

ing credits ear  
18, 1930, 1931  
each course con  
ere sent for these cre  
At J. H. ...  
att

# THE COLLEGE RECORD

MAY, 1921

No. 12

## SUMMER SESSION

JUNE 14—JULY 27, 1921



### NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING

RALEIGH

---

PUBLISHED MONTHLY BY THE NORTH CAROLINA STATE COLLEGE OF  
AGRICULTURE AND ENGINEERING

Entered as second-class matter October 16, 1917, at the postoffice at Raleigh, N. C., under the  
act of August 24, 1912.

**ACADEMIC CALENDAR FOR THE SEVENTH SUMMER SESSION, 1921**

- June 14, Tuesday. Registration.  
June 15, Wednesday. Class work begins.  
June 17, Friday, 8 p. m. Formal opening. Address by Governor Morrison.  
June 20, Monday. Last day of registration in courses for which credit is sought.  
June 28, Tuesday. Agricultural Conference.  
July 4, Monday. Independence Day. Pageant and games.  
July 27, Wednesday. Final examinations.  
July 28-29, Thursday and Friday. State teachers' examinations.
- 

*For information about baggage, postal arrangements, room supplies, books and stationery, medical attendance, and the routine of registration, see the Summary of Directions on Page 39.*

## OFFICERS OF ADMINISTRATION

W. C. RIDDICK, A.B., C.E., LL.D.	President of the College
W. A. WITHERS, A.M., D.S.C.	Vice-President of the College and Director of the Summer Session
WILLIAM HAND BROWNE, JR., A.B.	Secretary and Treasurer
MRS. LOUIS THORP	Adviser of Women
THOMAS P. HARRISON, PH.D.	In charge of College Entrance, College Credit, and Rehabilitation Courses
L. E. COOK, A.B., M.S.	In charge of Vocational Agricultural Courses
E. L. BEST	In charge of State Summer School Courses for Teachers
JOHN C. LOCKHART, A.B.	In charge of County Summer School Courses for Teachers
ROY HILMAN THOMAS, B.A., B.S.	In charge of Agricultural Conference
S. J. MARION, A.B.	In charge of Motion Pictures
MRS. ELIZA S. MCGEEHEE	Stenographer
MRS. NELLIE WILLIAMSON PRICE	Dietitian
MRS. MARION HAYWOOD MASON	Matron
E. M. HIGHSMITH, PH.B., M.A.	Manager of Teachers' Placement Bureau
COL. FRED A. OLDS	In charge of Tours
SUE KYLE SOUTHWICK	In charge of Music
PERCY WALTER PRICE	In charge of Orchestra
JOHN A. PARR	In charge of "Community Sings"
A. C. CAMPBELL, M.D.	College Physician
MRS. ELLA I. HARRIS	Hospital Matron
MRS. CHARLOTTE M. WILLIAMSON	Librarian
MARY TUCKER PESCUD	Assistant Librarian
T. J. CAUDLE	Superintendent of Buildings
Address official communications to the Director of the Summer Session, State College Station, Raleigh, N. C.	

*For information about location of the College, offices of Director and Treasurer, supplies for room, baggage, mail, books and stationery, money, medical attendance, and residence, see the Summary of Directions on page 39.*

## FACULTY

THOMAS CICERO AMICK, PH.D.	<i>Mathematics</i>
Professor of Mathematics, Elon College	
HOWARD GOULD BAKER, A.B.	<i>English</i>
Instructor in English, State College of Agriculture and Engineering	
EDWARD LEIGH BEST	<i>Education</i>
Superintendent of Franklin County Schools	
ROBERT EDWARD BOSQUE, B.S.	<i>Agricultural Engineering</i>
Professor of Agricultural Engineering, State College of Agriculture and Engineering	
WILLIAM STALEY BRIDGES, B.E.	<i>Auto Mechanics</i>
Instructor in Auto Mechanics, State College of Agriculture and Engineering	
LEON EMORY COOK, A.B., M.S.	<i>Vocational Education</i>
Professor of Vocational Education, State College of Agriculture and Engineering	
JOHN BEN COTNER, B.Ed.	<i>Agronomy</i>
Instructor in Farm Crops, State College of Agriculture and Engineering	
GEORGE CHANDLER COX, B.E.	<i>Advanced Radio</i>
Instructor in Electrical Engineering, State College of Agriculture and Engineering	
WILLIARD HOLDEN DARST, B.S.	<i>Cotton Classing and Farm Crops</i>
Professor of Farm Crops, State College of Agriculture and Engineering	
MAY HILL DAVIS	<i>Industrial Manual Training</i>
Handicraft Teacher, State School for the Blind	
ESTHER EICHELBERGER	<i>Physical Education and Games</i>
Physical Director, Peace Institute	
IRMA ELLIS	<i>County Summer School</i>
Primary Teacher, Cary High School	
DENNIS HENRY HALL, B.S.	<i>Poultry Husbandry</i>
Instructor in Poultry Science, State College of Agriculture and Engineering	
THOMAS PERRIN HARRISON, PH.D.	<i>English</i>
Dean and Professor of English, State College of Agriculture and Engineering	
PERCY HORATIO HART	<i>Cotton Grading</i>
Specialist in Cotton Marketing, U. S. Bureau of Markets	
CHARLES MCGEE HECK, M.A.	<i>General Science</i>
Professor of Physics, State College of Agriculture and Engineering	
EDWIN MCKOY HIGHSMITH, PH.B., A.M.	<i>Education</i>
Professor of Education, Meredith College	
LAWRENCE EARL HINKLE, M.A.	<i>Languages</i>
Professor of Modern Languages, State College of Agriculture and Engineering	
FRAZER HOOD, PH.D.	<i>Psychology</i>
Professor of Education and Psychology, Davidson College	
ROBERT BURTON HOUSE, A.M.	<i>History</i>
Collector of War Records, North Carolina Historical Commission	
HARRY HOWELL, PH.B.	<i>Education</i>
Superintendent of the Raleigh Public Schools	
CHARLES NEWTON HULVEY, A.B.	<i>Mathematics</i>
Commandant, State College of Agriculture and Engineering	

MRS. JOHN SYLVESTER KASBERGER, B.S. Teacher in Raleigh High School	<i>Millinery</i>
BENJAMIN FRANKLIN KAUPP, M.S. Professor of Poultry Science, State College of Agriculture and Engineering	<i>Poultry</i>
LILLIAN KILLINGSWORTHII Head of English Department, Greensboro High School	<i>County Summer School</i>
JOHN HENRY LEROY, JR., A.B. Instructor in Mathematics, State College of Agriculture and Engineering	<i>Mathematics</i>
HAROLD DAVID LEWIS, B.S. Instructor in Agricultural Engineering, State College of Agriculture and Engineering	<i>Agricultural Engineering</i>
JOHN CLEGG LOCKHART, A.B. Superintendent of Wake County Schools	<i>Education</i>
PAUL THOMAS LONG, B.S. Instructor in Animal Husbandry and Poultry Science, State College of Agriculture and Engineering	<i>Animal Husbandry</i>
YANITA CRIBBS MANN Formerly of the Faculty of St. Mary's School	<i>Swimming</i>
HARRY LEWIS MOCK, A.B. Instructor in Mathematics, State College of Agriculture and Engineering	<i>Mathematics</i>
HUGH MORSON Teacher of Latin, Raleigh High School	<i>Latin</i>
IDA VICTORIA MOSSER, PH.B. Teacher in Raleigh High School	<i>Drawing</i>
KEMP PROCTOR NEAL, M.D. Chairman, Department of First Aid, Raleigh Red Cross	<i>First Aid</i>
MARGARET CLARK NEAL, B.A., R.N. Head of the Department of Nursing and Health, Raleigh Chapter, American Red Cross	<i>Home Nursing</i>
ALICE O'NEILL, PH.B., B.S. Teacher in the Lincoln School, Teachers' College, New York	<i>Demonstration School</i>
MARY ANDERSON PAGE Supervisor of Penmanship, Raleigh Public Schools	<i>Handwriting</i>
JOSHUA PLUMMER PILLSBURY, B.S. Professor of Horticulture, State College of Agriculture and Engineering	<i>Horticulture</i>
DAISIE POOLE, PH.B. Teacher in Quincy (Florida) Public Schools	<i>Demonstration School</i>
EVA L. POOLE Teacher in Quincy (Florida) Public Schools	<i>Primary Methods</i>
EDWIN EDGAR RANDOLPH, PH.D. Assistant Professor of Chemistry, State College of Agriculture and Engineering	<i>Chemistry</i>
STEWART ROBERTSON, B.A. Instructor in English and Mathematics, State College of Agriculture and Engineering	<i>English</i>
ROBERT HENRY RUFFENER, B.S. Professor of Animal Husbandry and Dairying, State College of Agriculture and Engineering	<i>Animal Husbandry</i>
SUE KYLE SOUTHWICK Teacher of Piano and Theory, St. Mary's School	<i>Music</i>

