey	Baldwin
Virginia Alice Feltham	Thomas
Bessie Griffin	Berrien
Alice Herrin	Echols
Maude Hodges	Brooks
Ruby Jordan	Tattnall
Sarah Frances Knapp	Thomas
Lucile King	Clay
Mayme Lawson	Brooks
Effie McKenney	Monroe
Clara McPhail	Lowndes
Effie Patten	Berrien
Edith Patterson	Brooks

SOUTH GEORGIA STATE NORMAL COLLEGE

Name.	County.
Olive Peters	Berrien
Clyde Purcell	Wayne
Ruby Scruggs	Brooks
Louise Smith	Mitchell
Henrietta Terrell	Grady
Vinta Webb	Lowndes
Sallie Weldon	Dougherty
Beulah Whilden	Ware

SOPHOMORE

Minnie Belle Carter	Berrien
Alamo Clay	Cobb
Lucile Cushman	New York
Lillian Downing	Fulton
Nelle Greene	New York
Charlotte Jarrell	Fulton
Emmie Dora Jones	Wayne
Reba McIntyre	Lowndes
Eva Mae Marshall	Lowndes
Ruth Moore	Grady
Martha Morgan	Lowndes
Byrdie Perry	Mitchell
Verna Scruggs	Lowndes
Elizabeth Small	Fulton
Maggie Mae Smith	Lowndes
Grace Waldrup	Lowndes
Clyde Woodard	Berrien

JUNIOR

Emily Andrews	Thomas
Louise Cheney	Lowndes
Bessie Mann	Lowndes
Nannie Laura Miller	Telfair
Carrie Lee Murrah	Muscogee
Nell Patten	Thomas
Mattie Lizzie Peek	Lowndes
Julia Pinkston	Hancock
Maggie Mae Scott	Lowndes
Ethel Schnauss	Berrien
Mary Terrell	Grady
Alma Tyson	Berrien

SENIOR

Lucile Arnold	Cobb
Minnie Arnold	Cobb
Angie Mae Miller	Muscogee

VALDOSTA, GEORGIA.

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SHORT TERM TEACHERS COURSE

Name.	County.
Audrey Cone	Macon
Stella Dampier	Lowndes
Kathleen DeMilley	Lowndes
Nell C. Dunaway	Lowndes
Marjorie McDonald	Lowndes
Ella McIntyre	Lowndes
Ruth McMillan	Lowndes
Florence Padrick	Lowndes
Ella Parr	Berrien
Verna Scruggs	Lowndes
Leo Webb	Lowndes
Maggie Webb	Lowndes

SUMMER SCHOOL

H. A. Baker	Tift
R. T. Barber	Florida
Jennie Mae Brown	Worth
Ruth Burney	Louisiana
Audrey Cone	Oglethorpe
Ethel Corbett	Echols
Ruth Curry	Brooks
Mrs. Julia Doane	Butts
Mattie Gainey	Brooks
Josie Gautier	Decatur
Cliffie Harris	Echols
Effie Harell	Brooks
Margaret Hartsell	Lowndes
E. C. Henderson	Irwin
Sue Kent	Thomas
Mamie Knight	Brooks
Mayme Lawson	Brooks
Ellie Lester	Brooks
M. T. Lewis	Berrien
Jennie McCouley	Lowndes
Ruth McCauley	Lowndes
Ella McIntyre	Lowndes
Reba McIntyre	Lowndes
Ruth McMillan	Lowndes
Meda Manning	Tattnall
J. E. Mathis	Lowndes
Hilda Mattox	Charlton
Mattie Mulling	Brooks
Islea O'Neal	Brooks
Florence Padrick	Lowndes

