

STATE COLLEGE RECORD

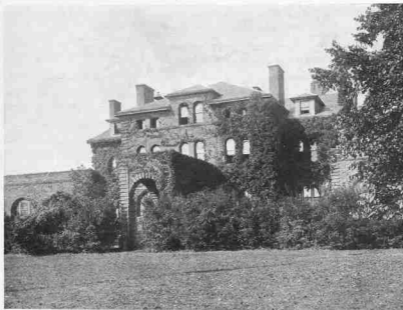
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SUMMER TERM

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HOLLADAY HALL
Offices of the Summer School

NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING RALEIGH

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Address official communications to
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N. C. STATE COLLEGE
RALEIGH, N. C.

BRING THIS COPY OF THE CATALOGUE WITH YOU TO THE SCHOOL.

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HARVEY PAGE WILLIAMS, A.B., LL.B.	Instructor in Mathematics, N. C. State College	<i>Mathematics</i>

GENERAL INFORMATION

The tenth Summer Session of the North Carolina State College of Agriculture and Engineering will begin with registration on June 12, and close with the final examinations on July 25, 1923. During the session courses will be arranged for teachers 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 credit are open to graduates of a standard High School, and to those of equal qualifications. 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 a standard 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. The Cotton Classing courses are arranged for young and middle-aged men, from 23 to 50 years of age, and are not intended for boys, nor for men who lack earnestness of purpose. There are no entrance requirements for the Cotton Classing courses except that the applicant should have a good English education.

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, fifth, sixth, and seventh 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 standard State certificates.

Graduates of standard high schools who have not obtained professional credit, by attendance at one six-weeks 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 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 twenty-four 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 relat-

ing 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 accredited 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 first three sessions. The enrollment for those sessions was as follows: 1903, 338; 1904, 834; 1906, 753.

The 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; 1922, 927.

During the 1922 session there was an enrollment of 767 in teachers' courses, 17 in college entrance courses, 64 in college credit courses, 42 in the demonstration school; 30 in cotton classing, and seven others, making a total of 927. Of the 767 teachers, 665 were enrolled in the approved State Summer School, 84 in the County Summer School for Wake, Franklin, Wayne, and Johnston counties, and 18 in the School of Vocational Agriculture. There were 141 men, 744 women, 25 boys and 17 girls. There were students from 80 North Carolina counties. Seven states and foreign countries were represented.

COURSES SUGGESTED FOR TEACHERS**

To Secure an Elementary B Certificate

A graduate of a Standard High School may receive an Elementary B Certificate by attending one six-weeks session and completing either of the following groups of courses:

Group 1, for Teachers of Primary Grades. Elementary School Management.* Primary Reading and Phonics.* Primary Language, Stories and Games.* Primary Number Work.*

Group 2, for Teachers of Intermediate (IV and V) and Upper Grades (VI and VII). Elementary School Management.* Grammar Grade Reading and Literature.* Grammar Grade Language, Stories, and Games.* Grammar Grade Arithmetic.*

By completing the same courses a graduate of a standard high school with one year of credit in addition from an A-grade college, may receive an Elementary A Certificate.

To Raise an Elementary Certificate from Class B to Class A

A Teacher of Primary Grades may raise an Elementary Certificate from Class B to Class A by attending four six-weeks summer sessions and completing the following:

First Summer—Introduction to Teaching, Primary Methods (Reading), Physical Education (Plays and Games, Primary), Observation and Participation (Reading Teacher).

** Teachers are advised to consult two publications by the State Department of Education, viz: No. 29, "Regulations Governing Certificates," etc., and No. 60, which contains a list of the Standard High Schools of North Carolina, with classification.

* With one period a week of observation.

Second Summer—Educational Psychology, Primary Methods (Language), Industrial Arts (Primary), Music (Beginning).

Third Summer—English Composition, Primary Methods (Number), Writing (Skill), Music (Public School Primary).

Fourth Summer—Health (Personal and School Hygiene), Primary History and Geography Materials, Writing, Music Appreciation.

A Teacher of Intermediate Grades (IV and V) may raise an Elementary Certificate from Class B to Class A by attending four six-weeks summer sessions and completing the following:

First Summer—Introduction to Teaching, Intermediate Reading (Methods), Physical Education (Intermediate), Intermediate Observation and Practice (Reading).

Second Summer—Educational Psychology, Intermediate Language (Methods), Industrial Arts (Grades IV to VII), Music (Beginning).

Third Summer—English Composition, Intermediate Arithmetic, Writing (Skill), Music (Public School, Upper Grades).

Fourth Summer—Hygiene (Personal and School), Intermediate Geography Materials and Methods, Writing, Music Appreciation.

A Teacher of Upper Grades (VI and VII) may raise an Elementary Certificate from Class B to Class A by attending four six-weeks summer sessions and completing the following:

First Summer—Introduction to Teaching, Grammar Grade Methods (Reading and Literature), Physical Education (Intermediate), Observation and Participation.

Second Summer—Educational Psychology, Grammar Grade Methods (Grammar and Composition), Grammar Grade Industrial Arts, Music (Beginning).

Third Summer—English Composition, Arithmetic (Grades VI and VII), Writing (Skill), Music (Public School, Upper Grades).

Fourth Summer—Hygiene (Personal and School), English Grammar, Principles of Geography.

