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BULLETIN

SOUTHERN UNIVERSITY

AND
AGRICULTURAL AND MECHANICAL COLLEGE



SUMMER SCHOOL ANNOUNCEMENT
1936

ONE SESSION
JUNE 9 TO JULY 18

SCOTLANDVILLE, LOUISIANA

ANNOUNCING
THE SUMMER SESSION
OF
SOUTHERN UNIVERSITY
AND
AGRICULTURAL AND MECHANICAL COLLEGE



Supported by
THE STATE OF LOUISIANA

Authorized by
THE STATE BOARD OF EDUCATION

ONE SESSION
JUNE 9 TO JULY 18
1936

Printed at Southern University

HOW TO ADDRESS CORRESPONDENCE

For general information write to

President J. S. Clark
Southern University
Scotlandville, La.

Requests for catalogues, inquiries concerning admissions, records, courses of study should be addressed to

R. Barney Chavis, Registrar
Southern University
Scotlandville, La.

Correspondence concerning the payment of bills and all correspondence of a strictly financial nature should be addressed to

Mrs. M. C. Meadors, Bursar
Southern University
Scotlandville, La.

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1936 SUMMER SESSION CALENDAR

Tuesday, June 9—8:00 a. m. to 5:00 p. m.	Registration in Academic Building.
Wednesday, June 10	Instruction begins
Thursday, June 11	Last date for entrance for credit toward graduation or extension of certificates
Friday, June 12	Last date for change of schedule
Wednesday, July 1	Date for filing of certificates in Registrar's Office for extension or renewal
Saturday, July 18	Final examinations—Summer Session ends.

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Education

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Ph.D., Columbia University
Education

INSTRUCTIONAL STAFF

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Psychology

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A. B., Southern University; A. M., University of Michigan
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R. M. BARANCO
M. D., Meharry Medical College
Health Education

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Dairy and Poultry Husbandry

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B. S., University of Kansas; Graduate Student, Columbia University
Home Economics Education

C. A. CLARK
Graduate, Prior's College, Rultan, Spanish Honduras; Craig Tailoring
School, Belize, British Honduras
Tailoring

MATTHEW J. CLARK
B. S., Hampton Institute; M. S., Iowa State College
Itinerant Agricultural Teacher Trainer

H. D. C. DOUGLAS
B. S., Tuskegee Institute
Agronomy and Swine Husbandry

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A. B., Fisk University; A. M., Columbia University
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B. S., Southern University; Graduate Student, Iowa State College
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WILLIAM H. GRAY, JR.
B. S., Bluefield State Teachers' College; M. S., University of Penn.
Extension Service

CHARLES A. HARRISON
B. S., Southern University
Industrial Education

E. JAMES HAMILTON
A. B., Southern University
Printing

MAYME C. BRONSON
Diploma, Alabama State Teachers College
Assistant Librarian

FREDERICK D. INGE
B. S., University of Minnesota; Graduate Student, University of Minn.
Biology

WILLIAM H. JAMES
B. S., Claflin College; M. S., University of Boston
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A. M., Leland College
Field Agent

CORNELIUS KING
B. S., Hampton Institute; M. S., Cornell University
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A. B., Fisk University; A. M., Ohio State University
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J. B. MOORE
Diploma, Tuskegee Institute; Special Study Bradley Polytechnic Ins.
Industrial Education

J. ORVILLE B. MOSELEY

A. B., Morehouse College; Graduate Student, Chicago Musical College
Public School Music

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Applied Art and Design

IRENE P. MYERS

B. S., Southern University
Clothing and Textiles

MATTYE B. PEARRY

Diploma, Spelman College; Special Study Chicago Musical College
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A. B., A. M., Howard University
Modern Foreign Languages

L. R. POSEY

A. B., Fisk University; A. M., Ohio State University
Mathematics

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A. B., Southern University; Graduate Student, University of Illinois
Physical Education

AQUILLA M. RICE

B. S., Columbia University; A. M., Northwestern University
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KANATA RODGERS

B. S., Howard University; M. S., Iowa State College
Foods and Household Economics

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A. B., Southern University; Diploma, United Typothetae of America
Printing and Publicity

J. FRANK SMITH

A. B., University of Indiana; A. M., University of Chicago
Education

R. W. SMITH

B. S., Wilberforce University; M. S., Howard University; Further study
University of Pennsylvania
Physics and Mathematics

W. W. STEWART

A. B., Morehouse College; A. M., University of Nebraska
Education

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A. B., Lincoln University (Penn.); A. M., Columbia University
Government and Sociology

DEMONSTRATION ELEMENTARY SCHOOL**W. W. STEWART**

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ALMIRA A. BOLEY

A. B., Southern University; Graduate Student, Columbia University
Critic Teacher of Seventh Grade

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A. B., Talladega College; B. E., University of Cincinnati
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A. B., A. M., University of Southern California
Critic Teacher of Second and Third Grades

