Louisiana State University

Summer School

June 6 to August 5, 1910

Entered December 22, 1906, at Baton Rouge, La., as second class matter, under Act of Congress of July 16, 1894

Baton Rouge
The New Advocate, Official Journal
1910
LOUISIANA STATE UNIVERSITY

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CALENDAR

Monday, June 6, Registration and Classification of Students and Assignment of Lessons.

Tuesday, June 7, Regular School Work.

Monday, July 4, Patriotic Celebration.

Wednesday, August 3, Final Examinations.

Thursday, August 4, Final Examinations.

Friday, August 5, Reports and Closing Exercises.
OFFICERS.

Phos. D. Boyd, A. M., LL. D., President of the University.
Alex. B. Coffey, A. M., M. S. D., Director.
J. G. Osborn, A. B., Secretary.
Miss Annie O. Burris, Matron.

FACULTY.

E. Coates, Ph. D., Chemistry.
W. Atkinson, B. S., C. E., Physics.
T. Prescott, A. M., Political Science.
L. Himes, Accounting; Stenography.
M. Herget, Manual Training.
Walter L. Fleming, Ph. D., A. M., History.
Alex. B. Coffey, M. S. D., A. M., Psychology.
G. Reed, Ph. D., English.
T. Powers, A. M., Education.
L. Jordan, B. S., Animal Industry.
ames F. Broussard, A. M., French.
F. Kidder, B. S., Agriculture.
V. O. Scroggs, A. M., Economics; Sociology; History.
L. Menville, B. S., Chemistry.
F. Petersen, A. B., Biology; Botany; Zoology.
W. Plauche, B. S., Physics.
L. Roy, B. S., Agricultural Education.
E. Weber, Ph. D., Education.
A. Ives, B. S., English.
F. Jeffers, Music.
D. Cline, A. B., LL. B., Mathematics.
Miss Mollie M. Kearney, Latin.
Miss Corinne Fonde, Kindergarten.
Mrs. Annabel J. Nathans, Arts and Crafts.
Miss Sarah Eakins, Arts and Crafts.

FACULTY OF THE TRAINING SCHOOL.

E. Weber, Ph. D., Supervisor.
F. Welch, Principal; Mathematics.
Miss Grace Sharp, History.
Miss Annie Eastman, Physics; Botany.
Miss Mary Stephens, English.
L. Perrault, B. A., Latin.
E. Saunders, Zoology; Chemistry.

CLASSIFICATION COMMITTEE.

Professors Atkinson, Scott, Coates, Fleming, Herget, Coffey and Powers.
GENERAL STATEMENT.

The State and University authorities, in conjunction, having demonstrated not only the expediency but the extreme desirability of a summer term of university work for the progressive and ambitious teachers of the State, esteem it, at once, a privilege and a duty to throw wide the doors of the University again during the summer of 1910, with the assurance to all that the courses offered last year have been strengthened and made more intensive and that equally strong advanced courses are to be offered for the benefit of those who were registered during the term of 1909.

The authorities are morally certain that the excellent membership of very earnest teachers, who won such universal admiration from the faculty and the citizens of Baton Rouge last year, is an earnest of much greater membership during the coming session. It is with profound pleasure, therefore, that the present bulletin is placed in the hands of the teachers of Louisiana.

The motive of the State Department of Education in requesting the University to offer annually a summer term is to provide an op-
portunity whereby the teachers of the State may continually increase their efficiency and their earning capacity the most effectually and at the least possible expense. The University, gladly complying with the request of the State Department, and with the kindred desire to place every worthy and hopeful teacher in the line not only of promotion but of ultimate graduation and specialization, has arranged courses in the several departments of college work with that particular end in view.

ADMISSION AND CLASSIFICATION.

This Summer School will be open to graduates of normal schools, graduates of colleges, holders of first grade teacher's certificates, graduates of approved high schools, and others qualified to meet the entrance requirements to the University.

Students who have done some work at other colleges and universities will be granted such advanced standing as the Committee on Classification shall find the work to be worth in comparison with the corresponding work being done in the Louisiana State University.

Graduates of the State Normal School of Louisiana will be allowed a credit of 32 hours of the 68 hours required for graduation at the University, and such additional University credits as they have earned at other institutions and summer schools since graduation.

Graduates of approved four-year high schools and of other schools of the same rank will be
mitted to freshman standing; and, if by read-
of several years' experience and work at
summer schools, they may wish advanced
standing, such work will be credited according
its collegiate value.
Holders of First Grade Certificates will be
mitted to such classes and will be given such
iversity standing as their credentials justify.
To facilitate classification, every person, not
ready matriculated as a Louisiana University
ident, is advised and requested to bring with
in such credentials as he may have in the
ape of high school, normal, college, and uni-
versity diplomas, and to have a precise state-
ent of such credits as he may have earned at
summer schools (together with certificates of
redicts received). He will do well, also, to have
like statement of the subjects which he com-
eted in the high school and higher institu-
tions, showing the length of time, in years and
eks, and the number of hours per week
ich he devoted to each of the several sub-
jects enumerated. By so doing, he can, without
oss of time, file such credentials and ask for
lassification.

LOCATION.

It would be difficult to find a more beautiful
ite for an educational institution than has the
Louisiana State University—in fact, there is no
ore beautiful in the South. An extensive
campus of 210 acres, lying north of and adja-
cent to the City of Baton Rouge, with many
magnificent old oaks and other trees welcoming
hundreds to their inviting shade, one unbroken greensward, except for the buildings and avenues, flower-gardens here, there, just where Nature seems to indicate, the Mississippi washing the western border, the University Lake on the North, and everywhere, the suggestion of honest, high-minded, and thoughtful work and recreation—such is the campus of the University.

The site of the University is historic ground; over it hovers the romance of the struggles of the great powers for supremacy in the Mississippi Valley. These extensive grounds and splendid buildings, the princely gift of our national government, were occupied successively by the armed battalions of France, England, Spain and America.

Here in 1779, Galvez, the Spanish Governor-General of Louisiana, after three days' battle captured the British garrison under Col. Dickson. Here in 1810, Philemon Thomas, with his mixed band of pine-woodsmen and Ohio flatboatmen, captured the Spanish post, killing Grandpre, its commander, and wresting West Florida from Spain. Here nearly every prominent officer in the United States army since the Revolution did duty. Wilkinson and the first Wade Hampton, Revolutionary heroes, commanded here; as did afterward Gaines and Jesup and Taylor, heroes of the war of 1812. Here Winfield Scott, the conquerer of Mexico, saw his first service as lieutenant of artillery. Here Lafayette was received by the military and
Itizens in 1824, and Andrew Jackson later. Here was the home of Zachary Taylor, hero of Buena Vista and President of the United States, and of his brilliant son “Dick,” the distinguished Confederate general. Here, in 1861, the Louisiana State Guard, before the secession of Louisiana, took the garrison and the arsenal, with all their munitions of war, from the United States troops. Here, in 1862, General Breckenridge, commanding the Confederates, fought a desperate battle with the Union army and navy under Williams and Farragut. Williams was killed, and the Confederate ram Arkansas was blown up in full view.

These grounds were trod by Grant and Lee, Sherman and “Stonewall” Jackson; by McClellan and Johnston, Bragg and Rosecrans; by Longstreet and Harney; George H. Thomas and Beauregard; by Forrest and Phil Sheridan, Hardee and Hood; by Hancock and Custer; Admiral Porter and Bishop-General Polk; and by the great civilians Clay and Calhoun, Abraham Lincoln and Jefferson Davis.

"Loose thy shoe from off thy foot, for the place whereon thou standest is holy."

LABORATORIES.

Nearly every scientific department has a building of its own; and a number of these buildings excel in capacity and equal in stability any other buildings of like nature in the South; in fact, no better laboratory accommodations can be found for the purpose of summer school
work. The equipment in these laboratories is, of necessity as well as expediency, increased from year to year because of the rapidly differentiating and multiplying opportunities and demands of science.

**LIBRARIES.**

The Hill Memorial Library is, of course, the general and reference library of the University. The books upon its shelves, devoted to research and collateral work, those devoted to general literature, the periodicals in the reading-rooms, the newspapers from the important commercial centers of the land and from the several sections of Louisiana have been so carefully selected as to insure to every one an abundant opportunity for such reading—systematic or casual—as he may reasonably wish. The several departments are building up libraries peculiar to their respective subjects which very greatly supplement the literature in the general library and, at the same time, offer special advantages to students who may wish to follow lines of special investigation.

**LECTURE HALLS.**

The Lecture-rooms are large, well-ventilated, well lighted, well furnished and comfortable. It is an interesting fact, that, with very few exceptions, although the weather may be very hot outside, these rooms are pleasantly cool.

The Assembly Hall is well ventilated by many large windows, cooled by electric fans, and lighted by electricity.
DORMITORIES AND DINING ROOM.

The dining room is sufficient for the accommodation of five hundred persons; and on the second and third floors of the same building, hundreds of young ladies may find comfortable rooms. There are four dormitories on the Pentagonal, the fifth side of which opens on the Mississippi River. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. Wide galleries are found on both sides of these buildings. These galleries are supported by columns three feet in diameter, extending to the roof, there being a total of eighty columns.

DAILY ASSEMBLY.

From 12:30 to 1:00 there will be a general assembly of all students and members of the faculty, at which time, a short and pointed address will be delivered by some member of the faculty or other person. The music will be a pronounced feature of the assembly. Public announcements will, also, be made at this time.

PUBLIC LECTURES.

On Thursday night of each week there will be a public assembly, to which all friends of education are invited. On such occasions distinguished school men and other speakers will address the audience upon the important questions of the day. Vocal and instrumental music will invariably constitute a part of the program.
Every effort is being made to insure this as one of the most enjoyable and profitable departments of the work.

**RECREATION.**

The campus with its natural and its artificial beauties, the river, the lake, the town, all furnish abundant opportunity for rest and relaxation after the day's work is finished. The owner of the Steamer “Istrouma” invited the teachers to excursions upon the river several times last summer; and on such occasions, the Baton Rouge Board of Trade together with the ladies and other citizens of the town furnished refreshments and music, thus making such occasions in every respect enjoyable.

The Pavilion, much improved by remodeling will be open, on Saturday evening, to the actual teachers attending the Summer School, at which time, each teacher will be allowed to invite on guest as his or her own escort or company.

Friday evening will be given over to such prearranged recreation as may be determined by the committee appointed for that purpose.

**PARTICULAR ADVANTAGES.**

Baton Rouge being the Capital of the State, all executive departments of government are located here. In consequence, those who need to do so, may come into easy communication with the men who are in authority—the men who “are doing things.”

Again, the Legislature of 1910, whose work begins about the time the summer school open.
The State Department of Education will grant Professional Certificate to each student who completes two courses of college grade, or the three courses in Music, Kindergarten, and Drawing, or two of the last named three and one college subject. This Professional Certificate, which is granted only to those who remain until the close of the Summer School, entitles the holder to an extension of his teacher's certificate for one year, or to a credit of 5 per cent on the general average of an examination for any teacher's certificate, provided the examination be taken within one year. Fur-
thermore the State Superintendent of Education urges upon school boards the advisability of increasing the salaries of those teachers who attend the Summer Schools.

Six Weeks Course.

For the benefit of those who cannot attend the full nine weeks course the State Department of Education and the University will each issue certificates of attendance upon the completion of work extending through at least six weeks. These certificates entitle the holder to the proper credit toward the completion of a college course. They will also be useful to teachers who desire to obtain increase of pay for attendance at the Summer School. But the certificate of attendance during a six weeks course will not entitle the holder to an extension of a teacher's certificate nor to an increase of percentage on an examination for a certificate unless he remains until the close of the Summer School.

SPECIAL BENEFITS.

A superintendent on the lookout for good teachers very naturally asks the Director of the summer school for the names of available and eligible persons; the request is granted; interviews are arranged; members of the summer school faculty are consulted, and worth teachers are called to new and better position.

The Training School, under the supervision of the State Inspector of High Schools, is a new feature and will prove to be one of the very helpful and valuable departments of work.
which high school teachers may devote themselves. The description of the course is given elsewhere; but it is well just here to call attention to the fact that the High School Inspector will work out, in the Summer School, his plan for the organization, classification, and supervision of a high school.

Especial stress is to be laid upon the subjects of music and art. The calls for teachers of these subjects have far exceeded the supply, and an unusual effort is being put forth to help those who wish to pursue either or both subjects. Two of the best teachers in Arts and Crafts have been secured.

The gentleman who, at very much sacrifice, has consented to take charge of the music has, for the past twelve years, been one of the most successful supervisors and teachers of public school music in the land.

REGISTRATION.

Monday, June 6, will be devoted to registration. All students should go first to the secretary, Mr. M. G. Osborn, for the purpose of enrollment and payment of the incidental fee. Then, they should go to the classification committee, taking with them such credentials as they may have to file. Having, upon consultation with the committee, determined upon the work to be done, or courses to be taken, they should at once go to the lecture-rooms of the professors with whom such work is to be done, and present their classification cards for the purpose of class-registration.
FEES.

Teachers, taking the courses at the summer school, boys and girls registered in the Training High School, and children in the kindergarten will be charged a fee of two dollars ($2.00); all others will be charged a fee of five dollars ($5.00).

EXPENSES.

Excellent board and rooms at the dormitory may be had at $3.50 per week. Rooms will be free to student-teachers. Beds and mattresses will be furnished without charge, but beds, clothes, towels, toilet articles, etc., will have to be furnished by the students. Good board and rooms may be had in families at from eighteen ($18.00) to thirty ($30.00) dollars per month. The dormitory life is recommended because it brings every teacher into more or less social contact with the entire student body, creates a community of interest, enlarges one's professional acquaintanceship, and tends to bring out the best there is in him.

RAILROAD FARE.

The railroads have agreed to grant a one and a third fare, i.e. a full fare going to the summer school and a one-third fare returning. This rate applies to points in Louisiana and Mississippi. Teachers should be sure to ask for a receipt for money paid the home agent for ticket to the summer school. This receipt, properly signed by the summer school authority, will entitle the holder to the reduced rate returning.
COURSES OF INSTRUCTION.

In the following outlines of the courses offered the summer school, those designated by Arabic numerals are college courses, for which university credits will be allowed; those designated by letters are preparatory courses, for which credits will be allowed for entrance to the regular courses of the University.

ACCOUNTING AND STENOGRAPHY.

Professor Himes.

2. Accounting—Aim of Course:

1. To prepare teachers to teach the bookkeeping required by the agricultural and business courses in the high schools.
2. To teach the elements and practice of accounts required in ordinary bookkeeping.

Subject matter:

1. The adopted texts for the State High Schools for the next four years.
2. Supplemental lectures and exercises given to develop a mastery of the principles and laws of accounting and skill in their application.

Equivalent to Commerce 1 and 2 in the School of Commerce.

Six hours a week.

3-14. Stenography and Typewriting.

A course that will prepare students for the work of amanuenses, and teachers for the
work of the commercial course of the high schools.

The system of stenography adopted for use in the public schools of Louisiana is taught. The course will require one recitation per day and from two to three hours daily for preparation.

The touch system of writing is taught and the typewriting manual adopted for use in the public schools will be used. The part of the work will require an hour per day.

This course is equivalent to Commerce 10 and 14 in the College of Arts and Sciences of the University.

Time required: Six hours in class and twelve hours of practice per week during the term.

AGRICULTURE.
Professor Roy. Professor Kidde
Professor Jordan.

AGRICULTURAL EDUCATION.

9. Agricultural Education.

A study of the economic, educational, and social values of agricultural instruction in the common and high schools; the place of agriculture in the secondary school course; history of the development of agricultural instruction in the United States; the country school of agriculture; the typical country agricultural high school and its course of study; the Congression District school of agriculture; the consolidate
ool and agricultural education; professional requirements of teachers of agriculture; the equipment for agricultural high schools; phases of agricultural extension in high schools, such as boys' agricultural clubs, home demonstration work, farmers' short courses at agricultural high schools, correspondence, consultation, visits to neighboring farms, etc.; domestic art and economy in the agricultural high school. Three hours of recitations and lectures.

Professor Roy.

Elements of General Agriculture.

A course in the elementary principles of agriculture as applied to Louisiana conditions, comprising the plant, soil, fertilizers, farm crops, diseases of plants, insects, live-stock, flowers and trees. The purpose of the course is to prepare teachers to give more effective instruction in elementary agriculture in the common schools. Special emphasis is laid on methods of presenting the subject, on the use of experiments and demonstrations, and on the relation of the subject to nature study in the lower grades and agriculture in the high school.

Six hours of recitations and lectures, and four hours of laboratory. Professor Roy.

1. Nature Study.

Matter and method for nature study in the common schools. A study of the requirements of the common school course; subject matter adapted to each of the grades; method of presenting the subject; collection of material for
class-room use; field study and excursions; class-room equipment, and preservation of specimens. Nature study in city, town and district; relation to agriculture in the high grades; correlation with other subjects in course, and educational values of the subject. The course will comprise a study of the principles and practice of school gardens and the improvement of school grounds.

Three hours of recitations and lectures, and four hours of laboratory.  Professor Re...
Special studies will be made of the staple crops of Louisiana, embracing cotton, corn, rice, and the forage crops. Individual crops will include varieties, geographical distribution, culture, harvesting, preservation, uses, reseeding for use, obstructions to growth, as of repression, production, marketing and store.

Text: Hunt's Cereals in America with parallel readings.

6 hours per week of recitations and four hours of laboratory. Professor Kidder.

Soil Physics.

Prerequisite, Agronomy 1, Chemistry 1-2, and Physics 1-2, or equivalent.

Study of the origin, formation, and classification of soils; soil moisture and means of serving it; soil temperatures; texture of soils; its influences, drainage and irrigation and relation to soil moisture, temperature, and development; methods of tillage and in-oces; washing of soil and preventive measures. The laboratory work comprises moisture terminations, water holding capacity, capillary pressures, the determination of real and apparent specific gravity, and the effect of mulches on different soils of Louisiana. Mechanical analyses are made of typical soils.

Text: Hilgard's Soils, with parallel readings.

6 hours a week of recitations and eight hours of laboratory. Professor Kidder.

This subject includes a study of the composition and nutritive values of our available stock foods; the needs of the various classes of animals, and the art of combining the feeding materials so as to supply the needs of the animal at the lowest cost. This is a subject of vital importance to the farmer or other person who maintains livestock. The constantly increasing cost of grain and other feeding materials has made it imperative that the feeder should know how to make the best possible use of his feeding materials.

Six hours a week. Professor Jordan.

5. Principles of Breeding.

In this subject the fundamental principles of heredity are studied in their relation to agriculture. No knowledge could be of more value to the farmer than how to improve the plants and animals from which he derives his livelihood. As the cost of living and of maintaining animals increases, it becomes more and more necessary that the farmer be in possession of every scrap of knowledge which will enable him to produce a better dairy cow, a better horse, a better hog, or better corn.

The search for truth regarding the laws of life has occupied the ablest minds of the world for more than half a century and has resulted in a fund of knowledge of inestimable value to the farmer.

Six hours a week. Professor Jordan.
Breeds of Livestock.

This subject embraces a study of the origin, story and characteristics of our improved breeds of livestock. No system of agriculture ever been known to prosper or become permanent which did not include the rearing of large numbers of livestock. The various types of breeds are studied with special reference to their adaptability to Louisiana conditions. This lecture course is accompanied by practice work in judging and scoring specimens of the different breeds; tracing pedigrees, etc.

Four hours a week of recitation and four of practice.

Professor Jordan.

ARTS AND CRAFTS.

Mrs. Nathans.

Miss Eakins.

Primary Drawing.

The work in this class is based upon Books 1, 3, and 4 of “Prang’s Drawing Book Course in Art Education.” Each student in the class should have these books, and should mount the work as directed in the State Course of Study in Elementary Schools—grades 1, 2, 3, and 4.

The work should include free-hand cuttings from objects and from memory, the cuttings be used in both a pictorial and a decorative way. The lessons should also teach the methods for handling water-colors and crayons in a way to secure the results suggested in the books. The aim of the instruction in this class to present simple, practical methods of drawing in the primary grades and in the rural schools.

Six hours a week.
II. Advanced Drawing.

The work in this class is based upon Books 5, 6, 7, and 8 of "Prang's Drawing Book Course of Art Education." Each student in the class should have these books, and should mount the work as directed in the State Course of Study for grades 5, 6, 7, and 8.

The lessons should teach the most approved methods for handling the lead pencil, charcoal and water-colors. The aim of the instruction in this class is to present simple, practical methods of drawing in the advanced grades, giving such principles of perspective and composition that the teacher may be able to illustrate the history, geography, reading, language, and science lessons.

Six hours a week.

III. Primary Construction.

This work is composed of exercises suitable for grades 1, 2, 3, and 4 and includes exercises in paper folding and cutting; the furnishing of a simple doll house with oak tag or heavy paper furniture; paper weaving as directed in Drawing Book 2, followed with the weaving of raffia or yarns, if these materials are available. Simple designs applied to invitations, programs, cards, etc., suitable for special days. Also the decoration and construction of objects from oak tag and heavy paper; the making of doll hats, doll parasols, bags, etc., from raffia and other pliable materials; the construction of gifts appropriate for Christmas, Valentine Day, Easter or May Day.

Six hours a week.
Advanced Construction, or Applied Design. This course includes the construction and decoration of portfolios, post cards, photograph notebooks, boxes, baskets, etc., where heavy board and the tinted papers and linens are used; block printing and stenciling of designs for sofa pillows, scarfs, curtains, etc.; cross-stitch embroidery on scrim, burlaps, and other fibers. Six hours a week.

Supervisors' Course. In this class the methods and aims of the art work from a supervisor's standpoint will be covered. The instruction will be based upon Haring's High School Text-Book of Art Education," and reference will be made to the State Course of Study for the High School, grades 9, 10, and 11. In addition to these conferences, each person entering the class should take at least two of the other courses in Arts and Crafts. Two hours a week.

BIOLOGY.

Professor Petersen.

16. Methods of Teaching Biology. This course should be preceded or accompanied by Botany 1 and 2 and Zoology 1 and 2. This course is intended to make the student familiar with the methods of presenting the subjects of botany, zoology and human physiology in the high schools.
It includes discussions of the educational and practical value of these subjects, laboratory methods, how to secure, preserve and prepare materials, reference books, etc.

Two recitations and four hours of observation and laboratory work.

BOTANY.

Courses 1 and 2 in Botany are designed to give a general view of the subject and its relation to agriculture, horticulture, etc.

1. General Botany.

This course takes up the general structure (cells, tissues, etc.), and elementary physiology of plants, also taking up in detail the structure and life history of a number of the simpler plants; protophytes and phycophytes.

Two lectures and eight hours of laboratory a week in each course.

2. General Botany.

This course takes up in a similar manner the remaining groups from the corpophytes to the flowering plants.

Requisite, Botany 1.

Will be given only if four or more register for the course.

ZOOLOGY.

The courses in Zoology 1 and 2 are designed to train the student in the manipulation of the microscope and in general laboratory methods. They provide opportunities for the study of typical animals in the dissecting room and in the field. The lectures treat, in a general way.
classification; the relation of animals to inorganic things, to plants and other animals, physiology, and economic value of important injurious and beneficial animals of Louisiana.


Two hours of recitation and eight hours of laboratory per week in each course.


This course is designed to cover, both in the laboratory and recitation, the following groups of animals: protozoans, sponges, hydroids, starfishes and sea urchins, and the worms.

2. General Zoology.

This course is a continuation of Zoology 1 and completes the work of invertebrate zoology begun in 1. It includes the following groups of animals: crustaceans, insects, spiders, mollusca, and also takes up a typical vertebrate.

Requisite, Zoology 1.

Will be given only if four or more register for the course.

CHEMISTRY.

Professor Coates. Mr. Menville.

1. General Chemistry.

This course covers the study of the non-metallic elements and the main laws of inorganic chemistry. Six lectures and ten hours of laboratory work per week.

2. General Chemistry.

This course covers the study of the metallic elements, their chemical properties, and elementary metallurgy.

Six lectures and ten hours of laboratory work per week.


Courses 1 and 2 will be accepted as equivalent to courses 1 and 2 in chemistry as described in the catalogue of the Louisiana State University for 1909-1910. College credit, four and one-third hours.

Text-book used has been adopted because it is the one used in the high schools of Louisiana. It will be supplemented somewhat in the lecture work.

17. Chemistry Teaching in High Schools.

This course is given for the teachers of chemistry in high schools, and deals with the practical methods to be employed in the teaching. It consists of:

1. Two lectures per week.
2. Four hours of laboratory work per week.
3. Two hours of observation, practice and assistance in laboratory work; as follows:
   Equipment. Tables, shelves, fixtures for gas and water, hoods, blowers, etc.;
   Material. Apparatus and chemicals for demonstrations and for individual student work. Purchasing of supplies. Care of equipment. Distribution of work.
   Teaching. Knowledge of subject matter,
arrangement of material, presentation of material in class work. Results.

Laboratory Work. Methods of demonstration on the part of the teacher, experimental work by students, note books, examination and checking of note books. Results.

The first section of Chemistry 17 will be given in eight recitation periods with collateral reading, and must be taken before permission will be given to teach in the demonstration school. Chemistry 17 is open only to students who have had Chemistry 1 or its equivalent, and will be given a college credit of 1 hour.

ECONOMICS AND SOCIOLOGY.

Professor Scroggs.


The purpose of this course is to familiarize the student, first, with the general laws governing the production, consumption, and distribution of wealth, and, secondly, with some of the most important applications of these laws under modern industrial conditions. The latter half of the course will be devoted to a study of the problems arising in connection with labor, transportation, the tariff, the trusts, money and banking, public finance, and economic reform. Candidates for graduation may offer this work as the equivalent of Economics 1 in the regular University course of study.

Six hours a week.
1. General Sociology.

The purpose of this course is to afford a general survey of the phenomena of social life, in order to give the student a broader understanding of the principles governing human association. Among the topics to be studied are: the basis of group activities; the formation and the types of the social mind; the forms of social organization; and the factors of social progress. Candidates for graduation may offer this work as the equivalent of Sociology 1 in the regular University course of study.

Six hours a week.

EDUCATION.

Professor Powers.  Professor Weber.

6. Educational Economy.

A continuation of course 5 which was given last summer. Especial emphasis will be placed upon the organization, direction, control, and maintenance of the schools of Louisiana, together with a careful study of the principles which should determine the selection and preparation of school grounds—their convenience and access, their hygiene and sanitation, etc. Experienced teachers will be permitted to take this course, though they may not have taken course 5. Should they wish University credit upon the subject, however, they will have to take course 5 another year.

Six hours.  Professor Powers.
Elementary Education.

A comprehensive study of our elementary school system as to its European foundation, chief periods of development, aims, resources, tradition, relationship, shortcomings, present theories and practices. Special stress will be laid upon organization, management, elimination, retardation, character of course of study, grading, with particular reference to the work in Louisiana.

Prerequisite, one year's work in psychology. Gregory's Classroom Management will be used as an outline.

Six hours.

Professor Powers.

Elementary Education.

A continuation of Course 11, treating comprehensively the teaching process, the recitation, art of study, the evaluation of the different chapters of study with the view of stressing essentials, the basic principles and approved practices of instruction, with intensive work on methods in Reading and Language.

Six hours.

Books upon general and special methods will be helpful to students. Professor Powers.

Secondary Education.

This course is especially adapted for high school principals and high school teachers. The course may be taken to supplement any of the courses in the theory and practice of teaching any high school subject. Considerable attention will be given to an intensive study of the
present high school course of study, including the making of daily high school programs based on the departmental plan and a study of general methods that obtain in the teaching of high school subjects. Other questions to be considered are: the relation of the high school to the elementary school, to life and to high education; a comparison of the secondary schools of different countries and states; the organization and outlook in Louisiana.


This course will be accepted by the University in lieu of either course 13 or course 14 in Education.

Six hours. 

Professor Webber

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ENGLISH.

Professor Reed. 

Professor I

3. General Survey of English Literature from the Beginning to Pope.

The object of this course is to trace the historical developments of English literature from the earliest times to Pope, and to consider representative masterpieces of the most important writers of the period, beginning with Chaucer. Most of the time is given to a critical study of some of the works of Shakespeare and Milton; special attention is given to the works of these writers which are read in the high schools. As a further means of training the student to appreciate and express his appreciation
the literature, written work is frequently called for.

Text-books: Manly's *English Poetry*; annotated editions of plays of Shakespeare; Bronson's *English Essays*; and Long's *English Literature*.

Six hours a week.  Professor Reed.

1. Advanced English Composition.

This course is designed for students who have already had some work in composition, but who wish to do further work with a view to acquiring a more extended knowledge of the art of composition and greater facility in writing. It involves (1) some attention to the theory of rhetoric; (2) the examination of typical specimens of narration, description, exposition, and argumentation; and (3) continual practice in writing, upon which chief stress is laid.

Text-books: Baldwin's *Writing and Speaking*; Nutter, Hersey, and Greenough's *Specimens of Prose Composition*.

Six hours a week.  Professor Ives.


A study of English poetry from the publication of the Lyrical Ballads to the death of Scott. The course includes: lectures on the essential characteristics of Romanticism; a careful study of representative poems of each of the important Romantic writers, and essays and reports by members of the class. Special attention is given to the poetry of Wordsworth, Coleridge, Byron,
Shelley, and Keats; some attention, also, is given to the Romantic ideals of literature represented in Wordsworth's Prefaces, Coleridge's Biographia Literaria, and Shelley's Theory of Poetry.


Six hours a week. Professor Reed.


A general survey of American Literature, with special attention to the literature of the South. The study of selected masterpieces, reading by the instructor, parallel reading, essays and reports. Emphasis will be placed on the literature required in the high school course.

Text-books: Bronson's American Literature, selected masterpieces of The Riverside Literature Series; and Trent's Southern Writers.

Six hours a week. Professor Ives.


This course includes a study of the lives and characteristic works of Jeffrey, Hazlitt, Lamb, De Quincey, and Carlyle. The works are studied for their subject-matter, and for the light they throw upon the lives of the authors and the ideals of the age. Some attention, also, is given to the principles of composition illustrated in the works.

Text-books: Herford's Age of Wordsworth, selections of the authors studied.

Four hours a week. Professor Ives.
Training Course in the Teaching of English.

This course is intended primarily for teachers of English, or those who expect to become teachers of English, in the high schools of the State. Work begins with a consideration of the theory of English teaching. It includes the discussion of such topics as the following: Aims of English teaching; organization of high school English; the preparation of the methods of teaching composition and literature; the essay problem; the place of the text; and the correlation of composition with literature.

The course provides, also, for a practical demonstration of the judgments arrived at in the preceding discussions. It includes: a class-room discussion of some of the masterpieces taught in high schools; a study of the sentence, the graph, and the forms of discourse; practice in correcting themes; and frequent observation and practice in the teaching of English in the training school for high school teachers.

Text-books: No text-book will be used, but pertinent references will be made to such works as Ayley and Bradley's English in the Secondary Schools; Hopkins' Handbook on the Teaching of English; Arlo Bates' Talks on Writing English; and well-known works on The Teaching of English by Chubb and by Carpenter, Baker and others.

Six hours a week.            Professor Reed.
Students taking this course should have or should be taking, the advanced course composition and one of the University courses in literature.

FRENCH.

Professor Broussard.

1. **Elementary French.**

In this course the student is grounded in elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Attention is paid phonetics.

Six hours a week.

2. **Reading, Grammar, Composition.**

A continuation of Course 1. Irregular and syntax. Easy readings.

Six hours a week.

3. **Intermediate French.**

Advanced grammar and syntax; composition modern French prose.

Six hours a week.

4. **Course for Teachers of French.**

Requisite, three years of French.

Introduction to French phonetics; the phonic method in the teaching of French; a of phonetic texts.

Two hours a week.
HISTORY.

Professor Scroggs.

Every course in History a text will be as a basis of the work. The text will be augmented by informal lectures by the professor. Students will be expected to prepare from the text, take notes in class, papers, make reports upon assigned problems, prepare historical maps and outlines, make frequent use of the historical collections in the library. The Department of History is supplied with maps, atlases, reference works, and other illustrative materials.

Greek and Roman History.

Study of the political and social institutions of Greece and Rome. For the benefit of teachers of the time will be devoted to an exposition of the materials, illustrative matter, etc., suitable for use in the high school in Ancient History. Students are required to bring for reference and comparison Ancient History texts which they may possess. Upon the completion of this course, a text will be given for History 1 in the University.

Text: Fling, Source Book of Greek History; texts to be announced later.

2 hours a week.

Professor Fleming.

American History.