To Raise an Elementary A Certificate to a Primary C Certificate

First Summer—Classroom Management (with one observation a week), Biology, Drawing (Fine Art), Physical Education.

Second Summer—Tests and Measurements, Reading and Voice, Physical Education, Observation and Conference (Primary).

Third Summer—Educational Sociology, Children's Literature (Primary), Nature Study (Plants), Observation and Conference (Practice).

Fourth Summer—Principles of Education, Primary Curriculum, Nature Study (Animals), Industrial Arts.

To Raise an Elementary A Certificate to a Grammar Grade C Certificate— For Teachers of Intermediate Grades (IV and V)

First Summer—Classroom Management, Biology, Drawing (Fine Arts), Physical Education.

Second Summer—Tests and Measurements, History and Civics (Intermediate), Physical Education, Intermediate Observation and Participation.

Third Summer—Educational Sociology, Children's Literature (Intermediate), Nature Study (Plants), Observation and Conference.

Fourth Summer—Principles of Education, Elementary Curriculum, Industrial Arts.

**To Raise an Elementary A Certificate to a Grammar Grade C Certificate
(For Upper Grades, VI and VII)**

First Summer—Classroom Management, Biology, Drawing (Fine Arts), Physical Education.

Second Summer—Tests and Measurements, Geography of North America, United States History (Critical Period).

Third Summer—Educational Sociology, English and American Literature, Nature Study (Plants), Observation and Conference.

Fourth Summer—Principles of Education, North Carolina History, Nature Study (Animals), Industrial Arts.

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, Class B, or Class A, may take some Primary or Grammar Grade subjects, but should take academic subjects of College Grade and General Professional subjects.

Those seeking High School Certificates should take subjects of College Grade and High School or 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 as a whole. 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 within four 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 different sessions, one being for beginners and the other an advanced presentation of the same subject.

COURSES FOR COLLEGE CREDIT

Courses of College Grade are open to teachers as suggested above. These courses are open also to young men and women who have been graduated from a standard High School, 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, fifth, sixth, and seventh 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 N. C. State College.

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

Registration	\$ 2.00
Tuition	10.00
Room rent, each person (two or more in a room).....	6.00
Board for the session.....	28.00
	<hr/>
	\$46.00

The \$28.00 payable for board includes meals from supper on June 11 through breakfast on July 26. 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 \$10 room rent.

The registration fee is not returnable after June 2.

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

Per week	\$5.50
Per day.....	1.20
Per meal.....	.40

Charge for individual meals will be collected at the Dining Hall, at the meal rate. Anyone 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 \$9 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 twenty-five 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 superintendent or principal.

Students should apply for room reservation as early as possible. This will save much delay upon arrival. An advanced payment of \$2 registration fee from each person is required before making room reservation. The payment of the balance of the fees is to be made upon entering. The Nineteen-eleven, South, Fourth, Fifth, and Sixth dormitories, and Watauga Hall, will be reserved for women, 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 making application for a room assignment it is well to state a first, second, and third choice, if the applicant has definite rooms in mind. If the applicant is not acquainted with the location of rooms, it will be well to state whether a room is desired on the first, second, or third floor, and whether a room is preferred on the north, south, east, or west side. Another way is to name the dormitory preferred or the chaperon preferred. Those who are crippled or have any bodily infirmity should state that, so as to be placed on the first floor.

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.

CHAPERONS

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

Mrs. Louis Thorp, Adviser of Women, Nineteen-eleven Dormitory, Rooms 101 to 108, 201 to 208, 301 to 308.

Mrs. Agnes Barnhardt, 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.

Mrs. Wilson Reeves, Nineteen-eleven Dormitory, Rooms 125 to 132, 205 to 232, 305 to 332.

Miss Emma P. Hunter, Nineteen-eleven Dormitory, Rooms 133 to 140, 233 to 240, 333 to 340.

Mrs. Annie W. Killian, South Dormitory, Rooms 101 to 108, 201 to 208, 301 to 308.

Miss Ola Giles, South Dormitory, Rooms 109 to 116, 209 to 216, 309 to 316.

Mrs. Daisy C. Whitehead, South Dormitory, Rooms 117 to 124, 217 to 224, 317 to 324.

Miss Kate Ferguson, South Dormitory, Rooms 125 to 132, 225 to 232, 325 to 332.

Mrs. W. L. Trevathan, Watauga Hall, Rooms 1 to 30.

Miss Lillie Davis, Watauga Hall, Rooms 31 to 60.

Miss Elizabeth Clinkscales, Fourth Dormitory.

Miss Urtie Harrison, Fifth Dormitory, Rooms 101 to 112, 201 to 206.

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

Miss Pattie Viola Battle, Sixth Dormitory, Rooms 101 to 112, 201 to 206.

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

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

TEACHERS' PLACEMENT BUREAU

This Bureau will gladly serve teachers who are in attendance during the Summer Session and wish assistance in securing positions for the coming year. Blanks for filing 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 the calls for teachers exceeded the registration.

Superintendents wishing to secure teachers through the 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 wish. The Bureau's service is free to school officials the same as to teachers.

LIBRARY AND READING ROOM

The College Library, containing over ten 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.

IMPROVEMENTS DURING THE PAST YEAR

The addition to the South Dormitory which was in progress during 1922 has been completed, and will provide rooms for 144 additional students.

