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SUMMER TERM

JUNE 13—JULY 26, 1922



**NORTH CAROLINA STATE COLLEGE OF
AGRICULTURE AND ENGINEERING**

RALEIGH

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AGRICULTURE AND ENGINEERING

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ACADEMIC CALENDAR FOR THE NINTH SUMMER SESSION, 1922

June 13, Tuesday. Registration.

June 14, Wednesday. Class work begins.

June 16, Friday, 8 p.m. Formal opening.

July 4, Tuesday. Independence Day. Pageant and games.

July 24, 25, 26. Agricultural Teachers' Conference.

July 26, Wednesday. Final examinations.

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MRS. LOUIS THORP	Adviser of Women

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HOLLADAY HALL
Offices of the Summer School



WATAUGA DORMITORY

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Assistant Professor of Vocational Education, 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	
WILLIARD HOLDEN DARST, B.S.	<i>Cotton Classing and Farm Crops</i>
Professor of Farm Crops, State College of Agriculture and Engineering	
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Supervisor of Primary Methods in Salisbury Public Schools	
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Former Superintendent of Raleigh Public Schools	
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Assistant in Cotton Classing, N. C. Department of Agriculture	
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Instructor in Mathematics, State College of Agriculture and Engineering	

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ALICE O'NEILL, PH.B., B.S.	Teacher in the Lincoln School, Teachers' College, New York	<i>Demonstration School</i>
ROY A. OLNEY, B.S.	Assistant State Supervisor of Agricultural Education	<i>Farm Shop</i>
MARY ANDERSON PAGE	Supervisor of Penmanship, Raleigh Public Schools	<i>Handwriting</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>
PERCY WALTER PRICE	Assistant Professor of Carding and Spinning, State College of Agriculture and Engineering	<i>Carding and Spinning</i>
EDGAR EUGENE RANDOLPH, PH.D.	Associate Professor of Chemistry, State College of Agriculture and Engineering	<i>Chemistry</i>
SUE KYLE SOUTHWICK	Teacher of Piano and Theory, St. Mary's School	<i>Music</i>
ROY HILMAN THOMAS, B.A., B.S.	State Supervisor of Agricultural Education	<i>Vocational Education</i>
MRS. MAUD MILLER WARD	Principal, Open Air School, Memphis	<i>Primary Methods</i>
MRS. EDNA METZ WELLS, B.S.	Teacher of Biology, Raleigh Public Schools	<i>Nature Study and Biology</i>
RHETT YOUMANS WINTERS, J.P.H.D.	In Charge of Plant Breeding, North Carolina Agricultural Experiment Station	<i>Agriculture</i>
FRED ROY YODER, B.S., M.S.	Assistant Professor of Agricultural Economics and Business Administration, State College of Agriculture and Engineering	<i>Agr. Economics and Business Administration</i>

GENERAL INFORMATION

The ninth summer session of the North Carolina State College of Agriculture and Engineering will begin with registration on June 13 and close with the final examinations on July 26, 1922. During the session courses will be arranged for teachers, for college entrance and for college credit. These courses will be open alike to women and to men who fulfill the requirements for admission. There will also be courses in Vocational Agriculture and in Cotton Classing, and a Demonstration School for some of the elementary grades.

The courses for college entrance are open to those who have completed three years work and have been enrolled for the fourth year of a standard high school. Those who lack one or two subjects required for high school graduation may make up these subjects during the summer session and be enabled thereby to enter college in the fall. Not more than one unit of high school credit may be added in this way.

The courses for college credit are open to students who have attended an "A" grade college during one or more previous sessions. These courses will be helpful to students in enabling them to remove conditions, so that they may enter their classes in the fall in full standing. They will help students to secure advanced credit. The college credit courses are also open to teachers who hold an Elementary B or a higher State Certificate.

The courses in Cotton Classing are arranged with the view of helping the producer to judge good staple, and to turn his attention, in consequence, to the growing of a better staple. They also give him training which will aid him in selling his product. These courses are also open to buyers. While we have no requirements for admission to the Cotton Classing courses, they are arranged for young and middle-aged men, from 20 to 50 years of age. They are not intended for boys nor for men who lack earnestness of purpose.

The Demonstration School is intended primarily to assist members of the faculty in showing teachers the best methods of presenting a subject, interesting pupils and inspiring them to greater effort. Incidentally, it enables the children who are members of the school to come in contact with unusually skilled teachers. Instruction is limited to the first, second, fourth, and fifth grades. There is no charge for tuition for children in the Demonstration School, but the pupils are expected to furnish their own books and other school supplies.

