

THE COLLEGE RECORD

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No. 1

SUMMER SCHOOL

JUNE 15 - JULY 28, 1920



**North Carolina State College of Agriculture
and Engineering**

West Raleigh, N. C.

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The Council of the Summer School includes the President, the Director, and the following:

- HON. T. W. BICKETT, Governor of North Carolina.
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- DR. T. P. HARRISON, Dean of the State College of Agriculture and Engineering.
- C. B. WILLIAMS, Dean of Agriculture, State College.
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- T. E. BROWNE, State Supervisor of Vocational Education.
- JOHN C. LOCKHART, Superintendent Wake County Schools.
- HARRY HOWELL, Superintendent Raleigh Public Schools.
- EDWARD L. BEST, Superintendent Franklin County Schools.

Communications concerning the Summer School should be addressed to

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WINSTON HALL, OFFICE OF SUMMER SCHOOL

FACULTY

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Graduate of Peabody College; teacher at Liberty Academy, N. C.;
Ingram Institute, Va.; Liberty Normal College, N. C.; Western Mary-
land College; Elon College; student at University of North Carolina
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University of Virginia; Ph.D. Central University.
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Superintendent of Franklin County Schools
Student at University of North Carolina and Columbia University.
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Teacher Raleigh Public Schools.
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Instructor in Automechanics, N. C. State College
B.E., N. C. State College.
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Student at North Carolina College for Women; Student at University
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Cornell; Instructor in Agriculture and Principal of Worcester (N. Y.)
High School; Assistant in Rural Education, Cornell University, Sum-
mer Session, and during regular session; graduate student same.
- MAY HILL DAVIS** *Industrial Manual Training*
Handicraft Teacher, State School for the Blind
Graduate of St. Mary's School, Raleigh; Instructor in Basketry, Cullo-
wee Normal Summer School; Chairman of the Arts and Crafts De-
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Principal Farm Life School, Castalia, N. C.
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Dean and Professor of English, State College of Agriculture
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B.S., South Carolina Military Academy; Ph.D., Johns Hopkins University; Associate Professor of English, Clemson College; Professor of English, Davidson College; Teacher of English, Piedmont Summer School, Davidson, and at University of North Carolina Summer School.
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A.B., University of Colorado; A.M., Columbia University; Instructor, Scarritt-Morrisville College; Headmaster, Cokesbury Academy; Professor in Northwestern State Normal.
- ROBERT KIRKPATRICK HOKE *Educational Measurements*
Principal of Schools, Hopewell, Virginia
Student, Trinity College; Student N. C. State College Summer School; graduate student, Columbia University Summer School; Principal of Graded Schools, Wake County; Principal of Milton High School; Principal of Macesfield High School; Supervising Principal of Graded and High Schools, Hopewell, Virginia.
- GRACE HOUGHEN *Physical Education and Games, Hygiene and Sanitation*
Director of Physical Education, Raleigh Public Schools.
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- ROBERT BURTON HOUSE *History*
Collector of War Records, North Carolina Historical Commission
A.B., University of North Carolina; A.M., Harvard University; Associate Harvard Clubs Fellow; Served in the army 1917-1918; Instructor in English and History, Greensboro High School.
- HARRY HOWELL *Education*
Superintendent of the Raleigh Public Schools
Ph.B., University of North Carolina; principal and later superin-

tendent of the Washington (N. C.) city schools; superintendent successively of the High Point and of the Asheville city schools.

- MRS. PALMER JERMAN** *Citizenship*
 1st Vice-President, N. C. Equal Suffrage Association and Chairman,
 Legislative and Ratification Committee
 Graduate, Oxford College, Oxford, N. C.; Graduate, New England
 Conservatory of Music, Boston, Massachusetts; 1st Vice-President,
 N. C. Federation of Women's Clubs; President, Raleigh Woman's Club;
 Chairman, Legislative Committee, N. C. Federation of Women's Clubs.
- HARRY ISAAC JOHNSON** *Chemistry*
 Assistant Professor of Chemistry, N. C. State College
 A.B., A.M., Roanoke College; Ph.D., Johns Hopkins University; Pro-
 fessor of Science, Daleville College; Professor of Chemistry, Univer-
 sity of Louisville.
- MARTHA JUSTICE** *Home Hygiene*
 Graduate, Hollins College; Professional Training, Haleyon Sanito-
 rium Training School. Qualified Red Cross Instructor; Member, N.
 C. State Nurses' Association; Charter Member, Georgia State Asso-
 ciation of Graduate Nurses.
- CHARLES CALVIN KINARD** *English*
 Instructor in English, N. C. State College
 A.B., University of South Carolina; A.M., Columbia University.
- CLARENCE OLIVER LEHMAN** *Chorus*
 Instructor in Mathematics and Director of Glee Club N. C.
 State College
 A.B., Bluffton College; Studied under Mark Evans, Lima, Ohio; In-
 structor Public School Music Logan County Ohio Normal.
- JOHN CLEGG LOCKHART** *Education*
 Superintendent of Wake County Schools
 A.B., University of North Carolina; graduate student, Columbia Uni-
 versity Summer School; Principal of Macclesfield High School;
 Principal of Apex Graded School; Superintendent of Dunn Graded
 Schools; Principal of Wakelon High School; Conductor of Teachers'
 Institute.
- PAUL THOMAS LONG** *Agriculture*
 Instructor in Agriculture, N. C. State College
 B.S., N. C. State College.
- THOMAS JACKSON MARTIN** *Drawing*
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 B.E., N. C. State College.
- ZENO PAYNE METCALF** *Science*
 Professor of Zoology and Entomology, N. C. State College
 B.A., Ohio State University; Instructor in Biology and Nature

Study Bloomington (Illinois) High School, 1906-07; Instructor in Entomology Michigan Agricultural College and Assistant Entomologist Michigan Experiment Station, 1907-08; Assistant Entomologist North Carolina Department of Agriculture, 1908-1912; Professor of Zoology and Entomology North Carolina State College, and Entomologist North Carolina Experiment Station 1912. Author of "Farm Pests" and numerous shorter articles and discussions.

HARRY LEWIS MOCK*Mathematics*

Instructor in Mathematics, N. C. State College
A.B., Roanoke College; Certificate Johns Hopkins Summer School; Vice Principal La Plata, Md.; Vice Principal, High Schools, Adamstown, Md.; Professor of Mathematics and Physics, Elizabeth College, Salem, Va.

KEMP PRATHEE NEAL*First Aid*

A.B., Trinity College, N. C.; M.D., Harvard Medical School; Graduate, Massachusetts General Hospital; Chairman of the First Aid Division of the American Red Cross, Raleigh Chapter

MARY ANDERSON PAGE*Handwriting*

Supervisor of Penmanship, Raleigh City Schools
Graduate St. Mary's School; State Normal College; State College Summer School.

JOSHUA PLUMMER PILLSBURY*Horticulture*

Professor of Horticulture
North Carolina State College of Agriculture and Engineering; Graduate of the Missouri Botanical Garden, St. Louis, Mo.; B.S. Pennsylvania State College; Head Gardener, Assistant in Horticulture, and Assistant Professor of Horticulture in charge of Floriculture and Landscape Gardening, and designer and first chief of the four years professional course in Landscape Gardening at the Pennsylvania State College.

SUE KYLE SOUTHWICK*Normal Music (Piano)*

Piano Teacher, St. Mary's School, Raleigh.
Graduate of New England Conservatory, Winner of Mason and Hamlin Piano in 1918.

ROY HILMAN THOMAS*Vocation Education*

State Supervisor of Agricultural Education
B.A., B.S. in Agriculture, University of Kentucky; Teacher of Agriculture, Fulton High School, Kentucky; Principal of Lowe's Grove and Bahama Farm Life Schools, Durham County; Graduate student, Cornell University; Assistant in Rural Education, Cornell University.

MAUDE HILL VOSBURGH*Home Economics*

Supervisor, Home Economics, Raleigh High School.
Student, Teachers' College Columbia University, two years; Graduate of Mechanics Institute, Rochester, N. Y.; Student, Teachers'

College, Columbia University, Summer School; Teacher Hudson Falls Public Schools, Hudson Falls, N. Y.

JANE WILLIAMS

Demonstration School

Principal, Morehead School, Durham, N. C.

Graduate, Flora McDonald College; Student, North Carolina State College Summer School, two terms; Student, University of North Carolina Summer School, one term; Student, Teachers' College, Columbia University, one term; Teacher, Raleigh, (N. C.) Public Schools.

LOIS B. WILSON

Demonstration School

Graduate, Central Michigan Normal School; Graduate Upsilon Iota Normal College, B.S., Teachers' College, Columbia University; Teacher, Michigan Graded Schools, Grand Rapids, Detroit; Principal, County Normal School, one year; in charge of Demonstration work, Central Michigan Normal Training School, ten years.