ERNESTINE O. JONES

A. B., Southern University; Graduate Student, Atlanta University
Critic Teacher of Fifth Grade

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A. B., Straight College
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A. B., Southern University; Graduate Student, Columbia University
Critic Teacher of First Grade

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ELSIE M. LEWIS

A. B., Fisk University; A. M., University of California
Critic Instructor of French and Social Science

JAMES L. PAGE

A. B., Talladega College; A. M., Columbia Univ.
Critic Instructor of Science and Mathematics

LESBY SOLETE

A. B., Southern University; A. M., Columbia University
Critic Instructor of English

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GENERAL INFORMATION

Historical Statement

In 1879, Honorable P. B. S. Pinchback, Honorable T. T. Allam, Honorable Henry Dumas stood as sponsors of the movement in the Constitutional Convention in the State of Louisiana which resulted in the establishment of an institution in the City of New Orleans for the education of persons of color, to be entitled Southern University, and the Institution was chartered by the General Assembly of the State of Louisiana in the City of New Orleans, January, 1880.

In 1886, the State Legislature appropriated \$14,000.00 for the purchase of grounds and erection of new buildings to be located at Magazine and Soniat Streets, New Orleans.

Under Federal Acts of 1880 and 1907, known as the Morrill-Nelson Act, the institution was recognized by the Federal Government as a Land-Grant College offering definite training in Agriculture and Mechanical Education. In 1914, under Act 118 of the General Assembly, the institution was re-named, Southern University and Agricultural and Mechanical College, and was removed from New Orleans to its present site.

Location

Southern University is located at Scotlandville, five miles north of Baton Rouge. It is easily accessible, being near the intersection of the L. & A. and the Y. & M. V. Railroads. The University is situated upon a bluff overlooking the left bank of the Mississippi river, and for natural beauty and climatic conditions is not excelled in the entire Southland. The post office in Scotlandville gives special service to the institution, and complete telephone and telegraph service via Baton Rouge is afforded.

Purpose of the Summer Session

The summer session of Southern University which is supported and authorized by the State Board of Education of Louisiana is a regular division of the institution and proposes to offer opportunities to both men and women for two types of work: (1) Regular college work leading toward a degree; (2) College courses for teachers who wish to satisfy the State certification requirements. Students by a sequence of studies from summer to summer, may build up a series of credits leading to a degree and license to teach in the Public Schools of the State.

Extent of Instruction

The courses offered in the summer session are of the same calibre and scope as those of the regular session. No differentiation is made between credit for the summer courses and credit for the regular session. During the session courses are offered in all departments of the college, with special emphasis upon courses in education for prospective teachers and teachers-in-service. Much of the summer work, however, is likewise adapted to the needs of the students of the regular session who wish either to hasten the completion of their curricula or to repeat courses in which they are delinquent.

Expense for Summer Session

Tuition (Residents of Louisiana)	Free
Registration fee (Not refundable)	\$2.50 ✓
Room and Board (per week)	\$4.00
Total for room and board for six weeks	\$24.00 ✓
Laundry (per week)75 ✓
Hospital and Medical fee	2.00
Library Fee	1.00 ✓
Laboratory fee (for all persons taking science)	1.50
Home Economics fee (for all persons taking courses in Home Economics)	2.50 ✓

All students who do not live in the immediate vicinity of the University will be expected to board on the campus.

RATING OF THE COLLEGE

The college has been accredited by the State Board of Education of Louisiana for teachers' certificates, the American Medical Association and the Southern Association of Colleges and Secondary Schools. Such rating entitles graduates of the college to full graduate standing in foremost Universities of the country, and those who pursue pre-medical or pre-dental courses, to standard medical and dental schools.

THE LIBRARY

In the library, located on the third floor of the academic building, special attention has been given to books of reference for courses offered, but the stacks contain classic and modern fiction, biography, and other general and recreational literature. The library contains more than 15,000 accessioned volumes, exclusive of public documents.

DEGREES

In addition to courses leading to teachers' certificates, the college offers work toward the degree of Bachelor of Arts or Bachelor of Science in the following departments: English, French, Social Science (including economics, sociology and history), the physical sciences, education, mathematics, agriculture and home economics.

TEACHERS' CERTIFICATES

Along with the A. B. and B. S. degrees, graduates of the college may secure the class I-A certificate—the highest certificate issued by the State of Louisiana, provided twenty-seven quarter session hours of education have been completed, six of which in supervised teaching of the subject or subjects specialized, and all other requirements of the State Department of Education are fully satisfied.

Graduates of the two-year Teacher-Training course are granted the Class III-A Professional Elementary Certificate upon presentation of the proper transcript of record to the State Department of Education and provided all other requirements are met.