Teachers make up by far the greater number of those attending summer schools, and it is for the benefit of these primarily that the college established a summer session. The teachers' courses are open to graduates of standard high schools and to holders of Provisional Elementary, Elementary B, and higher State certificates.

Graduates of standard high schools who have not received professional credit, by attendance at one summer session and the completion of a satisfactory course may receive the professional credit necessary for the Elementary Certificate, Class B.

Teachers holding Elementary B and higher State certificates may receive the credits necessary for the renewal of those certificates or for raising them



Y. M. C. A.



ENTRANCE TO PULLEN HALL

to a higher class. Courses are arranged by which attendance at four summer sessions may be accepted as the equivalent of one year of college work, or 24 semester college credits.

There will be special courses for Vocational Agricultural students, following the general plan of those given heretofore.

There will be courses in School Administration planned for superintendents, supervisors, and principals. There will be general professional courses relating to high school work, to grammar grade work, and to primary work, and special professional courses relating to secondary and elementary subjects.

A few graduate courses will be offered leading to advanced degrees.

This school is an approved State summer school, and the courses offered have the approval of the State Department of Education.

GROWTH OF THE SUMMER SESSION

The summer work was organized by President Winston, during whose administration the sessions 1903, 1904, and 1906 were held. Dr. James Y. Joyner was Director of the 1906 session. Mr. Charles J. Parker was Secretary of the school during the first three sessions. The enrollment for those sessions was as follows: 1903, 338; 1904, 834; 1906, 753.

In 1917 summer work was resumed under the present administration. The attendance has been as follows: 1917, 517; 1918, 558; 1919, 474; 1920, 671; 1921, 882.

During the 1921 summer session there was an enrollment of 576 in teachers' courses, 19 in college entrance courses, 42 in college credit courses, 47 in the demonstration school, 158 in courses for rehabilitation soldiers, 25 in cotton classing, and 15 others, making a total of 882, a gain of 211 (31 per cent) over the previous session. Of the 576 teachers, 379 were enrolled in the approved State Summer School, 150 in the county Summer School for Wake, Franklin, and Johnston counties, and 47 in the School of Vocational Agriculture. There were 296 men, 539 women, 24 boys, and 23 girls. There were students from 85 North Carolina counties. Seven states and 3 foreign countries were represented.

COURSES FOR TEACHERS

Teachers will secure much help by a careful study of Educational Publication No. 29 (Division of Certification No. 11), entitled "Regulations Governing Certificates for Teachers," etc., which may be obtained by application to the State Department of Public Instruction, Raleigh, N. C. The courses of study in this school are prepared and offered in conformity to that publication.

Graduates of accredited high schools (Education Bulletin No. 35, State Department of Public Instruction) or holders of Provisional Elementary Certificates, by completing satisfactorily at one summer session either of the following groups may receive credit which will entitle them to an Elementary B Certificate.

For work in the lower grades, Primary Story Telling and Primary Reading, together with either Primary Demonstration School or Health.

For work in the upper grades, Grammar Grade Story Telling and Grammar Grade Reading, together with either Grammar Grade Demonstration School or Health.

Graduates of accredited high schools who have credit for a year of college (A grade) work, upon completing satisfactorily the same work at one summer session will receive credit which will entitle them to an Elementary Certificate, Class A.

Holders of Elementary Certificates, Class B, may raise their certificates to Class A by the satisfactory completion of the work of four summer sessions. The following courses are suggested for those preparing for teaching the lower grades:

First Summer—(1) Introduction to Teaching; (2) Primary Reading (advanced); (3) Health or Writing.

Second Summer—(1) English for the Grades; (2) Number Work; (3) Physical Education or Writing.

Third Summer—(1) English Composition; (2) Child Study; (3) Drawing or Handwork.

Fourth Summer—(1) English Literature, High School; (2) Tests and Measurements; (3) Nature Study or Drawing.

The following courses are suggested for those preparing to teach the upper grades:

First Summer—(1) Introduction to Teaching; (2) Grammar Grade Reading (advanced); (3) Health or Writing.

Second Summer—(1) English for the Grades; (2) Principles of Geography; (3) Physical Education or Writing.

Third Summer—(1) English Composition; (2) Child Psychology; (3) Drawing or Handwork.

Fourth Summer—(1) English Literature, High School; (2) Tests and Measurements; (3) Nature Study or Drawing.

It is to be understood that the plan of courses outlined above is merely suggestive both as to the subjects to be taken and as to the order in which they should be taken. It is generally advisable, however, for a teacher to take an entire group rather than to select subjects from different groups.