RHETT YOUMANS WINTERS

Agriculture

Plant Breeding Agronomist, North Carolina Experiment Station

B.S., Clemson Agricultural College; M.S., University of Florida; Ph.D., Cornell University; Assistant Botanist, Florida Experiment Station; Assistant in Plant Breeding, Instructor in Plant Breeding, Cornell University.

ANNIE S. WORKMAN

Primary Work

Instructor in Demonstration School, Peabody College

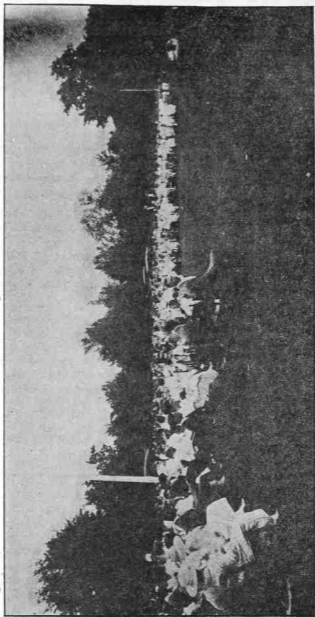
A.B., Winthrop College; Student at Peabody College; Instructor in Normal Course, Laurens, S. C.; Teacher in North Carolina Graded Schools; Teacher in North Carolina County Institutes; Teacher in Demonstration School, University of North Carolina Summer School; Student, Columbia University.

ROBERT E. LEE YATES

Mathematics

Professor of Mathematics, State College of Agriculture and Engineering

A.M., Wake Forest College; Student of Higher Mathematics, University of Chicago.



SUMMER SCHOOL GROUP ON THE CAMPUS, 1919

GENERAL INFORMATION HISTORY AND PURPOSE

During the summer of 1920, by authority of the Board of Trustees, the North Carolina State College of Agriculture and Engineering will give to the teachers of the State the opportunity of using, for six weeks, its magnificent plant, the value of which is in excess of one million dollars.

The Trustees have authorized the summer session in order that the splendidly equipped and centrally situated college plant may be useful at a time when teachers, principals, supervisors, superintendents, and others have most leisure. As the public has a vital interest in the education of teachers and leaders, the College can do no better work during the summer than put its equipment at the disposal of those teachers, school officials, and agricultural workers who are ambitious to increase their usefulness.

The courses have been arranged to cover the subjects taught in the primary, grammar, and high school grades. They will, therefore, be adapted to teachers and to officials connected with any department of school work.

The Summer School will be divided into two parts, namely, the State Summer School and the County Summer School. Any graduate of a standard High School, or teacher who holds an Elementary or higher certificate, is eligible to enter the State School. Any teacher who holds a Provisional A Certificate, secured on the basis of graduation from a Standard High School or because of holding an Elementary Term Certificate, with no renewal credits, may enter the State Summer School.

The County Summer School is open to prospective teachers who are not graduates of Standard High Schools, and to those who hold certificates lower in rank than those named above.

Superintendent E. L. Best of the Franklin County Schools, and a member of this Summer School Faculty, will assist and advise the members of the State School with reference to their courses. Superintendent John C. Lockhart of the Wake County Schools, also a member of the Faculty of this Summer School, will have direct supervision of the courses of study of those who are enrolled in the County Summer School. A member of the State Board of Examiners and Institute Conductors will be in attendance from time to time, to confer with members of the School in regard to matters connected with certification by the State Board.

It is very important that those who attend the School select their courses before entrance. We advise that they consult with their County or City Superintendent, or with the Principal of their school. Failing to select their courses in advance is sometimes the cause of two or three days' delay in entering regularly upon the class work, and this delay proves a handicap to the work. The School will be glad to render any possible assistance.

In accordance with the wish of the people expressed at the polls in 1918, the State Department of Education and the General Assembly of 1919 provided for an extension in the school term and for an increase in the salaries of teachers. These increases are in the right direction. But it is necessary that they go still farther, if the State is to retain and recruit its teaching staff. The State Department is planning to raise the certificate of the teacher

corresponding with the increase in her training, skill and experience, and it is proposed that with this better equipment there shall be automatically an increase in salary. Attendance at four summer schools and the satisfactory completion of the requisite number of approved courses will count as the equivalent of one year of college work. This school is glad to cooperate heartily in this programme, and its courses for teachers are outlined according to the plan and under the supervision of the State Department.

An excellent Faculty has been secured and every effort will be made for the physical well-being and happiness of the members of the School.

The first session of the School was held in 1903 during the presidency of Dr. George T. Winston, the registration being 388. The second session in 1904 was under the directorship of Dr. J. Y. Joyner, and the attendance reached 840. There were no sessions of the School from 1905 to 1916, inclusive.

In 1917 the enrollment was 517, and in 1918 it was 558. In addition to these figures 14 soldiers were enrolled in the study of French in 1917, and 98 in 1918.

During the 1919 session there was an enrollment of 275 teachers, 81 home demonstration agents, 20 demonstration school pupils, 6 attendants at the Agricultural Conference, 22 candidates for college entrance and college credit, 21 rehabilitation students and 49 home-makers, making a total of 474. Eight states were represented. Pupils were present from 76 counties in North Carolina. According to sex the enrollment was 80 men, 374 women, 16 boys and 4 girls.

RALEIGH AND N. C. STATE COLLEGE.

Raleigh is centrally and conveniently situated on the main lines of the Seaboard Air Line and Norfolk-Southern railways and on the Greensboro-Goldsboro line of the Southern Railway.

The College, in West Raleigh, may be reached by street cars bearing the sign "Hillsboro." All other cars except those marked "South street" transfer to the Hillsboro Street line.

To reach the College from the Union Station, take the Blount Street car southbound immediately in front of station, and transfer at the Confederate Monument (Salisbury Street, Hillsboro, and Capitol) to the car marked "Hillsboro." Do not take the car northbound from station, because this would mean an inconvenient delay.

Raleigh has been variously named the city of schools, the city of churches, the city of oaks, and the city of homes. Whichever be the right name, it is a hospitable and attractive place, the center of the State Government and a city which has good streets, handsome public buildings, and excellent public utilities. The State Museum, the Capitol, the Department of Agriculture, and the numerous industrial plants furnish rare opportunities for those who have eyes to see.

The people of Raleigh have rendered material aid to the school, which is counted among the permanent institutions in the Capital City.

A delightful reception was given at the Executive Mansion by Governor and Mrs. Bickett. The members of the school enjoyed very much the roof garden party by the Commercial National Bank, the entertainment by the Superba Theatre Company, and the straw ride by Hobby & Co.



SUMMER SCHOOL GROUP ON THE CAMPUS, 1919

FEES AND EXPENSES.

The expenses for the entire session will be as follows:

Tuition	\$10.00
Room rent, each person (two in a room)	6.00
Board	30.00
	<hr/>
	\$46.00

This includes breakfast June 15 through supper, July 28.

There will be a key deposit of 25 cents, refunded upon return of the key. In some classes there will be a small fee to cover the cost of materials used. Such fees are designated under the descriptions of the courses in question.

In a limited number of cases one may be able to room alone upon payment of \$9 room rent.

All charges are payable strictly in advance, and there will be no refund of room rent or tuition after the first ten days. In computing refunds for board after the expiration of ten days charges will be made at the following rates:

Per week	\$6.00
Per day	1.25
Per meal	50

Charges for individual meals will be collected at the Dining Hall, at the meal rate. Any one desiring to take advantage of the cheaper daily or weekly rate must make payment at the Treasurer's office in advance.

The Summer School will be glad to entertain friends of those registered in the school who wish to visit them over night or longer, at the rate of \$1.50

a day or \$9.00 a week. No guest of any member, however, is expected to occupy any room without being previously assigned thereto by the Treasurer, who will be found in his office at all times between 8:30 a. m. and 4:30 p. m.

No reduction will be made for children.

ROOM RESERVATION.

Students should apply for room reservation as early as possible. This will save much delay upon arrival.

REGISTRATION.

Students must visit the Treasurer first and pay all fees before registering in courses of instruction. The Treasurer's office (Room 111) and the office of registration (Room 112) will be in Winston Hall, first floor.

Students are urged to register on Tuesday, June 15, in order that they may begin class work at the beginning; but there will be opportunity to register on Wednesday, June 16.

HOURS OF WORK.

It is important to notice that students are required to take fifteen hours weekly in order to earn certificates, and that no one will be permitted to take more than twenty hours for credit. It has been the experience of Summer School faculties that ambitious students, unless prevented by a rigid rule, will take much more work than they can assimilate, with the result that they are bewildered rather than instructed, and that they go stale instead of being heartened by their work.