The extension and renewal of certificates are subject to regulations set by the State Board of Education. Courses acceptable for these purposes are offered in both the Normal School and College departments.

HOW TO APPLY FOR A CERTIFICATE

Applicants for certificates should make application for a State teacher's certificate through the Registrar, who is supplied with application blanks and circulars of information concerning the certification of teachers, and who is prepared to give prospective teachers advice concerning the method of procedure in applying for a certificate. The application, including a transcript of high school and college records, will be examined by the State Department of Education, and if the requirements are satisfactory, the certificate will be sent directly to the applicant, unless otherwise instructed.

ROOM NECESSITIES

All bed rooms are equipped with such furnishings as single beds and mattresses, bureau, table and chairs. Students are required to provide themselves with pillows, bed linen, towels and other articles that they may wish for their own special comfort.

GENERAL REGULATIONS

ADMISSION

The requirement for admission to all courses leading to a degree or a certificate is graduation from an accredited high school with a minimum of fifteen units ACCEPTABLE FOR COLLEGE ENTRANCE or the PASSING OF STANDARD COLLEGE ENTRANCE EXAMINATIONS.

The credits from high school must include the following:

English	3 units
Mathematics (including elementary algebra)	2 units
History and Social Science	2 units
Science	1 unit
Electives	8 units

Note 1: Not more than four units in vocational subjects are acceptable.

Note 2: No entrance credit will be given for less than two units in any foreign language.

Persons who have not met the entrance requirement will not be given any credit whatsoever for any normal or collegiate courses taken. Each person seeking a teacher's certificate should file in the Office of the Registrar before the time of registration a complete transcript of his high school record. This precaution will avoid unnecessary delay in registering for the summer session, in reporting of grades at the close of the summer session, and the filing of application for certificates with the State Board of Education.

Transcripts of Records must be sent to the Registrar direct from the Principal or Registrar of the school last attended. They will not be accepted from individuals themselves.

ADMISSION TO ADVANCED STANDING

College credit which students wish to offer for advanced standing in Southern University will be accepted from all accredited colleges and universities. Such credits are accepted, however, as far as they represent courses equivalent to those offered in this institution. Persons wishing to offer credit toward advanced standing should have a complete transcript of records, including a letter of honorable dismissal from the institution last attended and a certificate of their high school credits sent to the Registrar before the opening of the session. Applicants who have done work for which they wish to receive credit should state this fact when they apply for admission. In no other

case, can any request for credit for work done elsewhere be considered unless presented during the first summer session in attendance.

UNIT OF CREDIT

The unit of credit is the Quarter Session-Hour which is defined as one hour per week of prepared work or its equivalent covering a period of twelve weeks.

Three Quarter Session-Hour's credit are given for the work of a class meeting thirty-six periods of sixty minutes' length during a regular school term, or thirty periods of sixty minutes during a summer term. If the subject demands laboratory work, double periods must be given to secure three hours' credit. Three Quarter Session hours are equivalent to ONE COLLEGE SESSION-HOUR or TWO SEMESTER HOURS of credit.

GRADING SYSTEM

Students are graded in their studies by letters; and grade points are credited according to the quality of work done as follows:

Grade	Quality Points
A (Excellent)	3
B (Superior)	2
C (Good average quality)	1
D (Poor, barely passing)	0
E (Failure)	Minus 1
I (Incomplete)	0
W (Withdrew)	0

Credit for any course in which a student has received a grade of "E" can be obtained, only, by repeating the course in class when next, such a course is offered.

"Incomplete" grades must be made up and reported upon by the end of the first six weeks of the following term the student is in residence, otherwise it automatically becomes an "E".

RESIDENCE FOR DEGREE OR DIPLOMA

A minimum residence requirement of one continuous school year of thirty-six weeks immediately preceding graduation is required and demanded of all applicants for any degree or diploma. This requirement can not be satisfied by summer school attendance alone. Records from summer schools and extension courses will be considered a part of the work which may be done out of residence.

By residence is meant work done on the campus of Southern University in Scotlandville.

AMOUNT OF EXTENSION WORK ACCEPTED

Students may apply toward the two-year Normal diploma a maximum of 24 quarter hours by extension or correspondence study.

Students may apply toward the Bachelor's degree a maximum of 60 quarter hours by extension or correspondence study. Not more than one-half of the credits required for the major may be gained through extension. In either case, not more than NINE (9) quarter hours will be accepted for extension work or correspondence study earned in any one calendar year, and while in residence, a student shall under no circumstances be allowed to take work by correspondence or extension, nor register in any other institution at that time.

