

Georgia Southern University

Digital Commons@Georgia Southern

The George-Anne

Student Media

5-15-1929

The George-Anne

Georgia Southern University

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/george-anne>



Part of the [Higher Education Commons](#)

Recommended Citation

Georgia Southern University, "The George-Anne" (1929). *The George-Anne*. 2676.
<https://digitalcommons.georgiasouthern.edu/george-anne/2676>

This newspaper is brought to you for free and open access by the Student Media at Digital Commons@Georgia Southern. It has been accepted for inclusion in The George-Anne by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

George - Anne

PUBLISHED WEEKLY BY THE FRESHMAN CLASS

VOL. III—No. 25

GEORGIA NORMAL SCHOOL, COLLEGEBOBO, GA.

MAY 15, 1929

MANY DISTINGUISHED VISITORS ARE ON NORMAL CAMPUS TODAY

The Statesboro Chamber of Commerce is host on our campus today to an assemblage of prominent Georgians. Included in the invited guests and expected to be here are Governor L. G. Hardman, Chancellor C. M. Snelling of the University of Georgia; Dr. M. L. Duggan, state school superintendent; Chief Justice Richard B. Russell, Col. Sam Slate, state auditor; members of the Board of Trustees of the Georgia Normal, approximately sixteen state senators and over forty members of the house of representatives, and a number of county school superintendents from this section.

A meeting of the board will be held this morning at 10 o'clock and a special assembly of students and friends of the college will be held some time during the day. Members of the board are: J. E. McCroan, chairman, Statesboro; Mrs. B. F. Bullard, Savannah; Clarence Guyton, Guyton; Howell Cone, Statesboro; Grover Brantley, Lyons; Theodore Brewton, Claxton; Hugh M. Blount, Waynesboro; John G. Kennedy, Savannah; J. D. Clark, Darien; W. D. Kennedy, Metter; S. W. Lewis, Statesboro; R. E. Rountree Swainsboro; Ralph Newton, Waycross; H. L. Howard, Sylvania; and I. S. Smith, Reidsville.

Among members of the state senate who are expected here are: Shelby Myrick, Wm. S. Tyson, A. J. Nichols, B. A. Atkinson, G. W. Davis, Geo. W. Langford, Felix C. Williams, W. L. McElmurry, Leon L. Peebles, J. E. Hyman, J. T. Davis, W. Cecil Neil, E. M. Williams, Geo. L. Goode, Jno. M. Cook, A. J. Bird.

Members of the house who are

expected are: J. A. Ross, C. E. Stewart, Dr. J. H. Carter, Richard B. Russell, Jr., Arlie D. Tucker, Guy D. Jackson, J. C. Strickland, Wm. F. Slater, Harvey D. Brannen, Howell Cone, W. Dan Bell, John J. Jones, J. Comer Trapnell, L. E. Mallard, Columbus E. Alexander, Spence Grayson, Lewis A. Mills, R. F. Burch, Jr., J. L. Yawn, H. F. Seckinger, T. N. Brown, J. R. Powell, Jr., B. G. Tippins, J. T. Colson, John A. Cromartie, F. F. Purvis, John P. Rabun, Walter C. Perkins, J. B. Bedenfield, R. C. Coleman, S. P. New, Donald F. Martin, T. L. Howard, G. C. Atwood, Hugh Peterson, Jr., H. C. Parker, M. B. Pilcher, A. L. Traylor, J. C. Cail, J. G. Powell, J. C. Beasley, Ellis Pope, Sewell Courson, Scott, T. Beaton, E. D. Rivers.

SOME INTERESTING DATA ABOUT GEORGIA NORMAL

In four years of steady growth the student body of the Georgia Normal School has more than doubled. From an enrollment of 426 in 1925-26, the enrollment for 1928-29, including the 1928 Summer School, has reached over 1,000. The regular students have had a gradual growth and indications are that in September the school will continue its growth. The Summer School has jumped approximately two hundred students each summer. The special students have had a steady growth.

GROWTH IN STUDENTS

	1925-26	1926-27	1927-28	1928-29
Regular Students	429	229	306	354
Special Students	10	63	71	95
Summer School	287	244	429	629
Total Enrollment	426	536	806	1078

TRUE FRIENDS

(By LEONARD POWELL)

We are sometimes told that we should cultivate just as many friendships as possible, but when we go back and hear Ben Johnson, as he says, "True happiness consists not in the multitude of friends, but in worth and choice;" we wonder if we should not limit the number of our friends, or at least make a marked distinction between our real friends and our mere associates. Of course, we do not mean to say that we should be unfriendly or discourteous to anyone, but we cannot afford to take any and everybody into our confidence.