Ricks Hall, for Agricultural Extension work, and Page Hall, for Mechanical Engineering, have been completed, and will afford needed classrooms. Both of these are located near to the Nineteen-eleven Dormitory.

The new Dining Hall has been completed, and will be used for the first time during the coming Summer Session. To that building has been transferred the College Laundry and the College Book Store. In it also has been established a cafe, in which meals may be obtained at all hours, and which is arranged for serving groups on special occasions.

THE DAILY ASSEMBLY

At the morning assembly, each school day, there will be religious exercises with singing, and short addresses by visitors and members of the faculty. While attendance is not compulsory, it is desired that each member of the school be present at each of these exercises.

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 programs in advance.

Elsewhere in this catalogue are suggestions as to courses leading to the Elementary B, Elementary A, Primary C, and Grammar Grade C Certificates. The school will be glad to advise with anyone regarding the selection of a course of study leading to certificates of higher grade.

A representative of the Division of Teacher-training of the State Department of Education will be present during the opening days of the school for consultation and advice. The advisers of the different groups of students will be available at the College during the mornings and afternoons of the opening days of the session. These are as follows:

College Credit Courses—Dr. Thomas P. Harrison, Dean of the College.

Vocational Agricultural Courses—Leon E. Cook, Professor of Vocational Education.

Cotton Classing Courses—W. H. Darst, Professor of Farm Crops.

High School and Administration Courses—Prof. J. Henry Highsmith, State High School Supervisor.

Grammar Grade Courses—W. L. Mayer, Associate Professor of Vocational Education.

Primary Courses—Miss Martha Kelly, Supervisor of Elementary Instruction, Raleigh Public School.

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, or before June 12, the student will pay the necessary 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 expected to report in person on Monday afternoon, June 11, or on Tuesday, June 12, so that they may begin class work on the morning of Wednesday, June 13, 8 o'clock.

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 weekly 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 five hours a week, and will count as two semester credits, provided the course is appropriate to the certificate sought. Six semester credits will count as one-fourth year in raising the class of a certificate. Not more than six semester credits will be allowed to teachers by the State Department of Education for each six weeks summer session.

Summer School Credit will not be given to anyone whose class attendance, scholarship, or deportment is unsatisfactory, or to anyone who is indebted to the school, or who takes more than twenty hours a week of class work, unless permission to take the excess has been given in writing by the Director.

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 its 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 Dean of Women and the Chaperons will be glad to be of service to our students in every way in their power—especially in making their sojourn pleasant and profitable.

RECREATION

Although the Summer School is a place of serious work, 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.

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 a competent Director. 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 special musical event 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 Orchestra will be under the direction of Capt. P. W. Price, and each member of the School who can play a musical instrument is asked to bring it.

The Chorus and the Orchestra will add greatly to the pleasure of the School and to those taking part.

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.

COURSES OF INSTRUCTION, ACCREDITED (STATE) SUMMER SCHOOL

COURSES IN PRIMARY EDUCATION

FOR THOSE WHO WISH TO TEACH OR ARE TEACHING PRIMARY GRADES

GROUP A. For graduates of high schools, with little or no teaching experience, who wish to secure Elementary B Certificates and to teach primary grades. (See, also, College Courses, Education.)

1. Primary Language, Stories, and Games. This course includes the following topics: purpose of language, source of material, course of study in language for primary grades, relative importance of oral and written work. Special attention will be given story-telling, with due consideration to the aims, value, and place in child life, selection of stories suitable for children of various ages, with considerable practice in the art of story-telling. Provision is made for observation once each week. MISS TURNER.

2. Primary Number Work, with one observation period a week. Ways and means of presenting the number facts, of teaching counting, the making of figures, etc., will be suggested. Number lessons in the Demonstration School will be observed and discussed. MISS MINOR.

3. Primary Reading and Phonics, with one observation period a week. Such problems as the meaning of Reading, beginning Reading, material necessary for teaching Reading, mechanical elements entering into lesson plans, and the value of oral and silent reading, will be fully stressed. The observation work will show methods in actual use. MISS MINOR and MISS O'NEILL.

GROUP B. For teachers of primary grades, who hold an Elementary or Primary Certificate.

4. Primary Drawing (Advanced). For those who have completed the Beginners' course. Emphasis will be placed upon the type of work which has educational value for children of the primary grades. This will include drawing, paper-cutting, illustration, lettering, construction work, and the decoration of useful objects for gifts. This course should help the teacher to carry out her own ideas in the schoolroom, and also to make discriminating use of material found in art text-books. MISS BOWEN.

5. Primary History and Geography Materials. This course will consider the organizing of a program which will give opportunity for those experiences which enlarge the child's appreciation of geographic and historic elements in his own environment. MISS ANNE O'NEILL.

6. Industrial Arts. The work will center mainly around the activities of the home and school. These activities, from the standpoint of the child, will be imitated in projects made of paper, clay, wood, and other materials easily manipulated. Teachers taking the course will work out the year's course of study. MISS DAY.

7. Primary Language (Methods). The purpose will be to give teachers practical preparation for the teaching of language in primary grades. Meth-

ods and organization of the work and material, considered from a literary standpoint, are to be studied. This course provides for one period of observation each week. MISS TURNER.