Students who pursue extension courses during the regular school year will not be given credit for courses pursued through extension during the summer. **POSITIVELY, THE MAXIMUM AMOUNT OF CREDIT ALLOWED FOR ANY ONE CALENDAR YEAR; that is, FROM JANUARY TO DECEMBER, SHALL BE NINE (9) QUARTER HOURS.**

By extension work is meant courses which are pursued outside of regular residence of the college. No matter where taken, nor when taken, such courses will be considered as extension courses.

REGISTRATION

Students should register on Tuesday, June 9, Academic Building, 8:00 a. m. to 5:00 p. m.

Inasmuch as registration on designated days is vital to the successful working of any system of registration, the following regulations concerning registration will be rigidly enforced during the summer session:

(1) Any student who registers after Tuesday, June 9, will be charged a late registration fee of \$5.00.

(2) No student will be admitted to any class for whom a written notice of enrollment has not been sent to the instructor from the Registrar.

(3) No credit whatever will be granted a student in any subject in which he has not been properly registered in the Registrar's Office.

CHANGE IN REGISTRATION

There will be no changes in registration after Thursday, June 11, exactly two days after classes begin in the summer session.

Schedules must be changed officially in the Registrar's Office. Positively, no credit will be given for unassigned classes. Where courses once registered for are dropped without approval and where courses are taken without proper assignment, the grade of "E", failure will be recorded.

MAXIMUM SUBJECT ALLOWANCE

By order of the State Board of Education, "NINE" quarter hours of credit will be considered the normal load, exclusive of music and physical education, during a summer term of six weeks. Twelve hours shall be the maximum by special approval in special cases. However, such cases will be permitted only upon the condition that the individual in question has maintained a previous scholarship record of "A" or "B" as an average.

College credit will not be given for high school work and no college work carries high school credit.

CLASS ATTENDANCE

No credit will be granted for attendance in a class until registration is completed and proper fees paid.

Students shall be expected to attend all sessions of the courses for which they have registered. Absences will be counted from the day which instruction begins. Credit will not be granted students in any course from which he has been absent in excess of ten per cent of the total number of such meetings for the session, unless the student presents satisfactory evidence to the instructor in charge that the work missed has been made up. Students absent for any cause in excess of twenty-five per cent of the total number of scheduled meetings of the course will be dropped from the class records with a grade of "E", failure.

REQUIRED STANDARD OF WORK

Courses in which a student has made a grade of A, B, C, or D, may be counted towards a degree or diploma, but not more than one-sixth of the total credits offered for a degree or diploma may be those in which a grade of D has been made. When a student accumulates a grade of D covering more than thirty quarter hours, he shall immediately repeat one more of the courses in which this grade was earned, the number of courses to be repeated covering the quarter hours in which the grade of D was made in excess of thirty. Such repetition shall be kept up until grades higher than D are earned in the repeated courses. The resultant grades shall have the usual grade point value but no credit hour value. No student shall be graduated whose record

shows more than the allowed number of D's after the substitution has been made.

EXTENSION OF CERTIFICATE

Every applicant for extension of certificate must attend the entire six weeks of the summer session and satisfactorily complete a minimum of nine quarter hours of work with a grade of "C" or better. No credit toward extension of certificate will be allowed any applicant who registers later than the date set aside for registration. This regulation will be strictly enforced.

CURRICULA

CURRICULUM 1

Designed to meet State requirements for elementary teachers certificates as prescribed by the Department of Education of Louisiana. Completion of the four years curriculum leads to the B. S. degree with a major in Elementary Education, and with definite training for teaching in the Primary and Grammar grades of the Public Schools.

FRESHMAN YEAR

	Periods per week			
	1st Qr.	2nd Qr.	3rd Qr.	Cr. Hrs.
English 111, 122, 133	3	3	3	9
Biology, 111, 122, 133	7	7	7	15
Geography, 111, 122, 133	3	3	3	9
History, 111, 122, 133	3	3	3	9
Pub. School Art, 111, 122, 133	3	3	3	9
How to Study, 111-A	2			1
Physical Ed. 111, 122, 133	2	2	2	3
Pub. School Music, 111, 122, 133	2	2	2	3

SOPHOMORE YEAR

English, 211, 222, 233	3	3	3	9
History, 211, 222, 233	3	3	3	9
Industrial Arts, 211, 222, 233	3	3	3	9
Psychology, 211, 222, 233	3	3	3	9
Pub. School Music, 241, 252, 263	2	2	2	3
Physical Ed., 241, 252, 263	2	2	2	3

JUNIOR YEAR

	Periods per week			
	1st Qr.	2nd Qr.	3rd Qr.	Cr. Hrs.
English, 311, 362, 313	3	3	3	9
Biology, 241, 252, 313	7	7	5	13
Arithmetic, 211, 222	3	3		6
Education, 241, 332-A, 312	3	3	3	9
Education, 311, 323, 312	3	3	3	9
Government, 311, 322, 333	3	3	3	9

SENIOR YEAR

English, 411, 412	3	3		6
Economics, 411, 422	3	3		6
Sociology, 333			3	3
Education, 441	8			4
Education, 462, 473		5	5	6
Education, 432		3		3
Education, 323-e		3		3
Physiography, 311, 322	3	3		6
Astronomy, 313			3	3
Electives				6

CURRICULUM 2

Four year curriculum for the training of High School teachers, leading to the degree of A. B., or B. S. in Secondary Education and qualifying one for high school certificate.