Course in the history of the United States from the discovery of America to the present
time, designed especially for teachers in state high schools. Colonial history will be considered briefly, and special emphasis will be placed upon the period from 1787 to 1877. Most time will be devoted to a study of the documents and sources of American history which the high-school teacher should become familiar. Candidates for graduation may count this work as the equivalent of History 5 in a regular University course of study.

Text: Fling and Caldwell, Source History of the United States.

Six hours a week. Professor Scroggins

9. History of Louisiana.

An intensive study of the political, social, and economic history of the State. Special attention will be given to the following topics:
- Conditions in Europe affecting colonization in America; European claims to American territory;
- early French settlements; the governorship of Crozat, John Law, Louisiana, and the Mississippi Bubble, Louisiana as a royal province; the revolution of 1768; Louisiana in international diplomacy; purchase by the United States; the Burr Conspiracy; the War of the Revolution of 1812; the Development of the American State; troubles leading to secession; Civil War and Reconstruction; Education, Colonial, Nineteenth Century; Twentieth Century Louisiana.

Text: Phelps's History of Louisiana.

Six hours a week. Professor Flemming.
18. The Teaching of History in Schools.

This course deals with such topics as the role of history; its place in the educational system; texts and courses of study in elementary and secondary schools; methods of teaching; recitations; preparation of teacher materials for pupil; lesson plans; use of materials outside the text, etc. A part of the time will be devoted to examining and criticizing the materials available for use in the study and teaching of history, such as (1) the various text-books; historical syllabi; (3) historical note books; material for collateral reading (sources of secondary matter); (5) historical geography maps, and atlases and map-making); (6) Historical illustrations (photographs, facsimiles, drawings, cartoons, etc.); originals of documents, relics, etc.; (7) publishers' material useful in history classes; (8) books useful for teachers (advanced works and books on methods); (9) historical works for a school library, etc. Under proper regulations students registered for this course are permitted to observe and to teach in the practice school.


Four hours of lectures and two hours in the practice school. 

Professor Fleming.
KINDERGARTEN COURSE.
Miss Fonde.

A. Opportunity for Practice and Observation of an Organized Kindergarten.

B. Child Study.
This will consist of criticism and analysis of work observed in the practice kindergarten. Study of the physiological and psychological conditions of childhood, stages of growth, dominant interests, environment, etc.

C. Kindergarten Program.
Outlines of plans of work, relation of manual occupations to play, interests and topics selected. This will include some suggestive exercises in hand work, a study of kindergarten literature with special attention to the selection of songs and stories, theories of play and its relation to work, and a classification and adaptation of games.

LATIN.
Professor Scott. Miss Kearney.

A. Beginner's Course.
This course includes a careful study of inflections, the simpler rules for composition and derivation of words, syntax of cases and of the verb, the structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive. Much time will be given to exercises, oral and written, in translating from
Latin into English and from English into Latin. This course will be so conducted as to be of service to teachers of Latin, in addition to being a preparatory course for students of Latin in general.

Text-book: Collar and Daniell's First Year Latin.

Six hours a week. Miss Kearney.

3. Caesar.

This course includes a systematic study and translation of Books I and II of Caesar's Gallic War and a synoptic presentation of Books III and IV, with exercises in sight reading, grammar and Latin prose composition, based on the text accompanying the readings.

Text-books: Walker's Caesar, four-book edition; Bennett's Latin Grammar; D'Ooge's Latin Composition based on Caesar.

Six hours a week. Miss Kearney.

C. Cicero.

This course emphasizes the literary side of Cicero's orations, without overlooking the grammatical. The first and second orations against Catiline are studied minutely with reference to force and taste in translation. Due attention is given to the political and historical setting. The third and fourth orations against Catiline are presented as a means of acquiring a grasp of a Latin paragraph through exercises in sight reading and translation. Prose composition is a part, also, of this course.
Text-books: D'Ooge's Select Orations of Cicero; Bennett's Latin Grammar; D'Ooge's Latin Composition based on Cicero.

Six hours a week. Miss Kearney.

1. Ovid.

This course consists of selections chiefly from the Metamorphoses of Ovid, and is presented as an introduction to the study of Latin poetry of the Augustan age. Latin prose composition by topics and in sequence forms a part of this course. The course in Ovid should be particularly helpful as an initial study in types of poetic imagery.

Text-books: Miller's Ovid, selected works; Bennett's Latin Grammar, or Allen and Greenough's New Latin Grammar; Daniell's New Latin Composition, Part III.

Six hours a week. Professor Scott.

2. Vergil.

In connection with the reading of selections from the first six books of the Aeneid, a study is made of Vergil, the man and the poet, of the Aeneid as a whole, its relation to the Augustan age, and of its subsequent influence. Prose composition and grammar are continued as in Course 1.

Text-book: Any standard vocabularized edition of Vergil's Aeneid; Bennett's Latin Grammar, or Allen and Greenough's New Latin Grammar; Daniell's New Latin Composition, Part III.

Six hours a week. Professor Scott.
It is deemed advisable that, inasmuch as the best results in the study of Latin are to be obtained through an ardent devotion to the course or courses chosen, those taking this subject so arrange their schedules as to afford abundant opportunity for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted; the qualities of style peculiar to each author read will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.

11. Teachers' Course.

The scope of this course is the theory and practice of teaching Latin in the high school. Its aims are to consider what things are really worth while in the study of Latin for each year of the three years' high school course; to determine how and in what order the subject matter of Latin, both as to form and content, should be presented; to suggest the special lines of study and reading which should prove of special value to the teacher of Latin; to discuss the plan, arrangement, and contents of beginner's books, Latin prose composition books, of the usual school editions of Caesar and Cicero as well as of the school and college grammars in general use; to define the relation of Latin to other branches, or subjects, in the high school curriculum; and to indicate the grounds
upon which Latin continues to maintain its place in high school and college courses.

Of the six periods a week given to this course, four will be occupied with lectures by the professor, recitations and discussions by the class on topics assigned, and reports which are to be submitted at stated times by members of the class; two periods a week will be devoted to observing specifically certain points, previously assigned, in the actual instruction and work of the Latin classes in the high school department of the summer school.

It would be well for those who contemplate taking this course to bring, or provide themselves with, the complete series of the high school adoption in Latin. To enter this course applicants must have had at least the full equivalent of the three years’ high school course.

The course will be conducted in accordance with the professor's outline—syllabus, notes, and references, which will provide a definite assignment of topics for each class period for the nine weeks' term.

Six hours a week. Professor Scott.

MANUAL TRAINING.

Professor Herget.

1. Drawing.

A course in free-hand and instrumental drawing, covering the principles of geometric drawing, isometric, cabinet, and orthographic projection, and the application of these principles
In drawing a model desk or table, for use in the physical or chemical laboratory, the shop or drawing room.

Two lectures and ten hours practice a week.

1. Shopwork—Mechanic Arts.

A course in joinery and cabinet making, covering the principles of sharpening and using the principal handtools used in woodworking; also the methods of staining and polishing wood.

Lectures will be given setting forth the cost and kind of bench and tools which should be used in manual training classes in high schools.

Two lectures and ten hours practice a week.

MATHEMATICS.

Professor Nicholson. Mr. Cline.

A. Algebra.

This course includes equality conditions, inequalities, indeterminate equations, laws of operations, positive and negative exponents, radicals, surds, and quadratics.

The text-book is Nicholson's School Algebra, and any one can take the course who has a fair knowledge of the first eight chapters of that book.

Six hours a week. Professor Nicholson.

B. Plane Geometry.

This course includes Books III, IV and V of Wentworth's Geometry, and is open to those who have a fair knowledge of Books I and II.

Six hours a week. Mr. Cline.
1. **Higher Algebra.**

The subjects embraced in this course are ratio, proportion, variation, the three progressions, undetermined coefficients, partial fractions, continued fractions, and logarithms.

Text-book: Wells's College Algebra.
Six hours a week. Mr. Cline.

2. **Higher Algebra.**

This course is a continuation of course 1, and includes series, limits, binomial theorem, continued fractions, summation by differences, graphs, determinants, and the theory of equations.

Text-book: Wells's College Algebra.
Six hours a week. Professor Nicholson.

3. **Solid Geometry.**

The text-book is Wentworth's, and the course is open to those who have completed course B.

Six hours a week. Professor Nicholson.

4. **Trigonometry.**

The text-book is Nicholson's Trigonometry, and anyone can take the course who has completed courses B and 1.

Six hours a week. Mr. Cline.

7. **Analytic Geometry.**

To take this course it is advisable, if not necessary, that one should have completed courses 2 and 4.

Six hours a week. Mr. Cline.

11. **The Teaching of Mathematics.**

This course is open to prospective teachers who have had at least two years of High School
ork in mathematics. Among the topics discussed are: the educational and practical value of mathematics; its place in the school curriculum; proper texts and their contents; the best methods of presenting the subject; the practical application of mathematics in physics, mensuration, mechanics, etc.

Six hours a week. Professor Nicholson.

Irregular Course.

This course is designed to meet the wants of teachers who may desire some information or help in Nicholson's Arithmetic or Algebra, and who have not the time or means to remain during the entire term of nine weeks. No continuous or systematic instruction will be offered in this course; the professor in charge of the class (the author of the books) will merely solve such problems and explain such principles as the teachers (members of the class) may call for. The course will extend throughout the entire term of nine weeks, but teachers can enter it, and withdraw from it, at pleasure. That is, they can enter the class, and leave as soon as they get the special information they desire. Let it be remembered, however, that no credit will be given for work in this course.

Professor Nicholson.

MUSIC.

Professor Jeffers.

A. Elementary Singing.

The purpose of this course is to enable the teacher to give instruction in the simple ele-
mentary principles of sight-singing in the lowe
grades in such manner as to enable children
to sing readily the simple songs suitable to
or characteristic of their ages, such as the
classics of childhood, easy songs of patriotism
and religion, etc. The principles which should
control in the selection of songs for classes of
given ages and voice-development and for in
dividual voices, in the excusing of individual
from class-drill, and in the assignment of in-
dividual work, the proper place of rote work
etc., will all be carefully studied.

B. High School Music.
The work of the elementary grades will be
extended here and made more intensive. Voice
range and voice-culture, part singing and part
assignment, simple harmony, transposition of
simple music, principles which should control
in the assignment of solos, duets, quartettes,
and choruses, will be studied intensively.

C. Assembly Music.
The professor of music will have charge of
the singing at the assembly both for the Uni-
versity and the Training High School; and in
the latter, he will constantly have in mind the
best method of conducting assembly music in
the high school.

Note.—Teachers are urged to bring all of
the vocal and instrumental music which they
have along with them. Especially are they
urged to bring such of the state text-books in
music as they may have. They are urged
bring their instruments, to the end that an orchestra may be immediately organized. It hoped that every one will take an active part in the assembly music. It is to be one of the most successful and one of the most enjoyable features of the summer school this year.

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**PHYSICS.**

Professor Atkinson.  Mr. Plauche.

**Elementary Physics.**

This course is designed to familiarize the student with some of the general principles and the elementary facts of physical science. It includes mechanics, sound, and light.

References: Miller and Foerste's Elementary Physics; Millikan and Gale's First Course in Physics; Millikan and Gale's Laboratory Manual.

Four recitations and four hours of laboratory work a week.

1. **Elementary Physics.**

A continuation of Course 1. It includes heat, magnetism, and electricity.

References: Miller and Foerste's Elementary Physics; Millikan and Gale's First Course in Physics; Millikan and Gale's Laboratory Manual.

Four recitations and four hours of laboratory work a week.

2. **Electricity and Magnetism.**

A college course in electricity and magnetism. Open to students who have had plane trigonom-
etry and the equivalent of courses 1 and 2 in physics.


Four recitations and four hours of laboratory work a week.


This course aims to meet the requirement of teachers of physics in high schools. The following are some of the topics discussed: Laboratory tables and shelves, gas and water fixtures, lecture room and laboratory apparatus, purchase and care of instruments, text-book and laboratory manuals, lecture room demonstrations and laboratory experiments, subject matter, arrangement of material, presentation of material in class work, laboratory systems, note-books, written reports, examinations, etc.

The work of this course will be given as follows:

1. Two lecture periods a week.
2. Four laboratory periods a week.
3. Two periods a week devoted to observation practice teaching, and laboratory work in the training school.

This course is open to teachers who have had the equivalent of courses 1 and 2 in physics.

References: Smith and Hall's Teaching of Physics; Miller and Foerste's Elementary Physics; Millikan and Gale's First Course in Physics; Crew's General Physics; Millikan and
Laboratory Manual; Cheston, Dean, and Timmerman’s Laboratory Manual; Trade Catalogues.

Note—Teachers who expect to take any of the above courses in physics should bring with them all the text-books they have on this subject.

POLITICAL SCIENCE.
Professor Prescott.

This course is introduced by a consideration of the services of the State in the protection of rights, the redress of wrongs, the maintenance of liberty, and the promotion of the general welfare. A careful study is made of the origin, attributes, and forms of the State; the embodiment of its authority in government; the structure and powers of government; colonial and local government; government by party and party machinery and methods. Students who complete this course will receive a college credit for Political Science 1.
Six hours a week.

A course in the constitutional history of Louisiana, including the organization and administration of civil government, State and local.
Six hours a week.

12. The Teaching of Civics.
This course is intended to help teachers of government by what may be called the labora-
tory method. It treats of the political environment so as to illustrate the services rendered by the State to the individual, the group, and the community; and through this relationship it develops a knowledge of political structure and government functions.

Four hours a week.

**PSYCHOLOGY.**

Professor Coffey.

3. General Psychology.

The subjects of this course are conscious sensation; nervous mechanism and mental activity; perception and ideation; persistent tendency of the ideative processes; consecutive and associative memories and their respective educational and intellectual values; association, comparison, and contrast in their relation to the selection of and classification of cognate ideas; emotion, imagination, thought and will as determining forces in individual conduct.

Six hours a week.


As a continuation of course 3 this course will be devoted to a study of the manner in which and the extent to which the native endowments and acquisitions of the individual are modified by the group, and how far the group-mind and conduct will yield to the suggestions and leadership of the individual; the spread of ideas, feelings, and conduct; the conduct of the individual alone and the conduct of the individual in the mob.

Six hours a week.
TRAINING SCHOOL FOR TEACHERS OF HIGH SCHOOL SUBJECTS.


The training school for teachers of high school subjects will become a part of the courses in the theory and practice of teaching the various high school subjects.

The theory of teaching each one of the various high school subjects will be given by the different heads of departments in the University by some other professor in each of the several departments. The practice of teaching each subject, consisting of observation and practice, will be done under the combined guidance of teachers of theory and the teachers of the various high school subjects in the demonstration high school.

It is planned to have twenty eight grade pupils in the first year of this training high school; twenty ninth grade pupils in the second year; fifteen tenth grade pupils in the third year; and fifteen eleventh grade pupils in the fourth year.

These grades will be taught regularly by some of the best teachers from the different departments in the high schools of the State. The program for this training high school will be arranged on the departmental plan. The number and order of studies pursued will be in harmony with the present high school courses.
of study. All the students in the summer school with sufficient academic scholarship, whose work in the class-work or in the theory of teaching a certain high school subject is satisfactory, will be given an opportunity to observe and practice the teaching of such high school subjects as they are preparing to teach in the high schools of Louisiana. All such observation and practice will be done under definite, specific, helpful guidance.

The University has equipped each high school department for the doing of the highest possible type of high school work. The science departments have laboratories equipped especially for high school science work. The departments of History, English, Latin and Mathematics are fully equipped to work under the most favorable conditions.

High school pupils completing satisfactorily the allotted amount of high school work will be given certificates of credit for having done such work.

The training school and the courses in the theory and practice of teaching the various high school subjects will be under the general supervision of the State High School Inspector, Professor Weber.

For further information, apply to:

M. G. OSBORN, Secretary,
Louisiana State University,
Baton Rouge, La.
Louisiana State University

Summer School

JUNE 5 TO AUGUST 4, 1911
Louisiana State University

Summer School

JUNE 5 TO AUGUST 4, 1911
OFFICERS

Thomas D. Boyd, A. M., LL. D., President of the University

Alexander B. Coffey, A. M., M. S. D., Director

Miss Inez Mortland, Librarian

James L. Westbrook, Registrar

Miss Annie O. Burris, Matron

CLASSIFICATION COMMITTEE

Professors Atkinson, Scott, Coates, Fleming, Herget, Coffey and Powers.
GENERAL STATEMENT.

The State and the University authorities, in conjunction, having demonstrated not only the expediency but the desirability of a summer term of university work for the progressive teachers of the State, esteem it at once a privilege and a duty to throw wide the doors of the University again during the summer of 1911, with the assurance to all that the courses offered last year have been strengthened and made more intensive and that equally strong advanced courses are to be offered for the benefit of those who were registered during the term of 1910.

The purpose of the State Department of Education in requesting the University to offer annually a summer term is to provide an opportunity whereby the teachers of the State may continually increase their efficiency and their earning capacity the most effectually and at the least expense. The
University, complying with the request of the State Department, and desiring to place every worthy and hopeful teacher in the line not only of promotion but of ultimate graduation and specialization, has arranged courses in the several departments of college work with that particular end in view.

ADMISSION.

The Summer School is open to graduates of colleges, normal schools, or high schools; to teachers holding first grade certificates; to former students of the University; and to applicants who are prepared to enter the Freshman class. For full entrance to the Freshman class, twelve units are required; but applicants offering nine units are admitted conditionally. A unit means one year's study of any high school subject with four or five recitations per week, or approximately one-fourth of a full year's work in a high school. The Demonstration School includes the four high school grades, and a limited number of pupils will be admitted to these grades.

CLASSIFICATION.

Students who have done some work at other colleges and universities will be granted such advanced standing as the Committee on Classification shall find the work to be worth in comparison with the corresponding work being done in the Louisiana State University.

Graduates of the State Normal School of Louisiana will be allowed a credit of 32 hours of the 68 hours required for graduation at the University, and such additional University credits as they have earned at other institutions and summer schools since graduation.

Graduates of approved four-year high schools and of other schools of the same rank will be admitted to freshman standing; and, if by reason of several years' experience and work at summer schools, they may wish advanced standing, such work will be credited according to its collegiate value.

Holders of First Grade Certificates will be admitted to such classes and will be given such university standing as their credentials justify.

To facilitate classification, every person, not already matriculated as a student of the University, is advised and requested to bring with him such credentials as he may have
in the shape of high school, normal, college, and university diplomas, and to have a precise statement of such credits as he may have earned at summer school (together with certificates of credits received). He will do well, also, to have a like statement of the subjects which he completed in the high school and higher institutions, showing the length of time, in years and weeks, and the number of hours per week which he devoted to each of the several subjects enumerated. By so doing, he can, without loss of time, file such credentials and ask for classification.

**LOCATION.**

It would be difficult to find a more beautiful site for an educational institution than has the Louisiana State University—in fact, there is no more beautiful in the South. An extensive campus of 210 acres, lying north of and adjacent to the City of Baton Rouge, with many magnificent old oaks and other trees welcoming hundreds to their inviting shade, one unbroken greensward, except for the buildings and avenues, flower-gardens here, there, just where Nature seemed to indicate, the Mississippi washing the western border, the University Lake on the north, and everywhere the suggestion of honest, high-minded, and thoughtful work and recreation—such is the campus of the University.

The site of the University is historic ground; over it hovers the romance of the struggles of the great powers for supremacy in the Mississippi Valley. These extensive grounds and splendid buildings, the princely gift of our national government, were occupied successively by the armed battalions of France, England, Spain and America.

Here, in 1779, Galvez, the Spanish Governor-General of Louisiana, after three days' battle, captured the British garrison under Col. Dickson. Here, in 1810, Philemon Thomas, with his mixed band of pine-woodsmen and Ohio flat-boatmen, captured the Spanish post, killing Grandpre, its commander, and wrestling West Florida from Spain. Here nearly every prominent officer in the United States army since the Revolution did duty. Wilkinson and the first Wade Hampton, revolution-ary heroes, commanded here; as did afterward Gaines and Jesup and Taylor, heroes of the War of 1812. Here Winfield
Scott, the conqueror of Mexico, saw his first service as lieutenant of artillery. Here Lafayette was received by the military and citizens in 1824, and Andrew Jackson later. Here was the home of Zachary Taylor, hero of Buena Vista and President of the United States, and of his brilliant son "Dick," the distinguished Confederate general. Here, in 1861, the Louisiana State Guard, before the secession of Louisiana, took the garrison and the arsenal, with all their munitions of war, from the United States troops. Here, in 1862, General Breckenridge, commanding the Confederates, fought a desperate battle with the Union army and navy under Williams and Farragut. Williams was killed, and the Confederate ram Arkansas was blown up in full view.

These grounds were trod by Grant and Lee, Sherman and "Stonewall" Jackson; by McClellan and Johnston, Bragg and Rosecrans; by Longstreet and Harney; George H. Thomas and Beauregard; by Forrest and Phil Sheridan, Hardee and Hood; by Hancock and Custer; Admiral Porter and Bishop-General Polk; and by the great civilians, Clay and Calhoun, Abraham Lincoln and Jefferson Davis.

"Loose thy shoe from off thy foot, for the place whereon thou standest is holy."

LABORATORIES.

Nearly every scientific department has a building of its own; and a number of these buildings excel in capacity any other buildings of like nature in the South; in fact, no better laboratory accommodations can be found for the purpose of summer school work. The equipment in these laboratories is, of necessity as well as expediency, increased from year to year because of the rapidly differentiating and multiplying opportunities and demands of science.

LIBRARIES.

The Hill Memorial Library is, of course, the general and reference library of the University. The books upon its shelves, devoted to research and collateral work, those devoted to general literature, the periodicals in the reading-rooms, the newspapers from the important commercial centers of the land and from the several sections of Louisiana, have been so carefully selected
as to insure to every one an abundant opportunity for such reading—systematic or casual—as he may reasonably wish. The several departments are building up libraries peculiar to their respective subjects, which very greatly supplement the literature in the general library and, at the same time, offer special advantages to students who may wish to follow lines of special investigation.

LECTURE HALLS.

The Lecture-rooms are large, well ventilated, well lighted, well furnished and comfortable. It is an interesting fact that, with very few exceptions, although the weather may be very hot outside, these rooms are pleasantly cool.

The Assembly Hall is well ventilated by many large windows, cooled by electric fans, and lighted by electricity.

DORMITORIES AND DINING ROOM.

The dining room is sufficient for the accommodation of five hundred persons; and on the second and third floors of the same building hundreds of young ladies may find comfortable rooms. There are four dormitories on the Pentagon, the fifth side of which opens on the Mississippi River. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. Wide galleries are found on both sides of these buildings. These galleries are supported by columns three feet in diameter, extending to the roof, there being a total of eighty columns.

DAILY ASSEMBLY.

From 12:30 to 1:00 there will be a general assembly of all students and members of the faculty, at which time a short and pointed address will be delivered by some member of the faculty or other person. The music will be a pronounced feature of the assembly. Public announcements will also be made at this time.

PUBLIC LECTURES.

From time to time, there will be a public assembly, to which all friends of education are invited. On such occasions distinguished school men and other speakers will address the audience upon the important questions of the day. Vocal and
instrumental music will invariably constitute a part of the program. Every effort is being made to insure this as one of the most enjoyable and profitable departments of the work.

RECREATION.

The campus with its natural and artificial beauties, the river, the lake, the town, all furnish abundant opportunity for rest and relaxation after the day's work is finished.

The Pavilion, much improved by remodeling, will be open, on Saturday evening, to the actual students attending the Summer School, at which time each student will be allowed to invite one guest as his or her own escort or company.

Friday evening will be given over to such prearranged recreation as may be determined by the committee appointed for that purpose.
THE CAPITAL CITY.

Baton Rouge being the capital of the State, all executive departments of government are located here. In consequence, those who need to do so, may come into easy communication with the men who are in authority—the men who "are doing things."

CREDIT FOR WORK DONE.

Nine Weeks Course.

College Credits.—To a student who completes any course offered in the Summer School a certificate of credit will be given by the Louisiana State University. This certificate entitles the holder to credit toward a college degree (B. A. or B. S.) or to entrance credit according to the grade of the course. In four summer sessions a student can accomplish the work prescribed for a full year in residence. College credit is given for all courses designated by Arabic numerals; admission credit is given for the courses designated by letters.

State Credits.—Certificates of credit will be granted by the State Department of Education for work done according to the conditions embraced in the following resolution passed by the State Institute Board on February 11, 1911.

Resolved, That each school for white teachers be run for not less than nine weeks of six working days each, and that summer school certificates of credit be issued for satisfactory work done during the entire term with a minimum of three courses, one of which is required to be professional in the case of teachers without experience or professional training; and satisfactory work must be done in all courses pursued by all students receiving certificates.

For State credit all courses including laboratory work described herein will be counted at their full value in hours. Each student is required to take as much as eighteen hours per week or three six-hour courses, laboratory subjects counting as courses.

The State Certificate, which is granted by the State Department of Education only to those who remain until the close of the Summer School, entitles the holder to an extension of his teacher's certificate for one year, or to a credit of 15 per cent on the general average of an examination for any
teacher's certificate, provided the examination be taken within one year. Furthermore, the State Superintendent of Education urges upon school boards the advisability of increasing the salaries of those teachers who attend the Summer Schools.

Six Weeks Course.

College Credits.—For the benefit of those who cannot attend the full nine weeks course, the University will issue certificates of attendance upon the completion of work extending through at least six weeks. These certificates entitle the holder to the proper credit toward the completion of a college course. They will also be useful to teachers who desire to obtain increase of pay for attendance at the Summer School. But the certificate of attendance during a six weeks course will not entitle the holder to an extension of a teacher's certificate nor to an increased percentage on an examination for a certificate, unless he remains until the close of the Summer School.

Special Benefits.

A superintendent on the lookout for good teachers very naturally asks the Director of the Summer School for the names of available and eligible persons; the request is granted; interviews are arranged; members of the Summer School faculty are consulted; and worthy teachers are called to new and better positions.

The Demonstration School, under the supervision of the State Inspector of High Schools has proven to be one of the most helpful and valuable departments of work to which high school teachers can devote themselves. The description of the course is given elsewhere; but it is well just here to call attention to the fact that the High School Inspector will work out, in the Summer School, his plan for the organization, classification, and supervision of a high school.

Especial stress is to be laid upon the subjects of music and art. The calls for teachers of these subjects have far exceeded the supply, and an unusual effort is being put forth to help those who wish to pursue either or both subjects. One of the best teachers in Arts and Crafts has been secured.

The gentleman who, at very much sacrifice, has consented to take charge of the music has, for the past twelve years, been one of the most successful supervisors and teachers of public school music in the land.
REGISTRATION.

Monday, June 5, will be devoted to registration. All students should go first to the registrar, Mr. J. L. Westbrook, for the purpose of enrollment and payment of the incidental fee. Then, they should go to the classification committee, taking with them such credentials as they may have to file. Having, upon consultation with the committee, determined upon the work to be done, or courses to be taken, they should at once go to the lecture-rooms of the professors with whom such work is to be done, and present their classification cards for the purpose of class-registration.

FEES.

Teachers taking the course at the Summer School and children in the kindergarten, will be charged a fee of two dollars ($2.00); all others will be charged a fee of five dollars ($5.00).

EXPENSES.

Excellent board and rooms at the dormitory may be had at $3.50 per week. Beds and mattresses will be furnished without
charge, but bed-clothes, towels, toilet articles, etc., must be furnished by the students. Students may make use of the new steam laundry at the University at a cost of about seventy-five cents a week. Good board and rooms may be had in families at from eighteen ($18.00) to thirty ($30.00) dollars per month. The dormitory life is recommended because it brings every teacher into more or less social contact with the entire student body, creates a community of interest, enlarges one's professional acquaintanceship, and tends to bring out the best there is in him.

**RAILROAD FARE.**

The railroads have been asked to grant a one fare rate, and there is no doubt that they will at least grant a one and a third fare rate, *i. e.*, a full fare going to the Summer School and a one-third fare returning. This rate applies to points in Louisiana and Mississippi. Teachers should be sure to ask for a receipt for money paid the home agent for a ticket to the Summer School. This receipt, properly signed by the Summer School authorities, will entitle the holder to the reduced rate returning.

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**Courses of Instruction**

In the following outlines of the courses offered in the Summer School, those designated by Arabic numerals are college courses, for which University credits, as well as State credits, will be allowed; those designated by letters are courses for which State credits only will be allowed; they will also be counted for admission to the Freshman class of the University.

**ACCOUNTING AND GEOGRAPHY.**

Professor Himes. "A" Building.

1. Geography of Commerce and Civilization.

   a. The Purpose: To learn geographic facts. To study the influence of geographic facts upon commerce and civilization.

   b. The Work: Map drawing; outline, relief, latitude, longitude, currents. Resources. Man’s adaptation of world facts to his life; the world’s adaptation of man to its life.

       Six hours a week
2. Current Geography.

Geographic facts have played a conspicuous part in shaping the history of nations. Current events are as surely modified, and in some cases dominated by geographic facts. This course will study mountain and plain, wind and wave, and river and ocean current, as living factors in the life of to-day.

Six hours a week.

1. Accounting.

To teach matter and method required of high school teachers in commercial subjects. One set is specially adapted to farm accounting.

Six hours a week.

AGRICULTURE.

Professor Jordan. 
Professor Kidder 
Professor Roy. Mr. Doran.

Agronomy

1. Forage Crops.

This course includes a study of the crops that can be used for forage purposes in Louisiana. Each crop will be studied in detail in regard to varieties, preparation of seed bed, fertilization, time of planting, amount of seed to be sown per acre, way of planting, time of harvesting, preservation of crop, means of utilizing crop, methods of improvement, and the preservation of seed saved for planting purposes. The laboratory work will consist of determination of the percentages of purity and germination of seeds sold in the State. All weed seeds found will be identified as well as the weeds themselves, and will be studied in regard to their habits of growth in order to determine means of eradication.

Text: Hunt’s Forage and Fiber Crops in America, with parallel reading.

Four hours a week of recitations and eight hours of laboratory work. 

Professor Kidder.

2. Farm Machinery and Drainage.

The operation and care of modern farm machinery, the use of the level, and location of drains and open ditches are features of this work. The class work in both subjects is supplemented by laboratory practice where the student is brought
in close contact with the subject. Machines are torn down and set up, tested and operated, and actual work is done in laying out drainage systems.

Text: Davidson and Chase’s Farm Machinery and Farm Motors, with parallel reading.

Four hours a week of recitations and eight hours of laboratory work.

Mr. Doran.

3. Farm Crops.

Lectures and recitations upon the classification and methods of improvement of farm crops. Special studies will be made of the staple crops of Louisiana, embracing cotton, corn, rice, and oats. Individual crop studies will include varieties, geographical distribution, culture, harvesting, preservation, uses, preparation for use, obstructions to growth, means of repression, production, marketing, and history.

Text: Hunt’s Cereals in America, with parallel reading.

Six hours a week of recitations and four hours of laboratory work.

Mr. Doran.
4. Soil Physics.

Requisite, Agronomy 1 or 3, Chemistry 1 and 2, and Physics 1 and 2 or equivalent.

A study of the origin, formation, and classification of soils; soil moisture and means of conserving it; soil temperature; texture of soils and its influences; drainage and irrigation and their relation to soil temperature, moisture and root development; methods of tillage and influences; washing of soils and preventive measures. The laboratory work comprises moisture determinations, water-holding capacity, capillary powers, the determination of the real and apparent specific gravity, and the effect of mulches on the different soils of Louisiana. Mechanical analyses are made of typical soils.

Text: Hilgard's Soils, with parallel reading.

Six hours a week of recitations and eight hours of laboratory work.

Professor Kidder.

8. Soil Fertility.

Requisite, Agronomy 1 or 3 and 4, Chemistry Two Years, and Physics One Year, or equivalent.

A study of the natural and commercial fertilizers and their effects upon permanent agriculture, rotation of crops in its relation to maintaining soil fertility, organic matter and its effects upon soils, farm manure in regard to its preservation, time of application and effect upon crop yields, the methods of reinforcing manures and their use, the different materials for reinforcement and the availability, green manures and leguminous crops in maintaining the supply of nitrogen, and the effect of continual cropping by any one-crop system, will be studied in detail. Different systems of farming will be studied and students will be required to outline several systems.

Text: Hopkins' Soil Fertility and Permanent Agriculture, with parallel reading.

Six hours a week.

Professor Kidder.


This course includes a study of the elementary principles of soils, field and farm management in their relations to general agriculture. The origin and classification of soils, different methods of cultivation and their effect upon the movement and control of soil water with its ultimate effect upon plant devel-
opment, benefits of a crop rotation and the use of fertilizers, including a study of the Louisiana fertilizer law, are given due consideration in the simplest manner possible.

This course will be offered in Summer School only.

Text: Fletcher's Soils.