8. Primary Children's Literature. A study of children's literature suitable for classroom will be made. Folk rhymes, poetry, fairy tales, nonsense tales, hero tales, Bible stories, myths, legends, fables, and nature stories will be studied and classified according to fitness for various ages and uses, sources of material, selected bibliographies, and practice in story-telling with beginners. MRS. WARD.

9. Primary Public School Music (Advanced). Study of rote songs, treatment of monotonies, pitch, and rhythm dictation, sight-singing, with special training in the method of presenting these subjects. MISS SOUTHWICK.

10. Primary Music Appreciation.

11. Primary Number Work (Methods). This course will embrace the plan of number work in the first three grades; minimum essentials in number for each grade will be set up, methods of teaching these essentials given, and the plan and use of text-books discussed. Demonstration lessons will be followed by discussion of the methods and principles employed. MISS MIXON.

12. Primary Physical Education (Advanced). For those who have completed a Beginners' Course. 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 note-book of the course will be kept. Bloomers and tennis shoes will be required. MISS HOUGHEN and MRS. STRICKLAND.

13. Primary Reading (Methods). The purpose of this course is to meet the needs of primary teachers by presenting to them the following topics in reading: meaning of reading, elements in reading, problems of beginning reading, recent methods of presentation, relation of silent and oral reading, types of lessons, value of reading tests, demonstration of, use in tests, observation of lessons. Courses will be offered in two sections. Provision made for observation. MISS TURNER.

14. Primary Writing (Advanced). Palmer Method of business writing for those who have taken the Beginners' Course. MISS PAGE and MISS WEBB.

15. 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. Depending upon the advancement of the teacher, attention will be given to (a) Observation and Participation, (b) Observation and Conference, (c) Observation and Practice. MISS POOLE.

COURSES IN INTERMEDIATE EDUCATION

GROUP A. For graduates of standard high schools with little or no teaching experience, who wish to secure Elementary B Certificates, and to teach intermediate grades.

1. Grammar Grade Arithmetic (Grades IV to VII), with one observation period a week.

This course treats of modern methods of teaching Arithmetic in the elementary grades of the elementary school. The following topics will be included in the course: the development of the addition and the multiplication tables; the different methods of treating subtraction; habit formation in its relation to the learning of the fundamental operations; drill; fractions and decimals; mensuration; percentage and interest. Also the aim will be to relate Arithmetic to the child's everyday life and to his future needs. Those taking this course will need note-book for each recitation. The course will include numerous problems and will be based on the State-adopted text. MR. AMICK.

2. Grammar Grade Language. (1) Technical English to be taught in the fourth, fifth, sixth, and seventh grades. (2) Composition work to be covered in the four grammar grades. (3) Poems by grades, and the methods of teaching the same. (4) Pictures and artists by grades, and the method of teaching the subject. (5) Stories and books by grades, and their use to the Grammar Grade teacher. (6) Methods in spelling and the use of the dictionary as they influence the language work of the Grammar Grades. MISS LANDON.

3. Grammar Grade Reading and Literature, with one observation period a week. This course is designed for one with little or no teaching experience. The observation period will show the methods in actual use. MRS. WARD.

GROUP B. For teachers of intermediate grades who hold an Elementary or Grammar Grade Certificate.

4. Intermediate Arithmetic. Methods of teaching arithmetic, principles, lesson plans. This course will include the teaching of percentage and interest; the use of the equation; bank, trade, and commercial discounts; the work of the modern bank; the clearing house; modern commercial paper; stocks, bonds, and other investment securities; fire, accident, and health insurance; modern life insurance and the standard forms of policies; annuities; and other applications of arithmetic to modern business life. The aim throughout is to relate arithmetic to the child's everyday life and to his future needs.

This course will also take up the various problems of the supervisor of arithmetic, including the Course of Study.

The teacher taking this course should have a good knowledge of arithmetic. The course will be based on the standard State-adopted text. MR. AMICK.

5. Drawing, Intermediate (Advanced). This course is for those specializing in Grammar Grade work, who have been credited with the course in Beginners' Drawing. Emphasis will be placed upon the work which can be done by children of the upper grades. Although it will be largely a course in drawing, other phases of art will be included, such as lettering, poster-making, paper-cutting, interior decoration, dyeing, color theory, and design application. The teacher should be better fitted by this course to carry out her own ideas, and to make better use of text-books on the subject of art.
MISS BOWEN.

6. Intermediate Geography, Materials and Methods. 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. MISS LAXTON.

7. Intermediate History and Civics. (a) This course will comprise an intensive study of certain important events around which the class discussions will center, chief among which will be the story of the organization of our government, the territorial and industrial growth of the country, and the relations of the United States with foreign countries from her earliest days until now. Text-book: Thompson's *History of the People of the United States*.

(b) The mechanics of government will be studied in the story of the framing of the Constitution of the United States, while the discussion of the broader and more modern interpretation of civics will embrace the community activities in which citizens of progressive modern times engage. Text-book: Hughes' *Elementary Community Civics*. MISS ALBERTSON.

8. Intermediate Industrial Arts. The aim of the course is for free expression and power to create artistically. The work is planned to give intermediate grade teachers experience in the principles of art through practical work that can be done in grades four, five, six, seven. Choice of materials, content, organization, and correlation of this work with other studies is considered. MISS DAY.

9. Intermediate Language (Methods). Oral and written composition, the formal grammar necessary for these grades, and an investigation of the common errors made by children, will be taken up in this course. MISS LAXTON.

