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1938

### Southern University and A & M College 1938-Bulletin SummerSession Catalog

Southern University and A&M College

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BULLETIN

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**SOUTHERN UNIVERSITY**

AND

Agricultural and Mechanical College

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VOL. 25                      APRIL, 1938                      No. 8

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**SUMMER SESSION**  
1938

**Scotlandville, Louisiana**

SOUTHERN UNIVERSITY PRESS

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BULLETIN

# Southern University

AND  
AGRICULTURAL AND MECHANICAL COLLEGE

VOL. 25                      APRIL, 1938                      No. 8



SUMMER SCHOOL CATALOGUE  
1938

SCOTLANDVILLE, LOUISIANA

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# CALENDAR, 1938

Registration in Academic Building. 8.00 a. m. to 12.00 and 2.00 to 5.30 p. m.	Monday	June 13
Regular classwork begins. Late registration.	Tuesday	June 14
Registration in Regular Six Weeks' Session ends. No refund is made of tuition or fees nor is registration for credit permitted after this date,	Thursday	June 16
Regular Six Weeks' Session ends.	Saturday	July 23

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## STATE BOARD OF EDUCATION

Hon. H. H. White, President	Alexandria
Mrs. Eleanore H. Meade, Vice-President	Gramercy
Dr. C. C. Henson	New Orleans
Mr. W. A. Montgomery	Lafayette
Dr. C. W. Smith	Ruston
Mr. A. J. Gelpi	New Orleans
Mr. E. A. Conway	Shreveport
Hon. George T. Madison	Bastrop
Mr. H. H. Holloway	Amite
Hon. W. J. Burke	New Iberia
Supt. T. H. Harris, Secretary	Baton Rouge
Mr. Parrish Fuller	Oakdale

## EXECUTIVE COMMITTEE

Superintendent T. H. Harris, Chairman	Baton Rouge
Mr. I. M. Causey	Baton Rouge
Hon. Fred G. Benton	Baton Rouge

## ADMINISTRATION

J. S. Clark, A. B., A. M., Ph.D.	President
*Felton Grandison Clark, A. B., A. M., Ph.D.	Dean of College
Mary Carlisle Meadors	Bursar
§Lawrence I. Brockenbury, B. S.	Business Manager
Roy Barney Chavis, A. B., M. A.	Registrar
Camille Stivers Shade, A. B., B. S. in L. S.	Librarian
Thomas W. Langston	Dean of Men
Rosa Davis	Dean of Women
Raymond Michael Baranco, M. D.	Director, Department of Health and Health Education
Emma Nesbit Maberry	Supervisor, Boarding Club
John Hopkins Theus, B. S.	Superintendent, Buildings and Grounds

\*On January 3, 1938, Dr. Felton Grandison Clark, Dean of Southern University, was elected President of Southern University, to assume office on July 1, 1938.

§Part of Year.

## Faculty of Southern University

(ALPHABETICALLY ARRANGED)

- RUSSEL M. AMPEY ..... *Biology and Chemistry*  
A. B., Western State Teachers College; Graduate Study,  
Ibid., M. S., Howard University.
- HENRI ETTA BARANCO ..... *English*  
A. B., Southern University; M. A., University of Michigan.
- §BEATRICE A. BIANCHI ..... *Applied Art and Design*  
B. S., Howard University; M. S., Columbia University.
- EDMOND S. BURKE ..... *Dairying and Agricultural Economics*  
B. S., Tuskegee Institute; Graduate study: Four Summers  
at Michigan State College.
- MENNIE HOWELL CHAMPE ..... *Home Economics Education*  
B. S., Kansas State College; Graduate Study: Four Summers  
at Columbia University.  
*Director of the Division of Home Economics*
- CHARLES A. CLARK ..... *Tailoring*  
Graduate, Prior College, Rultan Spanish Honduras; Craig  
Tailoring School, Belize, British Honduras.
- FELTON GRANDISON CLARK ..... *Psychology*  
A. B., Beloit College; A. M., Ph.D., Columbia University.  
*Dean of the College and Director of Instruction*
- MATTHEW J. CLARK ..... *Itinerant Agricultural Teacher Trainer*  
B. S., Hampton Institute; M. S., Iowa State College.
- HARRISON D. C. DOUGLAS ..... *Agronomy*  
B. S., Tuskegee Institute.
- HATTIE BEATRICE DUVAL ..... *English*  
A. B., Fisk University; M. A., Columbia University.

\*Studied On Leave of Absence, 1937-38.

§Part of Year.

- \*EDWARD FERGUSON, JR. .... *Biology and Chemistry*  
B. S., M. S., University of Illinois; Further Study: One year  
at University of Illinois.
- JOHN WESLEY FISHER ..... *Horticulture*  
B. S., Southern University; Graduate Study: Three Sum-  
mers at Iowa State College.
- WILLIAM THOMAS FONTAINE ..... *History and Philosophy*  
A. B., Lincoln University (Penna.); A. M., Ph.D., University  
of Pennsylvania.
- WILLIAM H. GRAY, JR. .... *Education*  
B. S., Bluefield State Teachers College; M. S., University of  
Pennsylvania; Further study: One summer at University  
of Pennsylvania.
- ELLINGSTON EUGENE GREENE ..... *Education (Extension)*  
A. B., New Orleans University; M. A., University of Iowa.
- LORETTA SAUCIER GRIFFITH ..... *Education*  
A. B., New Orleans University; M. A., Atlanta University.
- E. JAMES HAMILTON ..... *Printing*  
A. B., Southern University.
- ALFRED ARMSTRONG HAMM ..... *Industrial Arts and Carpentry*  
B. S., Hampton Institute.
- EMORY WELLINGTON HINES ..... *Physical Education*  
A. B., Texas College.
- §GEORGE O. JACKSON ..... *Accounting*  
B. S., University of Iowa.
- WILLIAM HENRY JAMES ..... *Chemistry*  
B. Sc., Claflin University; Graduate Study: Four Summers  
at University of Chicago; M. A., Boston University; Further  
Study: One Summer at Boston University.
- GRACE KENNEDY JOHNSON ..... *Physical Education for Women*  
B. S., Howard University; M. A., Columbia University.
- JAMES LORAIN JONES ..... *Biological Sciences*  
B. S., M. S., Ph.D., University of Pittsburgh.