HERBERT SPENCER, B.S.	<i>Bee Keeping</i>
Assistant Professor of Entomology and Zoology, State College of Agriculture and Engineering	
GEORGE SUMMEY, JR., PH.D.	<i>English</i>
Associate Professor of English, State College of Agriculture and Engineering	
ROY HILMAN THOMAS, B.A., B.S.	<i>Vocational Education</i>
State Supervisor of Agricultural Education	
FRANCIS J. THOMPSON	<i>Power Plant Operation</i>
Superintendent of Power Plant	
EDNA TYER	<i>County Summer School</i>
Teacher in Greensboro City Schools	
HARRY TUCKER, B.A., B.S.	<i>Mathematics</i>
Professor of Highway Engineering, State College of Agriculture and Engineering	
MAUD MILLER WARD	<i>Primary Methods</i>
Principal, Open Air School, Memphis	
BENJAMIN COLLIN WILLIAMS, A.M.	<i>Education</i>
Superintendent of Greene County Schools	
DONALD BROWER WILSON, B.S.	<i>Farm Management</i>
Instructor in Farm Crops, State College of Agriculture and Engineering	
RHEET YOUMANS WINTERS, PH.D.	<i>Agriculture</i>
In charge of Plant Breeding, North Carolina Agricultural Experiment Station	
HOWARD JAMES YOUNG	<i>Horticulture</i>
Instructor in Horticulture, State College of Agriculture and Engineering	

#### LECTURERS

- CAMERSON MORRISON, Governor of North Carolina.  
 THOMAS W. BICKETT, formerly Governor of North Carolina.  
 JOHN J. BLAIR, Director of School Planning, Department of Education.  
 E. C. BROOKS, Superintendent of Public Instruction.  
 DELIA DIXON CARROLL, member of Raleigh Academy of Medicine.  
 HARRY WOODBURN CILASE, President University of North Carolina.  
 JOSEPHUS DANIELS, Editor of the *News and Observer*.  
 CHARLES M. HECK, Professor of Physics, N. C. State College.  
 JANE S. MCKIMMON, State Home Demonstration Agent.  
 WILLIAM J. MARTIN, President Davidson College.  
 Z. P. METCALF, Professor of Zoology, N. C. State College.  
 CLARENCE POE, Editor of the *Progressive Farmer*.  
 WILLIAM LOUIS POTEAT, President Wake Forest College.  
 W. S. RANKIN, Secretary State Board of Health.  
 C. ALPHONSO SMITH, Professor of English, U. S. Naval Academy.  
 GEORGE A. WORKS, Professor of Agricultural Education, Cornell University.

## GENERAL INFORMATION

During the summer of 1921 the North Carolina State College of Agriculture and Engineering will again give the teachers and other citizens of the State the opportunity of using for six weeks its magnificent plant, the value of which is in excess of a million dollars. The seventh summer session will begin on June 14 and come to a close on July 27.

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, and college. They will therefore be adapted to teachers and to officials connected with any department of school work.

The State Department is planning to raise the certificate of teachers in proportion to the increase in their 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 and approval of the State Department of Education.

A number of the courses will also be of interest and value to persons who are not and do not expect to be teachers. 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.

### GROWTH OF THE SUMMER SCHOOL

The first session of the School was held in 1903 during the presidency of Dr. George T. Winston, the registration being 338. The second session in 1904 was under the directorship of Dr. J. X. Joyner, and the attendance reached 840. There were no sessions of the School from 1905 to 1916, inclusive.

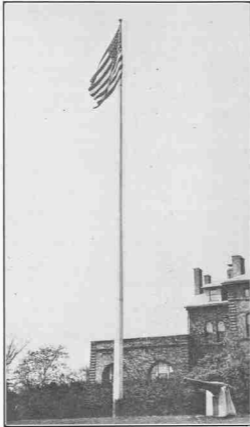
In 1917 the enrollment was 517, and in 1918 it was 558. In addition to these figures 14 soldiers were enrolled in the study of French in 1917, and 98 in 1918.

During the session of 1919 the enrollment was 281 teachers, 22 candidates for college entrance and college credit, 20 boys and girls in the Demonstration School, and 151 others, making a total of 474.

During the 1920 session there was an enrollment of 450 teachers, 42 candidates for college entrance and college credit, 34 boys and girls in the Demonstration School, 122 Rehabilitation students, and 23 home-makers, making a total of 671. This was a gain of 197 over the previous session.

Of the 450 teachers, 385 were enrolled in the State School and 65 in the County School. Of the teachers in the State School, 351 were high school and elementary teachers, and 34 were teachers of Vocational Agriculture.

Eighty-six North Carolina counties were represented. There were students from 8 States. There were 195 men, 442 women, 19 boys, and 15 girls.



#### THE STATE SUMMER SCHOOL

The accredited State Summer School conducted by the College is for graduates of standard high schools and for teachers who hold the One-Year Temporary Certificate or any higher certificate. It is also open to teachers holding the Provisional A Certificate secured on the basis of graduation from a standard high school, and to teachers holding the Elementary Term Certificate with no renewal credit.

The courses are so arranged that by taking them (1) graduates of standard high schools and holders of Provisional A and One-Year Temporary



Certificates issued under certain conditions may receive the professional credit which will entitle them to Elementary certificates; (2) holders of Elementary certificates may raise their grade to Primary or Grammar Grade certificates; and (3) holders of High School certificates may raise the grade of their certificates. Four years at this State Summer School will represent one year of college work. Superintendent E. L. Best of the Franklin County schools will be in charge of the State Summer School courses and will take pleasure in advising teachers regarding them.



#### THE COUNTY SUMMER SCHOOL

For the benefit of prospective teachers who are not graduates of a standard high school, and of teachers who do not hold certificates qualifying them for admission to the State Summer School, there will be a County Summer School under the supervision of Superintendent John C. Lockhart of the Wake County Schools. The County Summer School will admit and will meet the needs of holders of the following: (1) Second Grade Certificate, (2) provisional B, (3) Provisional A, issued on the basis of credits from a summer school and credit on two groups of academic subjects by State examination, (4) Provisional A, issued on the basis of credits on three groups of subjects by State examination and no summer school credits, (5) Teacher's Permit.

Though a member of the Division of Teacher Training, State Department of Education, will be present during the first week of the Summer Session for conference, all who expect to attend the County Summer School should map out their courses in advance, with the advice of their principals or superintendents. The work of the various classes will begin promptly on June 15, so that all preliminary arrangements should be completed in advance.



#### THE DEMONSTRATION SCHOOL

One of the most interesting features of the Summer Session work is the Demonstration School, for first, second, fourth, and fifth grades. As the number of children admitted is limited to fifteen for each grade, parents who are interested in entering children should communicate with the Director as early as possible. There will be no expense except for books and materials.

The Demonstration School for fourth and fifth grades will be conducted by Miss Alice O'Neill, a member of the faculty of the Lincoln School, Teachers College, New York. The work in first and second grades will be conducted by Miss Daisie Poole, of the Quincy (Florida) Schools.

Members of the State Summer School who are not seeking credit may attend the Demonstration School at will. Those who wish credit for Demonstration School attendance must be present at such lessons and conferences as the teacher in charge may designate, and must submit prescribed reports.

The hours and work of the Demonstration School and the conferences held by the teachers in charge will be carefully correlated with the subject-matter courses.

#### **COURSES FOR COLLEGE CREDIT**

These courses, for Freshman credit, will be supervised by the Dean of the College, Dr. Thomas P. Harrison. They are open to persons enrolled in a college a year or more before the opening of the summer session.