Those seeking Primary or Grammar Grade Certificates should take some Primary or Grammar Grade subjects, and may take academic subjects of High School or College Grade and General Professional subjects.

Those seeking High School Certificates should take subjects of High School or College Grade and General Professional subjects. The same principle should be followed by applicants for higher certificates.

It is the wish of the State Department of Education that not over one-third of the courses shall be professional, counting the four summer sessions. It will be possible for one session to be devoted entirely to professional and another to academic work, provided that of the twelve subjects for the four sessions not more than four shall be professional.

A credit of six semester units, and no more, will be given upon the satisfactory completion of each group appropriate to the certificate sought, no matter whether three or four subjects are taken. It is the plan of the State Department of Education to have a progressive course of study followed in raising the class of a certificate or the kind of certificate. Taking the same subject at different summer sessions will count for credit only once. This does not apply, however, to those courses in which the subject has the same name for two sessions, one being for beginners and the other an advanced presentation of the same subject.

COURSES FOR COLLEGE ENTRANCE

Teachers may take High School courses for credit. That matter is treated under the head of Teachers' Courses. There is a demand, however, for these courses by young men and young women who look forward to college entrance in the fall (and not to teaching), and who lack a little of completing the requirement for graduation from a Standard High School. Each 5-hour course during the summer session will count as $\frac{1}{4}$ Carnegie unit, and it will be possible for a student to secure one unit of credit for entrance by work at one summer session. These courses are not arranged for those who are taking the subject for the first time, but for those who have taken a subject and wish to increase their knowledge of the subject.

These courses are open only to those who have completed the tenth grade of a standard high school and been enrolled for the eleventh grade (fourth year).

COURSES FOR COLLEGE CREDIT

Courses of College Grade are open to teachers as suggested above. These courses are also open to young men and women who have been registered in a Class A College and wish to remove some condition or receive advanced credit.

THE DEMONSTRATION SCHOOL

One of the most interesting features of the Summer Session 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.

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.

FEES AND EXPENSES

All fees and other charges are payable in advance and all checks should be payable to A. F. Bowen, Treasurer.

The expenses of the entire six weeks Summer Session are as follows:

Tuition	\$12.00
Room rent, each person (two in a room).....	6.00
Board	28.00
	<hr/>
	\$46.00

The \$28.00 payable for board includes meals from supper on June 12 through breakfast on July 27. If board is paid by the week, the weekly charge will be \$5.50, so that the total in this case will be \$33.00. It will, therefore, be economical to pay \$28.00 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.

There will be no refund of room rent or tuition after the first seven days. In computing refunds for board after the expiration of 7 days charges will be made at the following rates:

Per week	\$5.50
Per day.....	1.20
Per meal40

Charges for individual meals will be collected at the Dining Hall, at the meal rate. Any one desiring to take advantage of the cheaper 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 \$8.00 a week. No guest, however, is expected to occupy any room unless previously assigned thereto by the Dean of Students or the Registrar. 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 twenty-eight dollars by waiting on the tables in the College dining-room. Applications for these positions should be addressed to the Director and should be accompanied by testimonials from some school or county official or some minister.

Students should apply for room reservation as early as possible. This will save much delay upon arrival. An advanced payment of \$2.00 from each person is required before making room reservation. The balance of the payment is to be made upon entering. The Nineteen-eleven, South, Fourth, Fifth and Sixth dormitories and Watanga Hall 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 and Holladay Hall will be reserved for men.

In case it is desired to change the room assignment, permission to do so must first be obtained from the Dean of Students or the Registrar. 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, Sixth Dormitory, Rooms 101 to 112, and 201 to 206.

Miss Ola Long, Sixth Dormitory, Rooms 207 to 212, and 301 to 312.

Mrs. M. E. Williams, Fifth Dormitory, Rooms 101 to 112, and 201 to 206.

Miss Eugenia Boone, Fifth Dormitory, Rooms 207 to 212, and 301 to 312.

Mrs. Daisy C. Whitehead, Fourth Dormitory.

Miss Sallie Benson, Watauga Hall, Rooms 1 to 30.

Miss Leyta Carter, Watauga Hall, Rooms 31 to 60.

Miss Emma P. Hunter, Nineteen-eleven Dormitory, Rooms 101 to 108, 201 to 208, and 301 to 308.

Miss Lucy M. Petway, Nineteen-eleven Dormitory, Rooms 109 to 116, 209 to 216, 309 to 316.

Miss Ola Giles, Nineteen-eleven Dormitory, Rooms 117 to 124, 217 to 224, 317 to 324.