10. Intermediate Literature (Children's), Stories and Games, suitable for the intermediate grades, with suggestions for dramatization, memorization, and story-telling. A list of suitable books will be compiled. MRS. WARD.

11. Intermediate Public School Music. Sight-singing, pitch and rhythm dictation, part songs, methods. MISS SOUTHWICK.

12. Intermediate Music Appreciation.

13. Intermediate Physical Education (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 esthetic dances for special occasions. A notebook of the course will be kept. Bloomers and tennis shoes will be required. MISS HOUCHEM and MRS. STRICKLAND.

14. Intermediate Reading (Methods). The reading purposes of intermediate grades will be presented. Emphasis will be laid upon silent reading methods, interpretation of context, word study and use of dictionary. The plan and methods of oral reading will be discussed. MRS. WARD.

15. Intermediate Writing. The Palmer Method. For those who have taken the Beginners' Course. MISS PAGE and MISS WEBB.

16. 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 taking this 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. Attention will be given to instruction for teachers of different degrees of advancement, as (a) Observation and Practice (Reading), (b) Observation and Participation, and (c) Observation and Conference. MISS ALICE O'NEILL.

COURSES IN UPPER GRADE EDUCATION

GROUP A. For graduates of standard high schools with little or no teaching experience, who wish to secure Elementary B Certificates, and to teach upper grades.

1. Grammar Grade Arithmetic.
2. Grammar Grade Language.
3. Grammar Grade Reading and Literature.

(Same as for Group A, page 17.)

GROUP B. For teachers of upper grades who hold an Elementary or Grammar Grade Certificate.

4. Agriculture, Grades VI and VII. 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 co-ordinated with the text of Burkett, Stevens, and Hill, and with the Manuals published by the State Board of Education. MR. DARST.

5. Arithmetic, upper 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.

Drawing, Grammar Grade (Advanced). This course is for those specializing in Grammar Grade work, who have been credited with the course in Beginners' Drawing. Emphasis will be placed upon the work which can be done by children of the upper grades. Although it will be largely a course in drawing, other phases of art will be included, such as lettering, poster-making, paper-cutting, interior decoration, dyeing, color theory, and design application. The teacher should be better fitted by this course to carry out her own ideas, and to make better use of text-books on the subject of art. MISS BOWEN.

7. Principles of Geography.

8. Geography. (1) A regional study of North America, which naturally develops into an occupational study. (2) A sectional study of North America and her dependencies, correlated with history as needed. (3) A sectional study of Canada, traced from knowledge of North America. (4) A project worked out as an operatta, showing each section's gift to the United States. (5) The working out of Geography projects as they come in the regional and sectional study. (6) A definite outline of work to be covered from the fourth through the seventh grades, inclusive. MISS LONDON.

9. Composition (Methods). This course is planned for teachers holding Elementary or Grammar Grade Certificates. It will provide for a study of the relative values of oral and written composition and the place of technical grammar in the grades. The use of standard tests and measurements will be considered. Constant use will be made of reference books in the library, and Sheridan's *Speaking and Writing English*, and *Good English, Book III*, will be used on class. MR. TAYLOR.

10. Grammar. An intensive review of technical grammar will be given, and a thorough drill in the functions of the parts of speech, and in the analysis of sentences. Text-book: *Good English, Book III*. MISS ALBERTSON.

11. History of the United States. 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*.

12. History of North Carolina. The outstanding events of North Carolina history, under Proprietary and Royal rule, will be studied, and special stress will be laid upon the effect of certain important happenings in England, from Elizabeth to George IV, upon the history of our State. Other topics to be studied intensively are: the history of education in North Carolina, and the causes of the recent remarkable growth of the agricultural, manufacturing, and other industries. Text-book: Hill's *Young People's History of North Carolina*. Supplementary references, Connor's *Makers of North Carolina History*, Albertson's *In Ancient Albemarle*. MISS ALBERTSON.

13. Industrial Arts. The work will offer a study of material, sources of material, and make suggestions that will simplify the problems of conducting the lesson. It will offer practice in pencil, crayon, and water-color work, a study of color theory, principles of designing, practical work in poster-making, and advanced hand work. MISS DAY.

14. Literature, English and American. Special stress will be laid upon the following selections: The Vision of Sir Launfal, Rip Van Winkle, Thanatopsis, Gray's Elegy, Portia's Plea, The Trial by Combat, The Shepherd King, Admetus, and The Death of Little Nell. In connection with the class work, the students will be required to read at least four books by standard authors, with contents relating to above selections. Text-book: *Studies in Reading, Book VII*. MISS ALBERTSON.

15. Music (Public School). For those who have had Primary and Intermediate Music. Sight singing, pitch and rhythm dictation, part songs, methods. MISS SOUTHWICK.

16. Reading and Literature (Methods). This is a method course for teachers holding Elementary or Grammar Grade Certificates. Its purpose will be to study the aims, materials, and methods of teaching reading in the upper grades. The type of literature suitable for elementary pupils, the relative values of oral and silent reading, the use of standard tests and scales, and methods of assigning and teaching a lesson will be the principal topics for study. There will be observation lessons in the Demonstration School, and readings and reports. Stone's *Silent and Oral Reading* will be used as a text. MR. TAYLOR.