- CORNELIUS KING ..... *Agricultural Education*  
B. S., Hampton Institute; M. S., Cornell University.  
*Director of the Division of Agriculture*
- ELSIE MAE LEWIS ..... *Political and Social Sciences*  
A. B., Fisk University; M. A., University of Southern California; Further Study: One Summer and One Year at the University of Chicago.
- J. W. McLEOD ..... *Industrial Education, Mechanical Drawing*  
B. S., Hampton Institute.
- DALLAS B. MATTHEWS ..... *Itinerant Agricultural Teacher Trainer*  
B. S., Southern University.
- WILLIAM JAMES FLOURNOY MEREDITH ..... *History*  
A. B., Fisk University; M. A., Ohio State University; Further Study: One Summer at Ohio State University; One Summer at the University of Minnesota.
- JAMES CURTIS MERRICK ..... *Animal Husbandry*  
B. S., Southern University; Graduate Study: One Year at Iowa State College.
- JAMES BLAINE MOORE ..... *Farm Shop Mechanics*  
Diploma, Tuskegee Institute; Student, Hampton Institute and Bradley Institute of Technology.  
*Director of the Division of Mechanic Arts*
- J. ORVILLE B. MOSELEY ..... *Instrumental Music*  
A. B., Morehouse College; Graduate Study: One Year and Three Summers at the Chicago Musical College.
- ARNETT WILLIAM MUMFORD ..... *Physical Education*  
B. S., Wilberforce University; Graduate Study: One Year at Chicago Y. M. C. A. College; Two Summers at the University of Illinois.  
*Director, Division of Physical Education and Athletic Coach*
- IRENE PARKER MYERS ..... *Clothing*  
B. S., Southern University.

- §REBECCA F. NETTERVILLE ..... *Applied Design and Household Economics*  
B. S., Hampton Institute; Graduate Study: Two Summers at Iowa State College.
- MATTYE BOOKER PEARRY ..... *Instrumental Music*  
Diploma, Arkansas Baptist College; Diploma, Spelman College; Diploma, Chicago Musical College.
- LEROY R. POSEY ..... *Mathematics*  
A. B., Fisk University; Graduate Study: One Year at University of Chicago; M. A., Ohio State University.
- HERBERT SPENCER POWELL ..... *Auto Mechanics*  
B. S., Hampton Institute.
- CLIFTON ALVIN PURNELL ..... *Physical Education*  
A. B., Southern University; Graduate Study: One Summer at the University of Illinois.
- JAY SAUNDERS REDDING ..... *English*  
Ph.B., Brown University; M. A., Brown University; Further Study: One Year at Brown University; One Year at Columbia University.
- AQUILLA MATTHEWS RICE ..... *Public School Music and Voice*  
B. S., in Public School Music, Teachers College, Columbia University; M. S., Northwestern University.
- KANATA EDETHA RODGERS ..... *Foods and Nutrition*  
B. S., in Home Economics, Howard University; M. S., in Home Economics, Iowa State College.
- ROBERT LEE SHADE ..... *Printing*  
A. B., Southern University; Diploma, United Typothetae of America.
- J. FRANK SMITH ..... *Education (Extension)*  
A. B., University of Indiana; M. A., University of Chicago.
- RUSSELL W. SMITH ..... *Physics and Mathematics*  
B. S., Wilberforce University; M. S., Howard University; Further Study: One Summer at the University of Pennsylvania; One Summer at Colorado State A. and M. College.

WILLIAM WALLACE STEWART ..... *Education*  
A. B., Morehouse College; M. A., University of Nebraska;  
Further Study: One Summer at the University of Nebraska;  
One Year at the University of Michigan.  
*Director of the Division of Teacher Training*

§SAMUELLA V. TOTTY ..... *Commercial Education*  
B. S., Tennessee State College; A. B., A. M., Fisk University;  
Further Study: One Summer at Columbia University.  
*Director of Division of Commercial Education*

IONE MONROE TRICE ..... *Instrumental Music*  
Mus.B., Chicago Musical College; Mus.M., Chicago Conservatory of Music.

MARGUERITE LEE WHITE ..... *Romance Languages*  
B. S., M. A., Columbia University; Further Study: One Year at Columbia University.

### DEMONSTRATION HIGH SCHOOL

WILLIAM WALLACE STEWART ..... *Principal*  
A. B., Morehouse College; M. A., University of Nebraska;  
Further Study: One Summer at the University of Nebraska;  
One Year at the University of Michigan.

LESBY SOLETE BANKS ..... *English*  
B. S., Southern University; M. A., Columbia University.

LUBERTHA JOYCE DYER ..... *Home Economics*  
B. S., Southern University.

LOIS ELAINE GREENWOOD ..... *French and History*  
A. B., Spelman College; M. A., Atlanta University.

JAMES LEWIS PAGE ..... *Science and Mathematics*  
A. B., Talladega College; M. A., Columbia University.

§Part of the Year.

### DEMONSTRATION ELEMENTARY SCHOOL

ALICE ALMIRA BOLEY ..... *Supervisor, Seventh Grade*  
A. B., Southern University; Graduate Study: Two Summers at Columbia University.

LORETTA SAUCIER GRIFFITH ..... *Supervisor, Second and Third Grades*  
A. B., New Orleans University; M. A., Atlanta University.