In addition to the fifteen or twenty hours regularly taken, each student will be allowed a limited number of visiting hours.

Except where there is specification to the contrary, each course is given five hours a week.

The Summer School authorities reserve the right to cancel any course for which the registration is less than ten.

BOARD AND LODGING.

Board may be had in College. See schedule of charges. A limited number of young ladies may earn a part of their expenses by waiting on the tables in the College dining-room. Applications for these positions should be addressed to the Director.

Male students attending the summer session will be assigned rooms in Watauga Hall. Married couples will be assigned rooms on one floor of Holaday Hall. The 1911 and the South Dormitory will be assigned to women.

In case it is desired to change the room assignment, permission to do so must first be obtained through the Treasurer's office.

Many of the homes in Raleigh will supply board and lodging. A list of these may be had upon application.

BAGGAGE.

Students arriving at Raleigh are advised to bring their baggage checks to the Registration office, where arrangements will be made to have baggage



DINING HALL AND Y. M. C. A.



DORMITORY, 1911

brought to students' rooms. Transfer fee, 25 cents. Those who give their baggage checks directly to transfer companies will pay a higher rate.

POSTAL ARRANGEMENTS.

Except for students boarding in Raleigh, mail should be addressed to West Raleigh, N. C. The West Raleigh postoffice is near the College.

WHAT STUDENTS SHOULD BRING.

Those who room in the College will need to bring sheets for single bed, pillow-cases, spreadings, a pillow, and a mirror. Those desiring the benefit of the Y. M. C. A. swimming pool, should bring bathing suits.

BOOKS AND STATIONERY.

For the convenience of students, books and stationery will be sold at the Summer School Bookstore.

The Summer School will use, so far as they cover the ground, text-books adopted by the State. The State adoptions include books used in the first seven grades.

CHAPEL.

Chapel services will be held every week day morning.

SWIMMING.

The swimming pool in the Y. M. C. A. building will be open to the registered members of the Summer School without charge. Swimming classes for women will be held under the instruction of Miss Isabelle Bowen. Children under nine years of age will not be admitted to the pool. The pool will be open to the male members of the school at hours hereafter to be arranged.

MEDICAL ATTENDANCE.

The services of the College Physician and use of the Infirmary will be restricted to registered members of the school rooming and boarding in College. Except in case of protracted illness, there will be no additional charge for this service; but consultations must be at the infirmary at the hours designated by the College Physician.

The Physician will make daily visits to the Infirmary.

COURSES FOR TEACHERS OF AGRICULTURE.

The teaching of agriculture in the rural schools of the State is of fundamental importance. If properly presented to the pupils it should not only be exceedingly interesting to them but be as valuable for mind training as any other subject. When properly presented it will be a means of linking the students to rural life and of developing in them an interest in efforts taken in the building up of life in the country. Not only this, but it will bind them to the farm by cords that cannot be severed by the attractions of city life.

The Department of Vocational Education plans to continue in the six weeks session the work for the preparation of emergency teachers of agriculture for

those who have already begun this work. Courses in subject matter and methods of teaching agriculture will be offered.

Students who entered this work in 1918 will be offered courses in horticul-
ture, farm mechanics, and special methods; and those who entered in 1919,
farm crops, soils and special methods. A course of at least two periods a
week in farm shop work will be offered for teachers in the second group.

As before the work will be given in two hour periods every day.

Apart from the six weeks courses provision will be made for a three weeks
course for all other teachers of vocational agriculture from July 8th to the
29th, inclusive. The plan this year is to concentrate on farm mechanics and
farm machinery, in subject matter, and a course in methods of teaching.

In addition to the courses already mentioned a series of lectures will be
given by representatives of the various agricultural departments of the col-
lege which will be open to all. The plan in this series will be to have a
specialist in each division give something on the new developments in his
special field which will be of interest to all teachers of agriculture.

The following courses in agriculture and agricultural education are spe-
cially designed for those who are teaching or are preparing to teach agri-
culture in secondary schools. (See page 33)

CONFERENCE OF AGRICULTURAL TEACHERS.

A conference for agricultural teachers and all others interested in the de-
velopment of agricultural education will be held on Thursday, July 29, con-
ducted by the State Supervisor of Agricultural Education, Mr. Roy H. Thomas.
Extension workers, county superintendents, and high school principals are
especially urged to attend and participate in the discussions.

The Department of Agriculture, the College, and the Experiment Station
will be represented, and there will be a large attendance of County Superin-
tendents, County Supervisors, and others who are interested in agriculture
and education.

The College will provide board and lodging to those attending this special
agricultural course at above rates. Ample provision will be made for married
couples. It will be necessary for those who lodge in the College dormitories to
bring sheets, pillowcases, spreads, towels, and mirror. It will also be neces-
sary for those attending to register at the Summer School office immediately
upon arrival. Applications for rooms should be made in advance. These
may be secured by day prior to the conference without extra charge.

This will offer an unusual opportunity for the wives of those attending the
conference to enjoy at very moderate rates, a brief stay at the State's capital
and educational center. It is hoped that as many as possible will avail them-
selves of this excellent chance.

TEACHERS' BUREAU.

The Teachers' Bureau will, without charge, assist principals to secure
teachers who may be registered in the school and assist teachers registered
in the school to learn of positions which are open. Dr. Harry I. Johnson,
of N. C. State College, will be manager of the Teachers' Bureau.

School Boards and Superintendents are invited to notify the Employment
Bureau of their needs.

DEMONSTRATION SCHOOL.

The courses designated under Education IICI and Education IIICI, will give interesting and thoroughly practical demonstrations of useful methods of teaching. The work of the Demonstration School will be planned so as to be a help to the rural teacher having two or more grades as well as to the graded school teacher having only one grade. The work of the second and third grades will be conducted by Miss Lois B. Wilson, of Columbia University. The fourth and fifth grades will be conducted by Miss Jane Williams, Principal of the Morehead School, Durham, N. C. It is to be hoped that the Summer School students will set apart regular daily periods for observation work in the Demonstration School. The school will be under the general supervision of Professor Harry Howell, Superintendent of the Raleigh City Schools.

LIBRARY AND READING ROOM.

The College Library, containing about eight thousand volumes, with about a hundred and fifty periodicals, will be at the disposal of the Summer School.

The Olivia Raney Library and the State Library will also be open to Summer School students for reference work.

THE DAILY ASSEMBLY.

At the morning assembly each week day, there will be religious exercises, the opening exercises of the School, with singing, short addresses by visitors or members of the faculty, and story-telling.

THE SOCIAL CENTER.

The Y. M. C. A. Building will be the social center of the School. This building contains a reading room, an auditorium, several reception rooms, a bowling alley, a gymnasium, and a swimming pool. The chaperon in charge of this building will be the Adviser of Women, Mrs. Louis Thorp.

It will be the duty and pleasure of the Adviser of Women to be of service to our students in every way in her power—especially in trying to give them a good time while here.

THE AMERICAN RED CROSS.

Through the courtesy of the Southern Division of the American Red Cross, of Atlanta, Ga., and the local division of the same organization, of Raleigh, the Summer School, this summer will offer courses in "First Aid" and "Elementary Hygiene and Home Care of the Sick." This work will be conducted by Dr. Kemp P. Neal and Miss Martha Justice, respectively, and each course will consist of fifteen lessons with demonstrations. It is designed to teach some of the underlying principles of nursing and First Aid in cases of emergency.

We feel that these courses will be especially valuable to teachers and will afford a satisfactory means of contact between them and the patrons of the community. The desirability of such knowledge as this has been brought home to us in the recent epidemics and its value has been amply demonstrated.

COURSE IN CITIZENSHIP.

By request a course in Citizenship and Politics will be given at the summer school, the following being some of the topics which will be taken up: the home, and the community, the municipality, the state, the nation, current legislation in the state and nation, how to vote, how laws are passed, the political parties and how they operate, the judiciary, the president's cabinet and other Federal agencies, correlation of Federal and State agencies, comparison of the Constitution of the United States with those of other countries, government of our dependencies, systems of taxation.

THRIFT.

No duty more urgent or necessary has come out of the great World War than that of making a serious and continuous effort to teach the lesson of thrift. The lessons which are most telling in shaping habit and character are learned in the school years. To that extent many states are making the teaching of thrift compulsory.

Since thrift is to be placed in the Course of Study for North Carolina it is deemed wise to present it in the various courses in our summer school. Instead of having a separate course in thrift, it will be correlated with work in arithmetic, language, civics, history, and geography. Lessons bringing out this point of view will be given in the practice school so the teachers will see a practical demonstration of methods discussed in the various courses.