Someone might ask, "What is a true friend and how can we tell him from a pretended friend?" A true friend is one who cannot be bought with the vanity of flattering words or the purchasing power of gold. A true friend is one who will come to our succor when we are down and out and the whole world has turned its back on us.

In order to have a true friend, we, ourselves, must be absolutely true and sincere. We cannot be untrue and insincere and expect our companions to be just and honest; we cannot break our promise and expect our friends to keep theirs. We should strive to form a golden chain of friendships, each link of which should be strongly interwoven with our innerself by the bands of sincerity, truth and love.

One of our greatest assets in life is our true friends. We know that a sincere friend is one to whom we can go with our trials and perplexing problems of life; we know that he will do his best in helping us to overcome every difficulty. By watching our friends struggle with their problems we may be inspired with a new ambition to overcome the trials and obstacles that face us.

Science Department

SCIENCE AND LIFE

(By SIDNEY BOSWELL)

Since man first blinked in conscious wonder at the morning sunrise or fled in terror from the wrath of a fancied God, there has echoed through the jungles of superstition and ignorance a voice, the voice of scientific research, that has led his soul to the light; his faltering footsteps to a new and richer life. Always his heart has answered that call, always his footsteps have pointed toward the height where the air clear and pure from the shackles of tyranny and ignorance. It has been a thrilling fight, a battle that has lasted for centuries and is not yet finished. Quite the contrary, it is just in the beginning. Man has just assembled his resources, he has just gathered his weapons for the assault upon the forces that seek to block his progress. With caressing hand he is seeking to allay the animosity of nature and turn her laws into channels of friendship to his own course. But he is neither a supplicant at her feet nor a fiery advocate of truths wrested from her unwilling hands. He has by scientific inquiry into the virgin of her strength and weaknesses found means of inducing her to surrender more and more of her wealth of secrets into his hands.

To the scientific investigator truth is a sacred thing. A god to be adhered to with every fiber of his being. "Blessed is he that carries with him an ideal and obeys it; ideal of art; ideal of science; ideal of the gospel of virtue; therein be the springs of great thought and great actions; they all reflect light from the infinite." All who labor to extend knowledge and establish are making for righteousness, though they sail in different seas they have the same guiding star, which is so far away in infinity their paths are one.

The aim of science should be to cultivate a supreme regard for truth. If this is true it must begin with nature as nature is the very essence of truth. It should aim to create a scene of moral responsibility and each should learn from nature that

every act has a consequence and every sin a penalty. A critical faculty should be developed with its aim the distinguishing of the chaff from the wheat. The study of science inculcates these in her kingdom, for she demands devoted labor for the benefit of others and we have it all summed in the word "efficiency." More and more the students of science classes are coming to realize this fact, more and more they are realizing that true science leads to truth and truth leads to high ideals. They are coming to appreciate the work that has already been done and look with eager eyes at the work yet to be accomplished. They are aware that today a scientific discovery dates only from the time it becomes an active factor in human affairs.

Science knows no boundary lines. It is international. The call of materialism is lost in the urge of love of knowledge for knowledge's sake alone. The scientist has no time to make money; there is no mercenary motive in his researches—no desire for fame other than the disciple of truth. He is but a microscopic part of the universe, yet his mind reaches out and with spirit bold he seeks to rise above the petty things of life. Infinite things yet to be conquered humble his pride in spite of all that he has done, yet he presses his researches to the border where the real and infinite meet. Success to him means new knowledge, a link added to the chains by which he seeks to lead nature a captive at his command.

Science is the only means to a perfect civilization. There must be methods by which all life can be incorporated in her kingdom. Truth must triumph over superstitions and ignorance or all will perish. Nature must be aided in the selective process carried on in all life. Intellectually inferior races threaten today to swamp and absorb the intellectual purity of the higher races by their force of numbers. The science of eugenics must be raised upon a plane with the applied sciences of our boasted interest and scientific superiority shall become an empty vaunt, our civilization will slip

back to the beginning. Our work will become but a buried memory. Statistics will prove these contentions. The higher the intellectual standard of a people the lower the birth rate. It is easy to infer where such a condition will lead.

Out of the dark outlook ahead comes a gleaming light of hope in our science students of our colleges. To them shall fall the test, to them will come the day of reckoning. They recognize the laws of truth even though it brings conflicts. To them materialism holds no charms; clear-eyed and clear-headed they shall not be drawn from the goal by the shining luster of worldly success.