Mr. Doran.

ANIMAL INDUSTRY.


This subject includes a study of the composition and nutritive values of our available stock foods; the needs of the various classes of animals, and the art of combining the feeding materials so as to supply the needs of the animal at the lowest cost. This is a subject of vital importance to the farmer or other person who maintains livestock. The constantly increasing cost of grain and other feeding materials has made it imperative that the feeder should know how to make the best possible use of his feeding materials.

Six hours a week. Professor Jordan.

5. Principles of Breeding.

In this subject the fundamental principles of heredity are studied in their relation to agriculture. No knowledge could be of more value to the farmer than how to improve the plants and animals from which he derives his livelihood. As the cost of living and of maintaining animals increases, it becomes more and more necessary that the farmer be in possession of every scrap of knowledge which will enable him to produce a better dairy cow, a better horse, a better hog, or better corn.

The search for truth regarding the laws of life has occupied the ablest minds of the world for more than half a century and has resulted in a fund of knowledge of inestimable value to the farmer.

Six hours a week. Professor Jordan.


This subject embraces a study of the origin, history and characteristics of our improved breeds of livestock. No system of agriculture has ever been known to prosper or become permanent which did not include the rearing of large numbers of livestock. The various types and breeds are studied with special reference to their adaptability to Louisiana conditions.
This lecture course is accompanied by practice work in judging and scoring specimens of the different breeds; tracing pedigrees, etc.

Four hours a week of recitation and four hours of practice.

Professor Jordan.

AGRICULTURAL EDUCATION.

25. Agricultural Education.

A study of the economic, educational and social values of agricultural instruction in the common and high schools; the place of agriculture in the secondary school course; history of the development of elementary agricultural education in the public schools of Louisiana and the United States; the Congressional District school of agriculture; the county school of agriculture; the typical rural agricultural high school and its course of study; high schools with departments of agriculture; the consolidated country school and agricultural education; equipment for agricultural instruction in schools of grammar and secondary grades; professional requirements of teachers of agriculture in grammar and high school grades; the place of domestic art and home economics in the curriculum of the agricultural high school; phases of agricultural and home extension in high and common schools, such as boys' corn and cotton clubs, boys' pig clubs, girls' home economic clubs, girls' sewing clubs, home demonstration work, short courses for farmers and home-makers at high schools with departments of agriculture, etc.


Three hours a week. Professor Roy.
CORN CLUB OF AVOYELLES PARISH ON A VISIT TO THE UNIVERSITY EXPERIMENT STATION, SUMMER SESSION, 1910.
26. **Nature Study.**

Matter and method for nature study in the common schools. A study of the requirements of the Louisiana Course of Study; subject matter adapted to each grade; method of presenting the subject; collection of material for classroom use; field study and excursions; class-room equipment; preservation of specimens; construction of simple apparatus for use in nature study. Nature study in city, town and rural schools; relation to agriculture and home economics in higher grades; correlation with other subjects in the course; social, economic and ethical values of the subject. Special study of the improvement of school grounds.

**Text:** Hodge’s Nature Study and Life.

Three hours a week of lectures, and three hours of laboratory and field excursions. **Professor Roy.**

27. **Elements of General Agriculture.**

The purpose of the course is to prepare teachers to give more effective instruction in elementary agriculture in the grammar grades of the public schools. Special emphasis is laid on methods of presenting the subject, the use of experiments and demonstrations, the construction and installation of home-made apparatus. The course comprises the elementary principles of general agriculture as applied to Louisiana conditions: the plant, soils, fertilizers, farm crops, cultivation of crops, diseases of plants, insects, livestock, flowers, trees. The relation of elementary agriculture to nature study in the lower grades and to agriculture in the high school is considered.

**Text:** Duggar’s Agriculture for Southern Schools.

Six hours of recitations and lectures and three hours of laboratory a week. **Professor Roy.**

**ARTS AND CRAFTS.**

Miss Hanson.

“A” Building.

1. **Primary Drawing.**

The work in this class is based upon Books 1, 2, 3, and 4 of “Prang’s Drawing Book Course of Art Education.” Each student in the class should have these books, and should mount the work as directed in the State Course of Study for Elementary Schools—grades 1, 2, 3, and 4.
The work should include free-hand cuttings from objects and from memory, the cuttings to be used in both a pictorial and a decorative way. The lessons should also teach the methods for handling water-colors and crayons in a way to secure the results suggested in the books. The aim of the instruction in this class is to present simple, practical methods of drawing in the primary grades and in the rural schools.

Six hours a week.

II. Advanced Drawing.

The work in this class is based upon Books 5, 6, 7, and 8 of "Prang's Drawing Book Course of Art Education." Each student in the class should have these books, and should mount the work as directed in the State Course of Study for grades 5, 6, 7, and 8.

The lessons should teach the most approved methods for handling the lead pencil, charcoal and water-colors. The aim of the instruction in this class is to prevent simple, practical methods of drawing in the advanced grades, giving such principles of perspective and composition that the teacher may be able to illustrate the history, geography, reading, language, and science lessons.

Six hours a week.

III. Primary Construction.

This work is composed of exercises suitable for grades 1, 2, 3 and 4 and includes exercises in paper folding and cutting; the furnishing of a simple doll-house with oak tag or heavy paper furniture; paper weaving as directed in Drawing Book 2, followed with the weaving of raffia or yarns, if these materials are available. Simple designs applied to invitations, programs, cards, etc., suitable for special days. Also, the decoration and construction of objects from oak tag and heavy paper; the making of doll hats, doll parasols, bags, etc., from raffia and other pliable materials; the construction of gifts appropriate for Christmas, Valentine Day, Easter, or May Day.

Six hours a week.

IV. Advanced Construction, or Applied Design.

This course includes the construction and decoration of portfolios, post cards, photograph or note-books, boxes, baskets, etc, where heavy pasteboard and the tinted papers and linens
are used; block printing and stenciling of designs on sofa pillows, scarfs, curtains, etc.; cross-stitch embroidery on scrim, burlaps, and other textiles.

Six hours a week.

V. Supervisors' Course.

In this class the methods and aims of the art work from a supervisor's standpoint will be discussed. The instruction will be based on "Prang's High School Text-Book of Art Education," and reference will be made to the State Course of Study for the High School, grades 9, 10 and 11. In addition to these conferences, each person entering the class should take at least two of the other courses in Arts and Crafts.

Two hours a week.

BOTANY.

Professor Bell. Agricultural Hall.

1. General Botany.

A course in Morphology, tracing the structures, relationship, and adaptations of the Groups from the Protophytes to the Bryophytes.

Text: Bergen and Davis Principles of Botany, with Laboratory Manual.

Three hours recitation and six hours laboratory.

2. General Botany.

A continuation of General Botany 1, beginning with Bryophytes and continuing up through the Spermatophytes.

Text: Bergen and Davis Principles of Botany, with Laboratory Manual.

Three hours recitation and six hours laboratory.


A course in the identification of Ferns and Flowering Plants. This course includes collections, drying and the mounting of herbarium material, instruction in the use of Manuals, especially those relating to the Flora of Louisiana. Intended for those who have had Botany 1 and 2. Persons desiring to register for this course will consult the instructor before doing so.

Two hours lecture and six to ten hours laboratory.

Text: Small's Flora of the Southeastern U. S.

A course designed for teachers of Botany or for those intending to teach the subject. Persons desiring to register for this course should consult the instructor before so doing.

Text: Ganong's Teaching Botanist.

Two hours a week.
CHEMISTRY.
Professor Coates. Professor Menville.
Second and third floors, Irion Hall.

1. General Chemistry.
This course covers the study of non-metallic elements and the main laws of inorganic chemistry.
Text-book: Newell's College Chemistry.
Six lectures and eight hours of laboratory work per week.

2. General Chemistry.
This course covers the study of the metallic elements, their chemical properties, and elementary metallurgy
Text-book: Newell's College Chemistry.
Six lectures and eight hours of laboratory work per week.
Courses 1 and 2 will be accepted as equivalent to courses 1 and 2 in chemistry as described in the catalogue of the State University for 1911-1912. College credit, four and one-third hours.

23. Advanced Inorganic Chemistry.
This course is open to those students having the equivalent of chemistry 1 and 2. It will be accompanied by discussions of methods of teaching elementary chemistry collateral reading in historical chemistry. It is offered mainly for high school teachers of chemistry who desire to obtain a broader view of the subject.
Three lectures and four hours of laboratory work per week

DOMESTIC SCIENCE.
Miss Nellie Fitzgerald.
Agronomy Building.

A. Elementary Cooking.
This course is especially designed to meet the needs of those preparing to teach cooking. The fundamental principles of cookery are determined and the methods involved in the cookery of simple foods are based upon these principles. It is the aim to establish good habits of work and to acquire a fair degree of skill in the manipulation of utensils and materials. The cost of lessons is computed as a basis for the study of the economic selection of foods.
Outline of course:
1. Starchy foods.
2. Cereals and cereal products.
4. Eggs.
5. Cheese.

Six hours a week.

B. Elementary Sewing.

The purpose of elementary sewing is to teach the fundamental operations in sewing and to make application of these operations in the making of undergarments. The course aims to develop skill and neatness. It is planned to show to the prospective teacher the arrangement and development of the subject and its presentation.

Six hours a week.

ECONOMICS AND SOCIOLOGY.
Professor Scroggs.

1. Economic Theory.

The purpose of this course is to familiarize the student with the general laws governing the consumption, production and distribution of wealth. The work will include a study of the following topics: (1) economic wants, utility, value, and price; (2) the productive process, land, labor, capital, and business organization; (3) the distributive process, rent, wages, interest, and profits; (4) exchange, money, financial institutions, and international trade.

Text-book: Johnson’s Introduction to Economics.
Six hours a week.


A survey of the more important phases of the modern industrial system. The course will be devoted largely to a study of the problems arising in connection with labor, transportation, the tariff, the trusts, public finance, and economic reform.

Six hours a week.

Candidates for graduation may offer courses 1 and 2 as the equivalent of Economics 1-2 in the regular University course of study.
1. General Sociology.

The purpose of this course is to afford a general survey of the phenomena of social life, in order to give the student a broader understanding of the principles governing human association. Among the topics to be studied are: the basis of group activities; the formation and the types of the social mind; the forms of social organization; and the factors of social progress. Candidates for graduation may offer this work as the equivalent of Sociology 1 in the regular University course of study.

Text-book: Gidding's Readings in Descriptive and Historical Sociology.

Six hours a week.

EDUCATION.

Professor Favrot. Professor Powers.
Professor Dupuy. Professor Brown.

First floor, Irion Hall.

6. School Administration.

A continuation of course 5 which was given last summer. Especial emphasis will be placed upon the organization, direction, control, and maintenance of the schools of Louisiana, together with a careful study of the principles which should determine the selection and preparation of school grounds—their convenience as to access, their hygiene and sanitation, etc. Experienced teachers will be permitted to take this course, though they may not have taken course 5. Should they wish University credit upon the subject, however, they will have to take course 5 another year.

Six hours a week.

11. Elementary Education.

A comprehensive study of our elementary school system as to its European foundation, its chief periods of development, aims, resources, function, relationships, shortcomings, present-day theories and practices. Especial stress will be laid upon organization, management, elimination, retardation, character of course of study, and grading, with particular reference to the work in Louisiana.

Prerequisite, one year's work in psychology.

Bagley’s Classroom Management will be used as an outline.

Six hours a week.
12. Elementary Education.

A continuation of course 11, treating comprehensively the teaching process, the recitation, the art of study, the evaluation of the different branches of study with the view of stressing essentials, the basic principles and approved practices of instruction, with intensive work upon methods in Reading and Language.

Books upon general and special methods will be helpful to students.

Six hours a week.

Professor Powers.

14. Secondary Education.

A comprehensive study of the problem of secondary education, intended for high school teachers and principals. This course will include a study and discussion of such problems of administration as are connected with the program of studies, the purpose and spirit of discipline, the life of the high school, examination and promotions, records and reports, relationship to community life, economy of time and effort in school work, and the study and interpretation of the Louisiana courses of study, and organization of high school curricula.

A general study of high school methods of teaching and organizing high school work is offered in connection with observations of the work of the demonstration school.

The problem of the rural high school in Louisiana receives particular attention. The aim of the high school in the country, town, and city, the adaptation of the high school to the needs of the community life, and the part the school should play in community progress, form the basis for interesting and profitable research work.

Text: Hollister's High School Administration.

References: Brown's American High School; Snyder's Legal Status of Rural High Schools; Report of the Committee of Ten; DeGarmo's Principles of Secondary Education; Ruediger's Principles of Education

Six hours a week.

Professor Favrot.

Elementary Education for Rural Schools.

This course offers a study of the elementary school curriculum, and refers particularly to the course of study in rural high schools. There will be discussed such modifi-
cations of the course in these grades as will tend to best adapt the work to the needs of the pupils. Open to all students without registration. Arrangements will be made for students registered in Professor Favrot’s course to take this course also, and receive credit for it.

Daily for two weeks. Professor Brown.


Among the topics presented in this course are: The present status of the rural school in Louisiana; the problems of the rural school; a study of rural life and conditions; the aim and purpose of the rural school; consolidation; rural school course of study.

Texts: American Rural School; and Chapters on Rural Progress.

Six hours a week. Professor Dupuy.

ENGLISH.

Professor W. A. Read Professor Blain.
Professor A. G. Reed.

“D” Building.

1. Rhetoric and English Composition.

The chief aim of this course is to help students to acquire the power of writing English clearly and correctly. A text-book is used, but the instruction is based principally upon the study of English masterpieces and the daily exercises of the students. In addition to the writing and rewriting of themes, provision is made, as far as possible, for personal conferences between each student and his instructor. Parallel reading is required.

Text-books: Woolley’s The Mechanics of Writing; Matthew’s The Short-Story; Palgrave’s Golden Treasury; Dickinson and Roe’s Nineteenth Century English Prose.

Six hours a week. Professor W. A. Read.

4. General Survey of English Literature

This course includes a historical view of English literature from Pope to the present time, and a critical study of representative masterpieces of each of the great periods of literary development. Chief stress is placed upon the study of masterpieces themselves. Throughout the course considerable
attention is devoted to the writing of essays. Parallel reading is required.

Six hours a week. Professor Blain.

5. Advanced English Composition.

This course is designed for students who wish to acquire greater ease and accuracy of expression, and to become better acquainted with the art of composition. It involves: (1) Continual practice in writing, upon which chief stress is laid; and (2) some work in rhetorical analysis, with examination of typical specimens of narration, description, and exposition.

Six hours a week. Professor Blain.


A careful study of several plays is made in the light of Elizabethan English. Considerable emphasis is also placed on the sources of the plays, the theatrical conditions of Shakespeare's times, the principles of his dramatic art, and the interpretation of action and character in the dramas. Essays, reports, and parallel reading are required.

Six hours a week. Professor A. G. Reed.


This course deals with the analysis and classification of the sounds of the English language, as well as with the study of phonetic transcriptions of passages selected from standard English writers, and includes a survey of the principal varieties of pronunciation used by educated persons in London and in the Southern States. The course is designed primarily for three classes of students: (1) For those who expect to teach reading in the public schools, and who wish to correct faulty pronunciations in their pupils; (2) for foreigners—especially for those of Spanish descent—whose aim is to acquire an accurate pronunciation of English; and (3) for those who are taking courses in foreign languages, and who should have some training in English phonetics as an indispensable preparation for the mastery of foreign speech-sound.
Text-books:  Jones's The Pronunciation of English; Wyld's The Teaching of Reading; Lounsbury's The Standard of Pronunciation in English.

Six hours a week.  Professor W. A. Read.

17. Training Course in the Teaching of English.

This course is intended primarily for teachers of English, or those who expect to become teachers of English, in the high schools of the State. It includes the discussion of such topics as the following: Aims of English teaching; organization of high school work in English; the preparation of the teacher; methods of teaching composition and literature; the essay problem; the place of the text-book; and the correlation of composition with literature. Special attention is given to the conditions and needs of English teaching in the elementary and high schools of Louisiana.

Text-books: Carpenter, Baker, and Scott's The Teaching of English is used as a general guide, but frequent references are made to such works as Gayley and Bradley's English in the Secondary Schools, Hopkins's Handbook on the Teaching of English, Arlo Bates's Talks on Writing English and Talks on the Teaching of Literature, and Chubb's The Teaching of English.

Two hours a week.  Professor A. G. Reed.


The aim of this course is twofold: (1) to consider the fundamental principles of literary criticism expressed by writers from Aristotle down to the present time; and (2) to show how these principles are illustrated in the various types of literature, such as the epic, the drama, and the lyric. Some attention is also given to the theory of English meter and rhythm and to the development of various verse-forms in English.

Text-books: Winchester's Principles of Literary Criticism; Alden's Introduction to Poetry; references to standard works on criticism in the University Library.

Six hours a week.  Professor A. G. Reed.
FRENCH.
Professor Broussard.

"D" Building.

1. Elementary French.
   In this course the student is grounded in the elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Attention is paid to phonetics.
   Six hours a week.

2. Reading, Grammar, Composition.
   A continuation of course 1. Irregular verbs and syntax.
   Easy readings.
   Six hours a week.

   Advanced grammar and syntax; composition; modern French prose.
   Six hours a week.

HISTORY AND HISTORICAL GEOGRAPHY.
Professor Fleming.

Basement of the Library.

In every course in History a text will be used as a basis of the work. The text will be supplemented by formal or informal lectures by the professor. Students will be expected to prepare recitations from the text, take notes in class, read papers, make reports upon assigned topics, prepare historical maps and outlines, and make frequent use of the historical collections in the library. The Department of History is supplied with maps, atlases, reference works, pictorial collections and other illustrative material. Both State and University credit will be given for all courses.

2. The Middle Ages and Modern Times.
   A survey of the field of history since the "fall" of the Roman Empire, emphasizing the epochal events. Among the topics studied are the following: The Barbarian Invasions; the Rise of the Papacy; Monasticism; Charlemagne; Feudalism; Government in the Middle Ages; the Crusades; the Mediæval Church; Country and Town Life in the Middle Ages;
the Hundred Years War; the Italian Renaissance; the Protestant Revolution; the Catholic Reaction; Rise of National States and the Struggle for Constitutional Government; the old Regime in Europe; the French Revolution; Napoleon; Progress of Democracy in the Nineteenth Century.

Text: Robinson’s History of Western Europe. Teachers are requested to provide themselves with the "State Course of Study for High Schools.’’

Six hours a week, 7:30-8:30 a. m.


This course deals with American History since 1820, but with special emphasis upon the period of Civil War and Reconstruction. A study will be made of social, economic, and political conditions in North and South before the War, of the conduct of the War itself and of the problems resulting from it. Only the more important subjects will be studied intensively, such as: the westward expansion of the United States; the institution of slavery; the rise of abolition; the outbreak of war; the principal military leaders and their campaigns; government during the War; the Reconstruction; the Freedmen’s Bureau; the Ku Klux Movement; the undoing of Reconstruction; the rise of the New South; the Spanish-American War, and the new United States.

Text: Wilson’s Division and Reunion. Teachers are requested to provide themselves with the ‘‘State Course of Study for High Schools.’’

Six hours a week, 8:30-9:30 a. m.


A study of the physical influences in American History. The following topics will be discussed: The discovery and colonization by the Atlantic states of Europe; influence of the eastern river gateways in colonial development; the Appalachian barriers as a protective bulwark and as a hindrance to expansion; influence of the trans-Allegheny environment on the western settlers; development of American sea power; physical influences in the War of 1812; the westward advance of the frontier; overland routes and trails; scientific boundaries; problems of communication and transportation; geographic influences in slavery struggle and the Civil War; expansion after
the Civil War; distribution and problems of immigration, races, cities, industries and railroads.

Text: Semple, American History and Its Geographic Conditions; George, Geographical Influences on History.

Six hours a week, 9:30-10:30 a. m.

**KINDERGARTEN.**

Miss Fonde.

Hospital Building.

**A. Theory and Observation.**

The class will deal with kindergarten principles, materials, and methods, and will include one hour of class work, and one of observation daily.

During these hours a kindergarten will be conducted, which will accommodate thirty children at the ages from four to six.

Twelve hours a week, 8:30-10:30 a. m.

**B. Games and Folk Dances.**

For children from seven to fourteen. The purpose of this class will be to demonstrate the educational value—physical, mental, moral—of the Folk Games and Dances, to all who care to observe.

Six hours a week, 10:30-11:30 a. m.

**C. Folk Games and Dances.**

For teachers. The course will include a history of the games and dances, and a study of their educational possibilities.

Six hours a week, 11:30 a. m.-12:30 p. m.

**LATIN.**

Professor Scott. Miss Kearney.

"D" Building.

It is deemed advisable that, inasmuch as the best results in the study of Latin are to be obtained through an ardent devotion to the course or courses chosen, those taking this subject so arrange their schedules as to afford abundant opportunity for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted; the qualities of style peculiar to each author read will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.
A. Beginner’s Course.

This course includes a careful study of the inflections, the simpler rules for composition, and derivation of words, syntax of cases and of the verb, the structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive. Much time will be given to exercises, oral and written, in translating from Latin into English and from English into Latin.

This course will be so conducted as to be of service to teachers of Latin, in addition to being a preparatory course for students of Latin in general.

Text-book: Collar and Daniell’s First Year Latin.
Six hours a week. Miss Kearney.

B. Cæsar.

This course includes a systematic study and translation of Books I and II of Cæsar’s Gallic War and a synoptic presentation of Books III and IV, with exercises in sight reading, grammar and Latin prose composition, based on the text accompanying the readings.

Text-books: Walker’s Cæsar, four-book edition; Bennett’s Latin Grammar; D’Ooge’s Latin Composition based on Cæsar.
Six hours a week. Miss Kearney.

C. Cicero.

This course emphasizes the literary side of Cicero’s orations, without overlooking the grammatical. The first and second orations against Catiline are studied minutely with reference to force and taste in translation. Due attention is given to the political and historical setting. The third and fourth orations against Catiline are presented as a means of acquiring a grasp of a Latin paragraph through exercises in sight reading and translation. Prose composition is a part, also, of this course.

Text-books: D’Ooge’s Select Orations of Cicero; Bennett’s Latin Grammar; D‘Ooge’s Latin Composition based on Cicero.
Six hours a week. Miss Kearney.

1. Ovid.

This course consists of selections chiefly from the Metamorphoses of Ovid, and is presented as an introduction to the study of Latin poetry of the Augustan age. Latin prose composition by topics and in sequence forms a part of this course. The
course in Ovid should be particularly helpful as an initial study in types of poetic imagery.

Text-books: Miller's Ovid, selected works; Bennett's Latin Grammar, or Allen and Greenough's New Latin Grammar; Daniell's New Latin Composition, Part III.

Six hours a week. Professor Scott.

2. Vergil.

In connection with the reading of selections from the first six books of the Ænid, a study is made of Vergil, the man and the poet, of the Ænid as a whole, its relation to the Augustan age, and of its subsequent influence. Prose composition and grammar are continued as in course 1.

Text-book: Any standard vocabularized edition of Vergil's Ænid; Bennett's Latin Grammar, or Allen and Greenough's New Latin Grammar; Daniell's New Latin Composition, Part III.

Six hours a week. Professor Scott.

11. Teachers' Course.

The scope of this course is the theory and practice of teaching Latin in the high school. Its aims are to consider what things are really worth while in the study of Latin for each year of the three years' high school course; to determine how and in what order the subject matter of Latin, both as to form and content, should be presented; to suggest the special lines of study and reading which should prove of special value to the teacher of Latin; to discuss the plan, arrangement, and contents of beginner's books, Latin prose composition books, of the usual school editions of Cæsar and Cicero as well as of the school and college grammars in general use; to define the relation of Latin to other branches, or subjects, in the high school curriculum; and to indicate the grounds upon which Latin continues to maintain its place in high school and college courses.

Of the six periods a week given to this course, four will be occupied with lectures by the professor, recitations and discussions by the class on topics assigned, and reports which are to be submitted at stated times by members of the class; two periods a week will be devoted to observing specifically certain points, previously assigned, in the actual instruction and work of the Latin classes in the high school department of the Summer School.
It would be well for those who contemplate taking this course to bring, or provide themselves with, the complete series of the high school adoption in Latin. To enter this course applicants must have had at least the full equivalent of the three years' high school course.

The course will be conducted in accordance with the professor's outline—syllabus, notes, and references, which will provide a definite assignment of topics for each class period for the nine week's term.

Six hours a week.  

Professor Scott.

LAW.

Professor Tullis.

Irion Hall.


With interpretative cases from the decisions of the Supreme Court. This course corresponds to the work of the first term of the second year, in the regular session of the law school.

Monday, Wednesday, and Friday, 9:30-11:30 a. m.

20. Insurance.

Fire, life, and marine insurance. This course corresponds to the above-numbered course in the second term of the regular session of the law school.

Tuesday, Wednesday, Thursday and Friday, 7:30-8:30 a. m.

MANUAL TRAINING.

Professor Herget.

Robertson Hall.

1. Drawing.

A course in free-hand and instrumental drawing, covering the principles of geometric drawing, isometric, cabinet, and orthographic projection, and the application of these principles in drawing a model desk or table, for use in the physical or chemical laboratory, the shop or drawing room.

Two lectures and ten hours practice a week.

1. Shopwork—Mechanic Arts.

A course in joinery and cabinet making, covering the principles of sharpening and using the principal handtools used in woodworking; also the methods of staining and polishing wood.
ROBERTSON HALL.

Lectures will be given setting forth the cost and kind of bench and tools which should be used in manual training classes in high schools.

Two lectures and ten hours practice a week.

MATHEMATICS.

Professor Nicholson. Professor Welch.
Professor Lewis. Professor Harrell.

Second floor, Heard Hall.

B. Algebra.

This course includes equality conditions, inequalities, indeterminate equations, laws of operations, positive and negative exponents, radicals, surds, and quadratics.

The text-book is Nicholson’s School Algebra, and only one can take the course who has a fair knowledge of the first eight chapters of that book.

Six hours a week. Professor Harrell.

C. Plane Geometry.

This course includes Books III, IV, and V of Wentworth’s Geometry, and is open to those who have a fair knowledge of Books I and II.

Six hours a week. Professor Lewis.


This course includes proportion; variation; arithmetical, geometric, and harmonic progression; the binomial theorem for any rational exponent; the properties of and compositions by
logarithms; indeterminate linear equations. To enter this course students must have completed elementary algebra through quadratic equations.

Six hours a week. Professor Harrell.


This course is a continuation of course 1 and includes series, limits, binomial theorem for all exponents, continued fractions, promutations, probability, summation by differences, determinants, and the theory of equations.

Six hours a week. Professor Harrell.


To enter this course students must understand plane geometry. Much importance is attached to their being able to prove the ordinary theorems, demonstrate simple original propositions, and solve problems relating to the mensuration of polygons and circles.

Six hours a week. Professor Lewis.


To take this course students must have completed course 1. Text: Nicholson's Trigonometry.

Six hours a week. Professor Lewis.


Six hours a week. Professor Nicholson.

8. Elementary Course in Differential and Integral Calculus.

Six hours a week. Professor Nicholson.


This course is open to prospective teachers who have had at least two years of college work in mathematics. Among the topics discussed are: the educational and practical value of mathematics; German tendencies, English tendencies, American tendencies; analytic and synthelic methods, deduction and induction methods; the Socratic, henristic, and laboratory methods; illusions, shams, and fads; the ideal; radiation of the teacher and receptivity of the pupil.

Three hours a week. Professor Welch.
D. Arithmetic and Algebra.

This course has been arranged in response to a request from teachers that systematic instruction be given at the Summer School in the fundamental principles of arithmetic and elementary algebra. The course will consist of a complete review of arithmetic and elementary algebra, and the work will be thoroughly done. The course will also serve the same purpose as the Irregular Course given last year. The class will be regularly organized and those who attend throughout the course and pass the examination will receive due credit; but teachers and others who wish the professor to solve problems or explain principles, as was done last year, may enter the class without enrolling as regular members and leave as soon as they get the special information they desire.

Six hours a week. Professor Nicholson.

MUSIC.

Professor Jeffers. Garig Hall.

A. Elementary Music.

Methods for Primary and Intermediate Grades.—The consideration of the principles underlying the teaching of music in the primary grades. The work includes the study of the scale, simple intervals and detailed outlines for lesson preparation.

Ear-Training.—Practice in testing ability to recognize intervals of the scale, familiar melodies, different part measure and simple melodic and rhythmic problems.

Rote Songs.—The place and purpose of the rote song, methods of presentation and elementary dictation; a selected list of songs adapted to the use of the different grades.

The Child Voice.—Tone production, breathing, quality and enunciation.

Elements of Notation.—Scales, key signatures, accent, measure, rhythmic types, and time.

Sight Singing.—Practice in the notation of music, application of words and syllables to music and consideration of problems underlying the art of music reading.
Materials.—Best methods of presentation of music in books and charts; detailed analysis of materials for grammar grades; relation of songs and studies and arrangement of music programs.

Six hours a week.

B. Advanced Music.

Methods.—A further study of the work outlined in Methods for Primary Grades, including chromatics and brief work in minor forms.

Dictation.—Interval drill, scale relations, chromatic inflections and simple rhythms.

Sight Singing.—Practice in rapid reading of graded material and the development of part singing.

The Study of Materials.—Graded lessons in studies and songs designed for use in advanced classes, including reading and interpretation.

Chorus.—Daily drill in chorus singing, including instruction in the use of marks of expression, dynamics, characters and the proper interpretation of the song; part singing, including quartets, glee clubs, etc.

Six hours a week.

C. Special Work in Music.

In addition to the course in advanced music, work for teachers will be offered as follows:

a. Interpretation.

b. Practice teaching.

c. Plans and devices.

d. Art of conducting.

e. Round table discussion.

Time to be arranged.

Physics.

Professor Atkinson. Mr. Kittridge.

First floor, Heard Hall.

1. Elementary Physics.

This course is designed to meet the requirements of those who desire to prepare to teach Physics in high schools. It includes mechanics, sound, and light.
HEARD HALL.

Text-books: Carhart and Chute's High School Physics; Millikan and Gale's Laboratory Manual.

Four hours of recitation and four hours of laboratory work a week.

Mr. Kittridge.

2. Elementary Physics.

A continuation of course 1. It includes heat, magnetism, and electricity.

Text-books: Carhart and Chute's High School Physics; Millikan and Gale's Laboratory Manual.

Four hours of recitation and four hours of laboratory work a week.

Mr. Kittridge.

5. Theoretical Mechanics.

Requisite, Calculus. An elementary course in theoretical mechanics.


Six hours a week.

Professor Atkinson.


Requisites, Physics 4 and Mathematics 4. This course treats of magnets, and magnetic fields, current, resistance, elec-
tromotive force, inductance, capacity, magnetism of iron, galvanometers, and electrolysis.

Text-book: Millikan and Mill's Electricity and Magnetism. Four hours of recitation and four hours of laboratory work a week. Professor Atkinson.

POLITICAL SCIENCE.
Professor Prescott.
Basement of the Library.

This course is introduced by a consideration of the services of the State in the protection of rights, the redress of wrongs, the maintenance of liberty, and the promotion of the general welfare. A careful study is made of the origin, attributes, sovereignty, and forms of the State; the embodiment of its authority in government; the structure and powers of government; colonial and local government; government by party, and party machinery and methods.
Six hours a week.

A course in the structure and functions of government in the United States, including a study of local, State and Federal organs and their relation to one another.
Six hours a week.

This course is devoted to the organization and administration of civil government in Louisiana, State and local. It includes a detailed study of the Constitution of 1898 as interpreted by the Supreme Court.
Four hours a week.

PSYCHOLOGY.
Professor Coffey.
First floor, Irion Hall.

3. General Psychology.
The subjects of this course are conscious sensation; nervous mechanism and mental activity; perception and ideation; persistent tendency of the ideative processes; consecutive and associative memories and their respective educational and intellectual values; association, comparison, and contrast in their
relation to the selection of and classification of cognate ideas; emotion, imagination, thought and will as determining forces in individual conduct.

Six hours a week.


As a continuation of course 3 this course will be devoted to a study of the manner in which and the extent to which the native endowments and acquisitions of the individual are modified by the group, and how far the group-mind and conduct will yield to the suggestions and leadership of the individual; the spread of ideas, feelings, and conduct; the conduct of the individual alone and the conduct of the individual in the mob.

Six hours a week.

ZOOLoGY.  
Mr. Calloway.  
Agricultural Hall.

The courses in Zoology are designed to train the student in the manipulation of the microscope, and in general laboratory methods. The object of the courses is to demonstrate the relation of animal life to organic life in general, and their economic value to man. The economic importance of certain injurious and beneficial vertebrate and invertebrate animals of Louisiana is considered. Instruction is given by means of lectures, recitations, laboratory work, and some work in the field.