This work is being given in co-operation with the Fifth Federal Reserve District of the Treasury Department. Bulletins for use of teachers will be furnished free of charge.

COURSES FOR COLLEGE ENTRANCE.

The courses in English Composition, English and American Literature, American History, Modern European History, Latin, French, Spanish, Algebra, Plane Geometry, General Science, Physics and Chemistry, are offered for candidates for College entrance. By taking one of these courses a student who is somewhat deficient in preparation may be able to enter the Freshman Class without conditions. Each course offered for College entrance represents one-fourth Carnegie unit.

COURSES FOR COLLEGE CREDIT.

The Summer School will offer for College credit Freshman courses in Mathematics, Physics, French and Spanish. Each course will be accepted in this College for the coming collegiate year as the equivalent of one term's work in that subject. College students who are looking forward to teaching will increase their efficiency greatly by taking some of the courses in Education.

RECREATION.

Although the Summer School is a place for serious work, no effort will be spared to make the session enjoyable. There will be popular lectures and moving pictures from time to time. Colonel Fred A. Oids, Director of the State Hall of History, will conduct expeditions to the many points of interest in or near Raleigh. On certain afternoons each week Miss Houchen

will offer plays, games and folk dancing on the campus, in which it is expected that all the members of the school will be glad to take part.

STORY-TELLING, PAGEANTS AND COMMUNITY SINGING.

Mrs. Thomas E. Browne's course in Story-Telling as a Community Factor will include programs for community meetings, parent's days, and special holidays such as Thanksgiving, Christmas and Washington's birthday. Plans for contests for county and group commencements will also be given as well as suggestions for work in Sunday schools and prayer meetings. A number of these programs will probably be carried out at the usual twilight story hour on Tuesdays and Thursdays.

As community singing is a phase of social life that adds much to the pleasure of those participating, the whole school will be urged to take part frequently in this form of recreation. The community singing will be conducted in the



CLASS IN BASKETRY

College Auditorium by Mr. C. O. Lehman, Director of the Glee Club, N. C. State College. Meetings for this purpose will be held after supper.

A Summer School Choral Society will be organized which will rehearse regularly and will render concerts at stated times. This society will be open to all regular students of the Summer School who have ordinary ability in singing.

There will be a Fourth of July pageant in which a considerable part of the School will participate, and there will be a pageant prepared and presented by the classes in Physical Education and Games. These pageants will be attractive in themselves, and will also be an interesting demonstration of what can be done by way of adding interest to occasions of ceremony in the schools.

COURSES OF INSTRUCTION IN THE STATE SUMMER SCHOOL.

NOTE:—All students attending Summer School for the purpose of renewing their certificate or raising its value are referred to certain bulletins issued by the State Department of Public Instruction entitled: "Preliminary Announcement Concerning County Summer Schools 1920" and "Directions for the Renewal of Certificates," and "announcement of State Summer Schools 1920." These bulletins may be had, upon request, at the office of the Director of the Summer School.

GROUP I.

For teachers holding the one year Temporary Certificate, for graduates of Standard High Schools who do not hold certificates and for teachers holding the elementary certificate. They will select three courses of study as follows:

1. One course in either grammar or primary English.
2. One course in either Language, Geography, History, Hand-writing, Drawing or Public School Music from the Grammar Grade or Primary Group.
3. One course from the General or Special Professional list, and it is suggested that Classroom Management or Special Methods in Teaching be selected.

GROUP II.

For teachers holding the Primary Certificate or for teachers holding the Elementary Certificate who are seeking to raise the class to that of Primary Certificate. Three courses are to be selected from the groups named below. At least one should be selected from the Subject Matter Group.

A teacher holding a Primary Certificate may receive credit for one (but only one) year's college work by attendance at four sessions of a summer school and completing satisfactorily the requisite number of approved courses, provided she has previously received the proper academic credit.

A. *Subject Matter Courses.*

1. **PRIMARY LITERATURE.** This course covers a critical survey of Mother Goose, nonsense tales, fairy tales, fables, myths, legends, historical tales, nature stories, Bible stories, poetry, sources of materials, selected bibliographies, practice in story telling. Miss Workman.

2. **PRIMARY LANGUAGE.** Topics: Meaning of language, aims and purposes; place and value of oral work; language habit and language power; freedom and spontaneity in expression; individuality in expression; main centers for rich language work; relation of reading; form studies; a course in language for grades I, II, and III; spelling; means of developing independent spelling power; organization of word lists; place and value of the dictionary; drills, penmanship; considerations in good penmanship; blackboard writing; beginning paper work; written work of the primary grades. Miss Workman.

3. **PRIMARY ARITHMETIC.** The number of work for the first three grades receives consideration. Topics: The child's number sense and number experiences; development of a practical number sense; number through counting, measuring, estimating, and testing; place of oral work; correlation with ac-

tivities of school, home, community; drills, concrete and objective work; abstract work; results to be achieved in the primary grades; course of study for grades I, II, III. Miss Workman.

4. PRIMARY READING. The course in Primary Reading will follow the adopted text *Teaching Children to Read* (Klapper). It will be given largely to the problems of reading in the first three grades and to the relation of reading to the process of study. Topics: Need for reading in a child's life, reading as a basis for language, supplementary materials, grade libraries, the study and comparison of texts, the mechanics of reading, essentials in phonic studies, drills. Miss Workman.

5. PENMANSHIP—PRIMARY. This course is intended for beginners in the Palmer Method of Business Writing. Miss Page.

6. HYGIENE AND SANITATION—PRIMARY. In this course the work prescribed for the elementary schools of North Carolina will be covered. Subjects to be discussed are Health, Cleanliness, Food and Digestion, Special Care of the Eyes, Nose and Throat; Teeth Diseases that are spray-borne, filth-borne, insect-borne; Effects of Posture; Alcohol and Tobacco Habits; First Aid and Home Sanitation. Miss Houchen.

7. PRIMARY BASKETRY. Caning chairs, tools etc.; pine-needle work; raffia and reed basketry; chair seating in woven work. The purpose of this work is to meet the needs of the average school, showing the uses of various materials suitable for handwork in both rural and city school. The place of industrial work in education should be that of practical value, and the hand work taught will be supplemented by talks on materials, methods, and dyeing used in basketry. Miss Davis.

8. PRIMARY DRAWING. Realistic study of nature; reduction of realistic forms to conventional; adaptation of conventional forms to pattern, with explanations; principles of color in art, its relation to nature and to decoration; decorative lettering; elements of perspective aerial and linear; principles of art. This course is arranged with special reference to having teachers present the subject. Miss Bowen.

9. PUBLIC SCHOOL MUSIC—PRIMARY GRADES. Sightseeing, recreation, and roof songs; Monotones; Melody and Rhyme problems; Exercises and Songs. Mr. Lehman.

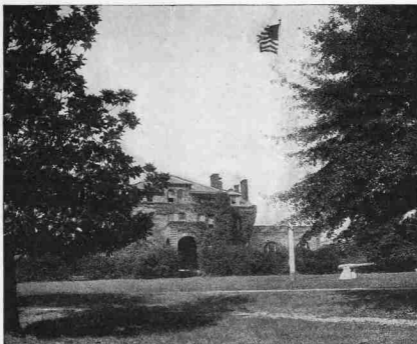
10. PHYSICAL EDUCATION AND GAMES—PRIMARY. In this course an effort will be made to give the primary teacher lesson and recreation material suitable for small children. It will include Story Plays as a means of conducting school-room gymnastics, as well as some formal gymnastics, folk dances and games. Bloomers and tennis shoes will be required and a notebook of the course will be kept. Miss Houchen.

11. NATURE STUDY—PRIMARY. An elementary study of trees, weeds, flowers, insects, butterflies, birds and animals to prepare the teacher for finding material in her own locality and presenting it to her classes, together with a discussion of the nature story and its contents. Strolls will be made in the nearby parks, woods and fields to study the birds and their nests, the flowers, trees and weeds. The material collected will be brought into the laboratory and prepared for class use. Mr. Metcalf.

B. General Professional Courses.

1. **EDUCATIONAL PSYCHOLOGY.** The fundamental facts of psychology presented from the standpoint of educational theory and practice. No previous knowledge of the subject is necessary. Work based upon Colvin's Learning Process. Mr. Hinkle.

2. **CHILD PSYCHOLOGY.** This course will give a brief survey of the fundamental facts of child life with their significance in the problems of teaching. An effort will be made to inspire the student with a sympathetic understanding of the child and his world. Reports on observations of child activity will be required. Miss Wilson.