These are some of the things our science class have come to realize, these are some of the things that have been taught to those who can appreciate the beauty of a life devoted to the extension of truth. To them may life hold much as a reward to the faithful.

Expression Department

The expression department, though small, is gradually making itself felt on the campus. Several interesting programs have been given by the members of this department. Each member of the public school expression class is to put on a chapel program. This class has been of much help to several of the county schools by serving as judges for their contests. The members of the class have recently arranged original pantomimes which are to be used in the dramatic club programs. The dramatic club members are meeting regularly and having literary programs as well as socials. A picnic was enjoyed at Lakeview last week by the members and their invited guests. On Thursday the regular meeting of the club is to be held at the home of Mrs. J. O. Johnston, head of the department, for a literary program. Plans are being instigated to install a National Honorary Sorority at the Georgia Normal. This is not in the nature of a social sorority, but the object is to inspire better scholarship. The members are to be chosen from those doing the best work in this department. Those elected to membership will be announced later.

Economics Department

WHY STUDY SOCIAL PROBLEMS

"I believe that the school is primarily a social institution. Education being a social process, the school is simply the form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share the inherited resources of the race, and to use his powers for social ends. I believe that education, therefore, is a process of living and not a preparation for future living."

—JOHN DEWEY.

The study of social problems is, first of all, important to the individual in his education and social development. In the second place, it is essential to the well ordered direction of society and to the promotion of social welfare, hence imperative for the student preparing for leadership. In the third place, knowledge of society and its problems is of the utmost importance to science, with its ever-increasing sphere of importance to man. For society, which for a long time has neglected somewhat the study and promotion of its own welfare until it had devoted its attention to other things, has witnessed many discoveries and developments in the field of social science.

A study of social problems is important to many types of individuals and for various purposes. To the average man, the citizen, the taxpayer, the worker, the homemaker, the student, patriot, the study of current social problems and trends is an essential part of his common training and equipment. It helps him keep up with current changes and movements in the world of which he is a part. It helps him to understand problems and movements of democracy, of education, and of social and economic advance. It gives one a basis for his participation in government, in community and in other institutional cooperation. It gives one a better cultural background in ways not reached by other means of study. It enables one to better interpret the backgrounds of social unrest, of radicalism, or of general social righteousness. It should enable one to see further into ideals and fields of human progress and happiness, showing

him how to strive toward these ends through the normal process of work and growth. Finally the study of social problems offers to the individual a favorable opportunity or profitable leisure time study and gives to each citizen the consciousness of his partnership in the social progress about him.

"The study of social problems with a view to improving society and making better adjustments in social relationships is in many ways the most important objective of social study. Since the maximum growth and development of the individual will not be possible except through collective society with its social organization and co-operative effort, a larger objective is found in the strengthening of the social institutions and in the control and direction of social and physical environment." Society not only needs the best the student of social problems can give its institutions but at the present time the rapid rate of social change makes social study more important now than ordinarily. Writers mention that there has been more progress and change in the material and cultural development of the world within the last fifty years than in all the rest of history. In this forward development of civilization the physical sciences have been and are still large contributors through scientific research. This great development has increased the need for more scientific study in human relationships in two ways. In the first place, it has taken the energy of the great leaders and a majority of others from things social to things material, leaving social development largely neglected. In the second place, by its fast advance and its complication of human relationships it has multiplied many opportunities for social maladjustment and added to the growing list of social problems. Society must now turn its attention to the bridging of this distance between social needs and physical science. The social sciences must do for human happiness and the good of society what the physical sciences have and are doing for material prosperity.

The third appeal for the study

of social problems is the search after truth. "It should be enough to say that if man has always expressed the belief that science and truth constitute one of the chief goals of human effort, their application to human affairs must surely represent the climax of social endeavor. If in the great physical realm of the world knowledge of truth means freedom, then to know the truth in the social realm ought to make us free above all else." Literature and experience are full of evidences of the universal search after truth and wisdom and of the recognition of their value to humanity. Socrates declared that man wise who "knew that he did not know," and therefore was open to the search after truth. A Roman said that "truth is mighty and will prevail," and still another, "Truth never perishes." "There is probably no objective more universally accepted as the chief good than that revealed in the doctrine which proclaims that to know the truth 'shall make you free'."

If those who have increased the world's knowledge and made some contributions to science have been proclaimed the leaders of civilization, how much more ought the search after truth in human relationships challenge the student of social affairs, the field of which is larger and more abounding in opportunities than any other. Why expect on the one hand that human problems and human difficulties will solve themselves or that any individual may become expert in all matters of human affairs? Are not the building of a human life, the directing of social groups, the planning of social progress more difficult and as important as the building of roads, bridges or skyscrapers?