Miss Lillie Davis, Nineteen-eleven Dormitory, Rooms 125 to 132, 225 to 232, 325 to 332.

Miss Lucille M. Norris, Nineteen-eleven Dormitory, Rooms 133 to 140, 233 to 240, 333 to 340.

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

TEACHERS PLACEMENT BUREAU

This Bureau will gladly serve teachers who are in attendance during the summer session and wish our assistance in securing positions for the coming year. Blanks for filling 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 we have had more calls for teachers than we could meet.

Superintendents wishing to secure teachers through our Bureau may have arranged for them interviews with available teachers. If possible for them to do so, we shall be glad for them to notify either the manager of the Teachers' Bureau or the Director a short time in advance of their arrival. They will greatly aid themselves and us if they indicate the number and types 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.

LIBRARY AND READING ROOM

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

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

THE DAILY ASSEMBLY

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

The Raleigh ministers who will conduct the morning religious exercises are as follows:

June 14 to June 20, inclusive—Rev. Dr. T. W. O'Kelly, Pastor First Baptist Church.

June 21 to June 27, inclusive—Rev. J. Vincent Knight, Pastor First Christian Church.

June 28 to July 5, inclusive—Rev. Dr. W. McC. White, Pastor First Presbyterian Church.

July 6 to July 12, inclusive—Rev. Arthur M. Huffman, Pastor Holy Trinity Church (Lutheran).

July 13 to July 19, inclusive—Rev. Dr. J. C. Wooten, Presiding Elder.

July 20 to July 26, inclusive—Rev. Dr. M. A. Barber, Rector Christ Church (Episcopal).

SELECTION OF COURSES

All who expect to attend the Summer Session are advised to examine carefully the list of subjects and the hours, and to arrange their program in advance.

Elsewhere in this catalogue are suggestions as to courses leading to the Elementary Certificate. The school will be glad to advise with any one regarding the selection of a course of study for certificates of higher grade. A representative of the Division of Teacher Training of the State Department of Education will be present during the opening day of the school for consultation and advice.

REGISTRATION

In order to save the delay at the opening of the session, the school is encouraging the plan of advance registration. Blanks will be supplied for that purpose, and upon receipt of one of these, properly filled out, the school will mail to the applicant a card to that effect. Upon the opening day of school the student will pay the fees, present the card referred to and receive a card of admission. This plan will save much time and delay. Of course no one will be given a card of admission or be enrolled as a member of the school unless payment of fees has been made and the applicant is present in person.

Students are urged to register on Monday afternoon, June 12, or on Tuesday, June 13, so that they may begin class work on the morning of Wednesday, June 14.

HOURS OF WORK

It is important to notice that students are required to take fifteen hours weekly in order to receive credit for one summer session, 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 for credit, each student will be allowed a limited number of visiting hours, not to exceed four for any class. This limitation does not apply to the Demonstration School.

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 State Department of Education will not allow more than 6 semester units of credit for any summer session.

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.

The Adviser of Women will be glad to be of service to our students in every way in her power—especially in making their sojourn pleasant and profitable.

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.

A violin recital will be given on the evening of Friday, June 23, by Miss Emilie Rose Knox, with Miss Southwick as accompanist.

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.

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 College auditorium after supper each Friday evening. Games for the whole school will take place on each Monday and Wednesday after supper.

The Fourth of July will be observed in the school by a celebration in which a large number of students will be asked to participate. The end of the term will also be marked by a pageant of some description, probably under the auspices of the Department of Physical Education. These programs will be given not only as a means of entertainment, but also to demonstrate what can be done in the average school to celebrate certain days and occasions.

SWIMMING

Between the hours of 3 and 5:30 p.m. the swimming pool in the Y. M. C. A. Building will be open to women, under competent supervision. Children under nine years of age will not be admitted to the pool. Only registered members of the school will be admitted.



SOUTH DORMITORY



DORMITORIES FIVE AND SIX

COURSES OF INSTRUCTION IN THE STATE SUMMER SCHOOL

GROUP I—PRIMARY AND GRAMMAR GRADE SUBJECTS

Each of these courses will give two semester units of credit.

1. Primary Literature. This course covers a critical survey of Mother Goose, nonsense tales, fairy tales, fables, myths, legends, historical tales, nature stories, Bible stories, poetry, sources of materials, selected bibliographies, practice in story-telling. Section (a) will be open to those who are without teaching experience, and section (b) to experienced teachers. Mrs. WARD.