ERNESTINE OLEVIA JONES ..... *Supervisor, Fifth Grade*  
A. B., Southern University; Graduate Study: One Summer at Columbia University.

§MYRTLE D. MCLEOD ..... *Supervisor, First Grade*  
A. B., Southern University; Graduate Study: Three Summers and One Semester at Columbia University.

SARAH DAVIS MACK ..... *Supervisor, Fourth Grade*  
A. B., Talladega College; B.ED., M. A., University of Cincinnati; Further Study: One Summer at the University of Cincinnati.

EULA STERLING PATTY ..... *Supervisor, Sixth Grade*  
A. B., Southern University; Graduate Study: One Summer at Atlanta University.

§SOPHRONIA V. STANLEY ..... *Supervisor, One-Room Rural School*  
B. S., Southern University; Graduate Study: Two Summers and One Semester at Colorado State College.

DOROTHY MAE STEWART ..... *Supervisor, First Grade*  
B. S., Miner Teachers College; M. A., Howard University; Further Study: One Semester at Howard University; One Year at Chicago University.

### NON-INSTRUCTIONAL STAFF

MARTHA MARIE BERHEL ..... *Assistant Librarian*  
A. B., Southern University; B. S., in Library Science, Hampton Institute.

§Part of the Year.

- MARGARET J. BLACK ..... *Secretary to the Dean and Instructional Officers*  
Two years (Commercial School), A. and T. College.
- §LAWRENCE I. BROCKENBURY ..... *Business Manager*  
B. S., Hampton Institute.
- §MAMIE C. BRONSON ..... *Assistant Librarian*  
Diploma, Alabama State Teachers College.
- ROY BARNEY CHAVIS ..... *Registrar*  
A. B., Talladega College; M. A., Columbia University.
- ROSA DAVIS ..... *Dean of Women*  
Diploma, Tuskegee Institute; Special Study, Hampton Institute; Student: One Year at Tennessee State College.
- SUSIE S. DAVIS ..... *Assistant to Dean of Women*  
B. S., Tennessee State College.
- C. BECK HOLMES ..... *Secretary, Training School*  
A. B., Southern University; Commercial Diploma, Tennessee State College.
- THOMAS W. LANGSTON ..... *Dean of Men*  
Diploma, Oberlin College.
- EMMA NESBIT MABERRY ..... *Supervisor, Boarding Club*  
Diploma, Tuskegee Institute; Student: One Year at Columbia University; One Summer at Chautauqua Institute, N. Y.; One Summer at Chicago University.
- MARY CARLISLE MEADORS ..... *Bursar*  
Diploma, Oberlin Business College.
- AUDREY JEAN PATRICK ..... *Keeper of Students' Accounts*  
B. S., Tennessee State College.
- INEZ OWENS ..... *Secretary, Agriculture Department*  
Diploma, Tuskegee Institute.

§Part of the Year.

- RHODA ARNEA PUGH ..... *University Nurse*  
R. N., Meharry Medical College.
- CAMILLE STIVERS SHADE ..... *Librarian*  
A. B., Southern University; B. S., in Library Science, Hampton Institute.
- HILDA JONES SMITH ..... *Secretary to the President*  
B. S., in Commerce; North Carolina College for Negroes.
- LULU VIRGINIA TAYLOR ..... *Assistant in Registrar's Office*  
Diploma, North Carolina College for Negroes; Student: One Year at Southern University.
- §NAN TAYLOR ..... *Assistant to the Supervisor, Boarding Club*  
Graduate, Tuskegee Institute.
- JOHN H. THEUS ..... *Superintendent of Buildings and Grounds*  
B. S., Southern University.
- W. HAROLD WALKER ..... *Supervisor of Laundry*  
B. S., Southern University.

§Part of the Year.

## General Information

### HISTORICAL STATEMENT

In 1879, Honorable P. B. S. Pinchback, Honorable T. T. Allain, and Honorable Henry Dumas stood as sponsors of the movement in the Constitutional Convention of 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, which 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 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 college is situated upon a bluff overlooking 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.

### CAMPUS AND EQUIPMENT

The grounds of Southern University consist of a tract of 500 acres. The central campus consists of about 35 acres. The campus is planted with trees, hedges and flower gradens which make it especially attractive.

The equipment for the summer session includes the entire plant of the college consisting of the library, laboratories, shops, farms, orchards, live stock and experimental plots. The equipment for work in agriculture, farm engineering, home economics, industrial arts and sciences, manual training and related subjects is in keeping with the resources of the college.

### 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. It contains about 15,000 accessioned volumes exclusive of public documents. The books are well chosen to meet the reading needs of students of all departments, and plans are being formulated whereby the collection may be constantly improved by addition and elimination.

### 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 college and is planned to afford an opportunity for students to shorten the period required for diplomas, degrees and certificates; to encourage and assist teachers in service to keep abreast of the rapid progress being made in the professional field of education; to enable teachers to renew certificates as required by the State Board of Education; and otherwise to advance the teaching profession in whatever ways the institution may cooperate.

### RATING OF THE COLLEGE

Southern University, the State College for Negroes is a standard four-year college offering varied curricula leading toward the Bachelor of Arts and Bachelor of Science degrees. It is accredited as a Class "A" College by the Louisiana State Department of Education and by the Southern Association of Colleges and Secondary Schools. Such accreditation should warrant the admission, without examination, of its graduates to the graduate division of any standard university requiring the Bachelor's degree for admission.

### THE FACULTY

The faculty for the summer session is composed, for the most part, of all who belong to the regular staff. These men and women are prepared to give thorough training in the fields which they represent, having been trained in the best universities of the country. In addition, special teachers and lecturers will form a part of the summer session faculty.