While dancing in a restaurant, Miss Alice Mortimer broke both her ankles and is now confined to a hospital in Boston.

Herbert McClare of Odgeville, N. Y., chose to spend thirty days in jail rather than pay a \$30 fine for driving a car without a license.

When R. W. Watson and family of Winnetka, Ill., returned from a European trip they found five tramps living in their handsome home.

George-Anne

Published Weekly By Freshman Class
GEORGIA NORMAL SCHOOL
Collegeboro, Georgia
THE STAFF

Editor Virginia Lewis
Assistant-Editor Eli McDaniel
News Editor Sara Roberts
Campus Editor Katherine Brett
Alumni Editor Clifford Griner
Joke Editor Clyde Greenway
Manager Sidney Boswell
Faculty Advisor Miss Clay
Typist Virginia Kenan

French Department

French has long proved a favorite with those who pursue the study of romance languages. In French, scholars have found a language which is interesting to study and one comparatively simple to master. For those who love literature for its beauty French offers various authors who have written in this language true masterpieces in style and thought.

The second year French class of this year has, indeed, been fortunate in having as an instructor Miss Lena Belle Brannen, who possesses a broad knowledge and love for this language. Under her skillful direction the class has made progress in attaining knowledge and learning to love this subject.

Our grammar work is a review of the rules and principles of the French language. The book in which we are studying offers these rules in a brief, but comprehensive manner. An interesting and helpful part of this work is the French conversations which we carry on in response to Miss Brannen's "Frenchy" inquiries. Although we are far from perfect in speaking *en Francais* we think that with a few more year's practice and study we will be experts.

The part of our French course we like best of all is the reading of French classics. Those we have read have been very interesting, though at times we groaned in agony at the author's marvelous faculty for using so many words whose meaning we couldn't even imagine, making it necessary for us to spend hours with a French dictionary in one hand and the classic in the other.

J'eanne D' Arc, by Lamartine was the first classic to which we devoted our time. In this work of the great French novelist we learned again the life story of the heroic peasant girl, J'eanne D' Arc. This classic, though necessarily written in a serious, heavy style proved enjoyable and inspiring.

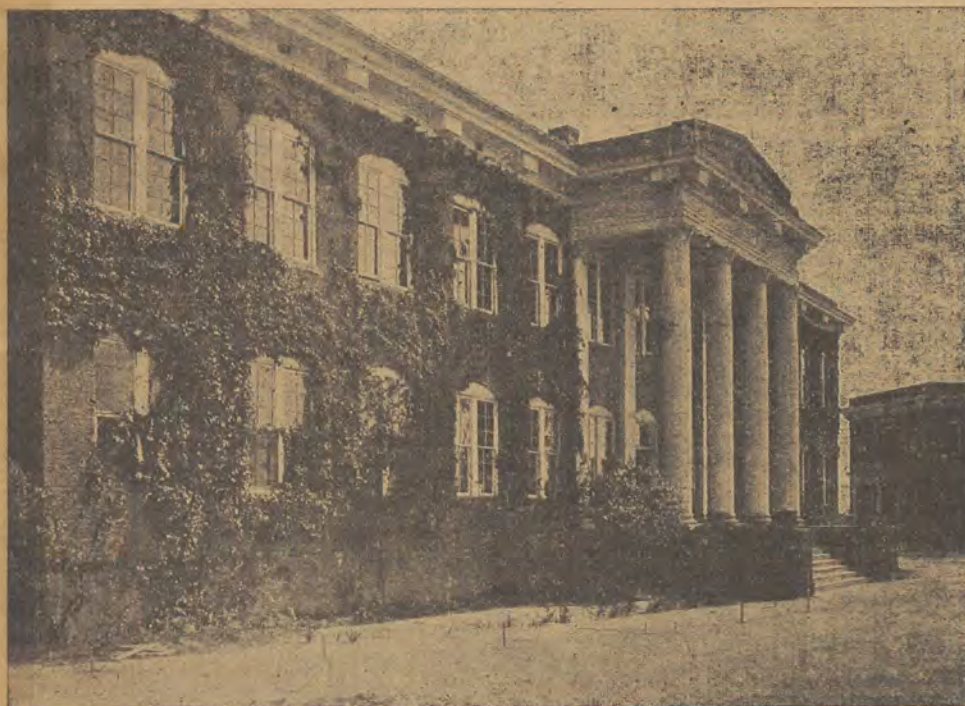
We next took up a study of Daudet and his works. We

learned that he, like Dickens, has given to the world a story in which his life story is portrayed. His "Le Petit Chose" gives his life as does Dickens' "David Copperfield." In studying "Le Petit Chose" we were delighted with Daudet's simple, yet interesting account of the trials and misfortunes of the main character "Le Petit Chose" or "Little What's His Name."