FRESHMAN YEAR

	Periods per week			
	1st Qr.	2nd Qr.	3rd Qr.	Cr. Hrs.
English, 111, 122, 133	3	3	3	9
Biology, 111, 122, 133	7	7	7	15
or				
Chemistry, 111, 122, 133	3	3	3	9
Geography, 111, 122, 133	3	3	3	9
Mathematics, 111, 122, 133	3	3	3	3
Mechanic Arts, 111, 122, 133	2			1
How to Study	2			3
Public School Music, 111, 122, 133	2	2	2	3
Physical Ed., 111, 122, 133	2	2	2	3

SOPHOMORE YEAR

	Periods per week			
	1st Qr.	2nd Qr.	3rd Qr.	Cr. Hrs.
English, 211, 222, 233	3	3	3	9
Chemistry, 241, 252, 263				
or				
Biology, 241, 252, 263	7	7	7	15
History, 211, 222, 233	3	3	3	9
Psychology, 211, 222, 233	3	3	3	9
Education, 231	3			3
Mechanics Arts, 241, 252, 263	3	3	3	9
Pub. School Music, 241, 252, 263	2	2	2	3
Physical Ed., 241, 252, 263	2	2	2	3

JUNIOR YEAR (For A. B. Degree)

Education, 353			3	3
English, 311, 362, 373	3	3	3	9
Government, 311, 322, 333	3	3	3	9
Language (according to the prerequisites taken)	3	3	3	9
Electives	6	6	3	15

SENIOR YEAR (For A. B. Degree)

English, 411, 412, 313	3	3	3	9
Economics, 411, 422, 433	3	3	3	9
Education, 411	8			4
Education, 462, 473		5	5	6
Electives	6	6	6	18
Foreign Language	3	3	3	9

JUNIOR YEAR (For B. S. Degree)

Education, 341	3			3
Education, 312		3		3
Education, 353			3	3
Mathematics, 471, 382, 393	3	3	3	9
Science	7	7	7	15
Government	3	3	3	9
Foreign Language	3	3	3	9

SENIOR YEAR (For B. S. Degree)

Education, 441, 462, 473	8	5	5	10
Economics, 411, 422, 433	3	3	3	9
Mathematics, 411, 422, 433	3	3	3	9
Electives	6	6	6	18
Science	7	7	7	15

CURRICULUM 3

TWO-YEAR NORMAL SCHOOL COURSE

The completion of this curriculum entitles the student to the Normal school diploma and to the class 111-A-Professional Elementary certificate.

The aim of this course is to train teachers for the public elementary schools of the State of Louisiana. The course covers a period of two years and is chiefly professional in nature, emphasizing principles, methods and techniques of instruction.

FRESHMAN YEAR

	Periods per week			
	1st Qr.	2nd Qr.	3rd Qr.	Cr. Hrs.
English, 111, 122, 133	3	3	3	9
Geography, 111, 122, 133	3	3	3	9
Biology, 111, 122, 133	7	7	7	15
History, 211, 222, 233	3	3	3	9
Education, 111, 122	3	3		6
Music, 111, 122, 133	2	2	2	3
Physical Ed., 111, 122, 133	2	2	2	2
Orientation, 111	2			1
Public School Art, 111, 122, 133	3	3	3	9

SOPHOMORE YEAR

English, 211, 222, 233	3	3	3	9
Psychology, 211, 222, 243	3	3	3	9
Methods in Teach. Geog., 241	3			3
Arithmetic, 211	3			
Directed Observation in Elementary Teaching, 221	8			4
Supervised Teaching in Elementary Subjects, 232, 243		5	5	6
Tests & Measures, 312		3		3
Music, 241, 252, 263	2	2	2	3
Physical Ed., 241, 252, 263	2	2	2	3
Children's Literature, 213			3	3
Drawing & Penmanship, 241, 252, 263	2	2	2	3
Health Education, 212		3		3

DESCRIPTION OF COURSES

(Unless otherwise stated, courses carry three quarter-session hours of credit).

NOTE 1: No class will be organized for less than five students.

NOTE 2: Courses not listed, will be offered, provided a sufficient number of students request that such courses be offered.