Students or prospective students seeking college credit should send for blanks, return the required information promptly, and ascertain whether they will be admitted. Candidates for college entrance are advised not to come to Raleigh until this requirement has been complied with.



#### **COURSES FOR COLLEGE ENTRANCE**

These courses, under the supervision of the Dean of the College, are offered only to persons who have completed the third year of high school (tenth grade) and have been enrolled in but have not completed the fourth year or

eleventh grade. They are intended for students who are slightly deficient in one or two subjects required for college entrance. About one unit may be made up during the summer session.

It is important that all students who expect to take College Entrance courses shall request and promptly fill out a special blank, so that the Director may let them know whether they will be admitted. They should not come to the College until this has been done. All who come to the Summer Session for College Entrance courses should have their courses planned in advance, so as to be ready for the first class work on June 15.

### CULTURAL COURSES

Though the majority of summer session students everywhere are students seeking college or entrance credit and persons who teach or expect to teach, the summer courses offered at this College will appeal to many who wish to study for the sake of the subject-matter. The various courses in Psychology, Sociology, Literature, History, and Modern Languages offer a wide variety of interesting and educative courses.

### REHABILITATION COURSES

For disabled World War soldiers detailed to this College by the Federal Vocational Education Board there will be courses in English, Mathematics, Agriculture, Auto Mechanics, Practical Electricity, Textile Industry, and Mechanic Arts. The Rehabilitation courses will be supervised by Dr. Thomas P. Harrison, who represents the Federal Board as Coördinator.

### FEES AND EXPENSES

The expenses for the entire summer session, *payable in advance*, will be as follows:

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

The \$30 payable for board includes meals from breakfast on June 14 through supper on July 27. If board is paid by the week, the weekly charge will be \$6, so that the total in this case will be \$36. It will therefore be economical to pay \$30 for the whole session in advance.

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 unless previously assigned thereto by the Treasurer, who will be found in his office on week days between 8:30 a. m. and 4:30 p. m. No reduction will be made for children.

There will be a key deposit of 25 cents, which amount will be refunded when the key is returned. In some of the classes there will be a small fee to cover cost of materials, which will be designated in the description of the course.

*Every cent paid in by students will go toward defraying the expenses of the school, and, in addition thereto, the State will contribute an amount equivalent to from two to three dollars for every dollar paid by the student.*

### BOARD AND LODGING

Board may be had in the College at the moderate charges listed under Fees and Expenses, these charges being payable in advance. A limited number of young women may earn forty-six dollars by waiting on the tables in the College dining room. Applications for these positions should be addressed to the Director.

**Students should apply for room reservation as early as possible.** This will save much delay upon arrival. The Nineteen-eleven, South, Fourth and Fifth Dormitories will be reserved for ladies exclusively, and will be in charge of chaperons, who will at all times be glad to advise and assist those who are under their care. First, Second, and Third Dormitories will be reserved for men.

In case it is desired to change the room assignment, permission to do so must first be obtained through the Treasurer's office. In no case should a room be taken until it has been regularly assigned.

The chaperons in charge of the various buildings will be as follows:

Mrs. Louis Thorp, Adviser of Women, Y. M. C. A. Building.

Miss Pattie V. Battle, South Dormitory.

Mrs. Annie W. Killian, Fourth Dormitory.

Mrs. M. E. Williams, Fifth Dormitory.

Mrs. B. F. DeLoatch, Nineteen-eleven Dormitory, Rooms 101 to 108, 201 to 208, 301 to 308.

Mrs. Isabel T. St. Amand, Nineteen-eleven Dormitory, Rooms 109 to 116, 209 to 216, 309 to 316.

Mrs. Della P. Daughtry, Nineteen-eleven Dormitory, Rooms 117 to 124, 217 to 224, 317 to 324.

Miss Leyta Carter, Nineteen-eleven Dormitory, Rooms 125 to 132, 225 to 232, 325 to 332.

Miss Virginia Robards, Nineteen-eleven Dormitory, Rooms 133 to 140, 233 to 240, 333 to 340.

Miss Sallie Benson, Watauga Hall, Rooms 1 to 20.

Miss Urna Britt, Watauga Hall, Rooms 21 to 40.

Miss Kate Monroe, Watauga Hall, Rooms 41 to 60.

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

The Summer School is now open for the registration of those registered teachers who wish to visit them over night or longer at the rate of \$1.50 per day. The Bureau will gladly serve teachers who are in attendance during the summer session and want our assistance in securing positions for the coming year. Thanks for affording all necessary information may be had on application. All teachers desiring to register with the Bureau for placement are urged to do so early in the session. The service is free. In previous years there will be a fee of \$1.00 per day for board and lodging.

Superintendents wishing to secure teachers through our Bureau will be glad to have them arranged for their interviews with available teachers. If possible for them to do so, we shall be glad for them to notify either Mr. Highsmith or the Director a short time in advance of their arrival. They will greatly aid themselves by sending the number and names of teachers they want. The Bureau's service is free to school officials the same as to teachers.

Office, Room 3, Y. M. C. A. Hours, 4-5 daily, except Sunday; other hours by appointment.

**BOARD AND LODGING**

Board and lodging for teachers at the College at the moderate charges listed under the heading of "Boarding payable in advance." A limited number of rooms are available for waiting on the tables in the College dining hall. Applications for these positions should be addressed to the Director.

Students should apply for room reservations as early as possible. This will save unnecessary room charges. The Director, South, Fourth and Fifth Dormitories will be reserved for ladies exclusively, and will be in charge of freshmen, who will be in charge of sophomores and assist those who are under their care. First, Second, and Third Dormitories will be reserved for men.

In case it is desired to change the room assignment, permission to do so must first be obtained through the Treasurer's office. In such case should a room be taken until it has been regularly assigned.

The supervisors in charge of the various buildings will be as follows:

- Miss Fannie Troup, Adviser of Women, Y. M. C. A. Building.
- Miss Fannie V. Parlier, South Dormitory.
- Miss Fannie W. Kibben, Fourth Dormitory.
- Miss M. H. Williams, Fifth Dormitory.
- Miss M. H. Williams, Supervisor of Freshmen, Rooms 101 to 105, 106 to 108.
- Miss Isabel T. St. Annual, Nineteen-eleven Dormitory, Rooms 109 to 110.
- Miss Della E. Daugherty, Nineteen-eleven Dormitory, Rooms 117 to 124.
- Miss Della E. Daugherty, Rooms 125 to 132, 225 to 232.
- Miss Virginia Roberts, Nineteen-eleven Dormitory, Rooms 133 to 140, 233 to 240.

**LIBRARY AND READING ROOM**

The College Library, containing 20,000 volumes, and a hundred and fifty periodicals is housed in the building known as the Olivia Raney Library. Many of the homes in Raleigh, North Carolina, these may be had upon application.

THE DAILY ASSEMBLY  
 The Raleigh ministers who will be present to conduct the morning religious exercises are as follows:

June 15 to June 21, inclusive—Rev. Dr. W. M. C. White, First Baptist Church.  
 June 22 to June 28, inclusive—Rev. Dr. Weston Penner, Pastor, Tabernacle Baptist Church.  
 June 29 to July 5, inclusive—Rev. W. W. Peale, Pastor, Edenton Street Methodist Church.  
 July 7 to July 13, inclusive—Rev. Arthur M. Huffman, Pastor, Lutheran Church (Lutheran).

HOURS OF WORK  
 July 14 to July 20, inclusive—Rev. J. Vincent Knight, Pastor, First Christian Church.  
 July 21 to July 27, inclusive—Rev. Dr. C. A. Ashby, Pastor, Church of the Good Shepherd (Episcopal).

It is important to note that students are required to take a certain number of credits each course. It has been found that ambitious students try to take more work than they can handle, and the result has been a few students who have failed to complete their course of study.

THE ATTENTION OF PARENTS  
 Parents are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

SELECTION OF COURSES  
 THE SOCIAL CENTER  
 All who expect to attend the summer session are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

CREDITS  
 It is important to note that students are required to take a certain number of credits each course. It has been found that ambitious students try to take more work than they can handle, and the result has been a few students who have failed to complete their course of study.