2. Primary Reading. The aim of this course is to give to the inexperienced teacher some practical help and suggestions in teaching reading. Such problems as the meaning of reading, beginning reading, material necessary for teaching reading, mechanical elements entering in lesson plans, and the value of oral and silent reading will be fully stressed. Demonstration lesson will be used. Mrs. WARD and Miss DeBERRY.

3. Primary Reading (advanced). The aim of this course is to give to the experienced teacher some practical suggestions, help and new interest in teaching reading. The best methods of teaching reading; the material necessary for teaching reading; the importance of lesson plans; the real meaning of reading; the value of phonics and other important problems of teaching reading will be stressed in this course. Demonstration lessons will be used when necessary. Mrs. WARD and Miss DeBERRY.

4. 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. Section (a) will be open to those who have had little experience as teachers, and section (b) to experienced teachers. Miss Eva POOLE.

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. Section (a) will be open to those who have had little experience as teachers, and section (b) to experienced teachers. Miss Eva POOLE.

6. Primary Industrial Arts. This course will include a brief study of the constructive instinct in children and its value in education. Students will be expected to do much actual constructing and will work out definite projects suited to the grade in which they are most interested. The use of clay, number games, cardboard, paper, and textiles in relation to the different subjects will be studied. This course will help to solve the problem of "seat work." Text: Dunn's *Educative Seat Work*. Miss DeBERRY.

7. Primary 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 closely connected are the various child activities with the fundamentals of education.

Patriotic and ethical subjects will be taken up in devotional exercises, and recreational games for rest periods between recitations will be demonstrated. Dramatization of rhymes and stories will receive much attention, and appreciation of good music by children will fill an important place in the schedule. Members of the school not taking this work for credit may attend at will. Those taking the work for credit will attend at the times designated by the teacher in charge, submit such reports as she may assign, and attend the conference with her at the hour assigned. MISS DAISIE POOLE.

8. Grammar Grade Reading. The purpose of this course is to indicate some of the problems which confront the beginner in reading and to make suggestions for the guidance of the teacher which may enable her to make the problems attractive to the child in spite of its difficulties. Section (a) will be open to those who have had little experience as teachers, and section (b) to experienced teachers. MRS. WARD.

9. Grammar Grade Language. The purpose of this course will be to study the proper formal content of the English work in these grades. An investigation will be made into the common errors made by children and a course prepared and based upon them. Motivation of language work will be emphasized. The fundamentals of functional grammar will be reviewed. The State-adopted text-books and the North Carolina course of study will be used. MR. HOWELL.

10. Grammar Grade Geography. 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. HUGHES.

11. 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. HUGHES.

12. North Carolina History. A survey of the outstanding features in the development of North Carolina through Colonial days to Statehood and the part played by her as a State in the Union and their significance to our national life. Lectures. MR. HUGHES.

13. 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.

14. 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.

15. 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.

16. Elementary Science. This course presents the elementary science of the outdoors. The course is designed for those who are especially interested in teaching and supervising elementary science in the grades. Practice in observation and in drawing conclusions from field data will be given. Such elementary natural science will be studied as the weather, the rocks, and their erosion, and life stories of organisms. Attention will be given to the problem of organization of elementary science in the grades. MRS. WELLS.

17. 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. Members of the school not taking this work for credit will attend.



INFIRMARY



CLASS IN FIELD SURVEYING AND 1911 DORMITORY

at the times designated by the teacher in charge, submit such reports as she may assign, and attend the conference with her at the hour assigned. Miss O'NEILL.

18. English for the Grades. Discussion and aims, methods, and difficulties will go along with the study of texts. Grammar will have special consideration. Text-book—Robbins and Row. *Essential Studies in English, Book II*. Reference—Bolenius, *Teaching Literature in the Grammar Grades*. Assignments for special duty. Mr. HARRISON.

19. Handwriting. Courses will be offered in blackboard work, critic classes, and classes in the mechanics and pedagogy of the Palmer method of business writing. Some time will also be given to conferences. Miss PAGE.

20. Health. 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. Section (a) will be open to those who are without teaching experience, and section (b) to experienced teachers.

21. Drawing. There will be two sections for beginners, another section for the second summer for those specializing in primary work, and a fourth section for the second summer for those specializing in grammar grade work. Miss BOWEN.

22. Public School Music. Sight-singing, recreation, and rote songs; melody and rhythm problems; treatment of monotones. For beginners. Miss SOUTHWICK.

23. Public School Music (advanced). Part Songs, Bass Clef. Sight-singing. Chorus conducting. Miss SOUTHWICK.

24. Physical Training. 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. Bloomers and tennis shoes will be required, and a notebook of the course will be kept.