### 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 summer 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.

#### SPECIAL COURSES

In cooperation with the State Department of Education, provision has been made for the offering of special courses for Jeanes supervisors and for teachers of rural schools and for rural welfare workers. For principals of small high schools, suggestive courses are provided for the organization, management and supervision and teaching. Likewise, will be offered special courses in curriculum development, special courses for home economics teachers, agricultural teachers, teacher-librarians, shop teachers and special courses for physical education and athletes, including coaching of athletic teams.

#### HOUSING ACCOMMODATIONS

Adequate dormitory facilities are provided for men and women who live out of town. The dormitories are modern in construction and equipment and are centrally located which make comfort and convenience possible to students who reside on the campus. Each room is furnished with dresser, chairs, study table, single beds and mattresses. Students must supply their own sheets, pillow cases, bed coverings, towels, and any other toilet accessories.

#### DEGREES

In addition to courses leading to teachers' certificates, the college offers courses of study leading toward the B. A., or B. S. degree in the following departments: English, French, history, social sciences, physical sciences, elementary education, mathematics home economics, and agriculture.

#### CREDIT TOWARD STATE CERTIFICATION

College courses when completed and properly certified are accepted by the State Department of Public Education toward a state certificate under the Louisiana School Law and State Board requirements, subject to such regulations as are in effect at that department governing the granting of certificates. Information concerning the requirements for state certificates may be obtained at the office of the Registrar, Academic Building.

#### EXPENSES

Registration (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
Health Service fee .....	2.00
Library fee .....	1.00
Laboratory fee (Per course) .....	1.50
Home Economics fee (Per course) .....	2.50
Late Entrance fee .....	1.00

## General Regulations

#### ADMISSION TO COLLEGE COURSES

The requirements for admission to courses leading to a degree or diploma is the satisfactory completion of an approved high school course with a minimum of 15 units properly distributed. A unit in any subject represents a year of study constituting approximately a quarter of a full year's work in a high school. The four-year high school course is taken as a basis, and it is assumed to be not less than thirty-two weeks in length; that a recitation is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week.

Graduates of non-accredited high schools, teachers of experience, and mature applicants who cannot offer 15 units from an accredited high school, may be admitted to college courses only upon successfully passing college entrance examinations.

Of the 15 units required for entrance, 6 are prescribed as follows:

English .....	3
Algebra .....	1
History .....	1
Science .....	1

Persons who cannot meet the college entrance requirements will not be given collegiate credit for any courses taken during the summer session. Each person seeking a teacher's certificate or an extension or renewal of certificate should file with the registrar before the time of registration a complete transcript of his high school record. This will avoid unnecessary delay in reporting of grades at the close of the summer session to students, and to the State Department of Education for certification purposes.

Transcripts of records must be sent directly to the registrar of the college by the principal or registrar of the school last attended. In no other way will they be accepted, and recognized as official.

### CREDIT FOR WORK DONE IN OTHER COLLEGES

College credit which students wish to offer for advanced standing will be accepted from colleges that were accredited at the time of the applicant's attendance by the standardizing agency for the territory in which the institution is located. Such credit may be allowed without discount provided that the courses were passed with a grade of "C" or above, and that they be counted in fulfilling requirements for a degree in Southern University. In no case, however, will any request for work done elsewhere be considered unless presented during the first summer of attendance.

### REGISTRATION

Summer School students should present themselves for registration on the day set aside for that purpose, which is Monday, June 13. In registering, the students will follow directions given at the Registrar's Office and will be expected to pay all fees before completing their registration.

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

1. Any student who registers after Monday, June 13, will be charged a late registration fee of \$1.00 and then may not be permitted to carry a full schedule during the summer session.
2. No student will be given credit for any course taken in which he has not been properly enrolled in the Registrar's Office.
3. No student will be admitted to any course for whom a written notice of enrollment has not been sent to the instructor from the registrar.
4. Under no circumstances is part credit given for part time attendance or for partial completion of a course.

### CHANGE IN REGISTRATION

Registration may be changed within the first two days of the summer session. A course dropped with the permission of the Director of the summer session within the first two days will not be included in the registration for the session. A course dropped without permission or after the first two days of the session shall be recorded with a failing grade.

Any change in a student's registration must be on consent of the Director. The dropping or adding of courses, or the changing from one section of a course to another must be made in the registrar's office. When a student desires to drop or add a course or change from

one section of a course to another, he should secure from the registrar a card especially made for the change. He should then secure the permission for the change from the Director and file the card properly filled with the registrar. The penalty for violation of the above regulation is the assignment of the grade "E", failure in that course.

### CLASSIFICATION

Applicants will be classified on the basis of satisfactory records. Classification is absolutely necessary. All persons working for degrees or normal diplomas will pursue studies on the college level based upon satisfactorily meeting of entrance requirements. Each applicant not already classified in the summer session must have sent to the registrar of the college a transcript of the credits already earned. These should be properly signed and forwarded by the school in which earned. There can be no definite and permanent classification until such a transcript is received.

### BASIS OF CLASSIFICATION

Freshman classification is assigned to those students who present 15 high school units, properly distributed and have not acquired as many as 45 quarter hours of college credit. Students who present 15 high school units, but who fail to meet specific entrance requirements in one subject, are classified as conditioned freshmen. Any condition must be removed before the student is given sophomore standing.

Sophomore classification is given to those students who have no entrance condition and have earned at least 45 quarter hours of college credit.

Junior classification is given to those students who have no entrance condition and have earned at least 90 quarter hours of college credit.

Senior classification is given those students who, having attained junior classification, have also earned at least 144 quarter hours of college credit and 173 quality points.

### NUMBERING OF COURSES

Courses offered in the college curricula shall be numbered as follows:

Courses numbered 111-199 are open primarily to freshmen

Courses numbered 211-299 are open primarily to sophomores.