1. Invertebrate Zoology.

This course offers an opportunity for the study of such typical animals as Amoebae, Sponges, Hydroids, Star-fish, Sea-Urchins, and the Unsegmented Worms. The life history, methods of infection and prevention of such injurious forms as the Malarial Parasite, the Liver Fluke, the Horse-Worm, and the Hook-Worm will be considered in full.

2. Invertebrate and Vertebrate Zoology.

This course is a continuation of Zoology 1, and takes up the study of the following typical forms: the Segmented Worms, the Cray-fish, Crabs, Grass-Hoppers, fresh and salt-water Mussels, Squid and the Rabbit. In this course are discussed the economic importance of injurious and beneficial insects to the farmer; their life history, and methods of control are also considered. The study of the Rabbit is taken up with the idea of familiarizing the student with the general structure of the highest type of animals, and with the Physiology of such forms.
ENGINEERING LABORATORY.

DEMONSTRATION SCHOOL FOR TEACHERS OF HIGH SCHOOL SUBJECTS.

Professor Favrot.    Professor Welch, Principal.
Messrs. Dupuy, Griffith, and Perrault.
Misses Schulze and Stone.

The demonstration school for teachers of high school subjects is a part of the courses in the theory and practice of teaching the various high school subjects, and is essentially a part of the professional work.

The theory of teaching each one of the various high school subjects will be given by the different heads of departments in the University or by some other professor in each of the several departments. The work in the training school, consisting of observation of work done and discussion of content and method, is done under the direction of the professor of secondary education and the teachers of the various high school subjects in the demonstration high school. Observation of the work of the training school will furnish a basis for the study of general high school methods and organization in the courses in education.
Twenty eighth grade pupils are admitted to the first year of this demonstration high school; twenty ninth grade pupils to the second year; fifteen tenth grade pupils to the third year; and fifteen eleventh grade pupils to the fourth year.

These grades are taught regularly by some of the best teachers from the different departments in the high schools of the State. The program for this demonstration high school is arranged on the departmental plan. The course pursued in this high school coincides with the literary course outlined in the State Course of Study for High Schools. The school is conducted as an approved high school.

All students in the summer school preparing for service in the high schools of Louisiana next session are given an opportunity to observe the teaching of such high school subjects as they are preparing to teach. All such observation is done under definite, specific, helpful guidance.

High school pupils completing satisfactorily the allotted amount of high school work will be given certificates of credit for having done such work.

The training school and the courses in the theory and practice of teaching the various high school subjects will be under the general supervision of the State high school inspector.
The Louisiana State University is organized into the following colleges and schools:

(1) The College of Arts and Sciences, offering literary, scientific, pre-medical, and commercial courses; (2) the College of Agriculture, including the four State experiment stations and the department of agricultural extension, and offering a four years course and a short winter course in agriculture; (3) the College of Engineering, offering courses in civil, mechanical, electrical, and chemical engineering; (4) the Audubon Sugar School, offering courses in sugar agriculture, sugar chemistry, and sugar engineering; (5) the Law School, offering courses in civil and common law; (6) the Teachers College, offering courses for high school teachers, principals, and parish superintendents; (7) the School of Agriculture, offering a three years agricultural course for boys who have been unable to obtain the high school training necessary to prepare them for the College of Agriculture; and (8) the Graduate Department, offering courses leading to master's degrees to those who have received bachelor's degrees here or elsewhere.

The University has forty-eight buildings in grounds famous for beauty, healthfulness, and historic interest; a large faculty of experienced teachers and able specialists, trained in the best universities of the world; a library of 29,000 volumes in the beautiful Hill Memorial building; reading rooms fully supplied with newspapers, magazines, and scientific journals; well equipped, up-to-date laboratories and shops; excellent military discipline for those who desire it; a flourishing Young Men's Christian Association; churches accessible to all students; and all modern college accessories, such as athletics, fraternities, social and scientific clubs, literary societies, musical organizations, college journals, etc.

Tuition is free to students from Louisiana; sixty dollars a year to students from other States and foreign countries. Living expenses are very low.

The annual sessions open on the third Wednesday in September and continue for nine scholastic months.

For catalogue or full information, address

J. L. WESTBROOK, Registrar,
Baton Rouge, La.
Louisiana State University
Summer School

JUNE 3 TO AUGUST 2, 1912
OFFICERS

Thomas D. Boyd, A. M., LL. D., President of the University
Alexander B. Coffey, A. M., M. S. D., - - - Director
Miss Inez Mortland, - - - - - - Librarian
James L. Westbrook, - - - - - - Registrar
Miss Annie O. Burris, - - - - - - Matron

CLASSIFICATION COMMITTEE

Professors Atkinson, Scott, Coates, Fleming, Herget, Coffey and Powers.
FACULTY

THOMAS W. ATKINSON, B. S., C. E.,
  Physics.
ALBERT T. BELL, A. M.,
  Botany.
HUGH M. BLAIN, M. A., Ph. D.,
  English.
MILLEDGE L. BONHAM, Ph. D.,
  Economics and Sociology.
JAMES F. BROUSSARD, A. M.,
  French.
D. D. CLINE, A. B., LL. B.,
  Mathematics.
CHARLES E. COATES, Ph. D.,
  Chemistry.
ALEXANDER B. COFFEY, A. M., M. S. D.,
  Psychology.
ED. B. DORAN, B. S.,
  Agriculture.
LEO M. FAVROT, A. B.,
  Education.
MISS NELLY FITZGERALD,
  Domestic Science.
MRS. DAISY FULLER,
  Music.
WALTER L. FLEMING, Ph. D.,
  History and Historical Geography.
MISS CORinne FONDE,
  Kindergarten.
WILLIAM H. GATES, B. A.,
  Zoology.
D. V. GUTHRIE, Ph. D.,
  Physics.
ALBERT M. HERGET,
  Manual Training.
ROBERT L. HIMES,
  Accounting; Geography.
F. F. JEFFERS,
  Music.
ELBERT L. JORDAN, B. S.,
  Animal Industry.
MISS MOLLIE M. KEARNEY,
  Latin.
Albert F. Kidder, B. S.,
Agriculture.
Raoul L. Menville, B. S.,
Chemistry.
James W. Nicholson, A. M., LL. D.,
Mathematics.
Miss Lee Odom,
Arts and Crafts.
*Delmar T. Powers, A. M.,
Education.
Arthur T. Prescott, A. M.,
Political Science.
William A. Read, Ph. D.,
English.
Albert G. Reed, Ph. D.,
English.
Edward L. Scott, A. M.,
Latin.
*William O. Scroggs, A. M., Ph. D.,
Economics and Sociology.
Robert L. Tullis, LL. B.,
Law.
George E. Wallace,
Arts and Crafts.
John F. Welch, B. S.,
Mathematics.
W. Goodwin Williams, M. A., LL. B.,
Law.

Faculty of the Demonstration School.
Leo M. Favrot, A. B.,
Supervisor.
C. M. Hughes,
Principal; Mathematics.
Paul D. Pavy,
Science.
L. H. Denman,
Physics and Mathematics.
Miss Amelia Stevens,
History.
Miss Lily Dupre,
Latin.
Miss Bertha Latane,
English.

*Absent on leave.
General Interest.

The State and the University authorities, in conjunction, having demonstrated not only the expediency but the desirability of a summer term of university work for the progressive teachers of the State, esteem it at once a privilege and a duty to keep the doors of the University wide open during the summer, with the assurance to all that the courses offered last year have been strengthened and made more intensive and that equally strong advanced courses are to be offered for the benefit of those who were registered during the term of 1911.

The purpose of the State Department of Education in requesting the University to offer annually a summer term is to provide an opportunity whereby the teachers of the State may continually increase their efficiency and their earning capacity the most effectually and at the least expense. The University, complying with the request of the State Department, and desiring to place every worthy and hopeful teacher in the line not only of promotion but of ultimate graduation and specialization, has arranged courses in the several departments of college work with that particular end in view.

Admission.

The Summer School is open to graduates of colleges, normal schools, or high schools; to teachers holding first grade certificates; to former students of the University; and to applicants who are prepared to enter the Freshman class. For full entrance to the Freshman class, fourteen units are required; but applicants offering eleven units are admitted conditionally. A unit means one year's study of any high school subject with four or five recitations per week, or approximately one-fourth of a full year's work in a high school. The Demonstration School includes the four high school grades, and a limited number of pupils will be admitted to these grades.
CLASSIFICATION.

Students who have done work at other colleges and universities will be granted such advanced standing as the Committee on Classification shall find the work to be worth in comparison with the corresponding work being done in the Louisiana State University.

Graduates of the State Normal School of Louisiana will be allowed a credit of 32 hours of the 68 hours required for graduation at the University, and such additional University credits as they have earned at other institutions and summer schools since graduation.

Graduates of approved four-year high schools and of other schools of the same rank will be admitted to freshman standing; and, if by reason of several years' experience and work at summer schools, they may wish advanced standing, such work will be credited according to its collegiate value.

Holders of First Grade Certificates will be admitted to such classes and will be given such university standing as their credentials justify.

To facilitate classification, every person, not already matriculated as a student of the University, is advised and urged to bring with him such credentials as he may have in the shape of high school, normal, college, and university diplomas, and to have a precise statement already prepared of such credits as he may have earned at summer school (together with certificates of credits received). He will do well, also, to have a like statement of the subjects which he completed in the high school and higher institutions, showing the length of time, in years and weeks, and the number of hours per week which he devoted to each of the several subjects enumerated. By so doing, he can, without loss of time, file such credentials and ask for classification.
LOCATION.

It would be difficult to find a more beautiful site for an educational institution than has the Louisiana State University—in fact, there is no more beautiful in the South. An extensive campus of 210 acres, lying north of and adjacent to the City of Baton Rouge, with many magnificent old oaks and other trees welcoming hundreds to their inviting shade, one unbroken greensward, except for the buildings and avenues, flower-gardens here, there, just where Nature seemed to indicate, the Mississippi washing the western border, the University Lake on the north, and everywhere the suggestion of honest, high-minded, and thoughtful work and recreation—such is the campus of the University.

The site of the University is historic ground; over it hovers the romance of the struggles of the great powers for supremacy in the Mississippi Valley. These extensive grounds and splendid buildings, the princely gift of our national government, were occupied successively by the armed battalions of France, England, Spain and America.

Here, in 1779, Galvez, the Spanish Governor-General of Louisiana, after three days' battle, captured the British garrison under Col. Dixon. Here, in 1810, Philemon Thomas, with his mixed band of pine-woodsmen and Ohio flatboatmen, captured the Spanish post, killing Grandpre, its commander, and wresting West Florida from Spain. Here nearly every prominent officer in the United States army since the Revolution did duty. Wilkinson and the first Wade Hampton, revolutionary heroes, commanded here; as did afterward Gaines and Jesup and Taylor, heroes of the War of 1812. Here Winfield Scott, the conqueror of Mexico, saw his first service as lieutenant of artillery. Here Lafayette was received by the military and citizens in 1824, and Andrew Jackson later. Here was the home of Zachary Taylor, hero of Buena Vista and President of the United States, and of his brilliant son "Dick," the distinguished Confederate general. Here, in 1861, the Louisiana State Guard, before the secession of Louisiana, took the garrison and the arsenal, with all their munitions of war, from the United States troops. Here, in 1862, General Breckenridge, commanding the Confederates, fought a desperate battle with the Union army and navy under Williams and Farragut. Williams
was killed, and the Confederate ram Arkansas was blown up in full view.

These grounds were trod by Grant and Lee, Sherman and "Stonewall" Jackson; by McClellan and Johnston, Bragg and Rosecrans; by Longstreet and Harney; George H. Thomas and Beauregard; by Forrest and Phil Sheridan, Hardee and Hood; by Hancock and Custer; Admiral Porter and Bishop-General Polk; and by the great civilians, Clay and Calhoun, Abraham Lincoln and Jefferson Davis.

"Loose thy shoe from off thy foot, for the place whereon thou standest is holy."

LABORATORIES.

Nearly every scientific department has a building of its own; and a number of these buildings excel in capacity any other buildings of like nature in the South; in fact, no better laboratory accommodations can be found for the purpose of summer school work. The equipment in these laboratories is, of necessity as well as expediency, increased from year to year because of the rapidly differentiating and multiplying opportunities and demands of science.

LIBRARIES.

The Hill Memorial Library is, of course, the general and reference library of the University. The books upon its shelves, devoted to research and collateral work, those devoted to general literature, the periodicals in the reading-rooms, the newspapers from the important commercial centers of the land and from the several sections of Louisiana, have been so carefully selected as to insure to every one an abundant opportunity for such reading—systematic or casual—as he may reasonably wish. The several departments are building up libraries peculiar to their respective subjects, which very greatly supplement the literature in the general library, and, at the same time, offer special advantages to students who may wish to follow lines of special investigation.

LECTURE HALLS.

The lecture-rooms are large, well ventilated, well lighted, well furnished and comfortable. It is an interesting fact that, with very few exceptions, although the weather may be very hot outside, these rooms are pleasantly cool.

The assembly hall is well ventilated by many large windows, cooled by electric fans, and lighted by electricity.
DORMITORIES AND DINING ROOM.

The dining room is sufficient for the accommodation of five hundred persons; and on the second and third floors of the same building hundreds of young ladies may find comfortable rooms. There are four dormitories on the Pentagon, the fifth side of which opens on the Mississippi River. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. Wide galleries are found on both sides of these buildings. These galleries are supported by columns three feet in diameter, extending to the roof, there being a total of eighty columns.

DAILY ASSEMBLY.

From 12:30 to 1:00 there will be a general assembly of all students and members of the faculty. Music will be a pronounced feature of the assembly. Public announcements will also be made at this time.

PUBLIC LECTURES.

From time to time, there will be a public assembly, to which all friends of education are invited. On such occasions distinguished school men and other speakers will address the audience upon the important questions of the day. Vocal and instrumental music will invariably constitute a part of the program. Every effort is being made to insure this as one of the most enjoyable and profitable departments of the work.

RECREATION.

The campus with its natural and artificial beauties, the river, the lake, the town, all furnish abundant opportunity for rest and relaxation after the day's work is finished.

The Pavilion, much improved by remodeling, will be open, on Saturday evening, to the actual students attending the Summer School, at which time each student will be allowed to invite one guest as his or her own escort or company.

Friday evening will be given over to such prearranged recreation as may be determined by the committee appointed for that purpose.
THE CAPITAL CITY.

Baton Rouge being the capital of the State, all executive departments of government are located here. In consequence, those who need to do so, may come into easy communication with the men who are in authority—the men who "are doing things." The work of the Legislature will present much of interest this summer.

CREDIT FOR WORK DONE.

Nine Weeks Course.

COLLEGE CREDITS.—To a student who completes any course offered in the Summer School a certificate of credit will be given by the Louisiana State University. This certificate entitles the holder to credit toward a college degree (B. A. or B. S.) or to entrance credit according to the grade of the course. In four summer sessions a student can accomplish the work prescribed for a full year in residence. College credit is given for all courses designated by Arabic numerals; admission credit is given for the courses designated by letters.

STATE CREDITS.—Certificates of credit will be granted by the State Department of Education for work done in the Summer School according to the conditions contained in the resolutions passed by the State Institute Board on February 11, 1912. The requirements for the State certificates are as follows:

The teacher who desires State credit will receive a certificate for satisfactory work done during the entire term; by satisfactory work is meant a minimum grade of 75 per cent. in each course pursued; in order to receive State credit a teacher must take not less than the equivalent of two full courses of six hours each per week nor more than the equivalent of three full courses, two hours of laboratory work counting as one hour of recitation or lecture. Teachers without experience or without professional training are required to take at least one professional course. The work of the summer session covers nine weeks of six working days per week; the final examinations will be held on Wednesday, Thursday and Friday of the last week of the summer term.

The State Certificate, which is granted by the State Department of Education only to those who remain until the close of the Summer School, entitles the holder to an extension of his teacher's certificate for one year, or to a credit
of 15 per cent. on the general average of an examination for any teacher's certificate, provided the examination be taken within one year. Furthermore, the State Superintendent of Education urges upon school boards the advisability of increasing the salaries of those teachers who attend the Summer Schools.

Six Weeks Course.

College Credits.—For the benefit of those who cannot attend the full nine weeks course, the University will issue certificates of attendance upon the completion of work extending through at least six weeks. These certificates entitle the holder to the proper credit toward the completion of a college course. They will also be useful to teachers who desire to obtain increase of pay for attendance at the Summer School. But the certificate of attendance during a six weeks' course will not entitle the holder to an extension of a teacher's certificate nor to an increased percentage on an examination for a certificate.

Special Benefits.

A superintendent on the lookout for good teachers very naturally asks the Director of the Summer School for the names of available and eligible persons; the request is granted; interviews are arranged; members of the Summer School faculty are consulted; and worthy teachers are called to new and better positions.

The Demonstration School, under the supervision of the State Inspector of High Schools has proven to be one of the most helpful and valuable departments of work to which high school teachers can devote themselves. The description of the course is given elsewhere; but it is well just here to call attention to the fact that the High School Inspector will work out, in the Summer School, his plan for the organization, classification, and supervision of a high school.

Especial stress is to be laid upon the subjects of music and art. The calls for teachers of these subjects have far exceeded the supply, and an unusual effort is being put forth to help those who wish to pursue either or both subjects. One of the best teachers in Arts and Crafts has been secured.

The gentleman who, at very much sacrifice, has consented to take charge of the music, has for the past thirteen
years been one of the most successful supervisors and teachers of public school music in the land.

REGISTRATION.

Monday, June 3, will be devoted to registration. All students should go first to the registrar, Mr. J. L. Westbrook, for the purpose of enrollment and payment of the incidental fee. Then, they should go to the classification committee, taking with them such credentials as they may have to file. Having, upon consultation with the committee, determined upon the work to be done, or courses to be taken, they should at once go to the lecture-rooms of the professors with whom such work is to be done, and present their classification cards for the purpose of class registration.

FEES.

Every student of the Summer School will be charged a fee of two dollars ($2.00).

EXPENSES.

Good board and rooms in the dormitories may be had at $3.50 per week. Beds and mattresses will be furnished, but bed-clothes, towels, toilet articles, etc., must be supplied by the students. Students may make use of the new steam laundry at the University at a cost of not more than one-half of commercial laundry prices. Good board and rooms may be had in families at from eighteen ($18.00) to thirty ($30.00) dollars per month. The dormitory life is recommended because it brings every teacher into more or less social contact with the entire student body, creates a community of interest, enlarges one's professional acquaintance, and tends to bring out the best there is in him.

RAILROAD FARE.

The railroads have been asked to grant a one-fare rate, and there is no doubt that they will at least grant a one and a third fare rate—i.e., a full fare going to the Summer School and a one-third fare returning. This rate applies to points in Louisiana and Mississippi. Teachers should be sure to ask for a receipt for money paid the home agent for a ticket to the Summer School. This receipt, properly signed by the Summer School authorities, will entitle the holder to the reduced rate returning.
COURSES OF INSTRUCTION

In the following outlines of the courses offered in the Summer School, those designated by Arabic numerals are college courses, for which college credits, as well as State credits, will be allowed; those designated by letters are courses for which State credits only will be allowed; they will also be counted for admission to the Freshman class of the University.

The session value in hours of each college course is given in the following table. These are the regular session credits as given in the catalogue of 1911-1912.
### Table of College Credits Given for Summer School Work

<table>
<thead>
<tr>
<th>Course</th>
<th>College Credit in Hours</th>
<th>Course</th>
<th>College Credit in Hours</th>
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<td>History 8</td>
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<td></td>
<td></td>
<td>Zoology 5</td>
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</tr>
</tbody>
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Louisiana State University

AGRICULTURE.
Professor Jordan.         Professor Kidder.
Mr. Doran.              Agronomy Building.

AGRIGNOMY.

1. Forage Crops.
This course includes a study of the crops that can be used for forage purposes in Louisiana. Each crop will be studied in detail in regard to varieties, preparation of seed bed, fertilization, time of planting, amount of seed to be sown per acre, way of planting, time of harvesting, preservation of crop, means of utilizing crop, methods of improvement, and the preservation of seed for planting purposes. The laboratory work will consist of the identification of these various forage crops, together with the determination of purity and germination of some of the seeds sold within the State.

Four recitations and four hours of laboratory work a week.         Professor Kidder.

2. Farm Machinery.
This course will include a study of the development of improved farm machinery and its relation to modern agriculture, as well as the operation, care, and the selection of machinery. Laboratory work will consist of setting up, adjusting, and testing of farm machines.

Text: Davidson and Chase's Farm Machinery and Farm Motors.

Four recitations and four hours of laboratory work a week.              Mr. Doran.

3. Farm Crops.
Lectures and recitations upon the classification and methods of improvement of farm crops. Special studies will be made of the staple crops of Louisiana, embracing cotton, corn, rice, and oats. Individual crop studies will include varieties, geographical distribution, culture, harvesting, preservation, uses, preparation for use, obstructions to growth, means of repression, production, marketing, and history.

Text: Duggar's Southern Field Crops.

Four recitations and four hours of laboratory work a week.              Mr. Doran.
   This course includes a study of the elementary principles of soils, field and farm management in their relation to general agriculture. The origin and classification of soils, different methods of cultivation and their effect upon the movement and control of soil water with its ultimate effect upon plant development, benefits of a crop rotation, and the use of fertilizers, including a study of the Louisiana fertilizer law, are given due consideration in the simplest manner possible.

   This course will be offered in Summer School only.

   Six hours a week. Professor Kidder.

15. Farm Buildings.
   The designing and construction of farm buildings with stress laid on the importance of lighting, heating, sanitation, ventilation, and convenience.

   Two recitations and four hours of laboratory work a week. Mr. Doran.

27. A Teachers' Course in Agriculture.
   This course will embrace a general survey of all phases of agricultural work in order to give the grade teacher a better knowledge of the fundamental principles involved. The subject matter will cover the feeding of animals, a study of the breeds of live stock, together with stock judging, dairying, vegetable gardening, fruit growing, forage crops, farm crops, soils, farm machinery, and drainage.

   This course will be presented by means of lectures, reference reading, reports, and laboratory practice.

   Three lectures and six laboratory hours a week.

   Professors Jordan, Lee, Kidder, and Mr. Doran.

ANIMAL INDUSTRY.

   This subject includes a study of the composition of plants and animals, the processes of digestion, absorption, circulation, and assimilation of foods, and the elimination of wastes, the nutrients and their functions and the amounts and proportions of these nutrients required by the different classes of farm animals, together with practice in computing balanced rations from animals.


   Six hours a week. Professor Jordan.
3. Dairy and Beef Cattle.
Each breed of dairy cattle is studied under the following outline:

(a) Origin, (b) early improvement, (c) description, (d) characteristics, (e) noted individuals of the breed, (f) family strains, (g) record associations, (h) advanced registry systems, (i) noted breeders of the present time.

The beef breeds are studied in the same manner except as regards the advanced registry of the dairy breeds.

Stock judging work will cover both classes. Four lectures and four practice hours of stock judging a week.

Reports on reference reading to be submitted.

Professor Jordan.

ARTS AND CRAFTS.

A. Primary Drawing.
The work in this class is based upon Books 1, 2, 3, and 4 of "Prang's Drawing Book Course of Art Education." Each student in the class should have these books, and should mount the work as directed in the State Course of Study for Elementary Schools—grades 1, 2, 3, and 4.

The work should include free-hand cuttings from objects and from memory, the cuttings to be used in both a pictorial and a decorative way. The lessons should also teach the methods for handling water-colors and crayons in a way to secure the results suggested in the books. The aim of the instruction in this class is to present simple, practical methods of drawing in the primary grades and in the rural schools.

Six hours a week.

B. Advanced Drawing.
The work in this class is based upon Books 5, 6, 7, and 8 of "Prang's Drawing Book Course of Art Education." Each student in the class should have these books, and should mount the work as directed in the State Course of Study for grades 5, 6, 7, and 8.

The lessons should teach the most approved methods for handling the lead pencil, charcoal and water-colors. The aim of the instruction in this class is to present simple,
practical methods of drawing in the advanced grades, giving such principles of perspective and composition that the teacher may be able to illustrate the history, geography, reading, language, and science lessons.

Six hours a week.

C. Primary Construction.

This work is composed of exercises suitable for grades 1, 2, 3, and 4, and includes exercises in paper folding and cutting; the furnishing of a simple doll-house with oak tag on heavy paper furniture; paper weaving as directed in Drawing Book 2, followed with the weaving of raffia or yarns, if these materials are available; simple designs applied to invitations, programs, cards, etc., suitable for special days; the decoration and construction of objects from oak tag and heavy paper; the making of doll hats, doll parasols, bags, etc., from raffia and other pliable materials; the construction of gifts appropriate for Christmas, Valentine Day, Easter, or May Day.

Six hours a week.

D. Advanced Construction, or Applied Design.

This course includes the construction and decoration of portfolios, post cards, photographs or note-books, boxes, baskets, etc., where heavy pasteboard and the tinted papers and linens are used; block printing and stenciling of designs on sofa pillows, scarfs, curtains, etc.; cross-stitch embroidery on scrim, burlaps, and other textiles.

Six hours a week.

E. Supervisors’ Course.

In this class the methods and aims of the art work from a supervisor’s standpoint will be discussed. The instruction will be based on “Prang’s High School Text-Book of Art Education,” and reference will be made to the State Course of Study for the High School, grades 9, 10, and 11. In addition to these conferences, each person entering the class should take at least two of the other courses in Arts and Crafts.

Two hours a week.
BOTANY.
Professor Bell.  Agricultural Hall.

1. General Botany.

A course in Morphology, tracing the structures, relationship, and adaptations of the Groups from the Proto-phytes to the Bryophytes.

Text: Bergen and Davis' Principles of Botany, with Laboratory Manual.

Three hours recitation and six hours laboratory.

2. General Botany.

A continuation of General Botany 1, beginning with Bryophytes and continuing up through the Spermatophytes.

Text: Bergen and Davis' Principles of Botany, with Laboratory Manual.

Three hours recitation and six hours laboratory.


A course in the identification of Ferns and Flowering Plants. This course includes collections, drying and the mounting of herbarium material, instruction in the use of Manuals, especially those relating to the Flora of Louisiana. Intended for those who have had Botany 1 and 2. Persons desiring to register for this course will consult the instructor before doing so.

Text: Small's Flora of the Southeastern United States.

Two hours lecture and six to ten hours laboratory.

9. General Botany—Teachers' Course.

This course will trace the development of the higher plant through its cycle of seed, seedling, adult, flower, fruit, to seed again. The development of each organ will be made the basis for the study of the physiological and ecological principles controlling it. These studies will serve as material for working out the principles of the science. Both material and methods will be such as may be adapted to high school use in Louisiana. While primarily designed for teachers, this course will be open to all.

Text: Ganong's Teaching Botanist.

Three hours lecture and six hours laboratory.
CHEMISTRY.

Professor Coates.  Professor Menville.

Irion Hall.

1. General Chemistry.

Lecture-room demonstrations, supplemented by laboratory studies on the type elements and the general laws of chemical action.

Text-books: Kahlenberg’s Chemistry and Laboratory Manual.

Six hours a week and six hours of laboratory work.

Professor Coates.  Professor Menville.

2. General Chemistry.

This course is a continuation of course 1, and includes lectures on the detailed manufacture of fertilizers, sulphuric acid, and the more important inorganic chemical products, as well as a brief course in elementary metallurgy. The laboratory work includes some inorganic preparations and the principles of qualitative analysis.

Six hours a week and six hours of laboratory work.

Professor Coates.  Professor Menville.

25. Historical Chemistry.

Lectures and recitations on the development of the main theories of inorganic chemistry. This course is intended for teachers of chemistry, principally, but is open to all students who have taken Chemistry 1 and 2 or its equivalent.

Three hours a week.

Professor Coates.

COMMERCE.

Professor Himes.

1. Accounting.

For high school teachers. Embraces elements of book-keeping, commercial law and customs, and application to farm accounts.

Six hours a week.

2. Accounting.

Banking. The functions of a bank, its practical workings, and practice in keeping its accounts.

Six hours a week.
3. Stenography and Typewriting.

The elements of the Ben Pitman Stenography. Each class hour will require two hours' preparation.

Six hours a week. Practice on typewriter six hours a week.


(a) The Purpose: To learn geographic facts. To study the influence of geographic facts upon commerce and civilization.

(b) The Work: Map drawing; outline, relief, latitude, longitude, currents. Resources. Man's adaptation of world facts to his life; the world's adaptation of man to its life.

Six hours a week.

DOMESTIC SCIENCE.

Miss Fitzgerald.

A. Elementary Cooking.

This course is especially designed to meet the needs of those preparing to teach cooking. The fundamental principles of cookery are determined and the methods involved in the cookery of simple foods are based upon these principles. It is the aim to establish good habits of work and to acquire a fair degree of skill in the manipulation of utensils and materials. The cost of lessons is computed as a basis for the study of the economic selection of foods.

Six hours a week.

B. Advanced Cooking.

This course is a continuation of Elementary Cooking. It is an application of the principles developed in that course to problems requiring greater skill in manipulation.

Six hours a week.

C. Elementary Sewing.

The purpose of elementary sewing is to teach the fundamental operations in sewing and to make application of these operations in the making of undergarments. The course aims to develop skill and neatness. It is planned to show to the prospective teacher the arrangement and development of the subject and its presentation.

Six hours a week.
D. Advanced Sewing.

This course is open to those who have had the course in Beginning Sewing, or who are sufficiently skilled in sewing. It is designed to meet the needs of teachers of dressmaking, to develop skill in the making of garments, and judgment in the selection of materials.

Outline of course:
1. Drafting of patterns—Snow system.
2. Designing.
3. Making of a tailored shirtwaist from one of patterns designed.
4. Making of a skirt from one of patterns designed.
5. Making of a thin dress from purchased pattern.

Six hours a week.

ECONOMICS AND SOCIOLOGY.
Professor Bonham.

1. Economic Theory.

The purpose of this course is to familiarize the student with the general laws governing the consumption, production and distribution of wealth. The work will include a study of the following topics: (1) economic wants: utility, value, and price; (2) the productive process: land, labor, capital, and business organization; (3) the distributive process: rent, wages, interest, and profits; (4) exchange: money, financial institutions, and international trade.

Text-book: Johnson's Introduction to Economics.
Six hours a week.


A survey of the more important phases of the modern industrial system. The course will be devoted largely to a study of the problems arising in connection with labor, transportation, the tariff, the trusts, public finance, and economic reform.

Six hours a week.

1. General Sociology.

The purpose of this course is to afford a general survey of the phenomena of social life, in order to give the student a broader understanding of the principles governing human
association. Among the topics to be studied are: the basis of group activities; the formation and the types of the social mind; the forms of social organization, and the factors of social progress. Candidates for graduation may offer this work as the equivalent of Sociology 1 in the regular University course of study.

Text-book: Giddings's Readings in Descriptive and Historical Sociology.

Six hours a week.

EDUCATION.

Professor ————. Professor Favrot.

Irion Hall.

5. School Administration.

Open to Juniors.

A close study of the principles, problems, and best features of present practice involved in the administration of public education. The course is professionalizing and designed to equip students for superintendencies, supervisors, principalships, and progressive careers in school work. Among the topics studied are the nature of school systems and their management; social and economic factors involved in educational advancement; forms of educational control, national, state, municipal, and rural; organization and functions of school boards; school revenues and their expenditure; the school plant; sanitation and hygiene; text-books and supplies; the specific functions of superintendents and principals; the selection, placement, rating, and improvement of teachers; the selection and adaptation of courses of study; and the grading and promotion of pupils.

Text-book: Dutton and Snedden's Administration of Public Education in the United States; class work; special studies and reports; lectures.

Six hours a week.

Professor ————.

11. Elementary Schools.

Prerequisite, one year's work in psychology.

A comprehensive study of our elementary-school system as to its European foundations, chief periods of development, aims, shortcomings, present-day theories, and prac-
tices. Especial stress will be laid upon proper methods of instruction, organization, grading, etc., with particular reference to the work in Louisiana.

Four hours a week. Professor ————.

13. Secondary Education.
Prerequisite, one year's work in psychology.
This course is designed especially to meet the professional needs of high-school principals and high-school teachers, and comprises a careful survey of the related fields of high-school administration and secondary pedagogy. Among the topics studied, the following are suggestive: The place and function of the American high school in our educational system; its historic foundations and antecedent institutions; the evolution and character of courses of study; the valuation of the different studies; organization under the departmental plan; the material equipment; the making of daily programs; the teaching staff; the psychology of adolescent pupils; government; the high school as a social whole; the control of organizations within the school; supervision; comparative studies in organization; types of schools; the theory and practice of general and special methods of instruction. Text-book and class work; collateral readings and reports; mastery of special studies and reports; lectures.
Six hours a week. Professor ————.