25. Physical Training (advanced). A course in Physical Education for older children will be given in this class, to include Swedish Gymnastics, marching tactics, exercises with hand apparatus, games, folk dances, and one or two simple aesthetic dances for special occasions. A notebook of the course will be kept. Bloomers and tennis shoes will be required.

26. Nature Study. In this course the grade teacher not only gains familiarity with the common plants and animals, but also develops, as far as possible, the ability to observe and independently interpret these forms from others. Frequent field trips will be made to excellent collecting grounds near the campus with the idea of becoming familiar with the common trees and flowering plants; with native birds, insects, and animals of ponds and stream.

The class work will be, for the most part, of a demonstrative character, with emphasis upon the methods the teacher should use in stimulating the interest

of the child. Lectures and readings cover the simple life processes and show their relation to human affairs. MRS. WELLS.

27. Nature Study (advanced). This course gives the student an opportunity to obtain a larger fund of natural history information, and also an introduction to the elements of systematic biology. The common plant and animal groups are taken up and their principal characters mastered. Life history studies will also be made. Field excursions will be taken from time to time, and round-table discussions of methods will be held, with special emphasis on the manner of conducting nature-study classes. A review of modern nature-study literature will be given. MRS. WELLS.

GROUP II—GENERAL COURSES IN EDUCATION

Credit, 2 semester units for teachers or for college credit.

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. HOOD.

2. Psychology for Teachers. 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. La Rue's *Psychology for Teachers*. MR. HIGHSMITH.

3. Child Study. 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. 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. HOOD.

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. HOON.

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.

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 insofar as they influence the methods involved in the teaching process. Mr. LOCKHART.

9. Classroom Management. Text-book, Bagley's *Classroom Management*. The purpose of this course is to study the various problems that will confront the teacher in the 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.

10. High School Methods. This course will deal with General Methods of Teaching in High School with some attention to special methods of teaching high school subjects. The course will include a discussion of the purposes of high school instruction; how these purposes may be realized; a selection and arrangement of subject-matter; habit formation; training in expression; self-activity; apperception; interest; individual differences; supervised study; the art of questioning; observation of teaching; measuring the results of teaching. Discussions will be based upon the following text-books: Parker, *Methods of Teaching in High Schools*; Colvin, *Introduction to High School Teaching*. Monographs and other material. Mr. HIGGSMITH.

11. County School Administration. A course to meet the specific needs of county superintendents, rural elementary supervisors, and rural high school

principals, in (a) rural school administration, including Federal aid and a national program for rural schools; State administration: consolidation: and county local units; (b) rural supervision, including principles of supervision, and the applicability to rural school conditions: and agencies and methods of supervision, with especial emphasis on classroom supervision: and (c) the rural high school, including State administration: special departments: curriculum and teaching staff; the junior high school and Federal aid: and the effect of the Smith-Hughes Act upon rural education. **MR. BEST.**

12. 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. LOCKHART.**

13. 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.**

14. High School Administration. This course will present the principles of Secondary Education. The following topics will be considered: The aims and functions of Secondary Education; social principles determining secondary education; the development of secondary education in America and in other countries; the relationship of secondary education to elementary education and to higher education; program of studies; the place of English, foreign language, mathematics, natural sciences, social sciences, practical and vocational arts, and physical education in the secondary school. Due consideration will be given to the physical, mental, and moral traits of the secondary school pupil. Inglis, *Principles of Secondary Education*. **MR. HIGSMITH.**

15. High School Organization. With the growth of education there is need of reorganization of schools. This course deals with the organization of high schools. Consideration will be given to the question of the Junior High School, noting the development of the Junior High School, its organization, special functions, courses of study, methods of teaching. The Junior-Senior High School organization and administration will be discussed and the problem of organizing North Carolina high schools on the Junior-Senior plan will be considered. The course will be based upon such books as: Briggs, *The Junior High School*; Johnston, *Junior-Senior High School Administration*; Lewis, *Democracy's High School*. Other texts and discussions will be referred to from time to time. **MR. HIGSMITH.**

GROUP III—HIGH SCHOOL COURSES

Credit 2 semester units for Teachers, or one-fourth unit for College Entrance. Double courses will give double credit.

English

1. Composition in the High School. The practical principles of composition, correct models of style, and themes as time allows will make up the matter of this course. Words, sentences, and paragraphs will be studied in detail. Text-book—Lewis and Hsieh, *Practical English for High Schools*. Reference—Thomas, *The Teaching of English in the Secondary School*. Mr. HARRISON.