THE ATTENTION OF PARENTS  
 Parents are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

SELECTION OF COURSES  
 THE SOCIAL CENTER  
 All who expect to attend the summer session are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

THE ATTENTION OF PARENTS  
 Parents are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

SELECTION OF COURSES  
 THE SOCIAL CENTER  
 All who expect to attend the summer session are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

THE ATTENTION OF PARENTS  
 Parents are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

SELECTION OF COURSES  
 THE SOCIAL CENTER  
 All who expect to attend the summer session are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

THE ATTENTION OF PARENTS  
 Parents are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

SELECTION OF COURSES  
 THE SOCIAL CENTER  
 All who expect to attend the summer session are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

THE ATTENTION OF PARENTS  
 Parents are advised to examine carefully the subjects proposed for their children. The various courses welcome all summer vacation students, and their parents have a very friendly interest in all respects a delightful place of residence.

sulting Superintendent Best, Superintendent Lockhart, and a representative of the Division of Teacher Training, State Department of Education, at regular conference hours, they can save themselves much inconvenience by making their programs in advance, with necessary advice from their own principals or superintendents.

#### **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 14, in order that they may begin class work at the beginning; but there will be opportunity to register on Wednesday, June 15.

#### **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 schools that ambitious students try to take much more work than they can assimilate, with the result that they are bewildered rather than instructed.

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.

#### **CREDITS**

Except where there is a statement to the contrary, each course is given 5 hours a week and will count 5 hours for Summer School credit.

A 5-hour course accepted for College Entrance will count as one-fourth unit.

A 5-hour course accepted for College Credit will count as 2 semester units. Double periods will count double for credit.

#### **THE ATTRACTIONS OF RALEIGH**

Being the capital of one of the original thirteen States, Raleigh is unusually rich in historical collections, fine public buildings, and interesting places and memorials. It is interesting also for its churches, its schools, its hotels and office buildings, and its growing commercial and industrial activity. Weekly excursions are made to places of greatest interest under the direction of Colonel F. A. Olds, who knows Raleigh thoroughly and is a recognized authority on the historical and other collections.

The various churches welcome all summer session students to Sunday-school and church services, and their pastors have taken a very friendly interest in the morning services at the College auditorium. Raleigh will be found in all respects a delightful place of residence.

#### **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 limited number of sleeping 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.

### RECREATION

Although the Summer School is a place of serious work, no effort will be spared to make the session enjoyable. Colonel Fred A. Olds, Director of the State Hall of History, will conduct expeditions every Saturday to the many points of interest in or near Raleigh. On certain afternoons each week there will be plays, games, and folk dances on the campus, in which it is expected that all the members of the school will be glad to take part.

The recreational features of the school life will be emphasized. All will have an opportunity to participate in games, community singing, and entertainments, and to take part in story-telling circles which will be held upon the campus in front of Holladay Hall several evenings a week immediately after supper. Motion pictures will be shown at the Y. M. C. A. Entertainments of interesting and instructive nature will be given on July 4th and at the end of the session. Lectures will be given comprising a wide range of educational and cultural subjects.

Arrangements has been made for the presentation of a play in the College auditorium by inmates of the Central Hospital for the Insane, for one by pupils of the Methodist Orphanage, and for a third by the Raleigh Community Players. Another interesting event will be a hay ride to the new State Prison farm, and then to Cary, where a big "community sng" will be given. Certain receptions in Raleigh and at the College will be announced.

**The Summer Session chorus and orchestra.** For the pleasure and benefit of the whole school, and especially of those who are interested in singing, there will be a chorus under the direction of Miss Sue Kyle Southwick. Though participation in the work of the chorus will have no credit rating, it will be both interesting and sociable. Rehearsals will be held twice a week, with a view to one big musical affair at the end of the session and one or two public appearances earlier. All who can read music are invited to join, even if inexperienced in choral or solo work. The chorus will be aided by an orchestra, which will add greatly to the musical resources of the school.

A violin recital will be given on the evening of Saturday, June 18, by Miss Emilie Rose Knox, with Miss Southwick as accompanist.

The large auditorium in Pullen Hall has been thoroughly overhauled, and is now a comfortable and convenient place for lectures, concerts, and summer session convocations.

**Story-telling, pageants, and community singing.** Every Tuesday and Thursday there will be story-telling on the campus, for the sake of both entertainment and instruction. The programs will furnish teachers with material that will be useful in their communities.

As community singing is both an agreeable and educative phase of social life, the whole school is urged to take part regularly in the community "sings"

which will be held in the auditorium... Monday... Wednesday after supper.

The Board of Public Health... The term will also be marked by a pageant of some description... the auspices of the Department of Education. These programs will be given not only as a means of entertainment, but also to demonstrate what can be done in the field of public health.

**SWIMMING**

On certain afternoons each week there will be swimming in the pool at the State Hall of History. On certain afternoons each week there will be swimming in the pool at the State Hall of History. On certain afternoons each week there will be swimming in the pool at the State Hall of History.

**RED CROSS WORK**

Through the courtesy of the Southern Division of the American Red Cross, in the city of Washington, D. C., the Summer School will offer courses in First Aid and Elementary Hygiene and Home Care of the Sick. 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. These courses will be given by the Red Cross and will be held in the city of Washington, D. C.

**THE Summer Session Chorus and Orchestra**

For the pleasure and instruction of the whole school, and to give the members of the chorus and orchestra an opportunity to practice their art, there will be a chorus and orchestra. The classes will be given on the evening of Saturday, June 12, by Miss Emilie Rose Knox, with Miss Sorensen as accompanist.

**THE ART**

The public is invited to attend the art classes which will be given on the evening of Saturday, June 12, by Miss Emilie Rose Knox, with Miss Sorensen as accompanist. The classes will be given on the evening of Saturday, June 12, by Miss Emilie Rose Knox, with Miss Sorensen as accompanist. The classes will be given on the evening of Saturday, June 12, by Miss Emilie Rose Knox, with Miss Sorensen as accompanist.

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

#### COTTON CLASSING

This course in cotton classing is intended for those who desire to obtain a practical working knowledge of grading and stapling cotton. The course has been arranged so as to further the knowledge of those who have had some previous experience in cotton classing. It may be possible for men to qualify as competent cotton classers at the expiration of this course. The course will consist of lectures and actual practice daily in classing cotton samples according to the United States official standard types. It is expected to examine and class some five thousand samples accumulated from the cotton producing area of North Carolina during this course. No specific educational training is required for admission; age limit, twenty-three to fifty years. This course will be given by Mr. Darst and Mr. Hart.

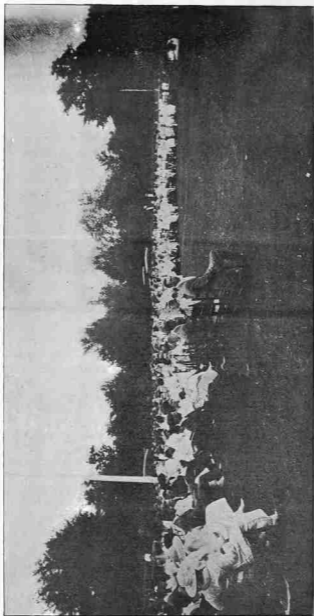
#### VOCATIONAL AGRICULTURAL COURSES

During the summer session the Department of Vocational Education offers special courses for teachers of agriculture both for those in service and those in preparation. For the summer of 1921 courses will be offered in technical subject-matter as well as in education. Six weeks courses are offered for the group of emergency teachers, for students in preparation, and for others by special arrangements. For the first three weeks of the session of 1921 courses are provided for the regularly employed teachers who cannot leave their work for a longer period. The following courses are offered for the coming session: For six weeks—Agricultural Economics, Farm Engineering, Farm Shop Work, Horticulture, Farm Management, and Methods of Teaching. For the first three weeks—Farm Management, Methods of Teaching, Farm Shop Work, and Agricultural Economics. In addition to these regular courses special lectures and demonstrations will be arranged by various members of the faculty and experiment station, including special work in cotton grading and rural sociology. Professor George A. Works, head of the Department of Rural Education, Cornell University, will be at the College about three days the last week in June, during which time he will deliver several lectures on rural and agricultural education. The Vocational Agricultural Courses will be supervised by Professor Leon E. Cook.