14. Secondary Education.
The aim of this course is to present for discussion the common problems confronting principals and teachers in Louisiana high schools. The content of the course is grouped about the following chief topics: (1) problems of administration in Louisiana high schools; (2) student life in the high school; (3) interpretation of high-school courses and arrangement of curricula.
Six hours a week. Professor Favrot.

17. Observation Work.
Summer School students training for service in the high school departments of State high schools desiring to observe the work of the Demonstration High School are grouped into organized classes, and the observation conducted under definite and helpful guidance. Following the observation of the work comes the discussion of content
and method with the teacher in charge and the supervisor of the Demonstration High School.
Observation, one hour a week for each group.
Discussion, one hour a week for each group.
Professor Favrot.

ENGLISH.

Professor Read. Professor Blain.
Professor A. G. Reed. "D" Building.

1. Rhetoric and English Composition.
The chief aim of this course is to help students to acquire the power of writing English clearly and correctly. A text-book is used, but the instruction is based principally upon the study of English masterpieces and the daily exercises of the students. In addition to the writing and rewriting of themes, provision is made, as far as possible, for personal conferences between each student and his instructor. Parallel reading is required.
Text-books: Woolley's The Mechanics of Writing; Matthews' The Short-Story; Palgrave's Golden Treasury; Dickinson and Roe's Nineteenth Century English Prose.
Six hours a week. Professor W. A. Read.

2. Rhetoric and English Composition.
A continuation of Course 1.
Six hours a week. Professor W. A. Read.

This course includes a historical survey of the whole field of English literature and a critical study of representative masterpieces of each of the great periods of literary development. Chief stress is placed upon the study of the masterpieces themselves. Throughout the course considerable attention is devoted to the writing of essays. Parallel reading is required.
Text-books: Newcomer-Andrews' Twelve Centuries of English Poetry and Prose; Long's English Literature.
Six hours a week. Professor Blain.

Continuation of Course 3. Later eighteenth century to the present time.
Six hours a week. Professor Blain.

A careful study of several plays is made in the light of Elizabethan English. Considerable emphasis is also placed on the sources of the plays, the theatrical conditions of Shakespeare's times, the principles of his dramatic art, and the interpretation of action and character in the dramas. Essays, reports, and parallel reading are required.


Six hours a week. Professor A. G. Reed.


A study of English poetry from the publication of the Lyrical Ballads to the death of Scott. The course includes: lectures on the essential characteristics of Romanticism; a critical study of representative poems of each of the important Romantic writers; and essays and reports by members of the class. Special attention is given to the poetry of Wordsworth, Byron, and Shelley; some attention, also, is given to the Romantic ideals of literature represented in Wordworth's Prefaces, Coleridge's Biographia Literaria, and Shelley's Theory of Poetry.

Text-books: Any standard edition of the poets studied may be used; but the Oxford editions (at fifty cents each) of Wordsworth, Byron, Shelley, and Keats, and the Quiller-Couch edition of Coleridge, are preferable.

Six hours a week. Professor A. G. Reed.

17. The Teaching of English.

This course is intended primarily for teachers of English, or those who expect to become teachers of English, in the high schools of the State. It includes the discussion of such topics as the following: aims of English teaching; organization of high-school work in English; the preparation of the teacher; methods of teaching composition and literature; the essay problem; the place of the text-book; and the correlation of composition with literature. It includes, also, a rapid review of grammar and rhetoric, and a study of some of the masterpieces taught in the high schools. Part of the time will be given to the observation of the teaching of English in the model training high school of the University.
Text-books: Carpenter, Baker, and Scott’s The Teaching of English is used as a general guide; frequent references are made to Arlo Bates’s Talks on Writing English and Talks on the Teaching of Literature, and Chubb’s The Teaching of English.

Students who contemplate taking the course should bring, or provide themselves with, the complete series of text-books adopted by the State for the high school course in English.

Three hours a week. Professor A. G. Reed.

FRENCH.
Professor Broussard. "D" Building.

1. Elementary Work.
In this course the student is thoroughly grounded in the elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Such attention is paid to phonetics as will enable the student to secure an accurate pronunciation from the very outset.

Text-book: Thieme and Effinger’s French Grammar; easy readings.
Six hours a week.

2. Reading, Grammar, Composition.
The student continues Course 1 in grammar, takes up the study of irregular verbs and of syntax, and acquires a vocabulary through the reading of easy French. A comparison of French and English sounds is made the basis of further phonetic training.

Text-books: the same; easy readings.
Six hours a week.

This course consists of a review of grammar, exercises in composition, and the reading of modern French prose.

Text-books: Editions of nineteenth-century authors.
Six hours a week.

Idioms, synonyms, diction. Characteristic French prose forms a basis for more advanced language study. A large amount of reading is required.

Texts: Short stories of modern French authors.
Six hours a week.
HISTORY.
Professor Fleming.

Basement of the Library.

In every course in History a text will be used as a basis of the work. The text will be supplemented by formal or informal lectures by the professor. Students will be expected to prepare recitations from the text, take notes in class, read papers, make reports upon assigned topics, prepare historical maps and outlines, and make frequent use of the historical collections in the library. The Department of History is supplied with maps, atlases, reference works, pictorial collections and other illustrative material.

2. The Middle Ages and Modern Times.

A survey of the field of history since the "fall" of the Roman Empire, emphasizing the epochal events. Among the topics studied are the following: The Barbarian Invasions; the Rise of the Papacy; Monasticism; Charlemagne; Feudalism; Government in the Middle Ages; the Crusaders; the Mediaeval Church; Country and Town Life in the Middle Ages; the Hundred Years War; the Italian Renaissance; the Protestant Revolution; the Catholic Reaction; Rise of National States and the Struggle for Constitutional Government; the old Regime in Europe; the French Revolution; Napoleon; Progress of Democracy in the Nineteenth Century.

Text: Robinson's History of Western Europe. Teachers are requested to provide themselves with the "State Course of Study for High Schools."

Six hours a week, 7:30-8:30.


This is a general course in American History in which a study will be made of the social, economic, and political conditions in the North and South before the Civil War, of the conduct of the War itself, and of the problems resulting from it. Only the more important subjects will be studied intensively, such as: The Westward expansion of the United States; the Beginnings of Sectional Controversy; the Institution of Slavery; the Rise of Abolition; the Mexican War and its Results; the development of the Secession Movement; the Outbreak of War; the Principal Military Leaders.
and their Campaigns; Civil Government during the War in North and South; Political, Economic, and Social Results of the War.

Text: Wilson's Division and Reunion. Teachers are requested to provide themselves with a "State Course of Study for High Schools."

Six hours a week, 8:30-9:30.

8. History of the United States Since 1865.

In this course, after a brief survey of the conditions North and South which resulted in sectionalism and Civil War, special attention will be given to the social, economic, and political aspects of Reconstruction, the working out of the reconstruction policy in the Southern states and estimates of the results of this policy. Such topics as the following will be studied intensively: The results of the Civil War; Problems and Plans of Reconstruction; the Freedmen's Bureau; Military Government during Reconstruction; the Impeachment of President Johnson; the Union League Movement; the Reconstruction Governments in the South; the Ku Klux Movement; the Undoing of Reconstruction; the Rise of the New South; Industrial and Economic Change; Problems of Immigration, Labor, Trusts, Railways, Tariff and Currency; the Civil Service; the Spanish-American War; the United States as a World Power.

Text: Dunning's Reconstruction. Those who have copies of Wilson's Division and Reunion will find that work useful for a brief outline of the subject.

Six hours a week, 9:30-10:30.

KINDERGARTEN.
Miss Fonde. Miss Fox.

A. Theory and Observation.

The class will deal with kindergarten principles, materials, and methods, and will include one hour of class work, and one of observation daily.

During these hours a kindergarten will be conducted, which will accommodate thirty children at the ages from four to six.

Twelve hours a week, 8:30-10:30 a. m.
B. Games and Folk Dances.

For children from seven to fourteen. The purpose of this class will be to demonstrate the educational value—physical, mental, moral—of the Folk Games and Dances, to all who care to observe.

Six hours a week, 10:30-11:30 a. m.

C. Folk Games and Dances.

For teachers. The course will include a history of the games and dances, and a study of their educational possibilities.

Six hours a week, 11:30 a. m.-12:30 p. m.

LATIN.

Professor Scott. Miss Kearney.

"D" Building.

Inasmuch as satisfactory progress in Latin depends so largely on close personal application, it is advisable that those taking this subject so arrange their schedules as to afford abundant opportunity for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted; the qualities of style peculiar to each author read will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.

A. Beginner's Course.

This course includes a careful study of the inflections, the simpler rules for composition and derivation of words, syntax of cases and of the verb, the structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive. Much time will be given to exercises, oral and written, in translating from Latin into English and from English into Latin.

This course will be so conducted as to be of service to teachers of Latin, in addition to being a preparatory course for students of Latin in general.

Text-book: Collar and Daniell's First Year Latin.

Six hours a week. Miss Kearney.
B. Caesar.

This course includes a systematic study and translation of Books I and II of Caesar’s Gallic War and a synoptic presentation of Books III and IV, with exercises in sight reading, grammar and Latin prose composition, based on the text accompanying the readings.

Text-books: Walker's Caesar, four-book edition; Bennett's Latin Grammar; D'Ooge's Latin Composition based on Caesar.

Six hours a week. Miss Kearney.

C. Cicero.

This course emphasizes the literary side of Cicero's orations, without overlooking the grammatical. The first, second, and third orations against Catiline are studied minutely with reference to force and taste in translation. Due attention is given to the political and historical setting. The fourth oration against Catiline is presented as a means of acquiring a grasp of a Latin paragraph through exercises in sight reading and translation. Prose composition is a large part, also, of this course.

Text-books: D'Ooge's Select Orations of Cicero; Bennett's Latin Grammar; D'Ooge's Latin Composition based on Cicero.

Six hours a week. Miss Kearney.

1. Ovid.

This course consists of selections chiefly from the Metamorphoses of Ovid, and is presented as an introduction to the study of Latin poetry of the Augustan age. Latin prose composition by topics and in sequence forms a part of this course. The course in Ovid should be particularly helpful as an initial study in types of poetic imagery.

Text-books: Miller's Ovid, selected works; Bennett's Latin Grammar, or Allen and Greenough's New Latin Grammar; Daniell's New Latin Composition, Part III.

Six hours a week. Professor Scott.

3. Livy.

Selections from Books I, XXI, and XXII. The author's conception of history, his sources, his sense of the ethical and dramatic, stylistic effects, relation to other historians, Greek and Roman, are topics presented in connection with
the reading of Livy. Special problems in grammar and translating connected English prose into Latin form a part of this course.

Text-books: Westcott's Livy; Allen and Greenough's New Latin Grammar; Nutting's Advanced Latin Composition.

Six hours a week. Professor Scott.

11. Teachers' Course.

The scope of this course is the theory and practice of teaching Latin in the high school. Its aims are to consider what things are really worth while in the study of Latin for each year of the three years' high school course; to determine how and in what order the subject matter of Latin, both as to form and content, should be presented; to suggest the special lines of study and reading which should prove of most value to the teacher of Latin; to discuss the plan, arrangement, and contents of beginner's books, Latin prose composition books, of the usual school editions of Cæsar and Cicero as well as of the school and college grammars in general use; to define the relation of Latin to other branches, or subjects, in the high school curriculum; and to indicate the grounds upon which Latin continues to maintain its place in high school and college courses.

Of the four periods a week given to this course, two will be occupied with lectures by the professor, recitations and discussions by the class on topics assigned, and reports which are to be submitted at stated times by members of the class; two periods a week will be devoted to observing specifically certain points, previously assigned, in the actual instruction and work of the Latin classes in the high school department of the Summer School.

It will be well for those who contemplate taking this course to bring, or provide themselves with, the complete series of the high school adoption in Latin. To enter this course applicants must have had at least the full equivalent of the three years' high school course.

The course will be conducted in accordance with the professor's outline, notes, and references, which will provide a definite assignment of topics for each class period for the nine weeks' term.

Four hours a week. Professor Scott.
12. **Advanced Latin Composition.**

While this course includes principally the turning of connected English prose exercises into Latin, due attention will be given to a consideration of the general subject of Latin prose composition in high school and college courses.


Two hours a week. Professor Scott.

**LAW.**

Professor Tullis. Professor Williams.

Irion Hall.

Qualified students by pursuing continuously the three year law course, without the interruption of summer vacations, may complete the prescribed work of the Law School in two regular sessions and three summer sessions, thereby saving nine months of the time otherwise required for graduation. To enjoy the benefit of this arrangement of courses, students must begin their law studies in the summer session. Full particulars about the continuous law work prescribed under this plan may be had by addressing the Registrar of the University.

As a preparation, though not as a requirement, for entrance under this arrangement, it is strongly recommended that the student read some elementary work on Contracts.

During the summer of 1912 the following courses will be offered:

3. **Agency.**

A study with text-book and cases of the principles of the law of agency in contract.

Text: Huffcut on Agency; Huffcut's Cases on Agency.

Four hours a week. Professor Williams.

4. **Sales.**

A study of the text and cases from common law jurisdictions and of the articles of the Civil Code of Louisiana on Sales, with the decided cases interpreting them.

Text: Burdick on Sales; Burdick's Cases on Sales; Civil Code of Louisiana.

Four hours a week. Professor Tullis.

5. **Real Property.**

The fundamental conceptions of the law of real property, and an outline of the field. The purpose of this course
is to familiarize Louisiana students with the common law terminology of interests in immovable property, and to illustrate its principles by comparison and contrast with their own system.

Text to be announced.
Four hours a week. Professor Williams.

Text and cases on the law of bills of exchange, notes and cheques, and the Negotiable Instruments Law.
Four hours a week.
Text: Bigelow on Bills, Notes and Cheques; Bigelow's Cases on Bills, Notes and Cheques.
Four hours a week. Professor Tullis.

MANUAL TRAINING.
Professor Herget. Robertson Hall.

1. Drawing.
A course in free-hand and instrumental drawing, covering the principles of geometric drawing, isometric, cabinet, and orthographic projection, and the application of these principles in drawing a model desk or table, for use in the physical or chemical laboratory, the shop or drawing room.
Two lectures and ten hours' practice a week.

1. Shopwork—Mechanic Arts.
A course in joinery and cabinet making, covering the principles of sharpening and using the principal handtools used in woodworking; also the methods of staining and polishing wood.
Lectures will be given setting forth the cost and kind of bench and tools which should be used in manual training classes in high schools.
Two lectures and ten hours' practice a week.

MATHEMATICS.
Professor Nicholson. Professor Welch.
Professor Cline.
Second floor, Heard Hall.

B. Algebra.
This course includes equality conditions, inequalities, indeterminate equations, laws of operations, positive and negative exponents, radicals, surds, and quadratics.
The text-book is Nicholson's School Algebra, and only one can take the course who has a fair knowledge of the first eight chapters of that book.
Six hours a week.  Professor Cline.

C. Plane Geometry.
This course includes Books III, IV, and V of Wentworth's Geometry, and is open to those who have a fair knowledge of Books I and II.
Six hours a week.  Professor Cline.

This course includes proportion; variation; arithmetical, geometric, and harmonic progression; the binomial theorem for any rational exponent; the properties of and compositions by logarithms; indeterminate linear equations. To enter this course students must have completed elements, determinants, and the theory of equations.
Six hours a week.  Professor Nicholson.

This course is a continuation of course 1 and includes series, limits, binomial theorem for all exponents, continued fractions, permutations, probability, summation by differences, determinants, and the theory of equations.
Six hours a week.  Professor Nicholson.

To enter this course students must understand plane geometry. Much importance is attached to their being able to prove the ordinary theorems, demonstrate simple original propositions, and solve problems relating to the mensuration of polygons and circles.
Six hours a week.  Professor Welch.

To take this course students must have completed course 1.
Six hours a week.  Professor Cline.

Six hours a week.  Professor Welch.

8. Elementary Course in Differential and Integral Calculus.
Text: Granville's Calculus.
Six hours a week.  Professor Welch.

Text: Granville’s Calculus.
Six hours a week. Professor Nicholson.

D. Arithmetic and Algebra.

This course has been arranged in response to a request from teachers that systematic instruction be given at the Summer School in the fundamental principles of arithmetic and elementary algebra. The course will consist of a complete review of arithmetic and elementary algebra, and the work will be thoroughly done. The course will also serve the same purpose as the Irregular Course given heretofore. The class will be regularly organized and those who attend throughout the course and pass the examination will receive due credit; but teachers and others who wish the professor to solve problems or explain principles, as was done last year, may enter the class without enrolling as regular members and leave as soon as they get the special information they desire.

Six hours a week. Professor Nicholson.

MUSIC.

Professor Jeffers. Mrs. Fuller.

Garig Hall.

A. Elementary Music.

METHODS FOR PRIMARY AND INTERMEDIATE GRADES.—The consideration of the principles underlying the teaching of music in the primary grades. The work includes the study of the scale, simple intervals and detailed outlines for lesson preparation.

EAR-TRAINING.—Practice in testing ability to recognize intervals of the scale, familiar melodies, different part measure and simple melodic and rhythmic problems.

ROTE SONGS.—The place and purpose of the rote song, methods of presentation and elementary dictation; a selected list of songs adapted to the use of the different grades.

THE CHILD VOICE.—Tone production, breathing, quality and enunciation.

ELEMENTS OF NOTATION.—Scales, key signatures, accent, measure, rhythmic types, and time.
SIGHT SINGING.—Practice in the notation of music, application of words and syllables to music and consideration of problems underlying the art of music reading.

MATERIALS.—Best methods of presentation of music in books and charts; detailed analysis of materials for grammar grades; relation of songs and studies and arrangement of music programs.

Six hours a week.

B. Advanced Music.

METHODS.—A further study of the work outlined in Methods for Primary Grades, including chromatics and brief work in minor forms.

DICTATION.—Interval drill, scale relations, chromatic inflections and simple rhythms.

SIGHT SINGING.—Practice in rapid reading of graded material and the development of part singing.

THE STUDY OF MATERIALS.—Graded lessons in studies and songs designed for use in advanced classes, including reading and interpretation.

CHORUS.—Daily drill in chorus singing, including instruction in the use of marks of expression, dynamics, characters and the proper interpretation of the song; part singing, including quartets, glee clubs, etc.

Six hours a week.

C. Special Work in Music.

In addition to the course in advanced music, work for teachers will be offered as follows:

a. Interpretation.

b. Practice teaching.

c. Plans and devices.

d. Art of conducting.

e. Round table discussion.

Time to be arranged.
PHYSICS.

Professor Atkinson. Professor Guthrie.

First floor, Heard Hall.

1. Elementary Physics.
   This course is designed to meet the requirements of those who desire to prepare to teach Physics in high schools. It includes mechanics, sound, and light.
   Text-books: Millikan and Gale's First Course in Physics, Millikan and Gale's Laboratory Manual.
   Four hours of recitation and four hours of laboratory work a week.

Professor Guthrie.

2. Elementary Physics.
   A continuation of course 1. It includes heat, magnetism, and electricity.
   Text-books: Millikan and Gale's First Course in Physics, Millikan and Gale's Laboratory Manual.
   Four hours of recitation and four hours of laboratory work a week.

Professor Guthrie.

5. Theoretical Mechanics.
   Requisite, Mathematics 8.
   An elementary course in theoretical mechanics.
   Six hours a week.

Professor Atkinson.

HEARD HALL—PHYSICS BUILDING.
   Requisite, Calculus.
   This course treats of magnets and magnetic fields, current, resistance, electromotive force, inductance, capacity, magnetism of iron, galvanometers, and electrolysis.
   Text-books: Franklin and McNutt's Electricity and Magnetism.
   Six hours a week. Professor Atkinson.

2. Direct Current Engineering.
   Requisite, Physics 8 and 9, and Mathematics 7.
   This course aims to familiarize the student with the production, distribution, and application of direct-current electricity. The following topics are presented: Elementary electricity and magnetism; the magnetic circuit; the electric circuit; the dynamo as a generator; the dynamo as a motor; electric distribution and wiring; application to the practical industry.
   Six hours a week. Professor Atkinson.

POLITICAL SCIENCE.
Professor Prescott.

   This course is introduced by a consideration of the services of the State in the protection of rights, the redress of wrongs, the maintenance of liberty, and the promotion of the general welfare. A careful study is made of the origin, attributes, sovereignty, and forms of the State; the embodiment of its authority in government; the structure and powers of government; colonial and local government; government by party, and party machinery and methods.
   Six hours a week.

   A course in the structure and functions of government in the United States, including a study of local, State and Federal organs and their relation to one another.
   Six hours a week.
15. Parliamentary Law.

A course in the organization and procedure of deliberative assemblies, voluntary and legal, including the rights and duties of officers and members, the conduct of business, committee organizations and procedure, and the proceedings between co-ordinate branches of legislatures.

Two hours a week.

PSYCHOLOGY.

Professor Coffey.

First floor, Irion Hall.

3. General Psychology.

The subjects of this course are conscious sensation; nervous mechanism and mental activity; perception and ideation; persistent tendency of the ideative processes; consecutive and associative memories and their respective educational and intellectual values; association, comparison, and contrast in their relation to the selection of and classification of cognate ideas; emotion, imagination, thought and will as determining forces in individual conduct.

Six hours a week.


As a continuation of course 3 this course will be devoted to a study of the manner in which and the extent to which the native endowments and acquisitions of the individual are modified by the group, and how far the group-mind and conduct will yield to the suggestions and leadership of the individual; the spread of ideas, feelings, and conduct; the conduct of the individual alone and the conduct of the individual in the mob.

Six hours a week.

ZOOLOGY.

Professor Gates.

Agricultural Hall.

The courses in Zoology are designed to train the student in the manipulation of the microscope, and in general laboratory methods. The object of the courses is to demonstrate the relation of animal life to organic life in general, and their economic value to man. The economic importance of
certain injurious and beneficial vertebrate and invertebrate animals of Louisiana is considered. Instruction is given by means of lectures, recitations, laboratory work, and some work in the field.

1. Invertebrate Zoology.

This course offers an opportunity for the study of such typical animals as Amoeba, Sponges, Hydroids, Star-fish, Sea-Urchins, and the Unsegmented Worms. The life history, methods of infection and prevention of such injurious forms as the Malarial Parasite, the Liver Fluke, the Horse-Worm, and the Hook-Worm will be considered in full.

Three hours’ recitation and six hours’ laboratory per week.

2. Invertebrate and Vertebrate Zoology.

This course is a continuation of Zoology 1, and takes up the study of the following typical forms: the Segmented Worms, the Cray-fish, Crabs, Grass-hoppers, fresh and salt-water Mussels, Squid and the Rabbit. In this course are discussed the economic importance of injurious and beneficial insects to the farmer; their life history, and methods of control are also considered. The study of the Rabbit is taken up with the idea of familiarizing the student with the general structure of the highest type of animals, and with the Physiology of such forms.

Three hours’ recitation and six hours’ laboratory per week.

3. General Theories of Biology.

This course consists of lectures and recitations in which are discussed the development, relationship, distribution, evolution, heredity, mental behavior, etc., of plant and animal life. Attention is given to such problems as the meaning of the term “species”, the multiplication of organisms, the struggle for existence, variation, natural selection, the purpose of color, and the peculiar modifications among plants and animals. The views of the early transmutation-ists, of Lamarck, Darwin, Mendel, Weismann, Wallace De Vries, and other leaders of modern thought in Biology are discussed.

Five hours’ recitation per week. Hours to be arranged.
Not given to less than five students.
DEMONSTRATION HIGH SCHOOL.

Professor Favrot, Supervisor.
Professor Hughes, Principal.
Misses Latané, Dupré, and Stevens.
Messrs. Denman and Pavy.

The work of the Demonstration High School is planned to cover organized courses in secondary subjects, such as history, mathematics, English, Latin, and the sciences. These subjects are taught by a faculty of six. This school is operated and governed in the manner of a State approved high school. Opening exercises are held, a literary society is maintained, music and art are prescribed for all students, physical education is given due attention, and all the wholesome activities of a well organized high school are demonstrated in the plan of organization.

The courses of the Demonstration High School are planned with a view to meeting the needs of the pupils who patronize a summer high school. In the outlines of courses here given, the letters A, B, C, and D are used to designate First, Second, Third, and Fourth Year high school work, respectively. These courses will be given by the following teachers:

English A, B, and D, Miss Latané.
History B, C, and D, Miss Stevens.
Latin B, C, and D, Miss Dupré.
Botany A, Zoology B, and Chemistry D, Mr. Pavy.
Algebra A-2. Geometry C, Physics C. Mr. Denman.
Algebra B-2, Arithmetic A, Mr. Hughes.

ENGLISH A.—This course comprises work in the mechanics of English, including a thorough drill in English forms, together with the common relations of words in sentences.

ENGLISH B.—In this course is given a study of English classics appropriate for the grade of work, with accompanying essays, character and plot studies, and other written work.

ENGLISH D.—A part of the time in this course will be devoted to study and practice of some advanced literary selection, and the remaining part to rhetorical study, with appropriate written work.
SPELLING FOR ALL STUDENTS.

Work in this branch will be assigned as a general exercise.

HISTORY B.—This work is made up of Ancient History, comprising a study of the History of Rome.

HISTORY C.—A selected period from Modern History is assigned for study in this course.

HISTORY D.—American History from the birth of the Nation, together with outline and essay work, is offered in this course.

ARITHMETIC A.—This course offers a study of the principles and applications of percentage.

ALGEBRA A-2.—A beginners’ course in algebra is here offered.

ALGEBRA B-2.—This course begins with Chapter IX in High School Algebra, and drills the students in the principles taken up to the chapter on Quadratic Equations.

GEOMETRY C.—In this course particular stress is laid upon original demonstration.

LATIN B.—A beginners’ course in Latin, involving the memorizing of Latin forms and the use of simple construction, is here planned.

LATIN C.—Two books of Cæsar and composition are offered in this course.

LATIN D.—Two of Cicero’s orations are read in this course. Composition work is taken up.

BOTANY A.—This course offers a study of common plant phenomena, and calls for the performance of ten experiments, and the preparation of a note-book.

ZOOLOGY B.—Several types of animal life are studied in this course, and at least ten exercises are written and entered in note-books.

PHYSICS C.—Selected work, including laboratory work, is offered in this subject.

CHEMISTRY D.—This course involves a study of important laws of chemistry, and a few well-known elements. A laboratory note-book is prepared.
HIGH SCHOOL STUDENTS.

All students desiring to enroll in the Demonstration High School should present certificates from their school principals, showing that they are qualified to do the work they elect. As only a limited number can be admitted to the Demonstration School, it is advisable to apply for admission in advance. Write this application to the supervisor, stating present advancement and work desired.

All students will be required to take the general exercises prescribed for the whole school, and to elect at least three of the regular courses. No student will be permitted to elect more than four regular courses.

The high school subjects are taught by some of the best high school teachers in the State, and exceptional opportunities are offered high school students to become thoroughly grounded in many high school subjects. In case there is no demand for some of the courses here offered, courses will be organized to meet the demand.

For information concerning the work apply to Leo M. Favrot, Supervisor, Baton Rouge, La. For information about board rates and suitable boarding places apply to Registrar J. L. Westbrook, Baton Rouge, La.
The Louisiana State University is organized into the following colleges and schools:

(1) The College of Arts and Sciences, offering literary, scientific, pre-medical, and commercial courses; (2) the College of Agriculture, including the four State experiment stations and the department of agricultural extension, and offering a four-year course and a short winter course in agriculture; (3) the College of Engineering, offering courses in civil, mechanical, electrical, and chemical engineering; (4) the Audubon Sugar School, offering courses in sugar agriculture, sugar chemistry, and sugar engineering; (5) the Law School, offering courses in civil and common law; (6) the Teachers College, offering courses for high school teachers, principals, and parish superintendents; (7) the School of Agriculture, offering a three-year agricultural course to applicants who cannot enter the College of Agriculture; and (8) the Graduate Department, offering advanced courses to those who have graduated here or elsewhere.

The University has forty-eight buildings in grounds famous for beauty, healthfulness, and historic interest; a strong faculty of seventy professors and instructors; a library of 33,000 volumes in the beautiful Hill Memorial building; reading rooms fully supplied with newspapers, magazines, and scientific journals; well equipped, up-to-date laboratories and shops; a flourishing Young Men's Christian Association; churches accessible to all students; and all modern college accessories, such as athletics, fraternities, social and scientific clubs, literary societies, musical organizations, college journals, etc.

Tuition is free to students from Louisiana, sixty dollars a year to students from other States and foreign countries. Living expenses are very low.

The regular annual session opens on the third Wednesday in September and continues thirty-six weeks. The SUMMER SCHOOL opens on the first Monday in June and continues nine weeks.

For general catalogue or special information about any department, write to

J. L. WESTBROOK, Registrar,
Baton Rouge, La.
Louisiana State University

Summer School

SIX WEEKS COURSE
NINE WEEKS COURSE

JUNE 9 TO AUGUST 8, 1913
Louisiana State University
Summer School

JUNE 9 TO AUGUST 8, 1913
OFFICERS.

Thomas D. Boyd, A. M., LL. D., President of the University
Alexander B. Coffey, A. M., M. S. D., - - - Director
Miss Inez Mortland, B. L. S., - - - - Librarian
James L. Westbrook, - - - - - Registrar
Miss Annie O. Burris, - - - - - - Matron

CLASSIFICATION COMMITTEE.

Professors Atkinson, Scott, Coates, Fleming, Herget, Coffey and Blain.
THOMAS W. ATKINSON, B. S., C. E.,
Physics.

MISS RUTH M. BILLINGS,
Domestic Science.

HUGH M. BLAIN, M. A., Ph. D.,
English.

MILLEDGE L. BONHAM, JR., Ph. D.,
Economics and Sociology.

JAMES F. BROUSSARD, A. M.,
French.

CYRUS J. BROWN, B. S.,
Rural Education.

CHARLES E. COATES, Ph. D.,
Chemistry.

ALEXANDER B. COFFEY, A. M., M. S. D.,
Psychology and Education.

ED. B. DORAN, B. S.,
Agriculture.

CHARLES H. ELLIOTT, Ph. D.,
Education and Psychology.

IRA S. FLORY, A. B., LL. B.,
Law.

MRS. DAISY FULLER,
Music.

WALTER L. FLEMING, Ph. D.,
History and Historical Geography.

FRANCIS G. FOURNET, B. S.,
Physics.

WILLIAM H. GATES, B. A.,
Zoology.

DAVID V. GUTHRIE, Ph. D.,
Physics.

CHARLES P. HARRINGTON, A. B.,
Spanish and French.

ALBERT M. HERGET,
Manual Training.

ROBERT L. HIMES,
Accounting; Geography.
ELBERT L. JORDAN, B. S.,
Animal Industry.

MISS MOLLIE M. KEARNEY,
Latin.

ALBERT F. KIDDER, B. S.,
Agriculture.

MISS RUTH LEONARD,
Arts and Crafts.

RAOUL L. MENVILLE, B. S.,
Chemistry.

JAMES W. NICHOLSON, A. M., LL. D.,
Mathematics.

LOUIS L. PERRAULT, A. B.,
English.

NIELS F. PETERSEN, M. A.,
Botany.

GASTON L. PORTERIE, B. S.,
Algebra.

ARTHUR T. PRESCOTT, A. M.,
Political Science.

ALBERT G. REED, Ph. D.,
English.

BERTRAND E. RIGGS,
Music.

SAMUEL T. SANDERS, B. A.,
Mathematics.

EDWARD L. SCOTT, A. M.,
Latin.

ROBERT L. TULLIS, LL. B.,
Law.

GEORGE E. WALLACE,
Arts and Crafts.

JOHN F. WELCH, B. S.,
Mathematics.

W. GOODWIN WILLIAMS, M. A., LL. B.,
Law.
GENERAL STATEMENT.

The State and the University authorities, in conjunction, having demonstrated not only the expediency but the desirability of a summer term of university work for the progressive teachers of the State, esteem it at once a privilege and a duty to keep the doors of the University wide open during the summer, with the assurance to all that the courses offered last year have been strengthened and made more intensive and that equally strong advanced courses are to be offered for the benefit of former students.

The purpose of the State Department of Education in requesting the University to offer annually a summer term is to provide an opportunity whereby the teachers of the State may continually increase their efficiency and their earning capacity the most effectually and at the least expense. The University, complying with the request of the State Department, and desiring to place every worthy and hopeful teacher in the line not only for promotion but of ultimate graduation and specialization, has arranged courses in the several departments of college work with that particular end in view.