2. Literature in the High School. The ideal in teaching high school literature is so to present the subject that the College Entrance Requirements shall be met and also the greatest good result to pupils who do not enter college. An attempt will be made to show how both these objects may be attained. Text-book—*College Requirements in English* (Riverside Literature Series). Reference—Thomas, *The Teaching of English in the Secondary School*. Mr. HARRISON.

History

4. 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. HUGHES.

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

Mathematics

6. Algebra for College Entrance. This course in algebra embraces factoring, highest common factor, lowest common multiple, fractions, equations, involution, evolution, theory of exponents and radicals. Wells's *New Higher Algebra*. Mr. DRY.

7. Plane Geometry for College Entrance. This course is offered to prospective students of the State College of Agriculture and Engineering. It offers them an opportunity to obtain credit for college entrance on five books of plane geometry. Emphasis is placed upon the leading propositions, and special attention is given to the solution of original problems. Wentworth and Smith's *Plane and Solid Geometry*. Double credit. Mr. DRY.

Latin

8. Beginners' Latin. A review of the elements of Latin, with much attention to methods of teaching this subject. MR. MORSON.

9. 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. MORSON.

10. 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. MORSON.

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

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.

12. 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.

13. 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.

14. General Science Laboratory. The equivalent of one period a day. The course is coördinated with courses 12 and 13 described above. MR. HECK.

GROUP IV—COLLEGE COURSES

Credit 2 semester units for Teachers or for College Students.

English

1. English Literature, 1830-1920. The main currents of thought in England as reflected in the literature during the period indicated will be studied in this cultural course. The work will be approximately equivalent to one term of Junior English in the College curriculum. Much use will be made of the College Library. MR. HARRISON.

Mathematics

2. Algebra. This course begins with quadratic equations and completes permutations and combinations, embracing ratio and proportion, variation, the progressions, the binomial theorem, undetermined coefficients, and logarithms. Text-book Wells's *New Higher Algebra*. For students who wish to obtain credit on first term College Algebra. Double credit. MR. DAY.

3. Solid Geometry. This course begins with and completes solid geometry, and includes numerous original exercises. For students who wish to obtain credit on second term solid geometry. Text-book—Wentworth and Smith's *Plane and Solid Geometry*. Double credit. MR. AMICK.

4. Advanced Algebra. Wells's *New Higher Algebra*. The general theory of equations. The solution of higher equations, determinants, etc. MR. AMICK.

5. Trigonometry. Wentworth and Smith's *Plane and Spherical Trigonometry*. Plane Trigonometry. Definitions of the Trigonometric functions; derivation of formulæ, with their application. Solution of plane triangles, etc. Spherical Trigonometry, Solution of Spherical Triangles. This course includes the solution of many practical problems. Double credit. MR. MOCK.

6. Analytical Geometry. Nichol's *Analytic Geometry*. Loci of equations, straight line, circle, parabola, ellipse, hyperbola, a discussion of the general equation of the second degree, higher plane curves and geometry of three dimensions. Double credit. MR. MOCK.

7. 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. MR. AMICK.

Modern Languages

8. 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.

9. 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.

10. 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, Bierman and Frank*; *Quin Contes Choisis, Maupassant*. MR. HINKLE.

11. 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.

12. Elementary German. Grammar, composition and translation. Bacon's *German Grammar*. Storm, Immensee, Gerstaecker, *Germelshausen*, Hillern; *Hoher als die Kirche*, and other similar selections from easy German prose will be studied in class. A basic course in the language that may be taken profitably by teachers of German as well as those desiring to fulfill College Entrance requirements or to secure College Credit. Five hours per week. MR. HINKLE.

Sociology and Economics

13. 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 special study of such concrete social problems as the home and family, the community, the city, the neighborhood, race problems, immigration, poverty and crime. Special attention given to these problems as they affect social life in the South. MR. YODER.

14. 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. YODER.

15. General Economics. This course aims to give an understanding and appreciation of the significance of wealth and its uses in modern society; an analysis is made of the present day economic organization of society; emphasis is placed upon the newer phases of modern industry as the use

of the machinery, the specialization of labor, the growth of large combinations of capital, labor organizations, industrial strife, and the attempts to make industry serve the needs of human welfare; all the way through special attention is given to the new economic problems developing in the South. MR. YODER.