#### CONFERENCE OF AGRICULTURAL TEACHERS

A conference for agricultural teachers and all others interested in the development of agricultural education will be held on Tuesday, June 28, under the supervision of 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 Superintendents, County Supervisors, and others who are interested in agriculture and education.



## COURSES OF INSTRUCTION IN THE STATE SUMMER SCHOOL

**NOTE.** All students attending the Summer School for the purpose of renewing a certificate or raising its value are referred to a publication issued by the State Department of Public Instruction entitled "Directions for the Renewal and Raising of Certificates." Copies of this publication have been sent to each County and City Superintendent for the use of teachers.



### 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, Handwriting, 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—PRIMARY COURSES

**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 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,

...practice in story-telling. Mrs. WARD

2. **Primary Reading.** of this course will give the introduction of the child to reading. Topics: problems in beginning reading; the relation between oral and silent reading; methods of pronunciation; value of good expression in oral reading; and utilization of work in phonics which follows the state course of study. Four sections. Mrs. WARD and Miss EVA POOLE.

3. **Primary Language.** Methods in language. Time will be given to collecting language material that can be used in the first three grades. Topics: purpose; material for the language lesson; relative importance of oral and written language. Miss EVA POOLE.

4. **Handwriting—Primary.** This course is intended for beginners in the Palmer Method of Business Writing. Miss PAUL.

5. **Primary Arithmetic.** Topics. The course of study for primary grades; the aim for teaching arithmetic. Methods: counting, reading, writing of numbers; the four fundamental processes, when and how to use objects; money; time-space. Observation of lessons in arithmetic in the practice school will be given. Miss EVA POOLE.

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, Throat and Teeth; Diseases that are spray-borne, filth-borne, insect-borne; Effects of Posture; Alcohol and Tobacco Habits; First Aid and Home Sanitation. Miss EICHELBERGER.

7. **Primary Handwork.** Caning, chairs, tools, etc. Fine-needle work. Rattan 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 handwork taught will be supplemented by talks on materials, methods, and dyeing. Miss DAVIS.

8. **Primary Drawing.** Realistic study of nature and objects in realistic forms to conventional; adaptation of conventional forms to pattern, with explanations; principles of color and line and to decoration; decorative lettering; elements of perspective, aerial and linear; principles of drawing. Miss MOSSER.

9. **Public School Music—Primary Grades.** Sight-singing, song-recitation, and voice songs; melody and rhythm problems treated in song-recitation. Miss SCOTT.

10. **Physical Training 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 schoolroom gymnastics, as well as some formal gymnastics, folk dances, and games. Miss SCOTT.

## GENERAL PROFESSIONAL COURSES

(Same as Group V, B, page 31)

## SPECIAL PROFESSIONAL COURSES

The following courses are offered:

### Demonstration School, First and Second Grades.

The Demonstration School of the first and second grades will give a comprehensive and practical

presentation of Number, Reading, and Language, following the North Carolina

State Course of Study. As the lessons develop they will be correlated

with stories and games, as well as with manual art work, showing how

the various activities with their fundamentals of

education are better understood by the teacher than by the child.

Artistic and ethical subjects will be taught by means of exercises and

recreational games for rest periods between recitations and by dramatized

dramatization of themes and stories will receive much attention and the

playing of good music will fill an important place in the schedule.

Miss DAVIS, Principal, will be in charge of the course.

Miss DAVIS, Principal, will be in charge of the course.

### GROUP III—GRAMMAR GRADE SUBJECTS

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, the following subjects are offered. Four subjects are

to be selected, but at least one of these must be selected from the Subject Matter

list below. The subjects to be selected are:

1. English for the Grammar Grades

2. Reading

3. Language

4. Handwriting

5. Business Writing

6. Penmanship

7. Grammar

8. Spelling

9. Composition

10. Dictation

11. Grammar

12. Spelling

13. Composition

14. Dictation

15. Grammar

16. Spelling

17. Composition

18. Dictation

19. Grammar

20. Spelling

21. Composition

22. Dictation

23. Grammar

24. Spelling

25. Composition

26. Dictation

27. Grammar

28. Spelling

29. Composition

30. Dictation

31. Grammar

32. Spelling

33. Composition

34. Dictation

35. Grammar

**5. Geography, Grammar Grades.** The essentials for an elementary course in geography will be worked out. The geographic influences upon local, state, and national life will be emphasized. Lectures, assignments, research work, illustrative materials, devices, standard tests, and lesson plans will find place in the program. Members of the class will be required to prepare model lessons in geography and to present these to the class. These lessons will be followed by criticisms and general discussions. Those interested in this course are requested to bring the State-adopted text-books and the North Carolina course of study. **MR. WILLIAMS.**

**6. 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. Text-book: *Our Republic*. **MR. WILLIAMS.**

**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—Elementary and Advanced Grades.** The instructor will keep two objects in view throughout this course. The first object is to give, so far as possible, the real subject-matter of arithmetic as it should be taught in the higher grades of the grammar school. The parts of the subject of arithmetic that should receive special emphasis will be pointed out, and the instructor will also indicate the parts and chapters of less value to the student.

Also the fact that the teacher is to teach arithmetic will be kept in mind, and the second object of the instructor will be to give something of the psychology of number, and he will dwell specially on methods of teaching arithmetic. Lessons will be assigned for preparation, and the recitation will take on something of the nature of a practice school. The class will discuss such subjects as how to interest the pupil in arithmetic, and how to keep that interest from flagging. Lectures, a discussion of individual assignments, lesson plans, and standard tests will form a part of 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. The teacher taking this course should have a fair knowledge of arithmetic. **MR. AMICK.**

**9. Hygiene and Sanitation.** Same as Course No. II, A 6.

**10. Elementary Agriculture.** 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 plant 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. Handwork.** 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.** This course will include out-of-door sketching with the study of aerial and linear perspectives; 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 MOSSE.

**13. Public School Music.** Part Songs, Bass Clef. Sight singing. Chorus conducting. MISS SOUTHWICK.

**14. Physical Training and Games.** 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 æsthetic dances for special occasions. A notebook of the course will be kept. Bloomers and tennis shoes will be required. MISS EICHELBERGER.

#### *B. GENERAL PROFESSIONAL COURSES*

(Same as Group V. B. Page 31)

#### *C. SPECIAL PROFESSIONAL COURSES*

**Demonstration School, Fourth and Fifth Grades.** Such a portion of the curriculum suggested by the State Course of Study for the Fourth and Fifth Grades will be taught as is desired for the children attending the Demonstration School. The class work will demonstrate the possibilities of pupil-initiative and self-direction, appreciation and employment of child-interests without subservience to them, and the use of measurement, graphs, etc., by children as measures of their growth, and as guides to teachers for individual instruction. MISS O'NEILL.

### **GROUP IV. HIGH SCHOOL AND COLLEGE COURSES**

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 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.

The course is designed to include the following subjects: English, American History, and the study of the English language. The course is designed to include the following subjects: English, American History, and the study of the English language. The course is designed to include the following subjects: English, American History, and the study of the English language.

The course is designed to include the following subjects: English, American History, and the study of the English language. The course is designed to include the following subjects: English, American History, and the study of the English language.

**1. Composition in the High School.** The practical principles of composition shall be covered in the course. Words, sentences, paragraphs, and the study of the English language shall be studied in detail. Text-book—*English Grammar and Composition in High Schools*. Reference—Thomas, *The Teaching of English in the Secondary School*.

**2. Literature in the High School.** The course is designed to include the following subjects: English, American History, and the study of the English language. The course is designed to include the following subjects: English, American History, and the study of the English language. The course is designed to include the following subjects: English, American History, and the study of the English language.

**3. English Literature, 1830-1920.** The main currents of thought in England as reflected in the literature of the period indicated will be studied in this course. The works will be approximately equivalent to one term of Junior English in the College curriculum. Text-book—Long's *English Literature*. Reference—Harrison, *English Literature*.

## HISTORY

**4. American History.** A survey course with only incidental attention to method. After a rapid review of the revolutionary period, attention will be given to the outstanding features of American 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 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. Text-book—*The People's History of the United States*. Reference—Williams, *History of the United States*.