ADMISSION.

The Summer School is open to graduates of colleges, normal schools, or high schools; to teachers holding first grade certificates; to former students of the University; to applicants who are prepared to enter the Freshman class; and to special students who are prepared to pursue the courses offered. For full entrance to the Freshman class, fourteen units are required; but applicants offering eleven units are admitted conditionally. A unit means one year's study of any high school subject with four or five recitations per week, or approximately one-fourth of a full year's work in a high school.

No examination is required for admission to the Summer School, but applicants are classed on diplomas, certificates, or reports of work done elsewhere.
CLASSIFICATION.

Students who have done work at other colleges and universities will be granted such advanced standing as the Committee on Classification shall find the work to be worth in comparison with the corresponding work being done in the Louisiana State University.

Graduates of the State Normal School of Louisiana will be allowed a credit of 32 hours of the 68 hours required for graduation at the University, and such additional University credits as they have earned at other institutions and summer schools since graduation.

Graduates of approved four-year high schools and of other schools of the same rank will be admitted to freshman standing; and, if by reason of several years' experience and work at summer schools, they may wish advanced standing, such work will be credited according to its collegiate value.

Holders of First Grade Certificates will be admitted to such classes and will be given such standing as their credentials justify.

To facilitate classification, every person not already matriculated as a student of the University is advised to bring with him such credentials as he may have from high school, normal, college, or university, together with a precise statement of such credits as he may have earned at summer school and certificates of credits received. He will do well, also, to have a statement of the subjects which he completed in the high school and higher institutions, showing the length of time, in years and weeks, and the number of hours per week devoted to each of the subjects enumerated. He can then, without loss of time, file such credentials and ask for classification.
LOCATION.

It would be difficult to find a more beautiful site for an educational institution than that of the Louisiana State University. There is no more beautiful in the South. An extensive campus of 210 acres, lying north of and adjacent to the City of Baton Rouge, with many magnificent old oaks and other trees welcoming hundreds to their inviting shade, one unbroken greensward, except for the buildings and avenues, flower gardens here, there, just where Nature seemed to indicate, the Mississippi washing the western border, the University Lake on the north, and everywhere the suggestion of honest, high-minded, and thoughtful work and recreation—such is the campus of the University.

The site of the University is historic ground; over it hovers the romance of the struggles of the great powers for supremacy in the Mississippi Valley. These extensive grounds and splendid buildings, the princely gift of our national government, were occupied successively by the armed battalions of France, England, Spain and America.

Here, in 1779, Galvez, the Spanish Governor-General of Louisiana, after three days' battle, captured the British garrison under Col. Dixon. Here, in 1810, Philemon Thomas, with his mixed band of pine-woodsmen and Ohio flat-boatmen, captured the Spanish post, killing Grandpre, its commander, and wresting West Florida from Spain. Here nearly every prominent officer in the United States Army since the Revolution did duty. Wilkinson and the first Wade Hampton, revolutionary heroes, commanded here, as did afterward Gaines and Jesup and Taylor, heroes of the War of 1812. Here Winfield Scott, the conqueror of Mexico, saw his first service as lieutenant of artillery. Here Lafayette was received by the military and citizens in 1824, and Andrew Jackson later. Here was the home of Zachary Taylor, hero of Buena Vista and President of the United States, and of his brilliant son "Dick," the distinguished Confederate general. Here, in 1861, the Louisiana State Guard, before the secession of Louisiana, took the garrison and the arsenal, with all their munitions of war, from the United States troops. Here, in 1862, General Breckinridge, commanding
the Confederates, fought a desperate battle with the Union army and navy under Williams and Farragut. Williams was killed, and the Confederate ram Arkansas was blown up in full view.

These grounds were trod by Grant and Lee, Sherman and "Stonewall" Jackson; by McClellan and Johnston, Bragg and Rosecrans; by Longstreet and Harney, George H. Thomas and Beauregard; by Forrest and Phil Sheridan, Hardee and Hood; by Hancock and Custer, Admiral Porter and Bishop-General Polk; and by the great civilians, Clay and Calhoun, Abraham Lincoln and Jefferson Davis.

"Loose thy shoe from off thy foot, for the place whereon thou standest is holy."

LABORATORIES.

Nearly every scientific department has a building of its own; and a number of these buildings excel in capacity any other buildings of like nature in the South; in fact, no better laboratory accommodations can be found for the purpose of summer school work. The equipment in these laboratories is, of necessity as well as expediency, increased from year to year because of the rapidly differentiating and multiplying opportunities and demands of science. During the Summer School the following laboratories, each in charge of one or more instructors, will be opened for student use: Agriculture, Animal Industry, Botany and Bacteriology, Zoology, Horticulture, Domestic Science, Electrical Engineering, Chemistry, Physics, Drawing, and Mechanic Arts.

LIBRARIES.

The Hill Memorial Library is the general and reference library of the University. The books upon its shelves devoted to research and collateral work, those devoted to general literature, the periodicals in the reading-rooms, the newspapers from the important commercial centers of the land and from the several sections of Louisiana, have been so carefully selected as to insure to every one an abundant opportunity for such reading—systematic or casual—as he may reasonably wish. The several departments are building up libraries peculiar to their respective subjects, which
very greatly supplement the literature in the general library, and, at the same time, offer advantages to students who may wish to follow lines of special investigation. The library collections are to the departments of general culture what the laboratories are to the scientific departments. The several departments which do not conduct laboratories make considerable use of the library. During the summer session the following departments make special use of the library collections for research and collateral work: English Language and Literature; Latin, French, and Spanish; Philosophy, Psychology, and Education; Commerce; History, Economics, and Political Science; Sociology; and Law. The library is in charge of a trained librarian with three assistants. It is believed that for the teachers of the State no other department of the University is so valuable as the library.

LECTURE HALLS.

The lecture-rooms are large, well ventilated, well lighted, well furnished and comfortable. It is an interesting fact that, with very few exceptions, although the weather may be very hot outside, these rooms are pleasantly cool.

The assembly hall is well ventilated by many large windows, cooled by electric fans, and lighted by electricity.

DORMATORIES AND DINING ROOM.

The dining room is sufficient for the accommodation of five hundred persons; and on the second and third floors of the same building hundreds of young ladies may find comfortable rooms. There are four dormitories on the Pentagon, the fifth side of which opens on the Mississippi River. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. Wide galleries are found on both sides of these buildings. These galleries are supported by columns three feet in diameter, extending to the roof.

DAILY ASSEMBLY.

From 12:30 to 1:00 there will be a general assembly of students and members of the faculty. Music will be
a pronounced feature of the assembly. Public announcements will also be made at this time. Attendance is voluntary.

PUBLIC LECTURES.

From time to time, there will be a public assembly, to which all friends of education are invited. On such occasions distinguished school men and other speakers will address the audience upon the important questions of the day. Vocal and instrumental music will invariably constitute a part of the program. Every effort is made to render this one of the most enjoyable and profitable departments of the work.

RECREATION.

The campus with its natural and artificial beauties, the river, the lake, the town, all furnish abundant opportunity for rest and relaxation after the day's work is finished.

The Pavilion, much improved by remodeling, will be open on Saturday evening, at which time each student will be allowed to invite one guest as his or her own escort or company.

Friday evening will be given over to such prearranged recreation as may be determined by the committee appointed for that purpose.

THE CAPITAL CITY.

Baton Rouge being the capital city of the State, all executive departments of government are located here. In consequence, those who need to do so may come into easy communication with the men who are in authority—the men who are "doing things."

CREDIT FOR WORK DONE.

Nine Weeks' Course.

COLLEGE CREDITS.—To a student who completes any course offered in the Summer School a certificate of credit will be given by the Louisiana State University. This certificate entitles the holder to credit toward a college degree (B. A. or B. S.) or to entrance credit, according to the grade of the course. In four summer sessions a student can ac-
complish the work prescribed for a full year in residence. College credit is given for all courses designated by Arabic numerals; admission credit is given for the courses designated by letters.

**STATE CREDITS.**—Certificates of credit, which entitle the holders to percentages on examinations for teachers' certificates or to extension of teachers' certificates, will be granted by the State Department of Education for work done in the Nine Weeks' Course as well as in the Six Weeks' Course. For the conditions under which State Credits are given, see the announcement of the Six Weeks' Course below.

**Six Weeks' Course.**

**COLLEGE CREDITS.**—For the benefit of those who cannot attend the full nine weeks' course, the University will issue certificates of attendance upon the completion of work extending through at least six weeks. These certificates entitle the holder to the proper credit toward the completion of a college course.

**STATE CREDITS.**—Certificates of credit will be granted by the State Department of Education for work done in the Summer School, according to the following conditions:

Certificates of credit will be issued for satisfactory work done during the entire term, with a minimum of 12 and a maximum of 18 hours per week. Teachers without experience or professional training will be required to pursue at least one professional course. Certificates for State Credits will not be granted to students whose grades in any subject fall below a minimum of 75 per cent. Certificates of Credit will entitle their holders to an increase of five points on an examination for teachers' certificates or to an extension of one year to a valid teachers' certificate.

**SPECIAL BENEFITS.**

A superintendent on the lookout for good teachers very naturally asks the Director of the Summer School for the names of available and eligible persons; the request is granted; interviews are arranged; members of the Summer School faculty are consulted; and worthy teachers are called to new and better positions.
Especial stress is to be laid upon the subject of music and art. The calls for teachers of these subjects have far exceeded the supply, and an unusual effort is being put forth to help those who wish to pursue either or both subjects. One of the best teachers in Arts and Crafts has been secured.

REGISTRATION.

Monday, June 9, will be devoted to registration. All students should go first to the registrar, Mr. J. L. Westbrook, in Alumni Hall, for the purpose of enrollment and payment of the incidental fee. Then those who wish to be regularly classified in one of the degree courses should go to the classification committee, taking with them such credentials as they may have to file. Having, upon consultation with the committee, determined upon the work to be done, or courses to be taken, they should at once go to the lecture-rooms of the professors with whom such work is to be done, and present their classification cards for the purpose of class registration. Students who do not desire to be enrolled for degree work should, after paying the fee and enrolling with the registrar, consult with the classification committee in regard to their work.

Members of the Committee on Classification will be present in Alumni Hall during the period of registration.

FEES.

Every student of the Summer School will be charged a fee of two dollars ($2.00).

EXPENSES.

Good board and rooms in the dormitories may be had at $14.00 per month, or $4.00 per week, a fraction of a week counting as a whole for a period less than a month. Beds and mattresses will be furnished, but bed-clothes, mosquito bars, towels, toilet articles, etc., must be supplied by the students. Students may make use of the new steam laundry at the University at a cost of about one-half of commercial laundry prices. Good board and rooms may be had in families at from eighteen ($18.00) to thirty ($30.00) dollars per month. The dormitory life is recommended be-
cause it brings every teacher into more or less social contact with the entire student body (the leading teachers of the State), creates a community of interest, enlarges one's professional acquaintanceship, and tends to bring out the best there is in him.

RAILROAD FARE.

The railroads have been asked to grant a one-fare rate, and there is no doubt that they will at least grant a one-and-a-third-fare rate—i. e., a full fare going to the Summer School and a one-third fare returning. This rate applies to points in Louisiana and Mississippi. Teachers should be sure to ask for a receipt for money paid the home agent for a ticket to the Summer School. This receipt, properly signed by the Summer School authorities, will entitle the holder to the reduced rate returning.
COURSES OF INSTRUCTION

In the following outlines of the courses offered in the Summer School, those designated by Arabic numerals are college courses, for which college credits, as well as State credits, will be allowed. Those designated by letters are courses for which State credits only will be allowed; they will also be counted for admission to the Freshman class of the University.

The session value in hours of each college course is given in the following table. These are the regular session credits as given in the catalogue of 1912-1913.
# Table of College Credits Given for Summer School Work

<table>
<thead>
<tr>
<th>Course</th>
<th>College Credit in Hours</th>
<th>Course</th>
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</tr>
<tr>
<td>Accounting 2</td>
<td>1 1/2</td>
<td>French 3</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Agronomy 1</td>
<td>1 2/3</td>
<td>French 4</td>
<td>1 1/2</td>
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<td>History 11</td>
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</tr>
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<td>1 5/6</td>
<td>Latin 1</td>
<td>2 1/2</td>
</tr>
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<td>Latin 4</td>
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<td>Latin 11</td>
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<td>Chemistry 48</td>
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<td>Commercial Geography</td>
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<td>Mathematics 8</td>
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<td>Economics 1</td>
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<td>Economics 2</td>
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<td>Physics 1</td>
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<td>Education 5</td>
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<td>Physics 2</td>
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<tr>
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<td>Physics 3</td>
<td>1/3</td>
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<td>Physics 4</td>
<td>1/3</td>
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<td>1 1/2</td>
</tr>
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<td>Political Science 16</td>
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<td>Psychology 3</td>
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<td>English 21-22</td>
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<td>Zoology 1</td>
<td>1 2/3</td>
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<tr>
<td>French 1</td>
<td>1 1/2</td>
<td>Zoology 2</td>
<td>1 2/3</td>
</tr>
<tr>
<td>French 1</td>
<td>1 1/2</td>
<td>Zoology 3</td>
<td>1 1/2</td>
</tr>
</tbody>
</table>
AGRICULTURE.

Professor Jordan.

Professor Kidder.

Mr. Doran.

Agronomy Building.

AGRONOMY.

1. Forage Crops.

This course includes a study of the crops that can be used for forage purposes in Louisiana. Each crop will be studied in detail in regard to varieties, preparation of seed bed, fertilization, time of planting, amount of seed to sow per acre, way of planting, time of harvesting, preservation of crop, means of utilizing crop, methods of improvement and the preservation of the seed for planting purposes. The laboratory work will consist of the identification of these various forage crops, together with the determination of purity and germination of some of the seeds sold within the State.

Four recitations and four hours of laboratory work per week.

Professor Kidder.

3. Farm Crops

Lectures and recitations upon the classification and methods of improvement of farm crops. Special studies will be made of the staple crops of Louisiana, embracing cotton, corn, rice, and oats. Individual crop studies will include varieties, geographical distribution, culture harvesting, preservation, uses, preparation for use, obstructions to growth, means of repression, production, marketing, and history.

Six recitations and two hours of laboratory work per week.

Professor Kidder.


This course includes a study of the elementary principles of soils, field and farm management in their relation to general agriculture. The origin and classification of soils, different methods of cultivation and their effect upon the movement and control of soil water with its ultimate effect
upon plant development, benefits of a crop rotation, the use of fertilizers, including a study of the Louisiana fertilizer law, are given due consideration in the simplest manner possible.

This course will be offered in Summer School only.
Six recitations per week.

11. Land Drainage.
This course is outlined to give the student training and practice in the use of the level in laying out drainage systems, and in the construction of terraces and side hill ditches. It includes, further, the making of profile maps, the determination of grades and cuts, estimates of cost, and such practical work as deemed necessary in the construction of open ditches, tile ditches, and the laying of tile.
Six hours of laboratory work per week.

15. Farm Buildings.
This course is a study of the design and construction of farm buildings with reference to their lighting, sanitation, ventilation, and convenience. It includes a study of the methods of sawing lumber and the construction of joints and splices, the measuring and criticising of farm buildings already constructed, the drawing of floor plans of barns with end and side elevations and the construction details of same, and a study of the arrangement of farm buildings with respect to each other. Designs for dipping vats and septic tanks for sewage disposal will also be made. Blue prints will be made of all drawings.

After a certain amount of prescribed work has been completed the student may give his particular attention to any farm building in which he is especially interested.
Six hours of laboratory work per week.

27. Elementary Agriculture.
This course will embrace a general survey of all phases of agricultural work in order to give the teacher a better knowledge of the fundamental principles involved.
Six recitations per week.

Professors Jordan and Kidder.
ANIMAL INDUSTRY.


Prerequisite, Chemistry I or Equivalent.

This course embraces a study of the physiology of digestion, absorption, circulation and assimilation of food by the animal; a study of the compositions of animals and plants; food requirements for the different classes of farm animals; a study of experimental data regarding the results of feeding the different feedstuffs to all classes of farm animals; cropping systems for hogs, dairy cattle, etc., and a study of the importance of care and system in feeding in order to secure the largest returns from the food fed to the various classes of stock.

This course may be substituted for Animal Industry 17, required in junior year in Audubon Sugar School.

Text: Henry's Feeds and Feeding, Experiment Station Bulletins.

Six hours per week, with assigned reference reading equivalent to four laboratory hours.

Professor Jordan.

6. Thremmatology.

Prerequisite, Botany 1 and 2, or Zoology 1 and 2, and Animal Industry 5.

This course is a continuation of Animal Industry 5, and embraces a study of heredity in its application to the improvement of farm animals and plants. The underlying principles of heredity, a knowledge of which is absolutely essential to the breeder of plants or animals, are made clear by the application of statistical methods of study, based upon a large amount of reliable data collected by eminent authorities in this line of work.

Text: Davenport's Principles of Breeding. Reference readings to be assigned.

Six hours per week.

Professor Jordan.
ARTS AND CRAFTS.

Professor Wallace. Miss Leonard.

"A" Building.

A. Primary Drawing.

The work in this class is based upon Books 1, 2, 3, and 4 of "Prang's Drawing Book Course of Art Education." Each student in the class should have these books, and should mount the work as directed in the State Course of Study for Elementary Schools—grades 1, 2, 3, and 4.

The work should include free-hand cuttings from objects and from memory, the cuttings to be used in both a pictorial and a decorative way. The lessons should also teach the methods for handling water-colors and crayons in a way to secure the results suggested in the books. The aim of the instruction in this class is to present simple, practical methods of drawing in the primary grades and in the rural schools.

Six hours a week.

B. Advanced Drawing.

The work in this class is based upon Books 5, 6, 7, and 8 of "Prang's Drawing Book Course of Art Education." Each student in the class should have these books, and should mount the work as directed in the State Course of Study for grades 5, 6, 7, and 8.

The lessons should teach the most approved methods for handling the lead pencil, charcoal and water-colors. The aim of the instruction in this class is to present simple, practical methods of drawing in the advanced grades, giving such principles of perspective and composition that the teacher may be able to illustrate the history, geography, reading, language, and science lessons.

Six hours a week.

C. Primary Construction.

This work is composed of exercises suitable for grades 1, 2, 3, and 4, and includes exercises in paper-folding and cutting; the furnishing of a simple doll-house with oak tag on heavy paper furniture; paper weaving as directed in Drawing Book 2, followed with the weaving of raffia or
yarns, if these materials are available; simple designs applied to invitations, programs, cards, etc., suitable for special days; the decoration and construction of objects from oak tag and heavy paper; the making of doll hats, doll parasols, bags, etc., from raffia and other pliable materials; the construction of gifts appropriate for Christmas, Valentine Day, Easter, or May Day.

Six hours a week.

D. Advanced Construction, or Applied Design.

This course includes the construction and decoration of portfolios, post cards, photographs or note-books, boxes, baskets, etc., where heavy pasteboard and the tinted papers and linens are used; block printing and stenciling of designs on sofa pillows, scarfs, curtains, etc.; cross-stitch embroidery on scrim, burlaps, and other textiles.

Six hours a week.

E. Supervisors' Course.

In this class the methods and aims of the art work from a supervisor's standpoint will be discussed. The instruction will be based on "Prang's High School Text-Book of Art Education," and reference will be made to the State Course of Study for the High School, grades 9, 10, and 11. In addition to these conferences, each person entering the class should take at least two of the other courses in Arts and Crafts.

Two hours a week.

Note.—The courses announced will be subject to such modifications and changes as the professor may deem advisable to meet the needs of all teachers desiring to specialize in Arts and Crafts.

BOTANY.

Mr. Petersen.

Agricultural Hall.

1. General Botany.

A course in Morphology, tracing the structures, relationship, and adaptations of the Groups from the Proto-phytes to the Bryophytes.
Text: Bergen and Davis’ Principles of Botany.
Three hours recitation and six hours laboratory.

2. General Botany.
A continuation of General Botany 1, beginning with Bryophytes and continuing up through the Spermatophytes.
Text: Bergen and Davis’ Principles of Botany.
Three hours recitation and six hours laboratory.

A course in the identification of Ferns and Flowering Plants. This course includes collections, drying and the mounting of herbarium material, instruction in the use of Manuals, especially those relating to the Flora of Louisiana. Intended for those who have had Botany 1 and 2. Persons desiring to register for this course will consult the instructor before doing so.
Text: Small’s Flora of the Southeastern United States.
Two hours lecture and six to ten hours laboratory.

9. General Botany—Teachers’ Course.
This course will trace the development of the higher plant through its cycle of seed, seedling, adult, flower, fruit, to seed again. The development of each organ will be made the basis for the study of the physiological and ecological principles controlling it. These studies will serve as material for working out the principles of the science. Both material and methods will be such as may be adapted to high school use in Louisiana. While primarily designed for teachers, this course will be open to all.
Text: Ganong’s Teaching Botanist.
Three hours lecture and six hours laboratory.

CHEMISTRY.
Professor Coates.
Mr. LeCompte.
Professor Menville.
Irion Hall.

1. General Chemistry.
Lecture-room demonstrations, supplemented by labora-
tory studies on the type elements and the general laws of chemical action.

Text-books: Kahlenberg's Chemistry and Laboratory Manual.

Six hours a week and six hours of laboratory work.

Professor Coates. Professor Menville.

2. General Chemistry.

This course is a continuation of Course 1, and includes lectures on the detailed manufacture of fertilizers, sulphuric acid, and the more important inorganic chemical products, as well as a brief course in elementary metallurgy. The laboratory work includes some inorganic preparations and the principles of equalitative analysis.

Six hours a week and six hours of laboratory work.

Professor Coates. Professor Menville.

41. Advanced Inorganic Chemistry.

A detailed study of certain selected elements. The purpose of this course is to acquaint the student with certain lines of chemical literature in Inorganic Chemistry, and at the same time to consider some of the more recent advances made in metallurgy and general chemical technology.

Three hours per week.

Professor Menville.

48. Qualitative Analysis.

The purpose of this course is not so much to make a skillful analyst as to teach the fundamental principles on which Qualitative Analysis is based. Special attention will be given to the care and manipulation necessary to secure accuracy in results.

Twelve hours a week, with explanatory lectures and collateral reading. [Equivalent to Chemistry 5.]

Mr. LeCompte.

25. Historical Chemistry.

Lectures and recitations on the development of the main theories of inorganic chemistry. The course is intended for teachers of chemistry, principally, but is open to all students who have taken Chemistry 1 and 2 or its equivalent.

Three hours a week.

Professor Coates.
COMMERCE.
Professor Himes. “A” Building.
1. Accounting.
For high school teachers. Embraces elements of bookkeeping, commercial law and customs, and application to farm accounts.
Six hours a week.
2. Accounting.
Banking. The functions of a bank, its practical workings, and practice in keeping its accounts.
Six hours a week.
3. Stenography and Typewriting.
The elements of the Ben Pitman Stenography. Each class hour will require two hours' preparation.
Six hours a week. Practice on typewriter six hours a week.
(a) The Purpose: To learn geographic facts. To study the influence of geographic facts upon commerce and civilization.
(b) The Work: Map drawing; outline, relief, latitude, longitude, currents. Resources. Man's adaptation of world facts to his life; the world's adaptation of man to its life.
Six hours a week.

DOMESTIC SCIENCE.
Miss Billings.
A. Elementary Cooking.
Practical cooking lessons in the preparation of fruits, cereals, eggs, muffins, biscuits, cocoa, coffee, and other breakfast dishes; the breakfast planned; table-setting and serving. This course is especially designed to meet the needs of those preparing to teach cooking.
B. Advanced Cooking.
1. Cooking lessons in the preparation of soups, meats, vegetables, salads, desserts, and breads; planning the dinner with reference to cost, combination of appropriate materials.
and flavors; labor of preparation in relation to time for preparation and real value of the food; serving a dinner.

2. (a) Lectures and recitations including the study of foods: composition, digestion, uses in the body, source of supply, market appearance, market value, selection and care in the home.

(b) Serving a breakfast luncheon, and dinner.

(c) Household management: a study of house sanitation, location, draining, plumbing, heating, lighting, and ventilating; household chemistry; marketing and shopping; the relation of outlay to income; the systematic arrangement of the duties of the household.

C. Elementary Sewing.

1. Course of handwork including the following stitches: overcasting, basting, running stitch, overhanding, hemming, gathering, French hemming, darning and weaving outline stitch and cross stitch. This course is planned to meet the needs of those having little or no experience in sewing or planning for class work.


D. Advanced Sewing.

1. This course is intended for those who are proficient in plain sewing. Careful study of patterns followed by making of plain shirtwaist and tailored skirt; making of simple school dress of linen, pique, or poplin, special attention being given to placket, neat and convenient fastenings, and finishing of seams.


ECONOMICS AND SOCIOLOGY.
Professor Bonham.
Agricultural Hall.

ECONOMICS.

1. Economic Theory.

The purpose of this course is to familiarize the student with the general laws governing the consumption, produc-
tion and distribution of wealth. The work will include a study of the following topics: (1) economic wants: utility, value, and price; (2) the productive process: land, labor, capital, and business organization; (3) the distributive process: rent, wages, interest, and profits; (4) exchange: money, financial institutions, and international trade.

Lectures, recitations, parallel reading, and reports.

Text-book: Johnson's Introduction to Economics: B-W Loose-leaf Notebook, No. 809C.

Six hours a week.


A survey of the more important phases of the modern industrial system. The course will be devoted largely to a study of the problems arising in connection with labor, transportation, the tariff, the trusts, public finance, and economic reform.

Lectures, recitations, parallel readings, and reports.


Six hours a week.


In this course some of the significant features of modern civilization will be studied from the sociological viewpoint. Especial attention will be paid to typical phases of American society, racial, economic, social, and political.

Lectures, recitations, parallel reading, and reports.

B-W Loose-leaf Notebook, No. 809C.

Text-book to be announced later.

Six hours a week.

EDUCATION.

Professor Coffey.

Professor Elliott.

Irion Hall.

5. School Administration.

Open to Juniors.

A close study of the principles, problems, and best features of present practice involved in the administration of public education. The course is professionalizing and de-
signed to equip students for superintendencies, supervisors, principalships, and progressive careers in school work. Among the topics studied are the nature of school systems and their management; social and economic factors involved in educational advancement; forms of educational control, national, state, municipal, and rural; organization and functions of school boards; school revenues and their expenditure; the school plant; sanitation, school hygiene and medical inspection; playgrounds and recreation; the administration of vocational education, vocational guidance; the administration of moral education; supplementary education for exceptional children; retardation; elimination; measurements of efficiency. A study will be made of school statistics and their interpretation, and the making of school reports.

Text-book: Dutton and Snedden's Administration of Public Education in the United States; class work; special studies and reports; lectures.

Six hours a week.

Professor Elliott.

7. History of Ancient and Medieval Education.

Open only to Juniors and Seniors.

A general survey of the rise and development of educational institutions out of the half-conscious efforts of primitive peoples; a comparison of other oriental educational ideas with those of Egypt, Greece, and Rome; the establishment of a new order of things under the Christian dispensation; the conflict between Christianity and Paganism; scholasticism repudiated by the early Christian fathers, and preserved by the Saracens; rise of the university idea.

Six hours a week.

Professor Coffey.

11. Elementary Schools.

A comprehensive survey of the origin, development and present tendencies of the elementary school system of the United States, the function of the elementary school in modern life and the resultant curriculum, principles underlying present-day courses of study and an examination of current practice in typical American cities, a study of the teaching process, standards of instruction, tests of efficiency
of teachers and pupils, the problems of class management, a critical study of current methods of presenting various subjects of the curriculum and of training pupils how to study. Especial stress will be laid upon the problems of instruction, organization, grading and curriculum of the elementary schools of Louisiana.

Lectures, selected readings, reports, text-book, and class work.

Four hours a week.  Professor Elliott.

13. Secondary Education.

This course is designed especially to meet the professional needs of high-school principals and high-school teachers, and comprises a careful survey of the related fields of high-school administration and secondary pedagogy. Among the topics studied, the following are suggestive: The place and function of the American high school in our educational system; its historic foundations and antecedent institutions; the evolution and character of courses of study; the valuation of the different studies; organization under the departmental plan; the material equipment; the making of daily programs; the teaching staff; the psychology of adolescent pupils; government; the high school as a social whole; the control of organizations within the school; supervision; comparative studies in organization; types of schools; the theory and practice of general and special methods of instruction.

Text-book and class work; collateral readings and reports; mastery of special studies and reports; lectures.

Six hours a week.  Professor Elliott.

ENGLISH.

Professor Blain.  Professor Reed.
Professor Perrault.  "D" Building.

C. Preparatory English.

This course includes thorough drill in the fundamentals—spelling, grammar, punctuation, capitalization, and sentence structure—and the reading of suitable master-
pieces. This course is open to teachers who wish to review the work or who desire to observe methods of teaching technical English as well as literature in secondary schools. Students who are deficient in technical English and those who desire to meet the requirements in English for admission to college classes are advised to take the work as outlined in this course.

Text-books: Garig's Drill in English; selected masterpieces.

Six hours a week. Professor Perrault.

1. Composition and Literature.

This course includes a historical view of the whole field of English literature and a critical study of representative masterpieces. Throughout the course considerable attention is devoted to the writing of themes, reports, and essays. Parallel reading is required.

Students who show that they are notably deficient in elementary English are required to take additional work for such time as may be found necessary.

Text-books: Woolley's Handbook of Composition; Matthews' The Short-Story; Palgrave's Golden Treasury; Hinchman and Gummere's Lives of Great English Writers.

Six hours a week. Professor Blain.

2. Composition and Literature.

A continuation of English 1.

Text-books: Baldwin's Composition Oral and Written; Linn's Illustrative Examples of English Composition; Palgrave's Golden Treasury; Hinchman and Gummere's Lives of Great English Writers.

Six hours a week. Professor A. G. Reed.


This course includes an inquiry into the foundations of English grammar, the structural principles of the language, present usage, and the changes now taking place. The study is based upon the most eminent authorities in this field, both in this country and in Europe.
Text-books: Fowler's The King's English; Lounsbury's The Standard of Usage in English. Investigations are conducted in selected modern prose.

Four hours a week.                  Professor Blain.


The purpose of this course is to give the student a better understanding of the nature of poetry, and to increase his power to appreciate and criticise poetic masterpieces. It includes a discussion of such topics as the meaning of poetry, the material of the poet, imagination and idealism, the aesthetic element in poetry, and the relation of poetry to philosophy, history, and science. Several poems are examined with a view to illustrating the principles considered. The course is designed for those who teach, or expect to teach, English literature in the schools.

Text-books: No text-book is used, the course being largely conducted by lectures and informal discussions; but references are given to standard works in the University Library.

Two hours a week.                  Professor A. G. Reed.


This course is intended to supplement English 9, but may be taken separately. The chief purpose of the course is to study the development of Shakespeare as a dramatist. His early plays are examined from the standpoint of dramatic structure and characterization and compared with the plays of his later development. A detailed study of two or three of the later plays is made in the light of Elizabethan English. Some attention is given to the life of Shakespeare, the sources of his plays, and the theatrical conditions of his times.

Text-books: The Cambridge Edition of Shakespeare (several copies are in the University Library); annotated editions of Othello, King Lear, and Twelfth Night (or The Tempest).

Six hours a week.                  Professor A. G. Reed.


This is a course especially for teachers, but inspiring and profitable to all lovers of genuine literature. The purpose of the course is twofold: (1) to enable the high-school teacher of English thoroughly to master the literature
studied throughout the four years of the high school; (2) to give the teacher a definite, practical method of presenting the subject successfully. The text used contains a suggested course in literature for each year of the high school, with the method of study for each masterpiece explained in detail; and the members of the class make a thorough study of the whole course, with personal application of the method employed in the text.

Text-books: Blain’s Literature in the High School; numerous masterpieces in Macmillan’s Pocket Classic Series.

Four hours a week. Professor Blain.

**FRENCH.**

Professor Broussard. Professor Harrington. "D" Building.

1. **Elementary Work.**
   In this course the students are thoroughly grounded in the elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Such attention is paid to phonetics as will enable the student to secure an accurate pronunciation from the very outset.

   Text-book: Thieme and Effinger’s French Grammar.
   Six hours a week. Prof. Broussard.

2. **Elementary Work.**
   The student continues Course 1 in grammar, and takes up the study of irregular verbs and more advanced syntax. The class periods are devoted to drill work in pronunciation, dictation, and elementary composition.

   Text-book: The same.
   Six hours a week. Prof. Broussard.

3. **Intermediate French.**
   This course consists of a review of grammar by the deductive method. Anecdotes and short stories will be used for composition, dictation, and oral drill.

   Six hours a week. Prof. Broussard. Prof. Harrington.