HOLLADAY HALL

3. **MEASUREMENT IN ELEMENTARY EDUCATION.** Gives a knowledge of standard tests and scales and practice in their use. Topics: Planning investigation; selection, administration, and scoring of test; tabulation of data; statistical treatment; graphic presentation; uses of results for the improvement of instruction. Mr. Hoke.

4. **PRINCIPLES IN TEACHING, ELEMENTARY.** The purpose of this course is to make clear the principles of psychology which are involved in teaching and to show definitely their application in the work of the classroom. The aims or ends of education will be considered in so far as they influence the methods involved in the teaching process. Mr. Lockhart.

5. CLASSROOM MANAGEMENT. Text-book, Bagley's Classroom Management. The purpose of this course is to study the various problems that will confront the teacher in the classroom and the school community. Special attention will be given to matters of routine, discipline, promotion, the making of lesson plans and daily schedules, the management of the recitation, etc. Reference books, Bagley's *Educative Process*, Thorndike's *Principles of Teaching*, and Seely's *School Management*. Mr. Best.

6. SCHOOL LAW. The aim of this course is to prepare the teacher to train the children in citizenship, and also to qualify the teacher to become a leader in the civic life of the community. The sections of the school law pertaining to the duties of teachers will receive special emphasis, and the sections in regard to voting special taxes, the establishment of farm-life and county high schools, and the enforcement of the compulsory attendance law will be studied carefully. Those who complete this course satisfactorily will be excused from the state examinations upon this subject. First section, two hours first three weeks, three hours second three weeks; second section, three hours first three weeks, two hours second three weeks. Mr. Best.

7. EDUCATIONAL SOCIOLOGY. After a brief review of those principles of applied sociology which most concern the various types of education—cultural, social, physical, and vocational—as these are determined by the needs of democratic society, modern economic life, and present-day culture, attention will be given to current problems of aim in curricula making, especially for junior high schools, high schools of general education, and vocational schools. The social significance of various types of extra-school education will be considered. Mr. Best.

C. Special Professional Courses.

1. DEMONSTRATION SCHOOL, SECOND AND THIRD GRADES. The course of study prescribed by the State will be followed in the work of the second and third grades. Special work will be done in these grades along the following lines: Memory work, songs and poems, physical culture, singing, games and folk dances. A special program of memory work and physical training will be presented at the end of the session. Miss Wilson.

GROUP III.

For teachers holding the Grammar Grade Certificate, or for holders of the elementary Certificate who seek to raise the class of their certificate to that of Grammar Grade. Three courses are to be selected from the list given below, and at least one of these should be selected from the Subject Matter List.

A teacher holding the Grammar Grade Certificate may receive credit for one (but only one) year's college work by attendance at four sessions of a summer school and completing satisfactorily the requisite number of approved courses, provided she has previously received the proper academic credit.

A. *Subject Matter Courses.*

1. **ENGLISH FOR THE GRAMMAR GRADES.** Discussion of aims, methods, and difficulties will go along with the study of texts. Grammar will have special consideration. Textbook—Robbins and Row: *Essential Studies in English*, Book 2. Reference—Bolenius: *Teaching Literature in the Grammar Grades*. Assignments for special duty. Mr. Harrison.

2. **READING—GRAMMAR GRADES.** The purpose of this course is to indicate some of the problems which confront the beginner in reading and to make suggestions for the guidance of the teacher which may enable her to make the problems attractive to the child in spite of its difficulties. Miss Williams.

3. **LANGUAGE—GRAMMAR GRADES.** The purpose of this course will be to study the proper formal content of the English work in these grades. An investigation will be made into the common errors made by children and a course prepared and based upon them. Motivation of language work will be emphasized. The fundamentals of functional grammar will be reviewed. The State adopted textbooks and the North Carolina course of study will be used. Mr. Howell.

4. **PALMER METHOD HAND WRITING.** Courses will be offered in blackboard work, critic classes, and classes in the mechanics and pedagogy of the Palmer method of business writing. Some time will also be given to conferences. Miss Page.

5. **GEOGRAPHY, GRAMMAR GRADES.** The minimum essentials for an elementary course in geography will be worked out and the geographic influences upon local, State, and national life will be shown. Lectures, assignments, research work, illustrative materials, devices, standard tests, and lesson plans will find place in the program. Members of the class will be called upon to prepare and bring before the class model lessons in geography. These lessons will be followed by criticisms and general discussions.

6. **AMERICAN HISTORY—GRAMMAR GRADES.** A content course with only incidental attention to method. After a rapid review of the revolutionary period, attention will be given to the outstanding features of United States History from the adoption of the Constitution—growth of territory, the westward movement of the frontier, the industrial revolution, the State's rights and slavery questions the issues of the Civil War, the Monroe Doctrine and the evolution of the United States as a great power, the Spanish-American War and its results, the Panama Canal, and the European War. Textbook: *Our Republic*. Mr. Lockhart.

7. **ELEMENTARY CIVICS.** This course will review the required work in civil government but will give most attention to the larger idea of training in citizenship. Advisable group activities, projects, and lessons for each of the elementary grades will be studied. Sources of information and materials will be discovered and organized into a course of study. Mr. Howell.

8. **ARITHMETIC, GRAMMAR GRADES.** The object of this course will be two-fold: to give, so far as possible a thorough knowledge of this important branch of mathematics; and to train the student in the principles that underlie the teaching of arithmetic. The four fundamental principles—addition, subtraction, multiplication, and division—will be applied in practical problems of every day life. Lectures, individual assignments, lesson plans,

and standard tests will be given a place in the course. The members of the class will be expected to work out model lessons and assignments. Time will be taken for general criticisms and discussions. Mr. Amick.

9. HYGIENE AND SANITATION.

Same as Course No. II, A. G.

10. ELEMENTARY AGRICULTURE—GRAMMAR GRADES. This course is intended for teachers who wish to prepare for teaching agriculture in the grammar grades. It will consist of brief discussions and simple demonstrations of farm crops, seed selection, soils, fertilizers, weeds, insects, and plants' diseases. A portion of the work will be presented in short field trips and by practical exercises.

The course is outlined to fit in with the seasonal conditions of an average school term. All of the demonstrations and exercises will be done with simple appliances which may be had in any community. The work will be coordinated with the text of Burkett, Stevens, and Hill, and with the manuals published by the State Board of Education. Mr. Winters.

11. BASKETRY—GRAMMAR GRADES. This course is intended for those who have completed Basketry V during the 1917 or 1918 session or its equivalent at another summer school. A greater variety in weaves, handles, and shapes will be introduced, using the reed and raffia; also chair-caning and pine-needle work will be made special features. Miss Davis.

NOTE: The materials used in the courses in Basketry will be sold to the students at cost price in the work room.

12. DRAWING—GRAMMAR GRADE. This course will include out of door sketching with the study of aerial and linear perspective; drawing from still life; the application of design to useful objects; picture study and the principles of pictorial composition; the basic principles of interior decoration with emphasis placed upon harmony of color. Methods of teaching the subject will be emphasized. Pencil, crayon and water will be employed as mediums. Miss Bowen.

13. PUBLIC SCHOOL MUSIC—GRAMMAR GRADES. Part Songs, Bass Clef. Sightsinging. Chorus conducting. Mr. Lehman.

14. PHYSICAL EDUCATION AND GAMES—GRAMMAR GRADES. A course in Physical Education for older children will be given in this class, to include Swedish Gymnastics marching tactics, exercises with hand apparatus, games, folk dances, and one or two simple aesthetic dances for special occasions. A note book of the course will be kept. Bloomers and tennis shoes will be required. Miss Houchen.

15. ELEMENTARY SCHOOL SCIENCE—GRAMMAR GRADES. A discussion of the aim and contents of School Science for intermediate teachers, together with object lessons in locating and preparing materials for class room work, and methods of presentation. Special stress will be placed on methods of study of the great truths of science so as to simplify them and bring them within the grasp of the child's mind. Frequent use will be made of the lantern, especially in the lectures on sanitation, personal hygiene and the science of the human body. Some time will be spent in presenting methods of illustrating for classroom work. Mr. Metcalf.

B. General Professional Courses.

The same as for Group II, B.

C. Special Professional Courses.

1. DEMONSTRATION SCHOOL, FOURTH AND FIFTH GRADES. The State prescribed course of study will be followed, and special work will be done in memory work and physical training. A Pupil's Reading Circle will be conducted in connection with English work. Patriotism will play an intensive part in the work, and the opportunity of making every recitation a patriotic one will be demonstrated. No tuition will be charged members of the school taking this course, but they will be expected to register for the course at the opening of the session, and must provide themselves with the necessary texts and materials. Miss Williams.

GROUP IV.

For High School Teachers. Select three courses from the list given below, not more than two courses to be selected from any list.