The classic to which we are at present devoting our time, efforts and many hours of hard labor is Moliere's "L' Avare," which we all consider difficult, but immensely entertaining. This work is a comedy in five acts depicting the evils of avarice. A study of the author's life has made this drama more interesting to us. We find that he was a Parisian by birth and from a well-to-do family. His father was probably the cause for his writing such a play as "L'avare," for, although he gave Moliere a good education, he was neither loving, strong-minded or generous. Moliere became acquainted with the theatre in early life and developed a great love for the stage. He became manager of a company which was not very successful. He was a great traveler, and it is probably through his study of human nature on his travels that he gathered material for his writings, which caused him to be ranked as France's greatest poet. He may be compared with Shakespeare in that both were author and actor, their choice of words is also similar. Although Moliere wrote many dramas, "L'avare" has proved one of the most popular. This work shows a wonderful understanding of human nature and teaches a moral lesson.

On finishing a classic we always prepare a resume, summarizing the main points and events in the development of the plot. All of the resumes submitted thus far have shown that they are the result of much preparation and thought.

Our plans for the rest of this term are to finish "L'avare," submit a resume, then take up another classic along with our grammar.



ADMINISTRATION BUILDING

History Department

THE IMPORTANCE OF HISTORY

Some say they don't enjoy history,
But I can't see the reason why.
The study of this very wonderful
subject

Is something that no one should
let pass by.

History has a very great value,
Far more than one can estimate,
It's a subject that everyone should
learn to love,
'Tis one that no one should ever
hate.

It gives us many interesting facts,
It tells of things both new and old,
Of the growth of all the nations of
the world,

Of many warriors, brave and bold.

It takes us from the old stone age,
Those primitive days of long ago,
Through the many years that pro-
duced great people,
Cleopatra, Caesar and Cicero.

Then up to a very much later date,
Through the many years of me-
dieval history,

With the many conflicts that came
within,
Which held for many a great
mystery.

Then at last it brings us to the
modern age,
Which to us, of course, is the most
dear.

With all the great men it has pro-
duced,
Who when working for their coun-
try knew not fear.

Now who could find a more interest-
ing subject?

'Tis one that everyone should adore.
If people will stop and study it a bit
They'll find they'll like it a great
deal more.

THE AMERICAN HISTORY CLASS

In the American History class this term the main topic of discussion has been the Civil War. Many interesting things have been brought within the realm of this subject. A great number of valuable war trophies were presented to the class for inspection, such as, Confederate money, guns, photographs, a Confederate flag, valuable documents, some of which were letters written on the battlefield, and many clippings. As true Southerners, we have tried to look upon this great conflict unbiased in our opinion and realize that we today are members of one great inseparable union.

A strong competition has

been brought up between the different sections in bringing in material for the bulletin board. Each class has different sections of the board on which to display the interesting items brought by the students.

In the study of our history we have found great need for a knowledge of the Geography of the United States. Due to this students are now taking a short review in this field.

We, the students of the Freshman class, as citizens of the United States, feel that we have an advantage over the other history classes in that we have the opportunity to study the history of our country.

Mathematics Dept.

GROWTH IN THE DEPARTMENT OF MATHEMATICS

College courses in mathematics were offered for the first time at our institution in the school year 1925-26. For two years, only one year of mathematics was offered, but for the past two years, the department has given courses in the first two years of the subject. Next year we expect to offer work in the Calculus in addition to the courses now being given.

Mathematics has at no time

been a required subject, but there has been a steady growth in the number of students who have taken work in the department. The following table shows this growth. It should be read in this manner: In the year 1925-26 there were 6 students enrolled in mathematics 1, 6 enrolled in mathematics 2, and 4 in mathematics 3. In the year 1928-29 there were 52 enrolled for mathematics 3, 8 for mathematics 4, etc.:

Year	Mathematics					
	1	2	3	4	5	6
1925-26	6	6	4			
1926-27	21	14	18			
1927-28	28	18	27	5	4	4
1928-29	52	41	40	8	9	8

WHY STUDENTS FAIL IN MATHEMATICS

1. Mathematics is difficult as it demands accuracy of thought and statement, definite mental concepts, connected thinking, a fair memory, power of generalization, a willingness to work hard.