Courses numbered 311 and above are open primarily to juniors and seniors.

Persons of senior classification who elect to take freshman courses will receive only half credit in those courses elected.

#### AMOUNT OF CREDIT

During the summer session each course is organized so as to cover in six weeks, all the material of the corresponding course which is given in twelve weeks during the regular session. This is accomplished through intensive measures such as daily class meetings, double class periods, and carefully checked reports on extensive outside reading. A summer school student is therefore, permitted to carry only about half the number of courses which a student ordinarily carries during the regular session.

The normal load for the summer session shall be 9 quarter hours. Students of demonstrated ability whose previous scholarship record is "A" or "B" as an average, may upon the discretion of the Director of the summer session be permitted to carry as many as 12 quarter hours. However, 12 quarter hours shall be regarded as the maximum student load.

During the summer session, three credit hour courses shall meet six times per week; two credit hour courses shall meet four times per week; one credit hour courses shall meet twice per week. Class periods are for 55 minutes with 5 minutes for change of classes.

#### EXTENSION CREDITS ALLOWED

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 45 quarter hours by extension or correspondence study. Not more than 9 quarter hours will be accepted for courses pursued in extension or correspondence schools during any one academic year, and while in residence, a student shall under no circumstances be allowed to take extension or correspondence nor register in any other institution.

By extension courses or correspondence study is meant the pursuing of courses of study outside of regular residence of the college.

#### UNIT OF CREDIT

The unit of credit used by the college is the quarter hour, which signifies one recitation per week for a term of twelve weeks, or the equivalent in laboratory or shop practice, and presupposes an average of two hours of outside preparation for each recitation.

#### SYSTEM OF GRADING

Students are graded in their courses by letters, and grade points per credit hour are assigned according to the quality of work done as follows:

A—Exceptional scholarship .....	3
B—Distinctly above average .....	2
C—Average quality .....	1
D—Barely passing (Lowest passing grade) .....	0
E—Failure .....	Minus 1
I—Incomplete .....	0
W—Withdrew officially .....	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 offered.

"Incomplete" grades must be removed by the end of the first six weeks of the following term the student is in residence, or within one year, if the student is not in residence; otherwise, the grade will automatically revert to "E", failure.

### REQUIREMENTS FOR DEGREES

#### BACHELOR OF ARTS AND BACHELOR OF SCIENCE

The course for the degree, Bachelor of Arts or Bachelor of Science extends over a period of four years. One hundred and ninety-two quarter hours distributed in prescribed and elective courses and 231 quality points are required for graduation. The average number of hours needed each quarter is approximately sixteen.

#### DEGREES IN SPECIAL FIELDS

For requirements for the degree of Bachelor of Arts in elementary education, for the degree of Bachelor of Science in the special fields of agriculture and Home Economics, see Course of Study.

#### RESIDENCE REQUIREMENTS

A minimum residence requirement of one continuous school year of thirty-six weeks immediately preceding graduation is required of all applicants for any degree or diploma. The applicant

must have registered in the college during his senior year, and earned in residence the last 48 quarter hours. This requirement cannot be satisfied by attendance at extension schools alone. Records from extension schools will be considered a part of the work which may be done out of residence. The residence requirement may be met by attendance at six consecutive summer school sessions.

#### CHANGE OF CURRICULA

Students changing from one curriculum to another as, for instance, from the curriculum leading to preparation for teaching in the elementary school to one leading to agriculture or teaching in the high school should expect to lose a portion of the credits previously earned. Transfers of credits may be made for those courses which are common to both curricula or for those courses which may be elective to both. The amount of loss will necessarily depend upon the extent to which the original curriculum has been pursued. However, no change of curricula may be made later than the beginning of the senior year.

## Description of Courses

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### AGRICULTURE

#### AGRONOMY

322—*Farm Crops*—Soils, varieties and land preparation. Emphasis will be placed on fertilization, planting and cultivation. CREDIT, 3 HOURS.

343—*Farm Management*—Planning the farm layout and cropping system for the most efficient management. CREDIT, 3 HOURS.

#### HORTICULTURE

133—*Vegetable Gardening*—A study of vegetable crops suitable to the State. Stress will be placed on varieties, hot-beds, cold frames, planting, cultivation and harvesting. Required project consists of a variety of vegetable crops. CREDIT, 3 HOURS.

#### AGRICULTURAL BIOLOGICAL SCIENCES

341—*Plant Pathology*—Consisting of a study of the nature, cause and control of plant diseases common to Louisiana Crops. CREDIT, 3 HOURS.

#### ANIMAL HUSBANDRY

222—*Farm Dairying*—Testing milk and milk products, butter and cream-cheese making. CREDIT, 3 HOURS.

232—*Swine Husbandry*—A study of main breeds, improving stock, housing, feeding, slaughtering, meat curing, and general care and management. CREDIT, 3 HOURS.

#### AGRICULTURAL ENGINEERING

233—*Farm Shop*—A study is made of the planning of farm buildings their construction, lighting, ventilation, and adaptability to different types of breeds. CREDIT, 4 HOURS.

## EDUCATION

- 111—*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. CREDIT, 3 HOURS.
- 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 class-work, various types of lessons, the unit of work, differentiation of bright and slow children, and promotion of efficient class management through good teaching-techniques. CREDIT, 3 HOURS.
- 222—*Educational Psychology*—A course dealing with the learning process as it functions in classroom procedure. Special emphasis is placed upon the general characteristics of learning, association, memory, habit formation, reasoning and problem solving, and the law of economy of learning. CREDIT, 3 HOURS.
- 323—*Principles of Education*—A study of the biological, psychological, and sociological bases of education, and the applications of these principles to the urgent problems of today. Aims, values, and curriculum are stressed. CREDIT, 3 HOURS.
- 343—*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. CREDIT, 3 HOURS.
- 451—*School Management*—The purposes of this course are to give understanding of the duties of the teacher in the operation of the school beyond the problems of classroom instruction; to show the relation of the teacher to the school officers and Board of Education, and to parents; to emphasize the importance of a code of ethics for the teaching profession; and to develop an attitude toward the profession of teaching so that the teacher is able to make needed adjustments. CREDIT, 3 HOURS.