**5. Modern European History.** In this course the facts of European history will be studied with reference to the origins and causes of the European War. The major topics will be the Napoleonic wars, the Congress of Vienna, government of the United States, the unification of Italy, the rise of Germany, and the more important European alliances. Text-book—Robinson and Beard's *Outlines of European History*, Part II. Mr. House.

**6. 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 the State in the Union and their significance to our national life. Text-book—Mr. House.



efficients, and logarithms. Text-book—Wells's *New Higher Algebra*. Five periods a week required of students who wish to obtain credit on first term College Algebra. Double credit. MR. HULVEY.

**14. 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. Text-book Wentworth and Smith's *Plane and Solid Geometry*. Double credit. MR. HULVEY.

### Languages

**15. 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*, Meras; *Le Petit Vocabulaire*, Meras. MR. HINKLE.

**16. Elementary French, Second Term.** Reading and oral practice, with elements of grammar continued. This course is intended for students who have had at least one semester's work, or equivalent, in French. It is designed to cover essentially the second half of the work ordinarily done in the first year French. Texts: Meras, *Le Second Livre*; Meras, *Le Petit Vocabulaire*. MR. HINKLE.

**17. Advanced French.** French in secondary schools, study of materials, 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*, Biermann and Frank; *Huit Contes Choisis*, Maupassant. MR. HINKLE.

**18. 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, *Introduction a la Lengua Castellana*. MR. HINKLE.

**19. Beginners' Latin.** A review of the elements of Latin, with much attention to methods of teaching this subject. MR. MOUSON.

**20. Caesar.** Open to students who have had a course in elementary Latin. This is a course in reading Caesar and in the method of teaching Latin prose. MR. MOUSON.

**21. Cicero.** In this course selected orations of Cicero will be carefully read. Intended for students who have had elementary Latin and Caesar, and for those who wish to review their high school work in Cicero. MR. MOUSON.

**22. Vergil.** Selections from Books I-IV of the *Æneid* will be read, with due attention to meaning, versification, and literary background. MR. MOUSON.

### Science

The urgent need of well trained and inspiring teachers for the Science classes in High Schools has caused those in charge of the methods of preparing teachers for this work to adopt a more efficient method of instruction in the Summer Schools. By the method now being generally adopted, a teacher will become a trained expert in Science teaching by giving his or her undivided attention to one Science each summer. The work done by the teacher will be along three lines: (1) a thorough course in the subject; (2) a course in the methods of teaching the subject; (3) a course in laboratory work in the subject.

Any one of the three divisions of the work may be taken by students not taking all three. The two-hour subject-matter course in General Science may be taken for entrance credit for college registration.

**23. General Science.** The first Science course in which a teacher should fully prepare him or herself is General Science. It is more widely taught than any other Science course in the High Schools in the State, and there is a greater demand for teachers prepared to teach it than for those prepared to teach any other science. It also is the fundamental course that should precede all other courses given along this line. The administration of the Summer School has therefore prepared to have the full work in the three branches of General Science given at one time this year. Not only is the need for teachers in the subject an incentive for taking the work, but General Science is probably the most thought-provoking subject given in High School, and a course in it opens up more of interest and general enlightenment for the teacher than any other subject that can be taken. Double credit. **MR. HECK.**

**24. Method of Teaching General Science.** This course may be taken by those who had the subject-matter course at State College last year or who have had an equivalent thorough course in the subject-matter. The course has proven very inspiring to High School teachers who have taken it at the Summer School, and is strongly recommended for those who wish to prepare themselves properly for the teaching of any science. One period a day. **MR. HECK.**

**25. General Science Laboratory.** The equivalent of one period a day. The course is coordinated with courses 19 and 20 described above. **MR. HECK.**

**26. General Chemistry.** This course is intended for teachers of the grammar grades and high school, and for others who are interested in nature and its laws. The fundamental principles are studied theoretically in the classroom, and experimentally in the laboratory. The course will be of such nature as to give college credit of one semester to those who take the full work of the summer session. The satisfactory completion of the course will entitle college students to receive advanced credit, or to remove deficiencies and conditions in the subject. Double credit. **MR. RANDOLPH.**

**27. The Teaching of Chemistry.** This course, which is coordinated with the subject-matter course General Chemistry, described above, will acquaint teachers with advanced methods of high school instruction in a science which is of constantly increasing importance. Equivalent to five periods a week. **MR. RANDOLPH.**

**28. General Chemical Laboratory.** Coördinated with courses 26 and 27 (General Chemistry and the Teaching of Chemistry) described above. MR. RANDOLPH.

**29. The Teaching of Mathematics.** This course is offered to teachers only. It is wholly a lecture course on the history, the development of methods, and the application of methods in mathematics. The special subjects considered will be arithmetic, algebra, and geometry. The course will be prefaced by two lectures on the history of mathematics. Then the subject of methods will be developed from the historical standpoint. Methods will then be discussed for each of the branches of mathematics mentioned above. 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. Five times a week. MR. AMICK.

#### B. GENERAL PROFESSIONAL COURSES

(Same as Goup V. B. Page 31)

### GROUP V. ADMINISTRATION AND GENERAL PROFESSIONAL COURSES

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. Country 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.

**2. High School Administration.** 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.

**3. Elementary School Administration.** Problems of administration more or less peculiar to the elementary grades, interpretation and adaptation 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.

**4. Rural School Supervision.** This course sets out the general principles of supervision, and suggests their application to rural schools. It is a study of principles, technique, and devices. Analysis is made of typical rural school conditions and problems; and the work of the rural supervisor is definitely related to them. Assigned readings; notes; reports; class discussions. Open to qualified students interested in Rural Education. Can be taken for college credit. MR. HIGHSMITH.

#### GROUP V—B. GENERAL PROFESSIONAL COURSES

**1. Introductory Psychology.** The aim of this course is to introduce the student to the method of approach to the study of psychology and to give him some knowledge of the fundamental facts of the mental life. Such subjects as the relation of the nervous system to mental processes, Attention, Sensation, Perception, Memory, Imagination, Feeling, Emotion, Instinct, Reasoning will be discussed, illustrated by class experiments. Text—Angell's *Introduction to Psychology*. MR. HOON.

**2. Educational Psychology.** This course will be specifically the study of the learning process. Facts of general and experimental psychology are reviewed for the purpose of showing their bearing on the teacher's problems in the classroom. The subjects will be presented through lectures, experiments and text-book. This course will be particularly serviceable to the teacher and in a general way to the supervisor and principal. Text—Freeman's *How Children Learn*. MR. HOOD.

**3. Child Psychology (a).** 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. Reference books—Kirkpatrick's *Fundamentals of Child Study*, Thorndike's *Elements of Psychology*, and Pyle's *Science of Human Nature*. MR. BEST.

**4. Child Psychology (b).** This will be a study of the beginnings of mental life in the infant and its development through childhood and youth. The aim of the course is to give the teacher or parent an intelligent and scientific basis for the understanding and appreciation of the child, his individuality, rights, and duties, and for the better understanding of the task of training him in correct mental and moral habits of conduct. The dynamic stress will be on the radical differences between the mental processes of the adult and the child. Text—Waddle's *Introduction to Child Psychology*. Assigned readings in the literature of the subject. MR. HOON.

**5. Educational Measurements.** The course will begin with a brief survey of the general field of psychological measurements, intelligence and educational. The student will get some acquaintance by actual practice, with the Binet, Point Scale, and Performance tests. But the chief emphasis will be

on educational as distinct from mental measurements. Practice will be given in giving some of the most popular tests of reading, arithmetic, etc. This course will be largely a laboratory course. The student will be expected to purchase a small and inexpensive set of test material. Text—Wilson and Hoke, *How to Measure*. MR. HOOD.

**6. Psychology of the Adolescent.** This course is an introductory study of the mental traits peculiar to adolescents, with an attempt to interpret these traits in terms of adolescent life. A working knowledge of General Psychology is desirable but not prerequisite for entrance to the class. Some attention will be paid to adaptations that teachers should make in the light of the ideas developed. Readings; Reports; Problems; Notes; class discussions. (In special cases may be counted for college credit.) MR. HIGHSMITH.

**7. Introduction to Teaching.** The purpose of this course is to furnish a general view of the teacher's task and to define in simple and concrete terms the problem of teaching. The topics for study will include instincts, habits, the laws of learning, the technique of study and the significance of individual differences—topics that have a definite application to classroom teaching. Something regarding the mental characteristics of children at successive levels of growth and development will also be included. Assigned readings, reports, and discussions. MR. LOCKHART.