AGRICULTURE

Agricultural Economics

311—**Farm Accounting**—A study of practical methods of keeping records on the cost of producing farm and livestock products, so as to ascertain the most profitable enterprise on the farm.

322—**Farm Finance**—Considers the financial needs of individual farmers and farm organizations; credit organizations available to farmers; methods of securing credit, and the use of credit.

333—**Farm Management**—A study of the economic principles involved in the selection of the farm, the organization for its operation and the keeping of records and their analyses. Cropping systems, land tenure, farm capital, farm labor, and types of farming are considered.

AGRICULTURAL EDUCATION

421—**Special Methods in Agricultural Instruction**—In this course the modern methods of instruction and scientific principles underlying effective teaching are stressed. This course is recommended for prospective teachers of vocational agriculture.

453—**Special Methods of Teaching Vocational Agriculture**—A thorough study is made of the best methods of class organization and instruction in vocational agriculture. These methods include outlining courses of study and annual plans, making lesson plans; studying of inductive, deductive drill, review, and other types of lessons.

AGRICULTURAL ENGINEERING

211—**Farm Shop Work**—Care and use of tools, simple repair and construction of farm buildings, harness, repair and concrete construction comprise this course.

222—**Farm Shop Work**—This course covers the forging and welding of iron and steel, making and hardening small tools, pipe fitting, painting, soldering and farm machinery.

233—**Farm Buildings and Drawings**—A study is made of the planning of farm buildings—their construction, lighting, ventilation and adaptability to different types of animals. Work drawings of various individual buildings are made. A study of the benefits and importance of drainage and control of hill waters is also made.

AGRICULTURAL BIOLOGY

211—**General Bacteriology**—Includes the morphology, classification, physiology and cultivation of bacteria; relation of bacteria to health of man, animals, and plants. e

311—**Economic Entomology**—A study of the classification, structure, description and habits of the principal orders of insects, with the methods of combating and controlling of insects injurious to Louisiana crops.

AGRONOMY

311—**Farm and Forage Crops**—A study of the most important crops of the United States, special emphasis being placed upon those grown in Louisiana. Seed selection, harvesting, judging and preservation constitute a major part of the course.

322—**Soil Fertility**—Emphasis is laid upon the chemical properties and composition of soils, the functions of the elements essential to plant growth, manures, fertilizers, soil amendments and soil improvement crops.

HORTICULTURE

111—**Vegetable Gardening**—Stresses the principles of vegetable gardening, construction and management of hot beds and cold frames, sowing, and planting, cropping systems, cultural methods, harvesting and marketing

122—**Farm Orcharding**—A general study of the planting, propagating, and caring for orchards, according to the best methods, such as pruning, spraying, cultivating, storing, harvesting and marketing of fruits.

ANIMAL HUSBANDRY

211—**Dairy Cattle Production**—A course dealing with the dairy breeds, their history and development. A study is made of dairying in the South and in Louisiana in particular. Problems of management and production included.

232—Swine Production—Emphasizing the study of the breeds of swine, their history and use, including a study of swine management and economy in production with the college herd used as a basis of study and work.

243—Poultry Production—Designed to give the student the basic principles involved in practical poultry production. The course includes, breeds, types of birds, classification of birds, selection, mating, incubation, care and the feeding of the baby chicks and the laying flock.

BIOLOGY

111, 122, 133—General Biology—Five hours' credit each. A comprehensive study of the fundamental biological principles, based upon a study of the structure, function, and ecology of representative forms in Botany and Zoology, and the application of these principles to man.

113—Human Physiology—A study of the structure and functions of the organic systems of the human body. Included are the main facts and important recent advances in human physiology, foods, nutrition, personal hygiene and laws of health.

CHEMISTRY

111—General Chemistry—Five hours' credit. A study of the fundamentals, principles, theories and laws of Chemistry, preparation, properties and uses of the more common non-metals and their compounds; and finally a brief survey of the metals.

371—Organic Chemistry—Five hours' credit. The properties and relationships of typical aliphatic and aromatic compounds are studied in detail and modern theories underlying these relationships are discussed. Special emphasis is placed upon the relation existing between the various groups of carbon compounds, and upon the methods of organic synthesis.

ECONOMICS

411—Principles of Economics—Special attention is given to the production, exchange, distribution and consumption of wealth.

EDUCATION

113—Introduction to Education—An introductory course setting forth briefly the main plans for the organization of public education; the place and importance of education in our national life; the important present-day problems of education as they relate to the pupil, the

teacher and parent; the general nature of learning in the teaching process and the scope of the public school system.

211, 222, 233—Industrial Arts—Planned for teachers who have had no training in handwork. Simple projects in clay, wood, paper, eard-board weaving will be worked out.