## 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 techniques and appreciation.
- 211, 222, 233—*English Literature*. Three Hours' Credit Each. —Aims to introduce the students 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.
- 313—*Children's Literature*—Aims to give the student a knowledge and appreciation of children's literature, including legends, myths, fables, traditional and modern fairy tales, realistic stories and poetry. CREDIT, 3 HOURS.
- 413—*Shakespeare*—This course covers a study of Shakespeare as a dramatist, with special emphasis being placed on textual study of representative plays of Shakespeare. CREDIT 3 HOURS.

## ECONOMICS

- 411—*Principles of Economics*—A brief history of economic thought followed by a detailed study of industrial society, its institutions and its operations. A study of the nature and distribution of wealth, its production and consumption; the localization of industry and the relation of raw materials to manufacturing. The course deals with the influences which determine prices; rural credit and commercial banking systems; factors determining wages, interest, rent and profits. CREDIT, 3 HOURS.

## GEOGRAPHY

- 111—*Geography of North America*—A study of the development of the continent of North America with emphasis on social and economic struggle in this development. The main theme,

however, is "The Interdependence of Man in Providing His Needs". Effort is made to develop this theme through detailed analysis of the activities in which people engage in the various regions of North America. The human and social aspects of Geography are stressed rather than the physical. CREDIT, 3 HOURS.

- 122—*Geography of Europe and Asia*—This course is treated in a similar way to Geography 111. CREDIT, 3 HOURS.
- 133—*Geography of Louisiana*—The aim of this course is to acquaint the student with the principal factors which are influencing the development of the State of Louisiana, and to create a greater appreciation for the State. The natural regions are studied, emphasis being placed upon the relation of the different factors of the physical environment to man and man's activities. CREDIT, 3 HOURS.

### GOVERNMENT

- 311—*Government of the United States*—An introductory course reviewing the historical background of American Government, the formation of the Constitution, and a study of the structure of the departments of the Federal system, their powers and functions. CREDIT, 3 HOURS.
- 322—*State and Local Government*—A study of the State, county and local governments from the functional standpoint with main emphasis upon the State. The topics treated will include origin of State government, the relationship of the States to the national government, legislature, executive and judicial functions and problems, taxation etc., and the relationship of the State to business. CREDIT, 3 HOURS.

### HISTORY

- 133—*Modern European History*—A study of the economic, political and social developments of Europe from the Congress of Vienna to the present. Emphasis will be placed on industrial changes, the rise of modern European powers, the World War, International Peace Conferences, and the changes effected by the peace conference of 1919-1920. Recitations, assigned readings, reports. CREDIT, 3 HOURS.
- 211—*United States History—1492-1828*. A study of the political, social and economic conditions of the United States during this

period. Recitations, collateral readings, reports. CREDIT, 3 HOURS.

- 233—*Recent American History*—A study of the history of the United States from 1877 to present. The effect of economic factors upon recent American History and the external expansion of American influence in the twentieth century will receive emphasis. Recitations, collateral readings, reports. CREDIT, 3 HOURS.
- 311—*History of the Negro Through the Civil War*—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. Lecture, recitations, reports, collateral readings. CREDIT, 3 HOURS.
- 343—*History of the South*—A brief study of the social, political and economic developments of the South from the founding of the colonies to the present. Special attention will be given to the development of the new South. Recitations, reports. CREDIT, 3 HOURS.
- 441—*Political History of Europe*—A detailed treatment of post-war political, social and economic problems as they relate to Russia, Italy and Germany. CREDIT, 3 HOURS.

### SOCIOLOGY

- 311—*Introduction to Sociology*—This course is designed to guide the student's thinking about the nature of society, its fundamental processes and institutions; the nature and significance of group life for the individual. CREDIT, 3 HOURS.
- 333—*Rural Sociology*—A study of rural society, its backgrounds, problems, recent developments and significant trends. Special attention is given to problems of ownership and tenancy and rural leadership. CREDIT, 3 HOURS.
- 422—*Social Pathology*—A critical study is made of population problems and trends, poverty, crime, illiteracy, insanity, disease dependency, family disorganization, desertion, and other social ills, with methods of amelioration. Special attention is given to the various phases of Negro life as it relates to family disruption and its social consequences. CREDIT, 3 HOURS.

## PHILOSOPHY AND PSYCHOLOGY

## PHILOSOPHY

- 211—*Introduction to Philosophy*—A survey of current naturalism, idealism, and pragmatism in their influence on science, conduct, art, and religion. Causes and effects rather than circumstantial details in reference to happiness and the promotion of welfare will be emphasized. CREDIT, 3 HOURS.

## PSYCHOLOGY

- 211—*General Psychology*—This course undertakes to present a brief survey of the whole field of human psychology. This includes a study of experimental findings in infant behavior and the subsequent development adult modes of response, such as attention, emotion, habit, thinking, and the nature and development of personality. CREDIT, 3 HOURS.
- 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. CREDIT, 3 HOURS.

## NATURAL SCIENCES AND MATHEMATICS

## 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, of representative forms in Botany and Zoology, and the application of these principles to man.

## CHEMISTRY

- 311—*Organic Chemistry*—The carbon compounds studied in this course are chiefly those of the aliphatic series. The laboratory work gives training in methods of organic preparations. Two lectures and four laboratory periods a week. Required of Home Economics majors. CREDIT, 5 HOURS.