**8. Principles of Teaching.** 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 a 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.

**9. Classroom Management.** Textbook, Bagley's *Classroom Management*. The purpose of this course is to study the various problems that will confront the teacher in the school and the school community. Special attention will be given to the routine and judgment factors in classroom management such as discipline, attendance, sanitation, making of lesson plans, attention, tests, etc. Each teacher is supposed to have a copy of the text for daily use. There will be two sections for this course. Reference books—Bagley's *Educative Process*, Thorndike's *Principles of Teaching*, Secley's *School Management*. MR. BEST, two sections; MR. HIGHSMITH, one section; MR. WILLIAMS, one section.

**10. 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.

**11. General Sociology.** An introductory course to the scientific study of social life. A study of the origin, development, structure and function of all kinds of human association. A specific study of such concrete social problems



as the home and family, poverty and pauperism, delinquency and crime, the race problem, the immigration problem, etc. A study of the relationships of the individual to group life. MR. TAYLOR.

**12. Educational Sociology.** A study of the social institutions, agencies, and ideals, a knowledge of which all citizens should have. Special emphasis will be placed on the purposes of education and schools, the school as a social institution, and the significance of the learning process in individual and social life. Considerable time will be given to the study of social psychology for the purpose of understanding instincts, habits, emotions and reason as they must be dealt with by the teacher. The course will be concluded by a discussion of social ideals and social progress. MR. TAYLOR.

**13. School Sanitation and Hygiene.** The course sets up ideal and practical standards in reference to location and equipment of school sites and buildings for proper conservation of health and energy of school children. Medical inspection; minimum health habits for school children; schoolroom lighting; ventilation; the hygiene of instruction; these and many related topics make up the basis of discussion. Readings; reports; notes; problems; discussions. Can be taken for college credit. MR. HIGSMITH.

### 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.

### 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 TO 8:45

Course	Group No.	Name of Course	Instructor
IIA	2.	Reading, First Section.....	Ward
IIA	4.	Handwriting, First Section.....	Page
IIA	10.	Physical Training and Games.....	Eichelberger
IIIA	1.	English for Grammar Grades, First Section.....	Harrison
IIIA	10.	Elementary Agriculture.....	Winters
IIIA	12.	Drawing.....	Mosser
IVA	6.	North Carolina History.....	House
IVA	13.	Algebra for College Credit (Con. 2d pd.).....	Hufvay
IVA	15.	Elementary French, First Course.....	Hinkle
IVA	23.	General Science (Con. 2d pd.).....	Heck
IVA	29.	Teaching of Mathematics.....	Amick
VB	2.	Educational Psychology.....	Hood
VB	6.	Psychology of the Adolescent.....	Higsmith
VB	11.	General Sociology.....	Taylor

## SECOND PERIOD—8:50 TO 9:35

<i>Course</i>	<i>Group No.</i>	<i>Name of Course</i>	<i>Page</i>
IIA	4.	Handwriting, Second Section.....	Page
IIA	5.	Primary Arithmetic.....	Poole
IIA	7.	Hand Work, First Section.....	Davis
IIIA	1.	English for Grammar Grades, Second Section.....	Summey
IIIA	5.	Geography.....	Williams
IIIA	8.	Arithmetic (Same as Course IVA 7).....	Amick
IVA	5.	Modern European History.....	House
IVA	7.	Arithmetic (Same as IIIA 8).....	Amick
IVA	11.	Algebra for College Entrance (Con. 3d pd.).....	Tucker
IVA	13.	Algebra for College Credit.....	Hulvey
IVA	16.	Elementary French, Second Course.....	Hinkle
IVA	19.	Beginner's Latin.....	Morson
IVA	23.	General Science.....	Heck
VB	1.	Introductory Psychology.....	Hood
VB	9.	Classroom Management, First Section.....	Best
VB	12.	Educational Sociology.....	Taylor

## THIRD PERIOD—9:40 TO 10:25

IIA	1.	Primary Literature.....	Ward
IIA	2.	Reading, Second Section.....	Poole
IIA	7.	Handwork, Second Section.....	Davis
IIIA	1.	English for Grammar Grades, Third Section.....	Summey
IIIA	7.	Civics.....	Howell
IIIA	13.	Music.....	Southwick
IVA	1.	English Composition.....	Harrison
IVA	10.	Plane Trigonometry.....	Amick
IVA	11.	Algebra for College Entrance.....	Tucker
IVA	18.	Elementary Spanish.....	Hinkle
IVA	20.	Cæsar.....	Morson
IVA	24.	Teaching of General Science.....	Heck
VB	8.	Principles of Teaching.....	Lockhart
VB	9.	Classroom Management, Second Section.....	Highsmith
VB	10.	North Carolina School Law.....	Best

## FOURTH PERIOD—11:00 TO 11:45

IIA	2.	Reading, Third Section.....	Ward
IIA	3.	Primary Language.....	Poole
IIA	8.	Drawing, First Section.....	Mosser
IIIA	3.	Language.....	Howell
IIIA	4.	Advanced Handwriting, First Section.....	Page
IIIA	14.	Physical Training and Games.....	Eichelberger
IVA	2.	High School Literature.....	Harrison
IVA	8.	Algebra for Teachers.....	Amick
IVA	14.	Solid Geometry and Advanced Algebra (Con. 5th pd.).....	Hulvey
IVA	17.	Advanced French.....	Hinkle
IVA	21.	Cicero.....	Morson
IVA	27.	Teaching of Chemistry.....	Randolph

Course	Group No.	Name of Course	Teacher
VA	1.	County School Administration.....	Best
VA	4.	Rural School Supervision.....	Highsmith
VB	4.	Child Psychology (B).....	Hood
VB	9.	Classroom Management, Third Section.....	Williams

## FIFTH PERIOD 11:50 TO 12:35

IIA	2.	Reading, Fourth Section.....	Poole
IIA	7.	Handwork, Third Section.....	Davis
IIA	8.	Drawing, Second Section.....	Mosser
IIA	9.	Public School Music, First Section.....	Southwick
IIIA	4.	Advanced Handwriting, Second Section.....	Page
IVA	9.	Plane Geometry for Teachers.....	Amick
IVA	12.	Plane Geometry for College Entrance (Con, 6th pd.) ..	Tucker
IVA	14.	Solid Geometry and Advanced Algebra.....	Hulvey
IVA	22.	Vergil .....	Morson
IVA	26.	Chemistry (Con, 6th pd.).....	Randolph
VA	2.	High School Administration.....	Hinkle
VB	3.	Child Psychology (a).....	Best
VB	7.	Introduction to Teaching.....	Loekhart
VB	13.	School Sanitation .....	Highsmith

## SIXTH PERIOD—12:40 TO 1:25

IIA	6.	Hygiene and Sanitation (Same as IIIA 9).....	Eichelberger
IIA	8.	Drawing, Third Section.....	Mosser
IIA	9.	Public School Music, Second Section.....	Southwick
IIIA	2.	Reading .....	Ward
IIIA	6.	American History (Same as IVA 4).....	Williams
IIIA	9.	Hygiene and Sanitation (Same as IIA 6).....	Eichelberger
IIIA	11.	Advanced Handwork .....	Davis
IVA	3.	English Literature .....	Harrison
IVA	4.	American History (Same as IIIA 6).....	Williams
IVA	12.	Plane Geometry for College Entrance .....	Tucker
IVA	26.	Chemistry .....	Randolph
VA	3.	Elementary School Administration.....	Howell
VB	5.	Educational Measurements .....	Hood
VB	9.	Classroom Management, Fourth Section.....	Best

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

Note 2. Laboratory periods for courses in Chemistry and General 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.** For students in the emergency course in Vocational Education consideration will be given to the organization of home projects, planning the courses of study for the coming year with the time emphasis and seasonal adaptation. Typical exercise will be conducted, emphasizing the use of illustrated materials, laboratory and field methods, and classroom procedure. Such other general problems as the use of agricultural surveys in teaching, the community, and part-time work will be discussed. 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 the organization of courses of study. Three to five double periods. MR. COOK.