Physics

16. Elementary College Physics. This course is the same as that given in the Fall Term of the regular College session to Freshmen in Engineering, and Sophomores in the Textile and in the Agricultural courses, and is accepted as College credit for those who have conditions or failures in it. It covers the fundamentals of the elementary physics of Mechanics and Heat, and is a good course, together with Elementary College Physics II, for Teachers of Physics or General Science in high school. Two hours per day for the first half of session. MR. DERIEUX.

17. Elementary College Physics, II. This is a continuation of I, and is the same as that given in the Spring Term of the regular College session to Freshmen in Engineering, and Sophomores in the Agriculture and in the Textile courses, and is accepted as College Credit for those who have conditions or failures in it. It covers the fundamentals of the Elementary Physics of Electricity, Sound, and Light. Two hours per day during the second half of session. MR. DERIEUX.

18. Intermediate College Physics, I. This is the course which is given to the Sophomore Engineering students in the Fall Term of the regular College session, and is accepted as College Credit from those who have a condition or a failure in it. It is a good course for Teachers of Physics who have a fair knowledge of Elementary Physics. Double credit. MR. DERIEUX.

19. Intermediate College Physics, II. This is the regular Spring Term course of the College for Sophomores in Engineering, and is accepted as College Credit from those who have a condition or a failure in it. High School Teachers of Physics will find this a good course in Electricity and Light—a little more advanced than that in the elementary course. Double credit. MR. DERIEUX.

Chemistry

20. General Chemistry. This course is intended for teachers 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.

21. General Chemistry (advanced). A continuation of No. 20. Double credit. MR. RANDOLPH.

22. General Chemical Laboratory. Coördinated with courses 20 and 21. MR. RANDOLPH.

Biology

23. General Biology. In this course the fundamental principles of biology will be presented. Type forms ranging from the microscopic protozoa and algae to the higher animals and plants will be studied. The functional aspects of organisms will be given a prominent place. Attention will also be directed to methods of teaching biology in the secondary schools. Double credit. **Mrs. WELLS.**

24. Textile Course for Teachers in Mill Communities. This course is for the purpose of familiarizing those who are now teaching or expect to teach in mill communities, with the fundamental principles of cotton manufacture.

The Division of Vocational Education needs teachers to help forward the part-time program for mill operatives who have some knowledge of the machinery used in cotton manufacture and are fairly familiar with some of the simple operations. This course should enable the teachers taking same to assist with the part-time education program, and thus supplement their regular salary. This instruction will be very valuable for teachers who are in mill communities, even should they not do part-time teaching, as it will enable them to better adapt their school work to the community activities.

The course will consist of one period daily, which will be a combination of lecture and laboratory. There will be special lectures on the organization of part-time and evening classes by members of the staff of the Department of Industrial Education.

Teachers will receive credit for this course just as for other courses in Summer School. **Mr. PRICE.**

GROUP V—COURSES FOR TEACHERS OF AGRICULTURE

1. (a) Teaching Agriculture in the High School. For students in the emergency course in Vocational Education. The work will include some of the important problems in teaching vocational agriculture. Special attention will be given to the newer phase and those giving the most difficulty, particularly to the improvement of the supervised practice and part-time work. 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. (b) Teaching Agriculture in the High School. Three Weeks Course. Designed for the regular teachers of agriculture who cannot attend the six weeks session. Emphasis will be put on the organization and supervision of projects, planning the course of study for the coming year, part-time classes, and other problems giving teachers the most difficulty. Five double periods for three weeks. **Mr. COOK and Mr. THOMAS.**

4. Farm Shop. A course for teachers of vocational agriculture. The course will be developed from the viewpoint of the high school pupils, and will include farm shop practice to develop mechanical skill and simple mechanical drawing related to shop work. Five double periods for six weeks. Five double periods for three weeks. MR. OLNEY.

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.

6. Farm Management. This course will include the important principles and problems involved in the organization and management of a farm. Many of the usual topics in farm management courses will be treated, but special effort will be made to consider them from the standpoint of conditions in this State. Attention will be given to the organization of a course and methods of teaching the subject in a secondary school. Five double periods for six weeks. MR. COGGIN.

7. Rural Sociology. An analysis of the social problems of the rural community and a critical study of methods of improving social life in the country and village. Special problems studied are new changes going on in rural communities, economic factors affecting rural community life, as scientific agriculture, coöperation and good roads; health and sanitation, the country home, the country school, and the country church, social surveys and community organization. Five single periods for six weeks. Five single periods for three weeks. MR. YODER.

8. Agricultural Teachers' Conference. A conference of agricultural teachers and all others interested in the development of agricultural education will be held on July 24, 25, and 26, conducted by the State Supervisor of Agricultural Education. MR. ROY H. THOMAS.