17. Demonstration School, Sixth and Seventh Grades.

COURSES IN EDUCATION FOR TEACHERS OF EITHER PRIMARY, INTERMEDIATE OR UPPER GRADES

For teachers who hold Elementary, Primary, or Grammar Grade Certificates.

1. Introductory 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. MRS. WELLS.

2. 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.

3. 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.

4. Drawing for Beginners. Credit for this course or its equivalent is required for those who wish to take either of the advanced courses in Drawing. The object of this course is to give the teacher instruction and practice in drawing, paper-cutting, lettering, designing, construction work, color theory, etc., which will enable her to carry out her own ideas, as well as to make intelligent use of art text-books. This course will stress free-hand drawing and illustration. MISS BOWEN.

5. Health. In this course the work prescribed for the elementary schools of North Carolina will be covered. Subjects to be discussed are (a) Health, Cleanliness, Food and Digestion, Special Care of the Eyes, Nose, Throat, and Teeth; (b) 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. Section (b) will be open to experienced teachers. DR. REEDER.

6. Industrial Arts (Advanced). This course is to deal with typical forms of industrial work as related to the subjects of drawing, interior decoration, dress, and hand work. Studies of work which have been found helpful in meeting the need of special groups of exceptional children will be given consideration. The work will be of a more advanced character, and is planned for those who have had previous training. MISS DAY.

7. Music for Beginners. This course is in elementary musical notation and will consist of the study of clef signs, lines, and spaces, note and rest values, and is arranged to help those having no previous musical training. MRS. STRICKLAND.

8. Physical Education for Beginners. In this course an effort will be made to give lessons and materials suitable for 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 note-book of the course will be kept. MISS HOTCHEN and MRS. STRICKLAND.

9. Writing, Skill for Beginners. Courses will be offered in black-board work, with the mechanics and pedagogy of the Palmer Method of Business Writing. MISS PAGE and MISS WEBB.

COLLEGE CREDIT COURSES

AGRICULTURE (VOCATIONAL)

1. 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 arrangements and fixtures, library equipment, gathering specimens and illustrative materials, and the organization of courses of study. Three to five double periods. MR. COOK and MR. ARMSTRONG.

2. 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. MR. BOSQUE.

3. Bee-keeping. A course in practical manipulation in keeping of bees, with special emphasis on summer manipulations such as, transferring, queen rearing, and re-queening. Some attention will be given to other manipulations for other seasons of the year. Three double periods for six weeks. MR. ECKER.

4. Legumes and Grasses. Lecture and recitations on the history, adaptation, use, production, cultivation, and marketing of legumes and grasses. Practice in the study and identification of forage plants and their seeds, using growing and dried specimens in the field and laboratory. Five double periods for six weeks. MR. DARST.

BOTANY

Systematic Botany. A knowledge of the common cultivated and wild plants is absolutely necessary for success in teaching Nature Study and Biology. In this course the student is taught the method of independently identifying any plant which may be presented to him. On directed field trips the student makes his own collections, and later, in the laboratory, works out his determinations. In addition to the identification work much attention is given to the fundamental characters of outstanding genera and families. Double credit. MRS. WELLS.

CHEMISTRY

The courses announced correspond with the courses given during the regular College year. Students electing these courses will receive College credit, and will also receive credit on the different teachers' certificates. The need of at least an elementary knowledge of Chemistry is now universally recognized, not only in the school, but also in the home, in the industries, and in practically all relations of life.

For the benefit of the teachers taking the courses, every effort possible will be made to arrange the nature of the courses to meet the individual needs in

each case. The class work deals with the fundamental laws of Chemistry, the elements and their compounds, keeping constantly in mind the practical application of Chemistry to the daily life and welfare of the people. The students familiarize themselves with the Chemistry of such common processes as the manufacture of glass, matches, iron and steel, gunpowder, paint, etc., the rising of bread, the fermentation of fruits and vegetables, the chemical processes involved in the great industries pertaining to the protection, the comfort, and the well-being of the race. The recitations are fully illustrated by lecture table experiments. Special attention is given to methods of presenting the subject by the teacher so as to inspire in the pupils an interest in the subject-matter and laboratory experiments.

The course is available for students desiring to receive advanced College credits, and for those desiring to remove deficiencies.

1. General Chemistry. Corresponds to the regular College Chemistry for the fall term. Double credit. MR. RANDOLPH.

2. General Chemistry (Advanced). Corresponds to the regular College Chemistry for the spring term. Double credit. MR. RANDOLPH.

3. General Chemistry, Laboratory. Co-ordinated with Course 1. Fee for materials, \$1. MR. RANDOLPH.

4. General Chemistry, Laboratory (Advanced). Co-ordinated with Course 2. Fee for materials, \$1. MR. RANDOLPH.

5. Qualitative Analysis. Corresponds to the regular course for the first term. Fee for materials, \$1. MR. RANDOLPH.

6. Qualitative Analysis (Advanced). Corresponds to the regular course for the second term. Fee for materials, \$1. MR. RANDOLPH.

COTTON CLASSING

Cotton Classing. While there is no scholastic requirement beyond a good English education for admission to the Cotton Classing courses, College credit will not be given to any taking these courses except graduates of a standard High School or its equivalent.

This course in Cotton Classing is intended for those who desire to obtain a practical knowledge of grading and stapling cotton. The course is arranged so as to further the knowledge of those who have had some previous experience in Cotton Classing. However, previous experience will not be necessary for taking the course. 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 daily practice in grading cotton samples according to the United States Official Standard Types.