**3. Teaching Agriculture in The High School. Three Weeks' Course.** A course designed for the regular teachers of agriculture who can attend but three weeks. Emphasis will be put upon the organization and supervision of projects, the planning of the course of study for the coming year, use of surveys, community work and part-time classes. Visits will be made to the Demonstration School at Cary, including some of the home projects. Three or five double periods for three weeks. MR. COOK and MR. THOMAS.

**4. Farm Shop.** This course was especially outlined to meet the growing demand for Agricultural Engineering, which is taught in vocational high schools. Stress will be placed on the following: Farm woodwork, harness repairing, soldering, tinning, pipefitting, power transmission. Five double periods for six weeks. Five double periods for three weeks. MR. BOSQUE and MR. LEWIS.

**5. Farm Machinery and Gas Engines.** This course will include the selection, care, and repair of farm machinery, and will give the student an opportunity to get actual experience in the operation and care of small gas engines and tractors. Sufficient work will be given to enable the student to draw septic tanks, building plans, etc. Five double periods for six weeks. Five double periods for three weeks. MR. BOSQUE and MR. LEWIS.

**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. Farm Management.** A brief summary of farm cost accounts; analysis of farm accounts and application to the organization of the farm; types of farming, balance of business, size of business, production, farm layout, building arrangement, labor management, use of capital, planning, organization and management of specific farms. Value of survey records, practice in taking survey records. Study of survey records as a means of analyzing a farm business. Five double periods per week for six weeks. Five double periods per week for three weeks. MR. WILSON.

**8. Cotton Grading.** Lectures, demonstration, and practice in the sampling of cotton bales, stapling, and grading of cotton. Special study of the official cotton standards of the United States, and the factors that determine grade. Much of the time will be spent in pulling staples and grading samples of cotton grown in the various parts of the State. Five double periods for three weeks. MR. DARST.

**9. Livestock Judging.** In this course consideration is given to animal conformation, quality and condition with reference to market and showyard requirements; to the selection of horses, mules, beef cattle, dairy cattle, sheep and swine for the feed lot, the market, and exhibition; and to judging at livestock shows. The students are first taught by use of score cards, followed by comparative judging and showing judging. Many animals are kept by the College and used for this purpose. Five double periods for three weeks. Text, Curtis's *Livestock Judging and Selection*. MR. RUFFNER.

**10. Animal Diseases.** This course will consist of classroom discussions and practical demonstrations of the cause and prevention of disease and such treatment as should be given by the owners of livestock. This course will be combined with Livestock Judging. MR. RUFFNER.

**11. Agricultural Economics.** The course is fundamentally the application of the principle of economics to the occupation of farming. It deals with such specific problems as the value of land and agricultural products, farm labor and wages, farm credits, rent and profits, types of land tenure, and the economic motive and ideal in agriculture. Five single periods for six weeks. Five single periods for three weeks. MR. TAYLOR.

**12. Special Lectures.** Arrangements have been made for special lectures of interest to vocational teachers by members of the regular faculty and some from outside the State. Definite provision has been made for several lectures by Professor Geo. A. Works, head of the Department of Rural Education, Cornell University, on various phases of rural and agricultural education. Dr. C. C. Taylor, of this College, will give several lectures on rural social problems.

**13. Agricultural Teachers' Conference.** A conference of agricultural teachers and all others interested in the development of agricultural education will be held on Tuesday, June 28th, conducted by the State Supervisor of Agricultural Education. MR. ROY H. THOMAS.

## COUNTY SUMMER SCHOOL

Provision has been made for holding the County Summer School for Franklin, Johnston, and Wake 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 the 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 Division of Teacher Training.

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

- |  |  |
|--|--|
| <p>1. <b>ACADEMIC OR SUBJECT MATTER.</b></p> <p style="margin-left: 40px;">Group b { Reading<br/>Language<br/>Spelling<br/>Grammar<br/>Writing<br/>Drawing</p> <p style="margin-left: 40px;">Group c { Arithmetic<br/>Geography<br/>Agriculture<br/>Hygiene and Sanitation</p> <p style="margin-left: 40px;">Group d { History of United States<br/>History of North Carolina<br/>Civics</p> | <p>2. <b>GENERAL PROFESSIONAL COURSES.</b></p> <p style="margin-left: 40px;">School Management with School Law included in the course.<br/>Music and Games.</p> <p>3. <b>SPECIAL PROFESSIONAL COURSES.</b></p> <p style="margin-left: 40px;">Primary Methods<br/>Reading<br/>Phonics<br/>Language<br/>Arithmetic</p> |
|--|--|

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. They will pay no tuition fee but otherwise will pay the same charges and be subject to the same regulations as other students.

The County Summer Schools 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. Miss Edna Tyrer and Miss Lillian Killingsworth, of the Greensboro City Schools, will have charge of Grammar Grade and Administration Subjects. Teachers interested in attending the County Summer School are requested to communicate with Supt. John C. Lockhart, Raleigh, N. C.

## SUMMARY OF DIRECTIONS

**Location.** The College campus faces Hillsboro Street between the State College Station postoffice and the Fair Grounds, about a mile and a half west of the Capitol. Take car marked Hillsboro. From the Union Station, take the Blount Street car southbound immediately in front of the station, and transfer at the Confederate Monument (Salisbury, Hillsboro, and Capitol) to the car marked Hillsboro.

**Offices.** The Director's office is in Rooms 216-217, Winston Hall. The Treasurer's office is in Room 111 of the same building.

**Supplies for room.** Those who expect to room in the College will need to bring sheets for single bed, pillowcases, spreads, a pillow, and a mirror. Those who desire to use the Y. M. C. A. swimming pool should bring bathing suits.

**Baggage.** Students arriving at Raleigh are advised to bring their baggage checks to the Registration office, where arrangements will be made to have baggage delivered at students' rooms. Transfer fee, 25 cents. Those who give baggage checks directly to transfer man will pay a higher rate.

**Mail.** Except for students boarding at a distance from the College, mail should be addressed to State College Station, Raleigh, N. C. The postoffice is near the College.

**Books and Stationery.** For the convenience of students, books and stationery will be sold at the Summer School Bookstore in the basement of Primrose Hall. The Summer School will use, so far as they cover the ground, textbooks adopted by the State. The State adoptions include books used in the first seven grades.

**Money.** The College Bursar, Mr. A. F. Bowen, will be glad to keep students' money on deposit, subject to withdrawal on the depositor's written order. The Bursar's office is on the main floor of Holladay Hall.

**Medical attendance.** The services of the College Physician and Hospital Matron and the 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.

**Residence.** For information about dormitory accommodations, see General Information under the headings "Fees and Expenses" and "Board and Lodging." *To get the pick of the available accommodations, apply in time.*

**Board.** If paid in advance, the cost of board for the entire six weeks session will be \$30. Paid by the week, it will be at the rate of \$6 per week, making a total of \$36.

**Registration.** (1) Go to the Treasurer's office, Room 111 Winston, and pay all fees. (2) After mapping out course as completely as possible in advance, go to the Registration office, Room 112 Winston, where registration will be completed. Before coming to College, teachers and prospective teachers

should consult their principals or superintendents about their courses. Applicants for College Entrance or College Credit courses should write the Director for blanks and inquire a sufficient time in advance whether they will be admitted to these courses; they should attend to this before coming to Raleigh. *If you are a teacher, 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.*

**Hours of Work.** In order to earn certificates, students are required to take fifteen hours weekly. No one will be permitted to take more than twenty hours for credit. Though each student will be allowed a limited number of visiting hours, students are urgently advised to concentrate attention on their regular work.

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.* Do not try to change courses. Select your work as far as possible in advance, and then stick to it.

**Special Regulations.** *The members of the Summer School are expected to conduct themselves with propriety at all times. The school is intended for men and women who enter for a purpose and for whom detailed regulations are unnecessary. All members of the school are expected to attend their classes promptly and regularly; all who board and room on the campus are expected to be present at meals promptly, to be in their rooms at the time of closing, and to extinguish the lights in their rooms promptly at the time assigned. As during the 1920 summer session, 11 o'clock p. m. will be observed as the closing time, and 11:30 p. m. as the time for "lights out." Those who wish to be up and to use lights longer can secure very satisfactory rooms near the campus from private parties.*