4. **Intermediate French.**
   This course is a continuation of Course 3, with additional reading and a closer study of French idioms.

   Six hours a week. Prof. Broussard. Prof. Harrington.
5. Modern French.

The aim of this course is to teach the student to read French rapidly and accurately. Attention is paid to pronunciation, idioms, and syntax.

Six hours a week.

Prof. Broussard. Prof. Harrington.

HISTORY.
Professor Fleming.

Basement of Library.

In every course in History a text will be used as a basis of the work. The text will be supplemented by formal or informal lectures by the professor. Students will be expected to prepare recitations from the text, take notes in class, read papers, make reports upon assigned topics, prepare historical maps and outlines, and make frequent use of the historical collections in the library. The Department of History is supplied with maps, atlases, reference works, pictorial collections and other illustrative material. Both State and University credit will be given for all courses. It is requested that teachers provide themselves with copies of the State course of study for high schools.

9. History of Louisiana.

An intensive study of the political, social, and economic history of the State. The work will be done mainly in the period after 1803, but some attention will be given to the colonial period, a study being made of such topics as the explorations and settlement of the province, the early settlers, the Crozet experiment, John Law and the Mississippi Bubble, Louisiana provincial government, Indian wars, the cession to Spain and the revolution of 1768, Louisiana in international diplomacy, the purchase of Louisiana by the United States, the Burr conspiracy, the War of 1812, slavery and the plantation system in Louisiana, elements of Louisiana population, the development of education and government since 1803, civil war and reconstruction, and the recent history of the State.

Six hours a week, 7:30-8:30.


In this course a study will be made of the lives of leading Americans who have contributed in a marked degree
to the formation and development of the American nation. To each individual one week will be devoted. The statesmen selected for these biographical studies will be taken from the following list: Benjamin Franklin, George Washington, John Adams, Andrew Hamilton, Thomas Jefferson, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, Jefferson Davis Abraham Lincoln.

Six hours a week 8:30-9:30.


This course is devoted to an intensive study of political and social conditions in Europe from 1750 to the close of the French Revolution. It includes an account of the French Absolute Monarchy; the growth of the reform spirit in Europe; the work and influences of the benevolent despots; the French Revolution and Napoleon; the results of the revolution and of Napoleon's work.

Six hours a week, 9:30-10:30.

LATIN.

Professor Scott. Miss Kearney.


Inasmuch as satisfactory progress in Latin depends so largely on close personal application, it is advisable that those taking this subject so arrange their schedules as to afford abundant opportunity for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted; the qualities of style peculiar to each author read will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously willy be considered.

A. Beginner's Course.

This course includes a careful study of the inflections, the simpler rules for composition and derivation of words, syntax of cases and of the verb, the structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive. Much time will be given to exercises, oral and written, in translating from Latin into English and from English into Latin.
This course will be so conducted as to be of service to teachers of Latin, in addition to being a preparatory course for students of Latin in general.

Text-book: Collar and Daniell’s First Year Latin.

Six hours a week. Miss Kearney.

B. Caesar.

This course includes a systematic study and translation of Books I and II of Caesar’s Gallic War and a synoptic presentation of Books III and IV, with exercises in sight reading, grammar and Latin prose composition, based on the text accompanying the readings.

Text-books: Walker’s Caesar, four-book edition; Bennett’s Latin Grammar; D’Ooge’s Latin Composition based on Caesar.

Six hours a week. Miss Kearney.

C. Cicero.

This course emphasizes the literary side of Cicero’s orations, without overlooking the grammatical. The first, second, and third orations against Catiline are studied minutely with reference to force and taste in translation. Due attention is given to the political and historical setting. The fourth oration against Catiline is presented as a means of acquiring a grasp of a Latin paragraph through exercises in sight reading and translation. Prose composition is a large part, also, of this course.

Text-books: D’Ooge’s Select Orations of Cicero; Bennett’s Latin Grammar; D’Ooge’s Latin Composition based on Cicero.

Six hours a week. Miss Kearney.

1. Ovid.

This course consists of selections chiefly from the Metamorphoses of Ovid, and is presented as an introduction to the study of Latin poetry of the Augustan age. Latin prose composition by topics and in sequence forms a part of this course. The course in Ovid should be particularly helpful as an initial study in types of poetic imagery.

Text-books: Miller’s Ovid, selected works; Bennett’s Latin Grammar, or Allen and Greenough’s New Latin
Grammar; Daniell Brown's New Latin Composition, Part III.

Six hours a week. Professor Scott.

4. Horace.

Selections from the Odes and Epodes. The relation of Latin to Greek literature, of Horace to Greek lyric poets, a study of the poet's lyric modes, his themes and their expression, are taken up along with the reading of the Odes and Epodes.

Problems in grammar and translating connected English prose into Latin form a part of this course.

Text-books: Bennett's Horace, Odes and Epodes; Allen and Greenough's New Latin Grammar; Nutting's Advanced Latin Composition.

Six hours a week. Professor Scott.

11. Teachers' Course.

The scope of this course is the theory and practice of teaching Latin in the high school. Its aims are to consider what things are really worth while in the study of Latin for each year of the three years' high school course; to determine how and in what order the subject-matter of Latin, both as to form and content, should be presented; to suggest the special lines of study and reading which should prove of special value to the teacher of Latin; to discuss the plan, arrangement, and contents of beginner's books, Latin prose composition books, of the usual school editions of Caesar and Cicero as well as of the school and college grammars in general use; to define the relation of Latin to other branches, or subjects, in the high school curriculum; and to indicate the grounds upon which Latin continues to maintain its place in high school and college courses.

It would be well for those who contemplate taking this course to bring, or provide themselves with, the complete series of the high school adoption in Latin. To enter this course applicants must have had at least the full equivalent of the three years' high school course.

The course will be conducted in accordance with the professor's outline—notes and references, which will provide a definite assignment of topics for each class period for the nine weeks' term.
Text-book: Bennett and Bristol's The Teaching of Latin and Greek in the secondary school.
Four hours a week.  Professor Scott.

12. Advanced Latin Composition
While this course includes principally the turning of connected English prose exercises into Latin, due attention will be given to a consideration of the general subject of Latin prose composition in high school and college courses.
Two hours a week.  Professor Scott.

LAW.

Professor Tullis.  Professor Williams.
Professor Flory.

Irion Hall.

Qualified students, by pursuing continuously the three-year law course, without the interruption of summer vacations, may complete the prescribed work of the Law School in two regular sessions and three summer sessions, thereby saving several months of the time otherwise required for graduation. To enjoy the benefit of this arrangement of courses, students must begin their law studies in the summer session. Full particulars regarding the continuous law work prescribed under this plan may be had by addressing the Dean of the Law School or the Registrar of the University.

As a preparation, though not as a requirement, for entrance under this arrangement, it is strongly recommended that the student read some elementary work on Contracts.

During the summer of 1913 the following courses will be offered:

3. Agency.
A study with text-book and cases of the principles of the law of agency.
Text: Huffcut on Agency; Huffcut's Cases on Agency.
Four hours a week.  Professor Flory.

4. Sales.
A study of the text and cases from common law jurisdictions and of the articles of the Civil Code of Louisiana on Sales, with the decided cases interpreting them.
Text: Burdick on Sales; Burdick’s Cases on Sales; Civil Code of Louisiana.
Four hours a week. Professor Tullis.

5. Real Property.
The fundamental conceptions of the law of real property, and an outline of the field.
Text: Minor and Wurts on Real Property.
Four hours a week. Professor Williams.

Text and cases on the law of bills of exchange, notes, and cheques, and the Negotiable Instruments Law.
Text: Bigelow on Bills, Notes, and Cheques: Bigelow’s Cases on Bills, Notes, and Cheques.
Four hours a week. Professor Flory.

13. Legal Bibliography; Use of Authorities; Brief Making.
A course designed to familiarize the student with the methods of individual research, and to afford training in the preparation and presentation of oral and written arguments in court.
Four hours a week. Professor Williams.

Text-book: To be announced.
Four hours a week. Professor Williams.

17. Bailments and Carriers.
Four hours a week. Professor Flory.

32. Admiralty.
Text-book: Hughes on Admiralty.
Four hours a week. Professor Tullis.

MATHEMATICS.
Professor Nicholson. Professor Sanders.
Professor Welch. Professor Porterie.
Heard Hall. “A” Building.

A. Elementary Algebra.
This course embraces Part I of Nicholson’s School Algebra, or the equivalent thereof.
Six hours a week. Professor Porterie.
B. High School Algebra.

This course embraces Part II of Nicholson's School Algebra as far as Ratio and Proportion, or the equivalent thereof.

Six hours a week. Professor Welch.

C. Plane Geometry.

This course includes Books III, IV, and V of Lyman's Geometry, and is open to those who have a fair knowledge of Books I and II.

Six hours a week. Professor Sanders.


This course includes proportion; variation; arithmetical, geometric, and harmonic progressions; the binomial theorem for any rational exponent; the properties of and compositions by logarithms; indeterminate linear equations.

Text: Ashton and Marsh's College Algebra.

Six hours a week. Professor Nicholson.


This course is a continuation of Course I and includes series, limits, binomial theorem for all exponents, continued fractions, permutations probability summation by differences determinants, and the theory of equations.

Text: Ashton and Marsh's College Algebra.

Six hours a week. Professor Nicholson.


To enter this course students must understand plane geometry. Much importance is attached to their being able to prove the ordinary theorems, demonstrate simple original propositions, and solve problems relating to the mensuration of polygons and circles.

Text: Lyman's Geometry.

Six hours a week. Professor Welch.


To take this course students must have completed Course I.


Six hours a week. Professor Sanders.


Text: Ashton's Analytic Geometry.

Six hours a week. Professor Welch.
8. **Elementary Course in Differential and Integral Calculus.**
   Text: Granville's Calculus.
   Six hours a week.  
   Professor Welch.

9. **Calculus—Continued.**
   Text: Granville's Calculus.
   Six hours a week.  
   Professor Sanders.

D. **Irregular Course.**
   No credits will be given for this course, because no systematic instruction will be given in it. The purpose of the course is to give teachers the opportunity of having explained to them any principle or problem in Nicholson's Arithmetic or Nicholson's Algebra. Teachers can enter the class at any time during the session of the Summer School and withdraw at their pleasure.
   Three hours a week.  
   Professor Nicholson.

**MECHANIC ARTS AND DRAWING.**

Professor Herget.  
Robertson Hall.

1. **Drawing.**

A course in free-hand and instrumental drawing, covering the principles of geometric drawing, isometric, cabinet, and orthographic projection, and the application of these principles in drawing a model desk or table for use in the physical or chemical laboratory, the shop or drawing room.

Two lectures and ten hours' practice a week.

1. **Shopwork—Mechanic Arts.**

A course in joinery and cabinet-making, covering the principles of sharpening and using the principal handtools used in woodworking; also the methods of staining and polishing wood.

Lectures will be given setting forth the cost and kind of bench and tools which should be used in manual training classes in high schools.

Two lectures and ten hours' practice a week.

**MUSIC.**

Professor Riggs.  
Mrs. Fuller.

A. **Elementary Music.**

**METHODS FOR PRIMARY AND INTERMEDIATE GRADES.**—
The consideration of the principles underlying the teaching
of music in the primary grades. The work includes the study of the scale, simple intervals and detailed outlines for lesson preparation.

**EAR-TRAINING.**—Practice in testing ability to recognize intervals of the scale, familiar melodies, different part measure and simple melodic and rhythmic problems.

**ROTE SONGS.**—The place and purpose of the rote song, methods of presentation and elementary dictation; a selected list of songs adapted to the use of the different grades.

**THE CHILD VOICE.**—Tone production, breathing, quality and enunciation.

**ELEMENTS OF NOTATION.**—Scales, key signatures, accent, measure, rhythmic types, and time.

**SIGHT SINGING.**—Practice in the notation of music, application of words and syllables to music and consideration of problems underlying the art of music reading.

**MATERIALS.**—Best methods of presentation of music in books and charts; detailed analysis of materials for grammar grades; relation of songs and studies and arrangement of music programs.

Six hours.

**B. Advanced Music.**

**METHODS.**—A further study of the work outlined in Methods for Primary Grades, including chromatics and brief work in minor forms.

**DICTATION.**—Interval drill, scale relations, chromatic inflections and simple rhythms.

**SIGHT SINGING.**—Practice in rapid reading of graded material and the development of part singing.

**THE STUDY OF MATERIALS.**—Graded lessons in studies and songs designed for use in advanced classes, including reading and interpretation.

**CHORUS.**—Daily drill in chorus singing, including instruction in the use of marks of expression, dynamics, characters and the proper interpretation of the song; part singing, including quartets, glee clubs, etc.

Six hours a week.

**C. Special Work in Music.**

In addition to the course in advanced music, work for
teachers will be offered as follows:

(a) Interpretation.
(b) Practice teaching.
(c) Plans and devices.
(d) Art of conducting.
(e) Round table discussion.

Time to be arranged.

NOTE.—The foregoing announcements are subject to such changes as the professor may find necessary for the accommodation of teachers who wish to specialize in music.

PHYSICS.

Professor Atkinson.    Professor Guthrie.
Mr. Fournet.

First Floor, Heard Hall.

A. Elementary Physics.

This course is designed to meet the requirements of those preparing to teach Physics in the high schools, and of those lacking the preparation necessary to take up college Physics. Special attention will be paid to methods of demonstration and laboratory work with simple and readily improvised apparatus. The course includes mechanics and heat.

Text-books: Millikan and Gale's First Course in Physics; Millikan and Gale's Laboratory Course in Physics.

Four hours of recitation and four hours of laboratory work a week.

B. Elementary Physics.

A continuation of Course A, including electricity and magnetism, sound, and light.

Text-books: Millikan and Gale's First Course in Physics; Millikan and Gale's Laboratory Course in Physics.

Four hours of recitation and four hours of laboratory work a week.

1. General Physics.

The object of this course is to secure a thorough grounding in the underlying principles and fundamental laws of the subject, and is adapted to the needs of both Arts and Engineering students. The lectures are supplemented by numerous experimental demonstrations, for which there are unusual facilities. The subject of plane trigonometry is a prerequisite to this course. The course includes the subjects of mechanics and heat.
Six hours a week.

2. **General Physics.**
   A continuation of Physics 1, including electricity and magnetism, sound, and light.
   Six hours a week.

3. **Laboratory Work in General Physics.**
   This course is designed to accompany Physics 1, and includes experiments in electricity, magnetism, and light.
   Four hours a week.

4. **Laboratory Work in General Physics.**
   This course is designed to accompany Physics 2, and includes experiments in electricity, magnetism, and light.
   Four hours a week.

**POLITICAL SCIENCE.**
Professor Prescott.
Basement of the Library.

1. **Federal Government in the United States.**
   This course treats of the colonial origins of American institutions, the establishment and evolution of the federal constitution and the general features of the federal system of government in the United States.
   Six hours a week.

2. **Commonwealth Government in the United States.**
   This course is devoted to the organization and functions of commonwealth and local government in the United States. It stresses the constitutional basis of such governments, and the political activities arising from their control by the people.
   Text-books: The same as in Course 1.
   Six hours a week.
16 Legislative Machinery and Methods.
A course designated to familiarize the student with the organization and procedure of legislative bodies.
Text-books: Reed's Rules of Order; Reinsch's American Legislatures and Legislative Methods.
Four hours a week.

PSYCHOLOGY.

Professor Coffey. Professor Elliott.
First Floor, Irion Hall.

3. General Psychology.
The subjects of this course are conscious sensation; nervous mechanism and mental activity; perception and ideation; persistent tendency of the ideative processes; consecutive and associative memories and their respective educational and intellectual values; association, comparison, and contrast in their relation to the selection of and classification of cognate ideas; emotion, imagination, thought and will as determining forces in individual conduct.
Six hours a week. Professor Elliott.

As a continuation of Course 3 this course will be devoted to a study of the manner in which and the extent to which the native endowments and acquisitions of the individual are modified by the group, and how far the group-mind and conduct will yield to the suggestions and leadership of the individual; the spread of ideas, feelings, and conduct; the conduct of the individual alone and the conduct of the individual in the mob.
Six hours a week. Professor Coffey.

RURAL EDUCATION.
Cyrus J. Brown.

During the last two weeks of the summer session Professor Cyrus J. Brown, State rural school inspector, will conduct a course in rural school education, rural school organization, and rural school supervision. The course is designed primarily for parish superintendents, but all teachers will be admitted.
Professor Brown will be assisted by the regular instructors of the College of Agriculture and specialists from abroad. Fuller information in regard to this course will be given in a circular to be issued later.

SPANISH.

Professor Harrington.

"A" Building.

1. Elementary Work.

This course will lay the foundation for a thorough knowledge of Spanish. The instruction will include pronunciation, vocabulary, conjugation of verbs and verb drill, grammar, reading, conversation and written exercises. As far as practicable the conversation between teacher and students will be in Spanish, the ear will be accustomed to the spoken language and pronunciation will be carefully taught.

Texts: Introduction a la Lengua Castellana, by Marion and Des Garennnes; Spanish Anecdotes, Giese and Cool.

Six hours a week.

ZOOLOGY.

Professor Gates.

Agricultural Hall.

The courses in Zoology are designed to train the student in the manipulation of the microscope, and in general laboratory methods. The object of the courses is to demonstrate the relation of animal life to organic life in general, and their economic value to man. The economic importance of certain injurious and beneficial vertebrate and invertebrate animals of Louisiana is considered. Instruction is given by means of lectures, recitations, laboratory work, and some work in the field.

1. Invertebrate Zoology.

This course offers an opportunity for the study of such typical animals as Amoeba, Sponges, Hydroids, Star-fish, Sea-Urchins, and the Unsegmented Worms. The life history, methods of infection and prevention of such injurious forms as the Malarial Parasite, the Liver Fluke, the Horse-
Worm, and the Hook-Worm will be considered in full.

Three hours’ recitation and six hours’ laboratory per week.

2. Invertebrate and Vertebrate Zoology.

This course is a continuation of Zoology 1, and takes up the study of the following typical forms: the segmented Worms, the Cray-fish, Crabs, Grass-hoppers, fresh and salt-water Mussels, Squid and the Rabbit. In this course are discussed the economic importance of injurious and beneficial insects to the farmer; their life history and methods of control are also considered. The study of the Rabbit is taken up with the idea of familiarizing the student with the general structure of the highest type of animals, and with the Physiology of such forms.

Three hours’ recitation and six hours’ laboratory per week.

3. General Theories of Biology.

This course consists of lectures and recitations in which are discussed the development, relationship, distribution, evolution, heredity, mental behavior, etc., of plant and animal life. Attention is given to such problems as the meaning of the term “species,” the multiplication of organisms, the struggle for existence, variation, natural selection, the purpose of color and the peculiar modifications among plants and animals. The views of the early transmutationists, of Lamarck, Darwin, Mendel, Weismann, Wallace De Vries, and other leaders of modern thought in Biology are discussed.

Six hours’ recitation per week. Hours to be arranged. Not given to less than five students.
The Louisiana State University is organized into the following colleges and schools:

1. The College of Arts and Sciences, offering literary, scientific, pre-medical, and commercial courses;
2. The College of Agriculture, including the four State experiment stations and the department of agricultural extension, and offering a four-year course and a short winter course in agriculture;
3. The College of Engineering, offering courses in civil, mechanical, electrical, and chemical engineering;
4. The Audubon Sugar School, offering courses in sugar agriculture, sugar chemistry, and sugar engineering;
5. The Law School offering courses in civil and common law;
6. The Teachers College, offering courses for high school teachers, principals, and parish superintendents;
7. The School of Agriculture, offering a three-year agricultural course to applicants who cannot enter the College of Agriculture; and
8. The Graduate Department, offering advanced courses to those who have graduated here or elsewhere.

The University has forty-eight buildings in grounds famous for beauty, healthfulness, and historic interest; a strong faculty of seventy professors and instructors; a library of 35,000 volumes in the beautiful Hill Memorial building; reading rooms fully supplied with newspapers, magazines, and scientific journals; well equipped, up-to-date laboratories and shops; a flourishing Young Men's Christian Association; churches accessible to all students; and all modern college accessories, such as athletics, fraternities, social and scientific clubs, literary societies, musical organizations, college journals, etc.

Tuition is free to students from Louisiana, sixty dollars a year to students from other States and foreign countries. Living expenses are very low.

The regular annual session opens on the third Wednesday in September and continues thirty-six weeks. The SUMMER SCHOOL opens on the first Monday in June and continues nine weeks.

For general catalogue or special information about any department, write to

J. L. WESTBROOK, Registrar,
Baton Rouge, La.
Summer School

SIX WEEKS COURSE
NINE WEEKS COURSE

JUNE 8 TO AUGUST 7, 1914
Louisiana State University Summer School

JUNE 8 TO AUGUST 7, 1914
INDUSTRIAL ARTS.
    Miss Charlotte B. Richardson.
    Miss Lee Odom.

LATIN.
    Edward L. Scott, A. M.
    Miss Mollie M. Kearney, M. A.

LAW.
    Robert L. Tullis, LL. B.
    Ira S. Flory, B. A., LL. B.
    David Blackshear, A. B., LL. B.

MATHEMATICS.
    James W. Nicholson, A. M., LL. D.
    Samuel T. Sanders, B. A.
    John F. Welch, B. S.
    Gaston L. Porterie, B. S.

MUSIC.
    W. L. Prince.
    Mrs. Daisy Fuller.

PHYSICAL TRAINING.
    Charles C. Stroud, A. B., M. D.

PHYSICS.
    Thomas W. Atkinson, B. S., C. E.
    J. E. Shaw, B. S.
    J. J. Munson.

POLITICAL SCIENCE.
    Arthur T. Prescott, M. A.

PHILOSOPHY.
    Alexander B. Coffey, M. S. D., A. M.

PSYCHOLOGY.
    Delmar T. Powers, A. M.

SPANISH.
    Edmundo D. Colon, B. A.

ZOOLOGY.
    William H. Gates, B. A.
GENERAL STATEMENT.

The State and the University authorities, in conjunction, having demonstrated not only the expediency but the desirability of a summer term of university work for the progressive teachers of the State, esteem it at once a privilege and a duty to keep the doors of the University wide open during the summer, with the assurance to all that the courses offered last year have been strengthened and made more intensive and that equally strong advanced courses are to be offered for the benefit of former students.

The purpose of the State Department of Education in requesting the University to offer annually a summer term is to provide an opportunity whereby the teachers of the State may continually increase their efficiency and their earning capacity most effectually and at the least expense. The University, complying with the request of the State Department, and desiring to place every worthy and hopeful teacher in the line not only of promotion but of ultimate graduation and specialization, has arranged courses in the several departments of college work with that particular end in view.

ADMISSION.

The Summer School is open to graduates of colleges, normal schools and high schools; to teachers holding first grade certificates; to former students of the University; to applicants who are prepared to enter the Freshman class; and to special students who are prepared to pursue the courses offered. For full entrance to the Freshman class, fourteen units are required; but applicants offering eleven units are admitted conditionally. A unit means one year's study of any high school subject with four or five recitations per week, or approximately one-fourth of a full year's work in a high school.

No examination is required for admission to the Summer School, but applicants are classified upon diplomas, certificates,
reports of work done elsewhere, or upon examination, if applicants desire advanced standing.

**CLASSIFICATION.**

Students who have done work at other colleges and universities will be granted such advanced standing as the Committee on Classification shall find the work to be worth in comparison with the corresponding work being done in the Louisiana State University.

Graduates of the State Normal School of Louisiana will be allowed a credit of 32 hours of the 68 hours required for graduation at the University, and such additional University credits as they have earned at other institutions and summer schools since graduation.

Graduates of approved four-year high schools and of other schools of the same rank will be permitted to freshmen standing; and, if by reason of several years’ experience and work at summer schools, they may wish advanced standing, such work will be credited according to its collegiate value.

Holders of First Grade Certificates will be admitted to such classes and will be given such standing as their credentials justify.

To facilitate classification, every person not already matriculated as a student of the University, is advised to bring with him such credentials as he may have from high school, normal, college, or university, together with a precise statement of such credits as he may have earned at summer school as shown by his certificates of credits. He will do well, also, to have a statement of the subjects which he completed in the high school and higher institutions, showing the length of time, in years and weeks, and the number of hours per week devoted to each of the subjects enumerated. He can then, without loss of time, file such credentials and ask for classification.

**LABORATORIES.**

Nearly every scientific department has a building of its own; and a number of these buildings excel in capacity any other building of like nature in the South; in fact, no better laboratory accommodations can be found for the purpose of summer school work. The equipment in these laboratories is,
of necessity as well as expediency, increased from year to year because of the rapidly differentiating and multiplying opportunities and demands of science. During the Summer School the following laboratories, each in charge of one or more instructors, will be opened for student use: Agriculture, Animal Industry, Botany and Bacteriology, Zoology, Home Economics, Horticulture, Electrical Engineering, Chemistry, Physics, Drawing, and Mechanic Arts.

LIBRARIES.

The Hill Memorial Library is the general and reference library of the University. The books upon its shelves devoted to research and collateral work, those devoted to general literature, the periodicals in the reading-rooms, the newspapers from the important commercial centers of the land and from the several sections of Louisiana, have been so carefully selected as to insure to every one an abundant opportunity for such reading—systematic or casual—as he may reasonably wish. The several departments are building up libraries peculiar to their respective subjects, which very greatly supplement the literature in the general library, and, at the same time, offer advantages to students who may wish to follow lines of special investigation. The library collections are to the departments of general culture what the laboratories are to the scientific departments. The several departments which do not conduct laboratories make liberal use of the library. During the summer session the following departments make special use of the library collections for research and collateral work: English Language and Literature; Latin, French and Spanish; Philosophy, Psychology, and Education; Commerce; History, Economics, and Political Science; Sociology; and Law. The library is in charge of a trained librarian with three assistants. It is believed that for the teachers of the State no other department of the University is so valuable as the library.

LECTURE HALLS.

The lecture-rooms are large, well ventilated, well lighted, well furnished and comfortable. It is an interesting fact that, with very few exceptions, although the weather may be very hot outside, these rooms are pleasantly cool.
The assembly hall is well ventilated by many large windows, cooled by electric fans, and lighted by electricity.

DORMITORIES AND DINING ROOM.

The dining-room is sufficient for the accommodation of five hundred persons; and on the second and third floors of the same building hundreds of young ladies may find comfortable rooms. There are four dormitories on the Pentagon, the fifth side of which opens on the Mississippi River. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. Wide galleries are found on both sides of these buildings. These galleries are supported by columns three feet in diameter, extending to the roof.

DAILY ASSEMBLY.

From 12:30 to 1:00 there will be a general assembly of students and members of the faculty. Music will be a pronounced feature of the assembly. Public announcements will also be made at this time. Attendance is voluntary.

PUBLIC LECTURES.

From time to time, there will be a public assembly, to which all friends of education are invited. On such occasions distinguished school men and other speakers will address the audience upon the important questions of the day. Vocal and instrumental music will invariably constitute a part of the program. Every effort is made to render this one of the most enjoyable and profitable departments of the work.

RECREATION.

The campus with its natural and artificial beauties, the river, the lake, the town, all furnish abundant and unsurpassed opportunity for rest, relaxation, and social pleasure after the day's work is finished.

THE CAPITAL CITY.

Baton Rouge being the capital city of the State, all executive departments of government are located here. In consequence, those who need to do so may come into easy communication with the men who are in authority—the men who are "doing things."
The work of the Legislature will present a fine opportunity to those who care to study the methods by which laws are made.

**CREDIT FOR WORK DONE.**

**Nine Weeks' Course.**

**College Credits.**—To a student who completes any college course offered in the Summer School a certificate of credit will be given by the Louisiana State University. This certificate entitles the holder to credit toward a college degree (B. A. or B. S.) or to entrance credit, according to the valuation of the course. In four summer sessions, a student can accomplish the work prescribed for a full year in residence. College credit is given for all courses designated by Arabic numerals; admission credit is given for the courses designated by letters.

**State Credits.**—Certificates of credit, which entitle the holders to percentages on examinations for teachers’ certificates or to extension of teachers’ certificates, will be granted by the State Department of Education for work done in the Six Weeks’ Course as well as the Nine Weeks’ Course. For the conditions under which State Credits are given, see the announcement of the Six Weeks’ Course below.

**Six Weeks’ Course.**

**College Credits.**—For the benefit of those who cannot attend the full nine weeks’ course, the University will issue certificates of attendance upon the completion of work extending through at least six weeks. These certificates entitle the holder to the proper credit toward the completion of a college course.

**State Credits.**—Certificates of credit will be granted by the State Department of Education for work done in the Summer School, according to the following conditions:

Certificates of credit will be issued for satisfactory work done during the entire term, with a minimum of 12 and a maximum of 18 hours per week. *Teachers without experience or professional training will be required to pursue at least one professional course.* Certificates for State Credits will not be granted to students whose grades in any subject fall below a minimum of 75 per cent. Certificates of Credit will entitle their holders to an increase of five points on an examination for teachers’ certificate for six weeks’ attendance and seven points
for nine weeks, or to an extension of one year of a valid teachers' certificate.

**SPECIAL BENEFITS.**

Teachers enter Summer Schools for one or more of several reasons: They wish to qualify themselves for more efficient work in their respective subjects in the high schools; they wish to pursue their studies toward the completion of courses leading to degrees, or they wish to specialize for work in normal school or college.

To any or all such, there are no better advantages afforded by any other institution in all the Southland than are offered by the Louisiana State University.

With the exception of a few local assistants, her faculty is made up of people who are among the leading specialists of the land—men and women who have devoted the energy of their lives to a preparation for the work which they are respectively doing, and whose successful careers have marked them as the peers of any.

There is not a member of the faculty who does not gladly welcome the student-teacher who approaches him seeking advice respecting his work, or assistance in the solution of puzzling problems.

In short, the members of the faculty are not only willing to do so, but they esteem it a privilege to establish between themselves and student-teachers such a feeling of confidence and friendship as will insure a co-operative solution of all difficulties and a common interest and pleasure in every success.

The University is a clearing-house for superintendents seeking the best teachers for their high-schools; and for principals and teachers seeking positions. Superintendents on the lookout for good teachers very naturally ask the Director of the Summer School for the names of available and eligible persons; the request is granted; interviews are arranged; members of the Summer School faculty are consulted; and worthy teachers are called to new and better positions.

Especial stress is to be laid upon the departments of home economics, music, and applied arts both because of the increasing demands for teachers in these subjects and because the future of these subjects in our public schools must, of necessity,
depend upon the persistently improving character of work which specializing teachers in these subject qualify themselves to do.

It would, in all probability, be impossible to find better supervisors than the University has been fortunate enough to secure.

The Supervisor of Home Economics is well known to University folk, she having had charge of the department last summer, and having won a high place in the estimation of all who came to know the excellence of her work.

The Supervisor of Music is one of the most capable supervisors of that subject in the country, being, as he is, director of music in the high schools of Cleveland, Ohio, and distinguished for his excellence, not only in the technique of his subject, but in his leadership of assembly and chorus work.

The Supervisor of Applied Arts is one of the most capable supervisors whom Columbia could select, she being a member of the teaching force in the Department of Applied Arts at Columbia.

REGISTRATION.

Monday, June 8, will be devoted to registration. Students must first pay the registration fee to Registrar J. L. Westbrook. (All students, whatever the nature of their courses, must pay this fee.) Then, with the receipt for the payment of this fee, they should go immediately to the classification committee, who will assist them in the selection of their courses of study. Having determined their courses of study, they should go immediately to the professors of their several subjects for enrollment.

Students who wish to matriculate for degrees should, during the first and second weeks, present their credentials of work, done in other institutions, to the secretary of the classification committee who will determine their classification rank in the University.

EXPENSES.

Good board and rooms in the dormitories may be had at $14.00 per month, or $4.00 per week, a fraction of a week being counted as a whole week for a period less than a month. Beds and mattresses will be furnished, but bedclothes, mosquito
bars, towels, toilet articles, etc., must be supplied by students themselves.

Students may make use of the steam laundry at the University at a cost of about one-half of commercial prices.

The rules of the business management of the Boarding Club will be posted in the sallyport of "C" building and in the vestibule of "F" building. Those who wish to board in the club must conform to these rules.

Good board and rooms may be had in families at from eighteen ($18.00) to thirty dollars ($30.00) per month.

Dormitory life is recommended because it brings every teacher into more or less social contact with the entire student body (the leading teachers of the state), creates a community of interest, enlarges one's professional acquaintance, and tends to bring out the best there is in him.

RAILROAD FARE.