2. There is much poor teaching of mathematics due to poor training of teachers, etc.

3. Insufficient drill on fundamentals.

4. Poor text books.

5. Too large classes.

6. Too many outside influences.



EAST DORMITORY

A QUOTATION AND A FABLE

"As much of our mathematics is now taught, it is an abstract field foreign to the child's experience. The result too often is a training in a peculiar kind of memory work rather than in reasoning. Real life situations with which children are familiar will give plenty of opportunity for the development of mathematics, and the reasoning power will be better developed because it has been exercised, and the mathematics will be no less valuable."—JOHN H. MINNICK, Dean, University of Pennsylvania.

Hammers

Once upon a time three men undertook to teach three boys how to use a hammer. The first man was an old time teacher. He wrote his lesson as follows: "A hammer is an instrument for driving nails, or beating metals or other objects. A hammer has two parts, a handle and a head. The head is made of metal; the handle is made of wood. Hammers are of ten kinds: The tack hammer, the carpenter's hammer, the ball peen hammer, etc. A tack hammer is used for driving tacks, etc." Then he called the boy, who set diligently to work learning about the hammer.

The second man was a carpenter. He gave the boy a hammer and told him to go to work.

The third man was a friend of boys. He discovered that his pupil wanted to build a boat. A hammer was among the things needed. When all was ready, they set to work. At first the boy was awkward with the hammer, so the man asked him a question or two about how best to use it. A nail must be pulled. The man pulled it himself, while he talked a little about the lever. Soon the boy wanted to know if the hammer could be used for this or that purpose. The man showed him patiently. A nail must be driven where the boy could not reach with his left hand to hold it. His teacher fitted the nail into the claw of the hammer and reaching up with one hand set the nail.

At the end of the lessons the examiner came. When the first boy was summoned, he repeated glibly all the definitions of hammers and the rules for using hammers, while his teacher smiled his approval. The examiner, pointing to a broken table,

said, "Fix that." The boy looked at the table, shook his head and replied, "I did not study that."

When the second boy came, the thumb and finger of his left hand were wrapped in bandages. In answer to questions about the hammer, he had little to say beyond pointing to the hammer and saying, "That is one." "Fix the table," said the examiner. The boy tried to do so, but his blows fell so awkward that the table was soon in worse condition than before.

The third boy came. The first question was, as before, "What is a hammer?" "A hammer is what you use to drive nails. And you can pull nails with it, too. And you can set nails in places that are hard to reach." Before he was through telling all that could be done with a hammer, the examiner smiled and said, "Fix the table." The boy did so.—Barber, teaching Junior High School Mathematics.

Extension Department

EDUCATION

Some educators think that the value received from extension courses does not justify its cost. Others think that it is only an advertising scheme. Still others think that it is only a recent fad and will soon die out. There may be some truth in these views but there remains the principle that when a citizen of the state desires an education, it is the function of an institution, supported by the state, to assist that citizen in his efforts.

A representative of two of the extension classes which are now in progress, give their views as to the value of these courses:

Pro and Con of Extension Course
(By MATTIE MAE RUSHING, Denmark-Nevils Class.)

Extension work as a phase of modern educational advancement has its advantages and disadvantages, but I am fully convinced that the good points far outweigh the undesirable features.

I think that extension courses justify their existence in that they offer teachers an economical means of increasing their ef-

ficiency, and at the same time, by continuing in the profession, their earning capacity is not decreased. Many of our most ambitious teachers would be forced to withdraw from the profession if extension courses did not provide the opportunity for part time study to give the training that the modern age demands of the public school teacher.

Although the atmosphere of the campus is lost to a great extent in the extension course, who would say that this is a disadvantage. Much of the frivolity, careless inattention, and lack of fixed purpose that are so perceptible in a large percent of college students, are visibly lacking in the extension class. These students are usually older and more serious-minded persons who are already being called upon to solve the problems of life; persons who realize the necessity for a concentration of energies in order to attain in their profession the highest standard of excellence. How could this type of student fail to receive a great benefit from an extension course?

For a teacher who is not working for a diploma or degree, extension work offers an opportunity to keep up-to-date in his particular field of activity.

A few communities are not yet educated to the point that they do not regard with a critical eye the teacher who is taking extension work while pursuing her regular occupation. Fortunate is the teacher who meets with no disapproval from the patrons or trustees if she wishes to devote part of her spare time toward the advancement of her own education through extension. However, the universal attitude is more tolerant and public disapproval will not long remain a disagreeable feature of extension courses.