52 SOUTH GEORGIA STATE NORMAL COLLEGE

Name.	County.
Ella Parr	Berrien
Cora Paulette	Tattnall
Maggie Parker	Brooks
Josie Rawls	Turner
Clyde Ross	Turner
Dorothy Sasnett	Lowndes
Eliza Scruggs	Lowndes
Aleph Simmons	Brooks
Susie Spence	Mitchell
Ruth Stotesbury	Lowndes
Annie Tomlinson	Colquitt
Mrs. T. Vaughn	Wayne
L. D. Vining	Clinch
Fannie Cora Watkins	Tattnall
Leo Webb	Lowndes
Minnie Wetherington	Lowndes
Luda Zeigler	Lowndes
Ada Acree	Stephens
Alice Herrin	Lowndes
E. C. Creel	Lowndes
Anna A. Clark	Lowndes
G. L. Cooper	Lowndes
Mary Cumbie	Lowndes
Connie Cumble	Lowndes
Nell Dunaway	Lowndes
Alice Dyer	Lowndes
Kathleen DeMilly	Lowndes
Mrs. E. W. Green	Laurens
Genevieve Keel	Lowndes
C. J. Knight	Berrien
Marie Knight	Lowndes
Sue Morgan	Lowndes
L. L. Parrish	Lowndes
Lillibelle Roberts	Lowndes
Anne Roberts	Lowndes
Viva Simms	Lowndes
T. W. Smith	Lowndes
Edna Stansel	Lowndes
Remer Touchton	Lowndes
Maggie Webb	Lowndes
E. W. White	Lowndes
Stella Dampier	Lowndes
Elizabeth Morgan	Lowndes

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TRAINING SCHOOL

SPRING 1913

FIRST GRADE

Mary Bitzer,
Sadie Mae Bonner,
Emily Chauncey,
Juanita Daniel,
Juanita Harrell,
Simmie Harrell,

Harriett Jones,
Frank Jordan,
Thomas Kelley,
Walter Kelley,
Thomas Macdonald,
Anna Richardson.

THIRD GRADE

Florrie Belle Bonner,
Frederick Bonner,
Marion Chauncey,
A. P. Morgan.

Mary DuRant,
Berrien Jones,
Lawson Jones,

FIFTH GRADE

Jefferson Bonner,
Georgia Briggs,
Zuber Harrell,
Herbert Holmes,
William West.

Clyde Holtzendorf,
B. H. Jones,
Ashley McLeod,
Edith Mathis,

1913-1914

FIRST GRADE

Leita Bonner,
Frances Helen Briggs,
Ida Lou Bullard,
Rena Mae Campbell,
Rena Mae Davis,
Walter Godwin,
Frank Gordon,
Allen Holt,
Hilda Spence,

Lucian Clive Holtzendorf,
Di Ingram,
Ruby Jones,
Thomas Kelley,
Walter Kelley,
Goldsbery McKey,
Mary Lucile Morgan,
Mabel Claire Smith,

SECOND GRADE

Mary Bitzer,
Willie Blalock,
Alton Bullard,
Emily Chauncey,
Juanita Daniels,
Rhoda Knapp,

Juanita Harrell,
Raymond Holmes,
Harriet Jones,
Neva Mathis,
Anna Richardson.

THIRD GRADE

Lonnie Blalock,
Sadie May Bonner,
Eula Lee Briggs,
Nona Fletcher,
Simmie Harrell,
Walter Howell,
Lawson Jones,

George Mallory,
Geneva Mimms,
Ellen Elizabeth Newman,
Blanche Rose,
Mary Small,
Pearl Smith,
Florrie Wisenbaker.

FOURTH GRADE

Terry Almand,
Thomas Young Ashley,
Wallace Ashley,
Frances Bitzer,
Florrie Bell Bonner,
Frederick Bonner,
Mary Breedlove,
John Alex Campbell,

Marion Chauncey,
Charles Converse,
Mary Dowling,
Mary DuRant,
Ethel Holmes,
Remer Jones,
A. P. Morgan,
Thomas McKey Tillman.

FIFTH GRADE

Emma Briggs,
Jefferson Bonner,
Dorothy Dasher,
Ramon Griffin,
Herbert Holmes,

Nellie B. Park,
Caroline Rose,
Eleanor Prior Smith,
Ruth Thomas,
Young Tillman, Jr.

SIXTH GRADE

Nellie Blalock,
Georgia Briggs,
Mattie Campbell,
Ramon Godwin,
Zuber Harrell,
Clyde Holtzendorf,

B. H. Jones, Jr.
Nathan M. Knapp,
Edith Mathis,
J. T. Smith,
Kathleen Smith,
William S. West, Jr.