The course will be given each day with the exception of Saturday, for five periods, beginning at 8:55 a. m., and ending at 12:35 p. m., and continuing for a period of six weeks. The first period of each day will be devoted to lectures and discussions, and the remaining time will be used in the actual practice of grading and stapling cotton. The lectures will consist of a discussion of all the phases of the cotton industry. The practice work which will be given four periods each day, will consist of the study, grading, and stapling of some 5,000 samples accumulated from the cotton-producing area of North Carolina. MR. DARST.

DRAWING

Mechanical Drawing. The Summer School offers courses in Mechanical Drawing and Machine Design. An opportunity is offered for the removal of conditions for those students who are irregular or conditioned on their work, in the Freshman, Sophomore, or Junior year. Courses will be given in elementary drawing, technical sketching, machine design, and mechanism. Various problems will be given in these courses, such as the modern engineer encounters in his daily work. Emphasis is laid on accuracy and neatness in this work, as well as instruction in the care and use of instruments. Tracing and blue-printing will be taught. Besides the opportunity to remove conditions, there will be offered advanced or special courses in this work for those who wish other than regular College work. The students will find the drawing rooms large and comfortable. MR. BRIGGS.

EDUCATION

1. Elementary School Management. This course is intended primarily for graduates of standard High Schools who are working for an Elementary B Certificate, and who are without teaching experience. It will be mainly a study of the fundamental principles underlying the management of the classroom. The following topics will be considered: Habit formation, the daily program, attendance, discipline, attention, and technique of class instruction. Parallel readings and reports will be required. Bagley's *Classroom Management* will be used as a text. MR. TAYLOR.

2. 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. FLEAGLE.

3. Educational Psychology. Text-book, Colvin's *The Learning Process*. A study of psychological principles and methods applied to the problems of the classroom. Special emphasis will be laid on the practical application of child psychology to school work. MR. FLEAGLE.

4. 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. LaRue's *Psychology for Teachers*. MR. HIGSMITH.

5. Classroom Management. Text-book, Bagley's *Classroom Management*. The purpose of this course is to study the various problems that will confront the teacher in the 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*, Seeley's *School Management*. MR. BEST and MR. UNDERWOOD.

6. Educational Measurements for Elementary Grades. This course is primarily designed to give teachers an insight into the more common tests that are now being used in the elementary school. A study will be made of the various tests as regards their use and value. Opportunity may be available for a limited number to do some testing. The latter part of the course will deal with the individual and group use, and interpretation of various tests. The aim of the course is to give the teacher such a knowledge of tests and testing as will be practical for her immediate use in school. If time permits, a brief study may be made of some of the most important intelligence tests and their application for school use. MR. MAYER.

7. Educational Sociology. Text-book, Robbins' *The School as a Social Institution*. This course includes a study of the development of the aims of education at different periods, and the resulting educational systems. Emphasis is given to the present-day American school system, and a study made of its form and the content of its curricula, with a view to explaining the relation of the school to society. MR. FLEAGLE.

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. Primary Curriculum. Special attention will be given to the organization of the curriculum around children's interests and purposes, and to the construction of well-ordered daily programs suited to their needs. MISS ANNE O'NEILL.

10. The Elementary Curriculum. This course will include a study of the principles underlying the elementary curriculum. Among the problems presented for study and discussion will be the aims and function of elementary education; the social and individual aspect of education; the nature of school work; organization and method; the present curriculum. Following this a brief study will be made of the various fundamental subjects in the curriculum. MR. MAYER.

11. Child Psychology. This course will give a brief survey of the fundamental facts of child life with their significance in the problems of teaching. An effort will be made to inspire the student with a sympathetic understanding of the child and his world. Reports on observations of child activity will be required. Reference books: Kirkpatrick's *Fundamentals of Child Study*, Thorndike's *Elements of Psychology*, and Pyle's *Science of Human Nature*. MR. BEST.

12. Educational Measurements for the High School. This course is designed to familiarize teachers with types of testing in the secondary school. A brief survey will be made of the available tests for use in high school work. Both intelligence and achievement tests will be considered. So far as is possible school problems will be used to illustrate the use and interpretations of these tests. Methods of correlation and recording results for future use will be treated, if time permits. MR. MAYER.

13. 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. HIGHSMITH.

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. HIGHSMITH.

15. High School Courses of Study. The course will deal with the selection and organization of high school courses of instruction. What should compose the courses of instruction and why? For example: What should be taught in Mathematics in the first year? Why? In the second, third, and fourth years? Why? How much of the whole four-year course should be required of all students? Why?

The other high school courses, Latin, French, German, Spanish, English, History, Civics, Science, Home Economics, Agriculture, Physical Education, Commercial Education, will be discussed with special reference to North Carolina High Schools.

Necessary bulletins will be furnished free of charge to students taking the course. MR. HIGHSMITH.

16. Modern Educational Tendencies. This course is designed to cover in a general way the more recent educational movements and to discuss their significance. The changing aims of education, the junior high school, standardized tests and educational measurements, the country day school, the socialized recitation, the platoon system and child accounting in some of the movements that will be studied. Lectures, assigned readings, and reports. MR. FLEAGLE.