A high school teacher with the proper academic training may receive credit for one (but only one) year's college work by attendance at four sessions of a summer school and by completing satisfactorily the requisite number of approved courses, provided she has previously received the proper academic credit.

A. Subject Matter Courses.

NOTE: In this list of courses (Group IV. A.) are included also those courses which are given for College Entrance and for College Credit. The description of the course gives the purpose for which the course is given.

1. ARITHMETIC.

The same as Course III, A. S.

2. HIGH SCHOOL ALGEBRA, FOR TEACHERS. This course will be a review course emphasizing methods of teaching algebra. While a great proportion of the time will be devoted to the development of the principles, to the study of problems, and to the mastery of material, the leading idea will be that the class consists of men and women who will devote their time to teaching, and are taking the course that they may be better prepared to make the subject interesting and instructive to their pupils. The following subjects will be studied: Simple equations, involution, evolution, exponents, radicals, quadratics, and simultaneous quadratics. Special emphasis will be laid upon the solution of problems illustrating the principles. Mr. Amick.

3. ALGEBRA FOR COLLEGE ENTRANCE. This course in algebra embraces factoring, highest common factor, lowest common multiple, fractions, equations, involution, evolution, theory of exponents and radicals. Five periods a week. Textbook: Well's New Higher Algebra. Mr. Yates.

4. ADVANCED ALGEBRA FOR COLLEGE CREDIT. The general theory of equations, the solution of higher equations, determinate, etc. Two periods a week required of students who wish to obtain freshman credit on second term Ad-

vanced Algebra. Textbooks: Well's New Higher Algebra. Two periods. Mr. Yates.

5. PLANE GEOMETRY FOR TEACHERS. The course will be a rapid review of all the principal parts of the plane geometry, and presupposes some knowledge of the subject. Considerable stress will be laid on methods of proof and on the great propositions of the plane geometry. The logical connections of the theorems and processes of elementary geometry, the definitions and the fundamental concepts, the axioms, and the nature of geometrical proof will all receive their proper share of time. Methods of attack, the theory of geometric graphical solution, and the problems pertaining to the principles studied will also be thoroughly demonstrated. Mr. Amick.

6. PLANE GEOMETRY FOR COLLEGE ENTRANCE. This course is offered to prospective students of the State College of Agriculture and Engineering. It offers them an opportunity to obtain credit for college entrance on five books of plane geometry. Emphasis is placed upon the leading propositions, and special attention is given to the solution of original problems. Textbook: Wentworth and Smith's Plane and Solid Geometry. Five periods a week. Mr. Yates.

7. ALGEBRA FOR COLLEGE CREDIT. This course begins with quadratic equations and completes permutations and combinations, embracing ratio and proportion, variation, the progressions, the binomial theorem, undetermined coefficients, and logarithms. Textbooks: Well's New Higher Algebra. Five periods a week required of students who wish to obtain credit on first term College Algebra. Mr. Yates.

8. SOLID GEOMETRY FOR COLLEGE CREDIT. This course begins with and completes solid geometry, and includes numerous original exercises. Three periods a week required of students who wish to obtain credit on second term solid geometry. Textbook: Wentworth and Smith's Plane and Solid Geometry. Three credits. Mr. Yates.

9. AMERICAN HISTORY. A content course with only incidental attention to method. After a rapid review of the revolutionary period, attention will be given to the outstanding features of United States History from the adoption of the Constitution—growth of territory, the westward movement of the frontier, the industrial revolution, the States' rights and slavery questions, the issues of the Civil War, the Monroe Doctrine and the evolution of the United States as a great power, the Spanish-American War and its results, the Panama Canal, and the European War. Textbook: Our Republic. Mr. Lockhart.

10. MODERN EUROPEAN HISTORY. In this course the facts of European history will be studied with reference to the origins and issues of the European War. The major topics will be the Napoleonic wars, the Congress of Vienna, governmental changes in France, the unification of Italy, the rise of Germany, and the more important European alliances. Textbook: Robinson and Beard's Outlines of European History, Part II. Mr. House.

11. ANCIENT HISTORY. The essential facts in the development of the people of the ancient world with their bearing upon the interpretation and understanding of modern events.

12. **NORTH CAROLINA HISTORY.** A survey of the outstanding features in the development of North Carolina through Colonial days to Statehood and the part played by her as a State in the Union and their significance to our national life. Mr. House.

14. **COMPOSITION IN THE HIGH SCHOOL.** The practical principles of composition, correct models of style, and themes as time allows will make up the matter of this course. Words, sentences, and paragraphs will be studied in detail. Textbook: Lewis and Hosis: Practical English for High Schools. Reference—Thomas: The Teaching of English in the Secondary School. Mr. Harrison.

15. **LITERATURE IN THE HIGH SCHOOL.** The ideal in teaching high school literature is so to present the subject that the College Entrance Requirements shall be met and also the greatest good result to pupils who do not enter college. An attempt will be made to show how both these objects may be attained. Textbook—College Requirements in English (Riverside Literature Series) Reference—Thomas: The Teaching of English in the Secondary School. Mr. Harrison.

16. **AMERICAN LITERATURE.** In this cultural course, the central aim will be to show how American ideals, social, political, intellectual, are reflected in American literature. Textbook—Førster and Pierson: American Ideals. Long: American Literature. Library assignments. Mr. Harrison.

17. **BEGINNERS' COURSE IN LATIN.** In this course the weight of emphasis will be upon method.

18. **CAESAR.** A feature of this course will be the use of stereopticon to illustrate the life of the Romans in the time of Caesar.

19. **VIRGIL.** In this course the Aeneid will be studied. Life among the ancient Romans will be illustrated by stereopticon views.

20. **ELEMENTARY FRENCH.** Reading and oral practice with elements of grammar. This course is intended for students who have no previous knowledge of French. Practice in the pronunciation and hearing of French will be afforded by means of reading, dictation, and, as early as practicable, the recitations will be conducted at least partially in French. Texts: *Le Premier Livre*, Mers; *Le Petit Vocabulaire*, Meras. Mr. Hinkle.

21. **ADVANCED FRENCH.** French in secondary schools, study of material lectures, recitations and papers. This course aims to organize the various kinds of knowledge necessary for teaching French in secondary schools. It deals with the subject-matter and with the apparatus of French teaching, giving practical work in the most approved modern methods of teaching the language. Texts: *Conversational Reader*, Bierman and Frank; *Huit Contes Choisis*, Maupassant. Mr. Hinkle.

22. **ELEMENTARY SPANISH.** Reading, translation, composition, and conversation. Designed for those who have had no previous training in the language. The course will be presented in such manner as to give a basis for a spoken knowledge. Text: *Marion y Des Garennes, Introduccion a la Lengua Castellana*. Mr. Hinkle.

NOTES French IV A. 20 and Spanish IV, 2. 22 may be taken for College Entrance. French IV A. 21 may be taken for College Credit.

23. **GENERAL SCIENCE.** A course in general science has become part of the work of most of the best high schools of the country and is now being introduced in many grade schools. It is probably the most thought-provoking course a boy or girl may take at that period of life. But to be able to teach it one must have more than a book knowledge of the subject; the teacher must have caught some of the inspiration and gotten the larger interpretation of the unity and interaction of the forces in nature that alone can be given by one who has made this his life work and thought. To accomplish this end this course is given. Not only by those who intend to teach general science but by those who feel that they need to be in closer contact with the great progress and thought of the scientific world and be able to use its illustrations in their other teaching, should this course be elected. Methods and various texts will also be discussed, but the course will largely be one of interest and instruction in the basis of the science. Mr. Heck.

PHYSICS FOR COLLEGE CREDIT. A complete college course in physics will be given in two parts so that during the six weeks the maturer teachers or students who have finished one year of college work and require physics before entering their second year may have a full course in the subject. The following is an outline of the two courses:

24. **PHYSICS A.** Lectures and recitations daily for the six weeks on Mechanics and Heat as given in Black and Davis's Practical Physics. Credit for Freshman Physics, first term. Mr. Derieux.

25. **PHYSICS B.** Lectures and recitations daily for the six weeks on Electricity, Sound, and Light as given in Black and Davis's Practical Physics. Credit for Freshman Physics, second term. Mr. Heck.

26. **PHYSICAL LABORATORY.** A complete laboratory course of thirty instructive and interesting experiments following the outlines of the work as given in the best colleges and paralleling Physics A and B above. Two consecutive hours each day for six weeks. Mr. Derieux.

NOTE: Courses 25 and 26 are the equivalents of the standard college course and will be accepted for credit in this college, and other institutions. They also give the teacher an admirable basis for teaching, as special work will also be given to teachers in the course on how to construct and care for laboratory apparatus. As there is yearly a great demand for teachers of Physics and Chemistry, ambitious teachers would insure their usefulness and advancement by taking such a standard accredited course.