Unless the extension student has ready access to a good library, he will be working under a great handicap that does not confront the student of the regular session. The lack of opportunity for reference work is perhaps the most acute disadvantage of the extension department.

Notwithstanding the weak-

nesses in evidence, if extension courses are introduced into progressive communities; where the student has ample library facilities; and where there is a measure of personal contact with an instructor, there is no doubt that they are an important step forward in the educational development of our country.

The Value of an Extension Course

(By MRS F. W. HUGHES, Brooklet-Stilson Class.)

Stop a moment! Think of the vast differences in the educational advantages of our state now and a few years ago.

It hasn't been a great while since the teaching profession belonged to just any person who wanted to make a salary. Now the increased faculty, the multiplicity of departments, the greater demand for better qualified teachers are evidences of pronounced changes. What means this tremendous awakening in educational lines?

There is probably no other educational activity that contributes so much towards this awakening as extension courses. What do these extension courses mean to the educational future of our state? Practically every real Georgia teacher is loud in his praise to the colleges that are offering courses through the extension department that will better fit him to carry on the noble work of his profession, while he is on the job. It is earning while learning.

The call for better qualified teachers—teachers with normal diplomas or degrees is now on. Our Georgia teachers realize this and are preparing themselves to meet the situation by taking extension courses.

To verify this statement, one needs only to visit the schools whose faculties are taking these courses, and watch the teachers seek knowledge on the various subjects, and also to note the spirit of joy among those who are able to take this course along with their daily routine of work.

There have never been such comprehensive courses available as the ones offered at present. The advantages are great! The

fees are nominal, the instructors are highly efficient. The gain that comes from having an instructor is highly beneficial.

The personal contact with the instructor and with the members of the class is indeed a valuable asset to the work. This contact awakens ambition and inspires one forward in his work. One personality fills us with inspiration while another fills us with an ambition to achieve.

The extension department is again valuable in as much as it carries directly to the teacher who derives an immediate benefit. The classes in this extension department are instructed at each lesson in such a way that each teacher can put into practice at once the newest and best methods of the teaching profession.

To the educational awakening that is now dawning for America, the department of extension work is indeed proving itself to be a dynamic force that will further the possibilities for her teachers.

PREX DOMINI

(Lord's Prayer in Latin)

Pater noster qui es in caelis, sanctificetur nomen tuum; adnaniat regnum tuum; fiat voluntas tua ut in caelo; ita etiam in terra. Paulm nostrum quati-dianum da nostris hodie. Et ramitte nobis debita, nostra, sicut nos remittimus debitori-bus nostris. Et ne nos induces in tentationum sed libera nos ab illo impto. Quia tuum est regnum, et patientia, et gloria, in secula. Amen.

James Evans, a Welsh millionaire, was married at the Gretna Green smithy, with an anvil serving as the altar.

Leonard Green of Jefferson City, Mo., filed suit for divorce on learning shortly after their marriage that his wife chewed tobacco.

After having her husband arrested for knocking her down and sitting on her, Mrs. Clara Hopper of Indianapolis, begged for his release.

Mrs. Lyman Moore of Norwalk, Conn., made home life so hot for her husband he ran out and turned in the fire alarm by mistake when he wanted the police.

Health Department

HEALTH

Health being one of the most important phases of a happy human being's life has a place in the curriculum of Georgia Normal. The study itself aids one in knowing the principles of right living, and also aids one to start the right habits that are more or less conducive to a happy normal life.

Realizing the extreme value of health to students in school and its value in after life, the health department has tried to present the subject matter clearly and frankly. It has endeavored at all times to call attention to those conditions of national life that tend to lower the tone of health of the people generally. It has not stopped with the general conditions but has delved into those conditions that are nearer home, taking up the problems that affect the various localities of immediate interest. In many cases personal cases have been discussed.

One of the interesting things about the course was the individual investigations and discussions by the different members of the various health classes. In most cases, they were delightful and enlightening.

During the study of the health course, tuberculosis, most of the common ailments of adolescence, most of the every day diseases about which people know very little were discussed and carefully scrutinized. Their symptoms, the accepted means of curing, and the best means of preventing these conditions were also brought to the attention of the students.

The students of the department after a vigorous workout under Mr. Barron and Mr. Barnes with all of their burning of the proverbial oil into the wee hours of the morning completing note books and memorizing the meaning of "metabolism" and the like, became walking specimens of healthy students. All of the students that have taken the course have more or less adopted the motto of the department: "To thine own self be true," which is, of course, the foundation of the course.

Home Economics Dept.