122—Methods of Teaching in the Elementary School—This course will present accepted techniques in the several subjects of the elementary school. The following topics will be considered: Development of the modern curriculum, integration of classwork, various types of lessons, the unit of work, differentiation of bright and slow children, and promotion of efficient class management through good teaching techniques.

231—Principles of Secondary Education—A broad, comprehensive understanding of the field of secondary education embraces this course. Attention is given to the historical backgrounds of secondary education, practices in other countries, major issues, etc. Effort is made to interpret the functions of secondary education in relation to other educational units.

312—Tests and Measures—Designed to acquaint the student with the general field of tests and measurements, and to develop a scientific interest and attitude toward the idea of testing. The principles of selection and use of various tests as a means of improving teaching are studied and compared.

323—Principles of Teaching—Aims to show how the principles of psychology are involved in the teaching process, and to acquaint the student with different types of class procedure.

333—Rural School Management—Seeks to analyze and to suggest approaches to the solution of certain problems of rural education. Especial attention is given to the institutional and community responsibilities of the rural school teacher.

353—High School Methods—Designed to acquaint the students in a practical manner with teaching devices generally applicable in high school instruction. The objectives of secondary education, classroom management and discipline, selection and organization of subject-matter, economy in directing various types of learning and measuring the results of learning are some of the main topics treated.

413—Curriculum Principles—A course which seeks to bring the student into the realization of some of the dynamic social problems

that have necessitated a change in curriculum.

421—History of Education—Designed to acquaint the student with the foremost movements in the development of educational practice and theory in the United States from the colonial period to the present.

ENGLISH

111, 122, 133—English Composition—Three hours' credit each—Intended to teach the fundamentals of clear and effective composition. They consist of fundamentals of grammar and rhetoric, letter-writing, paragraph development, outlining, note-taking, library assignments, etc. Attention is given to methods of study and to basic principles of literary technique and appreciation.

211, 222, 233—English Literature—Three hours' credit each—Aims to introduce the student to the writings of the most important English authors. Beginning with Beowulf, it endeavors to show how writings, both in form and content, express each author's personality in its reaction to contemporary ideals. Detailed attention is given to the principal writers of the Romantic and Victorian eras.

311—Public Speaking—Gives training in the selection of subjects, organization of material, the principles of style, and the effective delivery of speeches for different occasions. The student is given much actual practice in the preparation and presentation of the formal speeches, the didactic, forensic, political and other forms of public address.

313—Shakespeare—Consists of a critical study of the representative plays of Shakespeare. Lectures are given upon the development of Shakespeare as a dramatist and the character and conditions of the times.

373—Journalism—Designed to afford training for the student especially interested in the different forms of professional writing. Models of editorials and of newspaper and magazine articles are studied as a basis for original efforts at composition.

FRENCH

111, 122, 133—Elementary French—Primary Object: To enable the student to understand easy French, written and spoken and to accumulate a store of linguistic material. Also will be included grammar, pronunciation, reading of simple texts, vocabulary drill and sentence

expansion. These courses are open to those receiving no admission credit in French.

241, 252, 263—Intermediate French—Three hours' credit each—Emphasis is placed on linguistic fluency and accuracy both in comprehension and reproduction.

GEOGRAPHY

111—Geography of North America—Consists of a regional treatment of the continent of North America. This continent is divided into natural regions, each of which is studied with regard to present economic development and future possibilities as related to resources, climate, and relief.

122—Geography of Europe and Asia—The same method of procedure is used in this course as in Geography 111.

GOVERNMENT

311—American Government. A survey of the American political system dealing in particular with the functions, organization and problems of the national government. Following the development of the basic principles of government, consideration will be given to the changes in governmental development resulting from the modern industrial age.

HISTORY

122—Modern Europe—A general study of the history of Western Europe from 1500 to 1815. Emphasis will be placed on the history of England, France, and Germany with occasional reference to the nations of Eastern Europe. Recitations, assigned readings and reports.

233—American History—The development of the United States from 1865 to the present dealing with the political, social, industrial and commercial aspects of American civilization.

311—Negro History—This course includes a study of the Negro from his African environment to his new home in America. Stress is placed on Negroes who played an important role in the anti-slavery movement. Lectures, collateral readings and reports.

411—English History—In this course, attention will be given to the invasion of the early German tribes, the fusion of the people; the rise of the English Common Law; the development of parliamentary practices and Government.

HOME ECONOMICS

111—Applied Design—A study of the principles of art and design, intended to develop appreciation for the beautiful and that which is orderly in one's everyday life. Method of arranging and combining line, color, dark and light to produce fine arrangement.

111—Textiles and Clothing—The selection of textiles for personal and household use. Source and structure of textiles; the selection of materials for construction, and the fundamental processes as applied to the making of simple and practical clothes. 5 hours' credit.