- 342—*Food Chemistry*—A study of the chemistry of the carbohydrates, protein and fats, followed by a consideration of the processes of digestion, metabolism and excretion. CREDIT, 4 HOURS.

## PHYSIOGRAPHY

- 311—*Physiography*—A course in physical geography which comprises a systematic study of material of the earth; forces and processes changing the surface of lands; soils, their classification and origin; major physiographic features, their origin and influence on man. Required of students preparing to teach sciences in high school. CREDIT, 3 HOURS.

## 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. CREDIT, 3 HOURS.
- 211—*Arithmetic*—This course aims to give the teacher of arithmetic as appreciation of the history of number and number processes, as well as thorough mastery of the facts themselves and of the learning process involved. CREDIT, 3 HOURS.
- 241—*Analytic Geometry*—This course aims to afford an introduction to the study of geometry by means of algebra. Notions of coordinates are used (1) as an aid in algebraic problems; (2) to study loci, straight lines, and conic sections. CREDIT, 3 HOURS.

## 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 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.

### PHYSICAL EDUCATION

- 111, 122, 133—*Physical Education Activities.* One Credit Hour each. Games, stunts and dancing—methods and materials for the teaching of low organization and lead-up games to major sports; teaching of individual stunts, pyramids, dances, and their values in various school levels.
- 241, 252, 263—*Intramural and Interscholastic Sports*—One Credit Hour each—A course dealing with the practical and theoretical sides of basketball, volley-ball, soft ball and track activities. Administrative phases concern types of equipment, awards, and selection of teams.
- 311, 322, 333—*Leadership in Recreation and Play.* One Credit Hour each—The purposes of these courses are to map out playground, after-school, and home activities for communities; become acquainted with legal aspects and administrative phases; and to stress individual sports such as tennis, table tennis, quoits, archery and skating.
- 312—*Health Education*—This course aims to present materials and methods for teaching Health in elementary schools and high schools. Special consideration is given to varying conditions to be found in rural sections and for home and school relationships. (Prerequisite: Personal and School Hygiene) CREDIT, 3 HOURS.

### COMMERCIAL EDUCATION

- 111—*Beginning Typing*—Correct fingering, drill sentence and paragraph writing. CREDIT 3 HOURS.
- 122—*Advanced Typing*—Letter writing, speed tests, manuscript and documental work. CREDIT, 3 HOURS.

- 211—*Shorthand*—This course covers speed building, dictation and rapid transcription. CREDIT, 3 HOURS.

- 243—*Business English*—Consists of English improvement, dictionary and word study. CREDIT, 3 HOURS.

### HOME ECONOMICS

#### ART AND DESIGN

- 111—*Principles of Art and Design*—A study of the fundamental principles of art and design, developed and applied to problems relative to everyday life. CREDIT, 3 HOURS.
- 312—*Home Planning*—The course deals with a study of houses and furnishings with the application of principles and elements of design. Original plans for houses and furnishings considered from artistic, scientific and practical points of view. CREDIT, 3 HOURS.
- 351—*Costume Design*—A study of the elements of costume involved in costume. The course includes a study of fundamental principles of designs, their application, selection of clothing and the influence of the environment on clothing design. Art and the use of theory in the selection and construction. CREDIT, 3 HOURS.

#### TEXTILES AND CLOTHING

- 122—*Clothing and Textiles*—Further construction to the development of the skill and provide further application of art from the consumer standpoint are studied from economic and aesthetic aspects. CREDIT, 3 HOURS.
- 231—*Clothing for the Family*—This course covers commercial patterns, pattern making, and construction on clothing for each member of the family. The construction of a suit for a grown-up and a problem in the selection and construction of and home-made clothing for the family. CREDIT, 3 HOURS.

453—*Advanced Clothing and Design*—This course consists of a series of topics covering the fundamental principles of pattern construction and design. It provides an opportunity for advanced students to do intensive work along special lines, such as fitting, foundation and pattern making, alteration and dress designing from a foundation pattern. Designs will be worked up into actual patterns. CREDIT, 5 HOURS.

#### FOODS AND NUTRITION

—*Meal Planning*—This course is a study of menu planning for the family stressing food selection and nutrition, organization of work; meal preparation, and table service. CREDIT, 5 HOURS.

*Problems in Foods*—A course dealing with research in cookery; it provides for experimenting with different food groups and offers students an opportunity to apply fundamentals of food and cookery in the preparation of new dishes from available food products. CREDIT, 5 HOURS.

—This course covers a study of food selection and its to maintenance of health, with application to the and planning of balanced meals for individuals of age groups. CREDIT, 4 HOURS.

*Problems in Lunch Rooms*—Deals with problems of lunch rooms for in- and for schools. Attention is given to equipment, meal service and economic problems. CREDIT,

#### CHILD DEVELOPMENT

of the child from a physiological and so- t with emphasis on habit and habit for- HOURS.

#### MANAGEMENT

study of care and upkeep of home- tion and care of equipment such as also the application of scientific meth- rocesses. CREDIT, 3 HOURS.

course treats of the economic ad- and methods of buying and selling

home products. Budgeting the family income and wise ex- penditure of money, together with the utilization of available products, are emphasized. CREDIT, 3 HOURS.

431—*Home Management House*—This course is designed to permit the student to actually manage a house for a given period of time, making it a business proposition. It is the course in which all the theories in home-making are tried out in practical living. CREDIT, 4 HOURS.

#### HOME ECONOMICS EDUCATION

321—*Methods of Teaching Vocational Home Economics*—The aim of this course are to study good methods of teaching home economics in terms of environmental needs. To understand the vocational home economics movement, good organization and suitable equipment for home economics department. CREDIT, 5 HOURS.