27. **GENERAL CHEMISTRY.** A discussion of general Chemistry in class with Laboratory work applicable to the usual daily experience. Some subjects treated are: Water, milk, Dyeing, Paints, etc. Also chemical information furnished by the U. S. Government, 3 hours class, 2 hours Laboratory. Mr. Johnson.

28. **HOME ECONOMICS, FOODS. I.** Elementary food study and cooking for girls. This course is intended primarily for those who have had no previous experience in food preparation. The aim of the course is to create in the girls a desire to assist in the preparation and serving of home meals and at the same time make them more efficient in the duties of the housekeeper. The class work will center about the planning, preparation, cost and serving

of simple foods for breakfast, dinner, lunch and supper. Three two hour laboratory periods each week. Miss Vosburgh.

29. HOME ECONOMICS, FOODS II. A lecture and laboratory course for home-makers. The object of this course is to help the housekeeper solve the following phases of the food problem—Selection and preparation of the food for the family; simpler standards of living in connection with the preparation and serving of food; cost of food in relation to family budget. Two three hour periods, one two hour period of laboratory and lecture each week. Miss Vosburgh.

30. HOME ECONOMICS, CLOTHING III. Elementary Sewing. A study of the principles involved in the making of simple garments and household articles. The course will include the use and care of the sewing machine, the application of hand and machine sewing garments and the use of the commercial pattern. Students provide material subject to the approval of the teacher. Three two hour laboratory periods each week. Miss Vosburgh.

31. NORMAL COURSE IN PIANO TEACHING. This course will consist of a daily lecture on the following subjects:

Elementary instruction, rhythm and ear training, touch, scales and arpeggios, triads and seventh chords, octaves and double thirds, musical embellishments, the pedal, phrasing.

Each lecture will be illustrated with practical examples. There will be an exhibition a selection of desirable teaching material for grades 1, 2, 3 and 4 from the classic and modern schools, with illustrations and explanations. Miss Southwick.

B. General Professional Courses.

Same as for Group II, B.

C. Special Professional Courses.

1. TEACHING OF MATHEMATICS. This course is offered to teachers. The object will be to give in a series of lectures the best methods of teaching each branch of the subject. Several lectures will be delivered on the history of mathematics, and the subject. Several lectures will be delivered on the history of mathematics, and the subject of method will be developed from the historical standpoint. The teaching of arithmetic, algebra, and geometry will be the main subjects considered. The inspirational side of the study of mathematics will be stressed, and it is hoped that this course in the pedagogy as well as the history of mathematics will be a help to the struggling teacher who has not yet found basal principles upon which to construct courses in this science. Mr. Amick.

GROUP V.

For teachers holding High School, Grammar Grade, or Primary Certificates, desiring to raise said certificates to Supervisor's, Principal's or Superintendent's Certificates and for Supervisors, Principals and Superintendents. Select three courses from the following named list, at least one being from the School Administration Group.

A. School Administration Courses.

1. **HIGH SCHOOL ORGANIZATION.** A course dealing with the essentials of our high school system; its organization, management, and control. Some attention will be given to a comparison with the secondary systems of other countries. Texts: Colvin's Introduction to High School Training, Dressler's School Hygiene, and Johnson's Modern High School. Mr. Hinkle.

2. **ELEMENTARY SCHOOL ADMINISTRATION.** Problems of administration more or less peculiar to the elementary grades, interpretation and adaption of the course of study; making school programs; supervision of teaching and rating teachers in service; classification and promotion of pupils, retardation and elimination of pupils; the use of the results of standard measurements and scales; supervised study; uniform records and reports; hygiene of the child and of the building; relation of the school activity to the community. This course is intended primarily for those responsible for and those training for the administration and supervision of elementary instruction. Mr. Howell.

3. **COUNTY SCHOOL ADMINISTRATION.** A course to meet the specific needs of county superintendents, rural elementary supervisors, and rural high-school principals, in (a) rural school administration, including federal aid and a national program for rural schools; state administration; consolidation; and county local units; (b) rural supervision, including principles of supervision, and the applicability to rural school conditions; and agencies and methods of supervision, with especial emphasis on classroom supervision; and (c) the rural high school, including state administration; special departments; curriculum and teaching staff; the junior high school and federal aid; and the effect of the Smith-Hughes Act upon rural education. Mr. Best

B. General Professional Courses.

Same as Group II, B.

C. Special Professional Courses.

1. **OBSERVATION.** Students taking Course V A. I, will be given an opportunity to make observations and reports on the methods of teaching the subjects of most interest to them as actually practiced by the members of the Summer School Faculty. These reports, when properly presented, will take the place of certain written work required for the completion of this course.

2. **TEACHING OF MATHEMATICS.**

Same as Course IV, C. 1.

SCHEDULE OF CLASSES FOR STATE SUMMER SCHOOL.

The following schedule is published to enable members of the school to arrange their courses of study before registration and thus avoid delay in reporting to classes.

First Period.

8:00—8:45

IIA.	6.	Hygiene and Sanitation	Houchen
IIB.	1.	Educational Psychology	Hinkle
IIIA.	1.	English for Grades	Harrison
IIIA.	16.	Elementary School Science, Grammar Grades (M. Tu. W.)	Metcalf
IIIA.	10.	Elementary Agriculture, Grammar Grades	Winters
IVA.	4.	Advanced Algebra, for college credit (Tu. and Th.)....	Yates
IVA.	8.	Solid Geometry, for college credit (M. W. F.).....	Yates
IVA.	17.	Beginners Latin	
IVA.	23.	General Science	Heck
IVA.	28.	Home Economics, Foods I. (M. W. F.)	Vosburgh
IVA.	29.	Home Economics, Food II. (Tu. and Th.).....	Vosburg
IVC.	1.	Teaching of Mathematics	Amick
VC.	2.	Teaching of Mathematics	Amick

Second Period

8:50—9:35

IIA.	3.	Primary Arithmetic	Workman
IIA.	6.	Primary Basketry, first Section	Davis
IIB.	5.	Classroom Management	Best
IIIA.	5.	Geography, Grammar Grades	Page
IIIA.	8.	Arithmetic	Amick
IIIA.	6.	American History	Lockhart
IVA.	1.	Arithmetic	Amick
IVA.	9.	American History	Lockhart
IVA.	10.	Modern European History.....	House
IVA.	20.	French, Elementary	Hinkle
IVA.	24.	Physics A, college credit	Heck
IVA.	28.	Home Economics, Foods I. (M. W. F.)	Vosburgh
IVA.	21.	Home Economics, Foods II. (Tu. and Th.)	Vosburgh

Third Period

9:40—10:25

IIA.	1.	Primary Literature	Workman
IIA.	6.	Primary Basketry, second Section	Davis
IIB.	4.	Principles of Teaching	Lockhart
IIB.	7.	Educational Sociology	Best
IIIA.	7.	Civics	Howell
IIIA.	13.	Public School Music, Grammar Grades.....	Lehman
IIA.	14.	Physical Education and Games	Houchen
IVA.	3.	Algebra, for college entrance	Yates
IVA.	11.	Ancient History	
IVA.	14.	High School Composition	Harrison
IVA.	18.	Cesar	
IVA.	22.	Spanish, Elementary	Hinkle
IVA.	27.	General Chemistry	Johnson
VA.	3.	County School Administration.....	Best

Fourth Period

11:00—11:45

IIA.	2.	Language, Primary	Workman
IIA.	9.	Music, Primary	Lehman
IIA.	10.	Physical Training and Games	Houchen
IIA.	11.	Nature Study, Primary (M. Tu. W.)	Metcalf
IIB.	6.	School Law, First Section.....	Best
IIIA.	3.	Language, Grammar Grades	Howell
IIIA.	12.	Drawing, Grammar Grades	Bowen
IVA.	2.	High School Algebra for Teachers	Amick
IVA.	7.	Algebra, for college credit	Yates
IVA.	15.	High School Literature	Harrison
IVA.	19.	Virgil	
IVA.	21.	French, Advanced	Hinkle
IVA.	25.	Physics B., college credit	Heck
IVA.	20.	Home Economics, Foods II. (Tu. and Th.)	Vosburgh

Fifth Period

11:50—12:35

IIA.	4.	Reading, Primary	Workman
IIA.	7.	Primary Basketry, Third Section	Davis
IIB.	2.	Child Psychology	Wilson
IIIA.	4.	Penmanship, Palmer Method	Page
IIIA.	9.	Hygiene and Sanitation	Houchen
IVA.	5.	Plane Geometry, for teachers	Amick
IVA.	6.	Plane Geometry, for college entrance	Yates
IVA.	12.	North Carolina History	House
IVA.	20.	Home Economics, Foods II. (Tu. Th.)	Vosburgh
IVA.	30.	Home Economics, Clothing (M. W. F.)	Vosburgh
VA.	1.	High School Organization	Hinkle

Sixth Period

12:40—1:25

IIA.	5.	Penmanship, Primary	Page
IIA.	8.	Drawing, Primary	Bowen
IIB.	3.	Measurements in Elementary Education.....	Hoke
IIB.	6.	School Law, Second Section	Best
IIIA.	2.	Reading, Grammar Grades	Williams
IIIA.	11.	Basketry, Grammar Grade	Davis
IVA.	13.	English History	
IVA.	16.	American Literature	Harrison
IVA.	20.	Home Economics, Foods II. (Tu. and Th.)	Vosburgh
IVA.	30.	Home Economics, Clothing (M. W. F.)	Vosburgh
IVA.	31.	Normal Piano Teaching	Southwick
VA.	2.	Elementary School Administration	Howell

Note 1. The numbers given before each course refer to the group, its subdivisions, and the course number, respectively.