122—Clothing Construction—A study of and practice in the use of the sewing machine in the construction of such garments as underwear, wash dresses and children's clothing involving color combination and clothing appreciation relative to health. Also is included a study of textile fibers and fabrics and the social and economic aspect of textiles in relation to the consumer.

112—Meal Planning—The purpose of this course is to offer study in planning and preparing meals for family groups and to have practice in the handling of large quantities of food material for cafeteria and food shops. Special menus and table service are included in the course. 5 hours' credit.

123—Food Preparation and Selection—A continuous study of the basic principles underlying food combination and cooking. Consideration is also given to the study of selection, purchasing, preparing, and serving of food, with special emphasis on the nutritive value and scientific principles of cookery. 5 hours' credit.

231—Food and Nutrition—A study of the principles of human nutrition, the essentials of an adequate diet, and the nutritive requirement for different individuals and families as modified by age, sex, activity, and physical condition. 5 hours' credit.

222—Craft Design—This course covers a study of art and how to transform ugliness into beauty and to make leisure time more profitable by reclaiming of old furniture, making rugs, chairs, box furniture, painting and stenciling.

351—Costume Design—The course includes a discussion of the principles of design, their selection and application to the selection of clothing, and the influence of the principles of garment construction

on clothing design. Also is included a study of human proportions, materials and the elements of design in relation to the individual and her personal problems of dress.

MATHEMATICS

111, 122—College Algebra—Three hours' credit each—Treats of the quadratic equation, ratio and proportion, the progressions, logarithms, mathematical induction, probability, determinants, partial fractions, interest and annuities, complex numbers, etc.

133—Plane Trigonometry. Angles, triangles, and their measurements, the trigonometric functions of the general angle, triangle, trigonometric identities and equations, functions of sums and differences of angles, and the oblique triangle, requiring the use of logarithms, are treated.

211—Methods of Teaching Arithmetic—It is designed for students taking the four-year course in Elementary Education. Special emphasis will be placed on methods of teaching Arithmetic in the first six grades. Special attention will be given also to the types and sources of materials to be used in the teaching of arithmetic in these grades.

MUSIC

111, 122, 133—Ear Training and Sight Singing. One hour credit each. This course is a study of tone, rhythm, and music reading as applied to elementary theory and melody writing. Practice is given in the singing of intervals and chords through the dominant seventh and its inversion in the major and minor modes. Special attention is given to the reading of exercises, melodies, and songs.

241, 262, 263—Advanced Ear Training, and Sight Singing—One hour's credit each. This course is a study of advanced music reading. Emphasis is placed on singing, aural recognition, and writing of all chords through the seventh chords and their inversions.

MECHANIC ARTS

241, 252, 263—Elementary Woodwork—3 hours' credit each—Designed to train students in the art of using tools and making articles out of wood. Special emphasis is placed on general home and school repair projects.

PHYSICAL EDUCATION

111, 122, 133—**Physical Education**—1 hour's credit each—A well-rounded course in physical education which will include marching, calisthenic, dancing, games, relays, stunts as well as various forms of athletics. Special emphasis will be placed upon the development, coordination, posture and poise of the individual.

241, 262, 263—**Physical Education**—1 hour's credit each—This course includes both theory and practice. It is similar to Physical Education 111, 122, and 133 with stress upon the perfection of the fundamental elements and skill in the various activities.

PSYCHOLOGY

211—**General Psychology**—A study of the mental life of human beings, instincts, learning, sensory discrimination, individual differences, responses, and the relations of the mind to the nervous system.

222—**Educational Psychology**—A general course covering the application of psychology to teaching with emphasis upon heredity, environment, individual differences, the learning powers, intelligence and its measurements.

233—**Adolescent Psychology**—Considers the psychology basis of the behavior of adolescents, with emphasis on some of the problems arising out of the social environment of the adolescent with a view to introducing the student to the general nature of the secondary pupils.

243—**Child Psychology**—This course attempts to give a complete analysis of infant behavior, motor development, motivation, language, thinking, work and play. The course is based on a recognition of the child as a product of evolution, heredity and environment. Special stress is placed on the significance of infancy and the characteristics which mark the various states of the growth of the child from infancy to maturity.

SOCIOLOGY

311—**Introduction to Sociology**—A brief review of the theories and principles of society and social progress; the origin and evolution of the major social institutions—the family, the state, property, education and religion—from primitive to modern times. A careful study is

made of the major problems and tendencies of modern social life and the remedies proposed.

322—**Educational Sociology**—An interpretation of social life in terms of education; analysis of primary and secondary groups in light of their educational significance; development of the social personality; education in relation to social control, progress; democracy and internationalism.

333—**Rural Sociology**—The origin and development of the rural life and problems; characteristics, psychology, and cultural background of rural people; factors and forces in rural social progress; development and adaptation of rural institutions, are studied in detail in this course.