432—*Teaching Adult Home-Making*—Here, attention is given to organization, selection of subject matter, and group needs. Discussions concerning special problems followed by observation of adult classes. CREDIT,

#### MECHANIC ARTS

##### PRINTING

401S—*Topography and Proof-reading*. This course covers the elements of type-setting, copy-editing, and correcting type-matter. CREDIT, 1 HOUR.

##### TAILORING

402S—*Tailoring*—Includes a review of tailoring theory and practice altering, cleaning and mending of garment making. CREDIT, 1 HOUR.

##### MECHANICAL DRAWING

405S—*Mechanical Drawing*—This course covers the use of drafting instruments, orthographic projections, problems and lines. CREDIT,

## AUTO MECHANICS

404S—*Principles of Auto Mechanics*—General construction and assembly; carburetion, radiation, lubrication, and ignition.

## WOODWORKING AND CONSTRUCTION

403S—*Building and Construction*—A study of frame and veneered buildings, the various types of construction and structural materials involved. Topics covered include the layout, foundation, framing, joists, walls and floor. Class, shop and field exercises. CREDIT, 1 HOUR.

*Shop Management and Trade Problems*—This course deals with school shop planning, installation, and maintenance. Some of the items stressed are: selecting, ordering and arranging equipment; the care of machines and machine parts, and the making of requisitions and inventories. One class period and two laboratory periods per week. CREDIT, 1 HOUR.

*Analysis*—It is the purpose of this course to prepare the student to analyze and classify trade jobs and trade knowledge; to plan lessons and write instruction sheets; to organize material into progressive courses. CREDIT, 2 HOURS.

## Special Courses for Educational Leaders In Louisiana

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411SX—*A Program for the Training of High School Principals*—The course is offered in the belief that high school principals need additional training designed especially to meet actual needs. The course will be offered to principals and prospective principals; in other words, it will serve for both in service and pre-service training.

The course will treat the special problems met in the administration and supervision of small high schools. Problems will be selected from a list supplied by state agents, superintendents, supervisors, and principals of the state. An attempt will be made to select topics for study which will remove weak points in the principal's previous training. Each principal will be required to work out a *plan of action* for the betterment of his school program in the treatment of the following topics: The task of the small rural high school; The "job-responsibilities" of the principal, including: administrative responsibilities in the operation of the school; and supervisory responsibilities in connection with instruction and curriculum development. In other words, a definite effort will be made to provide special training to increase the efficiency of the principal in the job of organizing, administering, and supervising his school.

421SX—*Principles and Techniques of Teaching Elementary School Subjects*—The course is offered for principals and prospective principals in the belief that it is necessary for them to be familiar with modern methods and acceptable practices in teaching the fundamental subjects; in order for them to be able to assist teachers in the improvement of instruction. The course will consider procedures in the teaching-learning process, as determined by the nature of the learning process (conditions under which it appears that children learn best); the factor of environment, and the function of the teacher and the school.

431SX—*Curriculum Development*—A select group of high school principals and high school and elementary teachers will be

enrolled in the course. The group will prepare teaching-learning units (try-out materials) on the secondary and elementary levels. This material should prove helpful to teachers next session in preparing enriched teaching materials to supplement textbooks and courses of study. The group will also be given additional training and information that will prepare them for continued participation in the State program of curriculum development. Members of the group will consider the use of textbooks for next session, together with the use of additional teaching materials (general and local).

441SX—*Rural Education*—The course is prepared for teachers preparing to teach in rural schools and for experienced rural teachers desiring special training for their work. Its purpose is to call attention to practical problems in the field; to analyze the problems; to show modern trends of thought concerning them; and to offer practical solutions. Outcomes expected are: (1) A sufficient understanding of the physical, social, and economic aspects of rural life in Louisiana to permit clear thinking regarding the functions and relationships of the rural teacher and school. (2) Knowledge of the differences in the experience and environment of rural children and in the organization of small rural schools which demand specific techniques or adaptations.

The course will be to a large extent a course in problems growing out of the actual experience of rural teachers; and will be built around two large units: (1) *Rural Life Problems*, and (2) *Rural school problems*; showing how the rural school, through its program, can improve life in its community; and emphasizing the significance of the environment in the school curriculum.

## LIBRARY MANAGEMENT FOR SCHOOL AND PARISH LIBRARIANS

This course will be available to teachers who have had some library training. A select group of teachers will be given a course in library science. This course is provided for two reasons: first, to provide teachers with some library training for the high schools and training schools of the state; and, second, to furnish each parish with a teacher who has had some training which will enable him to handle the free state library books.

## TENTATIVE DESCRIPTION OF COURSES

311—*Library Science Administration*—A general course in the organization and supervision of school libraries and library materials. It covers the arrangement of library quarters, circulation work, the technicalities of book preparation for use and the relationship of the library to the school community. THREE QUARTER HOURS.

321—*Library Science. Children's Literature*. A course dealing with criteria and methods of selecting children's books, and book selection aids. Standards of judgment are developed through examination of the best children's books, varied readings, and practice is given in making verbal and written annotations. THREE QUARTER HOURS.

332—*Library Science. Adolescent Literature*. A consideration of books for adolescents from the point of view of school library service to adolescents. Readings and reports required. THREE QUARTER HOURS.

## SUMMER SCHOOL COURSE FOR TEACHERS OF VOCATIONAL AGRICULTURE

This course will cover a period of three weeks. It is especially designed for helping teachers with their part-time and evening school instruction and New Farmer of America program. The work will be divided into three units, consisting of part-time instruction, evening school instruction and the New Farmer of America organization. Each unit will run throughout the three weeks. Sufficient laboratory and individual conference periods will be required so that each teacher of vocational agriculture can work out a complete program for his community, covering each phase of work studied.