2. Laboratory periods for courses in Physics, Chemistry, Nature Study, and Elementary School Science will be arranged at the convenience of the teacher and the students concerned.

The Demonstration School will be held during the 2d, 3d, and 4th periods.

The schedule for Vocational Agricultural courses will be published upon Registration Day.

This schedule is subject to revision at the request of the teacher and class concerned.

COURSES FOR TEACHERS OF AGRICULTURE.

1. **TEACHING AGRICULTURE IN THE HIGH SCHOOL.** Required of students in the emergency course in Vocational Education. This course will consist of two sections in methods and materials applicable (a) to crops and soils, (b) to horticulture and farm mechanics. A plan of a year's work, with time emphasis and seasonal adaptation, will be prepared by each student. Typical exercises will be conducted, emphasizing the use of illustrative materials, laboratory and field methods, and classroom procedure. General meetings of both groups will be held for discussion of common problems, such as the use of agricultural and community surveys in teaching, community work, etc. Readings and reports required. Three double periods for six weeks. Mr. Cook.

2. **SPECIAL PROBLEMS IN TEACHING AGRICULTURE.** This course is for graduates of the Department of Vocational Education. It will consist of special individual problems and preparation of plans for the next year's work, involving a survey of the school and community in which they are to work the coming year. From this information, each student will prepare a program of agricultural education especially adapted to his school and community. It will include classroom arrangement and fixtures, library equipment, gathering specimens and illustrative materials, and as much of the organization of subject matter as time will permit. Three to five double periods. Mr. Cook.

3. **TEACHING AGRICULTURE IN THE HIGH SCHOOL. Three Weeks' Course.** A course designed for teachers of Agriculture who attend for three weeks. Plans will be made for the coming year with emphasis on methods and materials, use of farm and community surveys in teaching, project planning and supervision, and community work. Visits will be made to the demonstration school at Cary, including a number of the home projects. Five double periods a week for three weeks. Mr. Thomas and Mr. Cook.

4. **FARM SHOP WORK.** A course dealing with the farm shop and the establishment of the school shop. A study will be made of the selection, care, and adjustment of tools; carpentry work; steel square; construction work; practical exercises in wood work. Brief studies in cement work and rope work. Methods of handling farm shop work in vocational schools. Five double periods, last three weeks. Two double periods, for six weeks. Five double periods, for six weeks. Mr. Carter.

5. **FARM ENGINEERING.** A course dealing in general with Farm Engineering problems. Five principal subjects will be considered as follows: (1) Gas, Engines, (2) Tractors, (3) Farm Machinery, (4) Home Equipment and (5) Farm Mechanics.

The work will consist of discussions, and practice with representative types of farm machines. Study will include gas engine principles, operation, adjustment; and engine systems; tractor types tractor operation; the economical use of the tractor in North Carolina; selection and qualities of the principal farm machines; home electric plants; water systems; plumbing; sanitary sewage disposal. Some time will be given to machinery repairs, soldering, pipe threading and similar courses. Five double periods per week for six weeks. Five double periods per week for last three weeks. Mr. Carter.

6. **HORTICULTURE.** A dual course in which both vegetable gardening and fruit growing will be treated from the standpoint of the teacher of agriculture in vocational schools. A study will be made of the problems connected with the establishment of gardens and orchards, their culture and protection, and successful and profitable disposal of their products. Numerous individual student gardens, bearing orchards, and vineyards will furnish exceptional facilities for practice and demonstration of the practical phases of the work, particularly in the solution of problems which must arise in connection with the community work in the neighborhood of such schools. Seven double periods a week for six weeks. Mr. Pillsbury.

7. **FIELD CROPS.** This course will deal with some of the practical problems connected with fertilization, culture, rotation and seed improvement of our principal field crops. Each student will be required to work up information related to his local conditions and present them before the class at intervals. The lectures will outline the essential points connected with the distribution and culture of our field crops. The practical work and equipment used will be of such nature as to be adaptable to schools of limited laboratory equipment. Montgomery's book on Productive Farm Crops will be used as a text and each student will be required to have a copy. In addition to this text, bulletins of this and other experiment stations will be supplied. Five double periods for six weeks. Mr. Winters.

8. **SOILS AND FERTILIZERS.** This course will be closely associated with the course in field crops. Attention will be given to the main soil types of the different sections with special attention to the farm practice needed to make them more efficient crop producers. Lyon's Soils and Fertilizers will be used as a text and each student will be required to have a copy. The county soil report and other bulletins will be used for reference. Five double periods for six weeks. Mr. Winters.

COUNTY SUMMER SCHOOL.

Provision has been made for holding the Wake County Summer School at State College at the same time the State Summer School is in session. The purpose of the County Summer School is to give teachers who do not have sufficient academic and professional credits for a State Certificate the opportunity to prepare to meet the requirements for such Certificate and in

this way secure a better salary. The County Summer School will be conducted according to the plans of the State Board of Examiners.

Courses offered in the County Summer School will include both academic and professional studies as follows:

1. ACADEMIC OR SUBJECT MATTER COURSES

Group B	Geography
Reading	Agriculture
Language	Hygiene and Sanitation
Spelling	Group D
Grammar	History of United States
Drawing	History of North Carolina
Group C	Civics
Arithmetic	

2. GENERAL PROFESSIONAL COURSES.

School Management with School Law included in the course.

Music and Games

3. SPECIAL PROFESSIONAL COURSES

Primary Methods	Reading
Reading	Language
Phonics	Arithmetic
Language	Geography
Arithmetic	History
Grammar Grade Methods	

One unit of work in a County Summer School is the equivalent of four courses taken five times a week for six weeks, the recitation periods being 45 minutes in length. A teacher, therefore, in order to secure credit for one unit of work in the County Summer School must complete four courses, taking each course or subject one period each day during the term of the Summer School making a satisfactory grade on the work at the close of the course.

A teacher who enters after the third day and who fails to show as many as twenty-five attendance days during the Summer School cannot secure the unit credit in the County Summer School.

Teachers who attend the County Summer School will have the privilege of boarding and rooming in the dormitories, as well as the other advantages open to students who attend the State Summer School.

The County Summer School will be under the direction of Superintendent John C. Lockhart, of the Wake County Schools. Miss Irma Ellis, Principal of the Cary Elementary School, will have charge of the courses in primary methods. Other instructors will be announced later. Teachers interested in attending the County Summer School are requested to communicate with Supt. John C. Lockhart, Raleigh, N. C.

CALENDAR

- June 15. Summer School begins. Registration.
June 16. Class work begins.
July 4. Independence Day. Pageant.
July 8-20. Special Course for Agricultural Teachers.
July 28. Summer School Examinations.
July 29. Conference of Agricultural Workers.
July 29-30. State Examinations.

A FEW SUGGESTIONS

Do not fail to register in time for the first class. Work should be planned so as to begin and proceed promptly.

Do not attempt too much. *Select a course, not more than twenty hours for credit, before coming to the College.* (See schedule of hours, page 31.) Confer with your Superintendent or write the Director of the Summer School. Do not try to change courses. Select your work as far as possible in advance, and then stick to it.

Do not neglect the social side of the Summer School life. It is desirable that all who attend should go away in better health and spirits than when they came.

Do not forget to ask early for dormitory rooms which may be desired.

A fee of \$1 will be charged for changing any course after June 21.

Do not fail to bring your certificate. This is important whether you are seeking a renewal of certificate or trying to raise the class. Bring it.

In transferring credits earned in the Summer School of 1919, 1920, 1921 we transfer three term credits for each course completed. This is what we now accept for these credits.

per. H. L. Meyer. (7)
May 1932.