The Georgia Normal Home Economics Club was organized three years ago. It was called the Richard's Home Economics Club until last year when it was changed to the Georgia Normal Home Economics Club. Each year the chef has sent one member to the Georgia Education Association of Home Economics, but this year we had two representatives.

Our club girls always try to help out as much as possible in the affairs of the school. In the fall when new girls are coming into school the club assists them in getting acquainted with the new situation. The school has about six banquets a year and the club girls help in preparing and in serving these banquets.

Our club has recently been divided into three groups. One of these groups has charge of the program each meeting which makes it very interesting. The group having the best program is to have the privilege of presenting it before the student body. In this way the interest of the club members is greater and they take much more time in preparing these programs. Each group is doing its best to have the best program. The last program which was held was a health program. The physical education director gave a very interesting talk on "The Health of College Girls," which was enjoyed very much by each member of the club. For our next program we are going to have a science program. The main speaker of the evening will be the teacher at the head of the Science Department.

The club has one social meeting about every three months. Certain girls are appointed to get up games for the entertainment and others on the serving committee.

Each spring the members of the sewing class put on a fashion show in chapel. They wear the dresses and coats that they themselves have made that year. This show gives the entire school a chance to see exactly what kind of work the sewing class is carrying on. This year's sewing class has made some real

pretty dresses under the supervision of our home economics teacher, Miss Edith Robertson. We are proud of the splendid work they are doing.

Of course every club has to have some means of making money. Before Christmas the girls made candy which was sold in the dormitories and at football games. Since Christmas we have organized a tea room which is well patronized by the students and teachers of the school. We have always come out very good in selling these things. We would have made much more money if it was not for some other clubs and organizations trying to make money for their clubs in the same way that we are. We haven't made enough yet to furnish our club rooms which we are planning. We wish to have it well furnished in the near future. We expect to make much progress in the near future and if our plans are carried out as we have started I think we will have one of the best clubs in the state.

JEALOUSY

(Ode XIII, Book I, "Horace")

(By SARA ROBERTS)

Alas, when you, O, charming Lydia,
Praise the rosy shoulders,
Praise the wax-like arms of Telephus
Jealousy within me smoulders.

Mind nor color remains in me,
A tear from the eye has passed,
Betraying from lingering fires within
How much I am harassed.

I am vexed, if the shoulders are marred
in fights,
Being made excessive by wine
Or a raging boy with his teeth has made
On the lips a lasting sign.

If you will heed and listen to me,
Tho' Venus has used her charm,
You'll see that he'll not constant be
And will only bring you harm.

Happy are they whose union is perfect.
Yea, thrice and even more
Whose lives dissension has not touched.
And until death adore.

Harry Schwartz, of Chicago, is suing for divorce because his wife fired the good looking lady clerk who had made his store popular.

John D. Ramsey and H. H. Harris of Miami traveled to New York in a 16-foot outboard motorboat, making the 1,600 mile trip from Miami in 25 days.

Latin Department

ODE I, HORACE, PARAPHRASED ACCORDING TO STUDENT LIFE

Come forth, O Idleness, from my playful mood,
O both our worry and our greatest care,
There are these who rejoice to have played
The whole day long in their fun and folly,
And avoiding the teachers with fleeing steps
Try to obtain their goal by play.
One rejoices if a group of diligent students
Struggle to obtain the highest honors.
Another rejoices if he stores in his head
Whatever is collected from the field of knowledge,
Rejoicing to break with study the block of ignorance.
Never do they turn from their work of the day
To become students fearful of the impending doom;
Afraid to endure the hardships and brave the stormy sea.
A student fearing the F's appearing on his record,
Praises the joy and the peace of his own sweet home,
But soon he collects his greatest courage
To endure the great sufferings of one who fails.
There are those who waste not any of their time
Nor play any part of the whole day,
Now acquiring knowledge in the library,
Now during the hours of study hall.
Study having been mixed with their work of the day
And folly having been detested by them.
There are many that good marks delight.
An idler forgetful of his studious comrades
Remains in his terrible folly,
Whether his grades have been seen by his faithful parents
Or the teachers have broken his plans.
A diploma, the reward of studious pupils
Puts him on a par with brilliant ones.
Helpful students and the great sympathy of the teachers for the pupils
Separate him from the suspended ones,
If neither Mr. Wells restrains his movements
Nor Mr. Henderson asks him to come to his office.
But if you place me with the more diligent ones
I would at last be exalted to the great.

Forging his mother's name on a \$15 pension check and spending the money in pool halls cost Sigward Hagen, 20, of Superior, Wis., a year's time, which he must spend in the reformatory.