17. Rural Sanitation. This course is offered to discuss with those who may be in a supervising capacity, the problems of hygiene and sanitation surrounding the rural school. The subject of causes of disease in such places, also water supplies, air, and ventilation; sewage and refuse disposal, disinfection and quarantine; rural and urban conditions and health education. DR. REEDER.

18. Rural School Management. The course is primarily intended to discuss some of the most important problems that arise in the small school. The chief problems to be considered are: leadership, the school plant; consolidation, elimination and retardation; curriculum making, schedule of classes, or similar problems according to the needs of the class. MR. MAYER.

COLLEGE COURSES

ENGLISH

1. Advanced Composition. The study of the principles of writing and speaking will be accompanied with frequent practice in both. Freshman credit is allowed.

2. English and American Essays. The development of the essay and the types most used at present constitute the matter of this course. Freshman credit is allowed.

3. American Literature. Sophomore credit is allowed for this general survey course. Readings are required.

4. Public Speaking. The writing and the delivery of formal addresses and the preparation of short argumentative and expository talks will be the work of the course. Sophomore credit is allowed. MR. HARRISON.

5. English Literature. A survey embracing the development of various forms, the characteristics of the periods, and prevailing spirit of the literature will be made. Senior credit is allowed.

6. Contemporary Literature. Tendencies in present-day prose fiction, biography, drama, and poetry will be considered. Style of current prose will be specially studied. Senior credit is allowed. MR. HARRISON.

7. Teaching 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 Hosie, *Practical English for High Schools*. Reference: Thomas, *The Teaching of English in the Secondary School*. MR. HARRISON.

8. Teaching 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.

FRENCH

1. Elementary French, First Semester. 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.

2. Elementary French, Second Semester. 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.

3. 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; *Huit Contes Choisis*, Maupassant. MR. HINKLE.

GERMAN

Elementary German, First Semester. Grammar, composition and translation. Bacon's *German Grammar*. Storm, Immensee, Gerstacker, *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. MR. HINKLE.

HISTORY

1. 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*.

2. 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*.

MATHEMATICS

1. The Teaching of Algebra in the High School. This course is intended for teachers of Algebra in four-year high schools and in high schools of a junior grade. It also covers the needs of those who teach general Mathematics in the ninth year, and those who have not taught Algebra, but who will begin teaching this subject.

The purpose of this course is to present the best modern practice in the teaching of Algebra. The course will include a discussion of the present problems relating to the position of Algebra in the curriculum, the reorganization of its subject-matter, the sequence of topics, the aims in teaching, and a consideration of the investigations that have been conducted on the teaching of Algebra. Attention will be given to the applications of Algebra in various lines. Requirements in the organization of mathematical instruction will be included. MR. AMICK.

2. The Teaching of Geometry in the High School. This course aims to present the best modern practice in America and abroad, in the teaching of Geometry. It includes such topics as the introduction to Geometry, geometric drawing, applications of Geometry in life about us, the foundations of Geometry, the nature and types of geometric reasoning and its relations to reasoning in other fields, systematic methods of attacking exercises, typical methods of presenting Geometry, the current tendencies in subject-matter, the fusion of Algebra and Geometry, and recent experiments to improve the teaching of Geometry. The adaptation of geometric subject-matter to the needs of the high school will also be discussed. MR. AMICK.

3. 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.

4. Algebra, First Semester, Freshman Year. 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' *New Higher Algebra*. For students who wish to obtain credit on first-term College Algebra. Double credit. MR. H. P. WILLIAMS.

5. Advanced Algebra, Second Semester, Freshman Year. Wells' *New Higher Algebra*. The general theory of equations. The solution of higher equations, determinants, etc. MR. H. P. WILLIAMS.

6. Solid Geometry, Second Semester, Freshman Year. 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. H. P. WILLIAMS.

7. Trigonometry, First Semester, Sophomore Year. 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.

8. Analytical Geometry, Second Semester, Sophomore Year. 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.

PHYSICS

1. 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 and MR. DIXON.

2. 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 Agricultural 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 and MR. DIXON.

3. 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 and MR. DIXON.

4. 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 and MR. DIXON.

PSYCHOLOGY

Introductory Psychology. This course is designed for students of Education and teachers who have no previous knowledge of Psychology. This course will consider the elementary psychological principles specifically from the standpoint of the teacher and the learner. A brief study will be made of the nervous system, native and acquired behavior, sensation, perception, memory and imagination. The latter part of the course will be given over to discussion of thinking, language, attitudes, and the general psychological principles back of some school subjects. MR. MAYER.

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.

1. 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.**

2. 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.**

3. General Science, Laboratory. The equivalent of one period a day. The course is co-ordinated with courses 1 and 2 described above. **Mr. HECK.**

TEXTILE INDUSTRY

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.**

WOOD SHOP

During the Summer School the Wood Shop will be open, and affords an opportunity for students to remove conditions on this work; also for those who desire to specialize or to take advanced work.

The full shop equipment will be available. It consists of benches, for hand work, and a variety of modern wood-working machinery. Instruction will be given either in manual training or along more advanced lines, such as lathe-work and cabinet-making.

All work will be done from blue-prints, and special emphasis is laid on accuracy and teaching the student how to read a shop drawing.

This course offers an excellent opportunity for those students who are irregular, on account of their Wood Shop work, to remove this course.

The shops are large and airy and will be found very comfortable during the warmest weather. **Mr. BIGGS.**