The railroads have been asked to grant a one-fare rate, and there is no doubt that they will at least grant a one-and-a-third-fare rate—i.e., a full fare going to the Summer School and a one-third fare returning. This rate applies to points in Louisiana and Mississippi. Teachers should be sure to ask for a receipt for money paid the home agent for a ticket to the Summer School. This receipt, properly signed by the Summer School authorities, will entitle the holder to the reduced rate returning.
COURSES OF INSTRUCTION

In the following outlines of the courses offered in the Summer School, those designated by Arabic numerals are college courses, for which college credits, as well as State credits, will be allowed. Those designated by letters are courses for which State credits only will be allowed; they will also be counted for admission to the Freshman class of the University.

The session value in hours of each college course is given in the following table. These are the regular session credits as given in the catalogue of 1913-1914:

TABLE OF COLLEGE CREDITS GIVEN FOR SUMMER SCHOOL WORK.

<table>
<thead>
<tr>
<th>Course</th>
<th>College Credit in Hours</th>
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<tbody>
<tr>
<td>Accounting 1</td>
<td>1 1/2</td>
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<tr>
<td>Accounting 5</td>
<td>1 1/2</td>
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<tr>
<td>Accounting 10</td>
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<tr>
<td>Agronomy 3</td>
<td>1 5/6</td>
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<tr>
<td>Agronomy 9</td>
<td>1 1/2</td>
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<td>Agronomy 10</td>
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<tr>
<td>Agronomy 11s</td>
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<tr>
<td>Agronomy 12s</td>
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<tr>
<td>Agronomy 27</td>
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<td>Animal Industry 2</td>
<td>1 5/6</td>
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<tr>
<td>Animal Industry 3</td>
<td>1 1/3</td>
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<tr>
<td>Botany 1</td>
<td>1 2/3</td>
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<tr>
<td>Botany 2</td>
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<td>Botany 9s</td>
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<td>Botany 11</td>
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<td>Botany 25s</td>
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<td>Drawing 1</td>
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<td>Economics 1</td>
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<td>Education 19s</td>
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<td>French 1</td>
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<td>Mathematics 4</td>
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</tbody>
</table>

**AGRICULTURE.**

Professor Jordan.  
Mr. Doran.

**AGRONOMY.**

Professor Lee.  
Mr. Wilson.

Agronomy Hall.

3. Farm Crops.

Lectures and recitations upon the classification and methods of improvement of farm crops. Special studies will be made of the staple crops of Louisiana, embracing cotton, corn, rice,
and oats. Individual crop studies will include varieties, geographical distribution, culture, methods of harvesting, uses, preparation for use, obstructions to growth, means of repression, production, marketing, and history.

Six recitations a week; 9:30 daily. Mr. Wilson.


This course includes a study of the elementary principles of soils, field and farm management in their relation to general agriculture. The origin and classification of soils, different methods of cultivation and their effect upon the movement and control of soil water with its ultimate effect upon plant development, benefits of crop rotations, use of fertilizers and home mixing of fertilizers are given due consideration in the simplest manner possible.

Six recitations a week; 8:30 daily. Mr. Wilson.

10. Forage Crops.

This course includes a study of the crops that can be used for forage purposes in Louisiana. Each crop will be studied in detail in regard to varieties, preparation of seed bed, fertilization, time of planting, amount of seed to sow per acre, method of planting, time of harvesting, preservation of crop, means of utilizing crop, methods of improvement, and the preservation of the seed for planting purposes. The weeds that grow with these crops will be studied as far as time will allow.

Six recitations a week; 7:30 daily. Mr. Wilson.

118. Land Drainage.

This course is outlined to give a student training and practice in the use of the level in laying out drainage systems, and in the construction of terraces and side hill ditches. It includes, further, the making of profile maps, the determinations of grades and cuts, estimates of cost, and such practical work as is deemed necessary in the construction of open ditches, tile ditches, and the laying of tile.

Two recitations and six hours of laboratory work a week. Mr. Doran.

Lectures, 10:30, Monday, Wednesday.
Laboratory, 2:30-4:30, Monday, Wednesday, Friday.
12S. Farm Power Machinery.

An elementary course covering internal combustion engines, including a study of their design and type, working principles, carburetion, ignition and troubles. Laboratory work consists of exercises in removing and replacing repair parts, dismantling and assembling engines, and practice in care and operation. If time will allow some work will be done on steam and gasoline tractors.

Two recitations and six hours of laboratory work a week. Mr. Doran.

Lectures, 10:30, Tuesday, Thursday.
Laboratory, 2:30-4:30, Tuesday, Thursday.

27. General Agriculture.

This course will include a general survey of all phases of agricultural work in order to give the teacher a better knowledge of the fundamental principles involved.

Six recitations a week; 11:30 daily. Professors Jordan and Lee and Mr. Doran.

ANIMAL INDUSTRY.
Professor Jordan.
Animal Industry Building.


Prerequisite, Chemistry I or Equivalent.

This course embraces a study of the physiology of digestion, absorption, circulation and assimilation of food by the animal; a study of the compositions of animals and plants; food requirements for the different classes of farm animals; a study of experimental data regarding the results of feeding the different feedstuffs to all classes of farm animals; cropping systems for hogs, dairy cattle, etc., and a study of the importance of care and system in feeding in order to secure the largest returns from the food fed to the various classes of stock.

This course may be substituted for Animal Industry 17, required in junior year in Audubon Sugar School.

Text: Henry's Feeds and Feeding, Experiment Station Bulletins.
Six hours a week, with assigned reference reading equivalent to four laboratory hours.

Lectures, 7:30 daily.
Laboratory, 10:30-11:30, Tuesday, Thursday.

3. Breeds and Breeding.

A study of the origin, history, records, breed types and leading characteristics of the following breeds of cattle: Jersey, Guernsey, Holstein-Friesian, Dutch Belted, Short-Horn, Hereford, Aberdeen-Angus, Red Poll, and Brown Swiss.

Four recitations and four hours practice work in stock judging a week.


Lectures, 8:30, Monday, Wednesday, Friday, Saturday.
Laboratory, 10:30-12:30, Tuesday, Thursday.

ATHLETICS.
Dr. Stroud.

THEORY AND PRACTICE OF PHYSICAL TRAINING.

The work will be based on the fact that there is now general acknowledgement that no system of education is complete without consideration of the physical needs of youth and the relationship between mental and physical development. Many problems are involved in meeting this need and in so directing physical training as to promote the main ends of education. It will be the aim of the department to discuss the general field of hygiene, the physiology of exercise, and its mental and moral relationships in a series of lectures. While consideration will be given to gymnastics and calisthenics, the more practical field of school athletics will compel and receive the greater attention of the limited period. Football, track athletics, baseball and basketball will be taken up in classroom discussion and diagrammatic detail as well as handled in actual field exercise.

The exact program of the classroom work will be subject to the general schedule of hours which will be arranged to best satisfy the needs of the enrollment.
The projected program of afternoon field work is the following:

For First Month:
Track athletics, 4:30-6:30, Monday, Wednesday and Friday.
Basketball, 4:30-6:30, Tuesday and Thursday.
Baseball, 4:30-6:30, Saturday.

For Second Month:
Football, 4:30-6:30, Monday, Wednesday and Friday.
Playground ball, 4:30-6:30, Tuesday and Thursday.
Baseball, 4:30-6:30, Saturday.

The second month of the morning work will be devoted partly to a general treatment of calisthenics and gymnastics.

The University campus and athletic field offer abundant opportunity for both men and women to practice recreative exercises and to make study of the field work of athletics.

BOTANY.

Professor Bell. W. R. Griffing.

Agricultural Hall.

1. General Botany.

A course in Morphology, tracing the structures, relationship, and adaptations of the Groups from the Protophytes to the Bryophytes.

Text: Bergen and Davis’ Principles of Botany.
Three hours recitation and six hours laboratory a week.
Lectures, 7:30, Monday, Wednesday, Friday.
Laboratory, 2:30-4:30, Monday, Wednesday and Friday.

2. General Botany.

A continuation of General Botany 1, beginning with Bryophytes and continuing up through the Spermatophytes.

Text: Bergen and Davis’ Principles of Botany.
Three hours recitation and six hours laboratory a week.
Lectures, 8:30, Monday, Wednesday, Friday.
Laboratory, 9:30-11:30, Monday, Wednesday, Friday.


A course in the identification of Ferns and Flowering Plants. This course includes collections, drying and the mounting of herbarium material, instruction in the use of Manuals,
especially those relating to the Flora of Louisiana. Intended for those who have had Botany 1 and 2. Persons desiring to register for this course will consult the instructor before doing so.

Text: Small's Flora of the Southeastern United States. Three hours lecture and six hours laboratory a week.
Lectures, 8:30, Tuesday, Thursday, Saturday.
Laboratory, 11:30-12:30 and 2:30-4:30, Tuesday, Thursday.

98. General Botany—Teachers' Course.

This course will trace the development of the higher plant through its cycle of seed, seedling, adult, flower, fruit, to seed again. The development of each organ will be made the basis for the study of the physiological and ecological principles controlling it. These studies will serve as material for working out the principles of the science. Both material and methods will be such as may be adapted to high school use in Louisiana. While primarily designed for teachers, this course will be open to all.

Text: Ganong's Teaching Botanist.
Three hours lectures and six hours laboratory a week.
Lectures, 7:30, Tuesday, Thursday, Saturday.
Laboratory, 9:30-11:30, Tuesday, Thursday, Saturday.

25s. Elementary Biology.

A course will be offered covering the first semester's work. Three hours lecture and six hours laboratory.
Lectures, 11:30, Monday, Wednesday, Friday.
Laboratory, 2:30-4:30, Monday, Tuesday, Wednesday, Thursday.

CHEMISTRY.
Professor Coates. Professor Menville.
Mr. LeCompte. Irion Hall.

1. General Chemistry.

Lecture-room demonstrations, supplemented by laboratory studies on the type elements and the general laws of chemical action.
Six hours a week and six hours of laboratory work a week.
Lectures, 8:30, daily.
Laboratory, 9:30-11:30, Monday, Wednesday, Friday.
Professor Coates. Professor Menville.
2. General Chemistry.

This course is a continuation of Course 1, and includes lectures on the detailed manufacture of fertilizers, sulphuric acid, and the more important inorganic chemical products, as well as a brief course in elementary metallurgy. The laboratory work includes some inorganic preparations and the principles of qualitative analysis.

Six hours a week and six hours of laboratory work a week.
Lectures, 9:30, daily.
Laboratory, 10:30-12:30, Monday, Wednesday, Friday.
Professor Coates. Professor Menville.

5a. Qualitative Analysis.

The purpose of this course is not so much to make a skillful analysis as to teach the fundamental principles on which qualitative analysis is based. Special attention will be given to the care and manipulation necessary to secure accuracy in results.

Two lectures and ten hours of laboratory work a week; 2:30-4:30 daily.

Mr. LeCompte.

6a. Elementary Quantitative Analysis.

The theory and use of the balance, simple gravimetric analyses, the calibration and use of columeetric apparatus, simple volumetric analyses.

This course is designed to introduce students to quantitative analysis, and is accompanied by lectures on chemical arithmetic.

Two lectures and ten hours of laboratory work a week; 2:30-4:30 daily.

Mr. LeCompte.

25. Historical Chemistry.

Lectures and recitations on the development of the main theories of inorganic chemistry. The course is intended for teachers of chemistry, principally, but is open to all students who have taken Chemistry 1 and 2 or its equivalent.

Three hours a week; 10:30, Monday, Wednesday, Friday.
Professor Coates.

43. Elementary Agricultural Chemistry.

This course is offered only in the Summer School. It is given mainly for the benefit of teachers intending to take up
work in the Agricultural High Schools of Louisiana. It covers, in an elementary way, the chemical aspect of plant growth, fertilizers, foodstuffs and certain selected agricultural industries such as syrup making, soap making, and the like.

Three hours a week and two hours of laboratory work.
Prerequisite, Chemistry 1 and 2, or its equivalent.
Lectures, 10:30, Tuesday, Thursday, Saturday.
Laboratory, 2:30-4:30, Monday.
Professor Coates.

COMMERCE.

Professor Himes.

Mr. Flowerday.

“D” Building.

ACCOUNTING.

1. The Elements of Accounting.

A course equivalent to Accounting 1 as given in the regular term, but adapted to the needs of the high school teacher. The distinguishing feature of this course is the set in farm accounts at the beginning of it.

Six hours a week. 7:30 daily.

Mr. Flowerday.

5. Banking.

The functions of a bank, its practical working, the Federal Reserve Act, and practice in keeping the accounts of a bank.

Six hours a week. 8:30 daily.

Professor Himes.


A brief study of the fundamental principles of business law. This is not a course to train lawyers. It is a course to teach business men to know the laws of business, to conform to them, to avoid the mistakes that necessitate a lawyer, and to get a lawyer when they need one.

Six hours a week. 10:30 daily.

Professor Himes.

COMMERCIAL GEOGRAPHY.

(a) The Purpose: To learn geographic facts. To study the influence of geographic facts upon commerce and civilization.
(b) The Work: Map drawing; outline, relief, latitude, longitude, currents. Resources. Man’s adaptation of world facts to his life; the world’s adaptation of a man to its life.
Six hours a week. 9:30 daily.

Professor Himes.

STENOGRAPHY AND TYPWRITING.

1s. The elements of the Ben Pitman Stenography. Each class-hour will require two hours of preparation.
Six hours a week. Practice on typewriter six hours a week; 11:30 daily.

Mr. Flowerday.

2s. Continuation of course for those who have taken 1 in former sessions of the Summer School, or for students of the regular session who have completed Stenography 1.
Six hours a week. Practice on typewriter six hours a week; 10:30 daily.

Mr. Flowerday.

DRAWING AND MECHANIC ARTS.

Professor Herget.

Robertson Hall.

1. Drawing.

A course in instrumental drawing, covering the principles of geometric drawing, isometric, cabinet, and orthographic projection, and the application of these principles in drawing a model desk or table, for use in the physical or chemical laboratory, the shop or drawing room.
Two lectures and ten hours’ practice a week; 10:30-12:30 daily.

1. Mechanic Arts.

A course in joinery and cabinet making, covering the principles of sharpening and using the principal handtools used in woodworking; also the methods of staining and polishing wood.
Lectures will be given setting forth the cost and kind of bench and tools which should be used in manual training classes in high schools.
Two lectures and ten hours’ practice a week; 2:30-4:30 daily.
ECONOMICS AND SOCIOLOGY.
Professor Scroggs.
Agricultural Hall.

ECONOMICS.

1. Economics of Production and Exchange.

This is an introductory course designed to familiarize the student with the essential facts concerning the organization of production, the conditions determining value and price, the history and functions of money, the general principles of banking, the mechanism of foreign exchange, and the regulation of international trade through tariff laws.

Six hours a week. 9:30 daily.


This course is intended to supplement course 1 by a study of some important applications of economic theory under modern industrial conditions. The work includes a study of the problems of wealth distribution, organized labor, transportation, trusts, taxation, and economic reform (including socialism).

Six hours a week. 10:30 daily.

Open only to those who have had Economics 1 or equivalent.

SOCIOLOGY.

1. General Sociology.

The purpose of this course is to afford a general survey of the phenomena of social life, in order to give the student a broader understanding of the principles governing human association. Among the topics studied are: the basis of group activities; the formation and the types of the social mind; the forms of social organization; and the factors in social progress.

Six hours a week. 11:30 daily.

EDUCATION.

Professor Coffey. 
Professor Elliott. 
Professor Powers. 
Professor Brown. 
First floor, Irion Hall.

6. School Administration.

A continuation of course 5 which was given last summer. Especial emphasis will be placed upon the organization, direction, control, and maintenance of the schools of Louisiana, to-
gether with a careful study of the principles which should determine the selection and preparation of school grounds—their convenience as to access, their hygiene and sanitation, etc. Experienced teachers will be permitted to take this course, though they may not have taken course 5. Should they wish University credit upon the subject, however, they will have to take course 5 another year.

Six hours a week. 10:30 daily. Professor Powers.
First floor, Irion Hall.

8. History of Modern Education.

Open only to Juniors and Seniors.
The meaning of the Renaissance and the Reformation; institutional adjustment to the changing order of things; influences which contributed to a general feeling of unrest; a gradual recognition of the true worth of the individual as a necessary element in the upbuilding of the institution; individual power dependent upon individual education; the educational ideas and educational idealists of Europe and America subsequent to the Reformation; the rise of educational institutions and educational systems in America.

Courses 8 and 9 will be required of graduates of Teachers College.
Six hours a week. 7:30 daily. Professor Coffey.

12. Elementary Schools.

A detailed treatment of the principles underlying the curriculum of the elementary school. The making of the course of study of the elementary school. A study of the teaching process and the problems of the classroom. A study of typical subjects of the elementary curriculum and the modern methods of presenting them to children, the problems of instruction, grading and courses of study for the elementary schools of Louisiana will receive treatment in detail. This course follows logically Education 11, but may be taken by students who have not had that course. It is designed for those who wish a course in the theory and practice of elementary education.

Lectures, parallel readings and text-book work.
Four hours a week. 11:30 Monday, Tuesday, Wednesday, Thursday.
Professor Elliott.
First floor, Irion Hall.
14. Secondary Education.

A comprehensive study of the problem of secondary education, intended for high school teachers and principals. This course will include a study and discussion of such problems of administration as are connected with the program of studies, the purpose and spirit of discipline, the life of the high school, examination and promotions, records and reports, relationship to community life, economy of time and effort in school work, and the study and interpretation of the Louisiana courses of study, and organization of high school curricula.

A general study of high school methods of teaching and organizing high school work is offered in connection with observations of the work of the demonstration school.

The problem of the rural high school in Louisiana receives particular attention. The aim of the high school in the country, town, and city, the adaptation of the high school to the needs of the community life, and the part the school should play in community progress, form the basis for interesting and profitable research work.

Six hours a week. 9:30 daily. Professor Powers.

17. Practical Problems of American Public Schools.

This course is a professional course designed to treat in detail a number of the important contemporary problems of the public school system. It is open to and planned especially for principals and those teachers who have a major interest in the topics treated. In the summer of 1914 the problems of vocational and rural education and educational measurement will receive special emphasis. Among the topics considered are:

(1) Vocational Education.—The industrial arts and their place in the regular elementary school. Organization of such courses and the sources of material for use in them. A study of trade, industrial and continuing schools in this country and Europe. The problems of curriculum, organization and management of vocational schools in America, with a study of typical schools such as the elementary industrial school, the vocational high school, the vocational school organization in the regular high school, the trade school and the continuation school. A consideration of the agricultural and other vocational schools and their curricula, with special reference to Louisiana.
(2) *Rural Education.*—A study of the large problems of rural education. Among the topics considered the following are typical: The rural community and its educational agencies; rural industries; rural sanitation; the rural school plant; the organization, course of study and supervision of rural schools.

(3) *The School Survey and Educational Measurement.*—The following are some of the topics treated: The school survey; the vocational survey; vocational guidance. A study of educational measurements and the methods of making them with practical work.

Lectures, selected readings and reports.

Six hours a week. 8:30 daily. Professor Elliott.

18. **Principles of Education.**

A study of the educational process as a whole. A formulation of those principles derived from a study of biology, physiology, sociology, and psychology that are basal in the organization and practice of school education. In addition there will be presented those principles of education that can be formulated from the most recent researches in the field of education. A detailed consideration of the types of school practice that should logically rest upon these fundamental principles. Students who have had experience in teaching and college students who desire a broad course in the theory of education may register in this course.

Lectures, selected readings, reports and class work.

Six hours a week. 7:30 daily. Professor Elliott.

19S. **Louisiana Rural School Education.**

A course devoted to a study of the problems peculiar to the rural schools of Louisiana, together with proposed solutions of those problems.

What is being done; what has been done during the past few years; what ought to be done within present possibilities? What means, what measures should be adopted for increasing the possibilities.

Two hours a week. 11:30 Friday, Saturday.

Professor Brown.
C. Preparatory English.

This course includes thorough drill in the fundamentals—spelling, grammar, punctuation, capitalization, and sentence structure—and the reading of suitable masterpieces. It is open to teachers who wish to review the work or who desire to observe methods of teaching practical English as well as literature in secondary schools. Students who are deficient in English and those who desire to meet the requirements for admission to college classes are advised to take this work.

Text-books: Garig’s Drill in English; selected masterpieces.
Six hours a week.
Section b., 8:30 daily. Robertson Hall. Misses Garig.
Section a., 10:30 daily. Mr. Perrault.

1. Composition and Literature.

This course includes a historical view of the whole field of English literature and a critical study of representative masterpieces. Throughout the course considerable attention is devoted to the writing of themes, reports, and essays. Parallel reading is required. Students who show that they are notably deficient in elementary English are required to take additional work for such time as may be found necessary.

Text-books in English 1: Woolley’s Handbook of Composition; Matthews’ The Short-Story; Palgrave’s Golden Treasury; selected classics. Robertson Hall.
Six hours a week. 10:30 daily. Misses Garig.

2. Composition and Literature.

Continuation of 1.
Text-books in English 2: Woolley’s Handbook of Composition; Macaulay’s Essays on Clive and Hastings; Palgrave’s Golden Treasury; Nineteenth Century English Prose.
Six hours a week. 9:30 daily. Second floor, Robertson Hall. Misses Garig.

This course is intended to supplement English 19 (which was given last summer), but may be taken separately. A careful study of several plays is made in the light of Elizabethan English. Considerable emphasis is also placed on the sources of the plays, the theatrical conditions of Shakespeare's times, the principles of his dramatic art, and the interpretation of action and character in the dramas.


Six hours a week. 8:30 daily. Room 4, 'D' Building.

Professor Reed.


A study of English poetry from the publication of the Lyrical Ballads to the death of Scott. Lectures and collateral reading on the English Romantic Movement are followed by a careful study of the poetical works of Wordsworth, Coleridge, Byron, Shelley, and Keats. Some attention is given to the poetic theories of Wordsworth, Coleridge, and Shelley.

Text-books: The Oxford edition of the poets (at fifty cents each) is recommended, but any standard edition may be used.

Six hours a week. 10:30 daily. Room 4, 'D' Building.

Professor Reed.

11. American Literature.

A general survey of American literature from the earliest times, with emphasis upon its relation to national development. Special attention is given to Southern writers. The work includes the study of selected masterpieces, extensive reading,—especially in Southern literature since 1870,—essays, and reports.

Text-books: History of American Literature; Trent's Southern Writers; Poe's Poems (Macmillan's Pocket Classic Series); Select Poems of Sidney Lanier (Callaway).

Six hours a week. 10:30 daily. Room 1, 'D' Building.

Professor Hume.
18S. Theory of Poetry.

The purpose of this course is to give the student a better understanding of the nature of poetry, and to increase his power to appreciate and criticise poetic masterpieces. It includes a discussion of such topics as the meaning of poetry, the material of the poet, imagination and idealism, the aesthetic element in poetry, and the relation of poetry to philosophy, history, and science. Several poems are examined with a view to illustrating the principles considered. The course is designed for those who teach, or expect to teach, English literature in the schools.

Text-books: No text-book is used, the course being largely conducted by lectures and informal discussions; but references are given to standard works in the University Library.

Two hours a week. 9:30 Tuesday, Thursday. Room 4, "D" Building. Professor Reed.


This is a course especially for teachers, but inspiring and profitable to all lovers of genuine literature. The purpose of the course is twofold: (1) to enable high school teachers and prospective teachers of English thoroughly to master the literature studied throughout the four years of the high school; (2) to give the teacher a definite, practical method of presenting the classics successfully. The text used contains a suggested course in literature for each year of the high school, with the method of study for each masterpiece explained in detail; and the members of the class make a thorough study of the whole course, with personal application of the method employed in the text.

Text-books: Literature in the High School (University Bulletin, by Dr. Blain); selected classics.

Four hours a week. 9:30 Monday, Wednesday, Friday, Saturday. Room 1, "D" Building. Professor Hume.

40. English Literature in the Eighteenth Century.

Special attention is given to Defoe, Swift, Pope, Thomson, Gray, Collins, Johnson, Cowper, and Burns.

Six hours a week. 11:30. Room 1, "D" Building. Professor Hume.
FRENCH.

Professor Broussard.                      Mrs. Major.
Room 5, "D" Building.

1. Elementary Work.

In this course the students are thoroughly grounded in the elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Such attention is paid to phonetics as will enable the student to secure an accurate pronunciation from the very outset.

Text-book: Thieme and Effinger’s French Grammar.
Six hours a week. 8:30 daily.  Professor Broussard.

2. Elementary Work.

The student continues Course 1 in grammar, and takes up the study of irregular verbs and more advanced syntax. The class periods are devoted to drill work in pronunciation, dictation, and elementary composition.

Text-book: The same.
Six hours a week. 9:30 daily.  Professor Broussard.


This course consists of a review of grammar by the deductive method. Anecdotes and short stories will be used for composition, dictation, and oral drill.

Six hours a week. 10:30 daily.  Mrs. Major.


This course is a continuation of Course 3, with additional reading and a closer study of French idioms.

Six hours a week. 11:30 daily.  Professor Broussard.

5. Modern French.

The aim of this course is to teach the student to read French rapidly and accurately. Attention is paid to pronunciation, idioms, and syntax.

Six hours a week. 7:30 daily.  Mrs. Major.

HISTORY.

Professor Watts.
Basement of Library.

9. History of Louisiana.

An intensive study of the political, social, and economic history of the State. The work will be done mainly in the pe-
period after 1803, but some attention will be given to the colonial period, a study being made of such topics as the explorations and settlement of the province, the early settlers, the Crozat experiment, John Law and the Mississippi Bubble, Louisiana provincial government, Indian wars, the cession to Spain and the revolution of 1768, Louisiana in international diplomacy, the purchase of Louisiana by the United States, the Burr conspiracy, the war of 1812, slavery and the plantation system in Louisiana, elements of Louisiana population, the development of education and government since 1803, civil war and reconstruction, and the recent history of the State.

Six hours a week. 7:30 daily.


A study of the political and economic history of England since the beginning of the Tudor period, with special emphasis on the development of religion and political reforms, diplomatic relations of Great Britain during the time of George III, and the Industrial Revolution of the nineteenth century.

Six hours a week. 8:30 daily.

6. United States Since 1829.

In this course a detailed study will be made of the Jacksonian epoch, the slavery controversy and the development that led to the civil war, the period of reconstruction and readmission of States, civil service reform, the Granger movement and industrial expansion in the latter half of the nineteenth century, and the development of America as a world power.

Six hours a week. 9:30 daily.

HOME ECONOMICS.

Miss Billings. Miss Goyer.

Animal Industry Building.

AIM OF COURSE IN COOKING.

(1) To teach the correct preparation and combination of foods.

(2) To teach the principles underlying food preparation and their practical application.

(3) To teach wise and economical use of time, energy, food and money.

(4) To develop correct ideals of neatness and accuracy.
A. Cooking.

This course includes the fundamental principles of plain cooking and the practical application of these principles in the preparation of fruits, cereals, eggs, muffins, cocoa, coffee, and other breakfast dishes. In addition to the regular class work, students are given an opportunity to prepare and serve a home breakfast.

Six hours a week. 7:30-9:30 Monday, Wednesday, Friday.

B. Cooking.

Continuation of above course.

(a) Practical cooking lessons in the preparation of soups, meats, vegetables, salads, desserts, and breads.

(b) Lectures and recitations, including the study of foods as regards composition, digestion, uses in the body, source of supply, market appearance, market value, selection, and care in the home.

(c) Planning the dinner with reference to cost, combination of appropriate materials and flavors; labor of preparation in relation to time for preparation and real value of the food; serving a dinner.

Open only to those who have had Course A.

Six hours a week. 9:30-11:30 Tuesday, Thursday, Saturday.

C. Household Management.

(a) The plan of a house, location, sanitation, plumbing, heating, lighting, and ventilating; household chemistry; marketing and shopping; the relation of outlay to income; the systematic arrangement of the duties of the household.

(b) Careful study of the dining room, kitchen and bedroom with reference to care and finish of walls, floors, etc.

(c) Keeping of personal accounts and accounts in the home, division of income.

(d) The school lunch.

Six hours a week. 7:30-9:30 Tuesday, Thursday, and Saturday.
AIM OF COURSE IN SEWING.

(1) To teach the fundamental principles of plain sewing through practical application.

(2) To form high ideals of accuracy, neatness, and system.

(3) To give pupils content from which they will be able to organize classes in sewing.

D. Sewing.

(a) Course of handwork, including the stitches used in plain sewing. Application of these stitches in the making of sewing and cooking aprons, pot holders, towels, sewing bags, table napkins, needle cases, scissors case.

(b) Care and use of the sewing machine. Making of undergarments and applying the method and principles learned in the first lessons.

Six hours a week. 9:30 daily.

E. Sewing.

(a) Study of textile fibres: cotton, silk, wool, linen.

(b) Simple drafting of patterns. Making and adjusting of patterns to measurements.

(c) Cutting and finishing of a plain shirtwaist suit or summer dress.

Open only to those who have had Course D.

Six hours a week. 7:30-9:30 Monday, Wednesday, and Friday.

F. Sewing.

Continuation of Course E.

(a) Making of school dress or lingerie dress of some light weight material.

(b) Care and repair of clothing.

(c) Plan of girl’s wardrobe for a year.

Open only to those who have had Course D.

Six hours a week. 10:30-12:30 Monday, Wednesday, and Friday.

Note.—Those who can not give two full hours to Domestic Science each day should not plan to take the work.
HORTICULTURE AND FORESTRY.
Professor Lee.
Horticultural Building.

HORTICULTURE.

1. **Principles of Horticulture.**

   A study of the principles of vegetable gardening, theory and practice, local marketing and the elements of trucking, hot beds and cold frames, transplanting, cultivation, grading, packing, and the canning of tomatoes.

   Text and lecture: Bailey's Principles of Vegetable Gardening, and Experiment Station Reports.

   Four hours of recitation and two hours of laboratory a week.

   Lectures, 8:30, Monday, Wednesday, Friday, Saturday.
   Laboratory, 4:00-6:00, Monday.

2. **Principles of Horticulture.**

   A study of the theory and practice of plant propagation, seedage, cuttage, layerage, budding and grafting, pruning, training, spraying, insecticides and fungicides.

   Text and lecture: The Nursery Book, by Bailey, and Experiment Station reports.

   Four hours of recitation and two hours of laboratory a week.

   Lectures, 9:30, Monday, Wednesday, Friday, Saturday.
   Laboratory, 4:00-6:00, Wednesday.

9. **Horticultural Elements for Teachers.**

   A course designed for prospective teachers. It consists in lectures, practicums and reference work, embracing the following subjects.

   1. Nature study, its aims and objects.

   2. The school garden, its aims and objects, with practical demonstration in planning, planting, and caring for one.

   3. A brief study in landscape gardening, the fundamental principles, with special reference to the improvement and adornment of the home and school grounds.

   Two hours of recitation and two hours of laboratory a week.

   Lectures, 9:30, Tuesday, Thursday.
   Laboratory, 4:00-6:00, Thursday.
Forestry.

1. The Principles and Economics of Forestry.

A study of the general principles involved in forestry practice and management; the forest nursery, a discussion of species, their distribution, commercial value and uses of the principal forest trees of Louisiana. Study will also be made of cut over lands, their proper utilization, reforestation, propagation, forest fires, forest enemies, forest influences, forest protection, forest economics and conservation, and forest nursery practice.

By lecture, reference and forest service bulletins.

Four hours of recitation and two hours of laboratory a week.

Lectures, 11:30, Monday, Wednesday, Thursday, Saturday.
Laboratory, 4:00-6:00, Thursday.

INDUSTRIAL ARTS.

Miss Richardson. Miss Odom.

This course is intended to give teachers a practical basis for teaching the work in the grades. It aims to give an appreciation of the significance of the processes by which man transforms raw materials into products of higher value for supplying his needs. This appreciation is secured by means of typical projects illustrative of these processes. Emphasis will be placed upon the principal industries of the State.

The course includes projects in textiles, wood, paper, etc. Design and constructive drawing are taught as an integral part of the course. An effort will be made to correlate the industrial arts work with the other subjects of the school curriculum.

A. Industrial Arts for Grades One to Four.

The work for this group includes projects suitable for the lower grades. It consists of projects in paper as booklets, candy boxes, portfolios, etc.; in wood, a doll house, simple furniture, window box, textiles, weaving rugs and making furnishings for doll house, drafting simple patterns for use in making doll's clothes, dust cloths, bags, etc.; under foods will be considered the staple food products of Louisiana and the processes through which they pass before becoming usable, illustrated by some simple project as grinding corn by means of mortar and pestle. The
fine arts element is emphasized in the designing and decorating of booklets, boxes, in the textile work and in every phase of the industrial arts work.

Twelve hours a week. 7:30-9:30 daily.

B. Industrial Arts for Grades Five to Eight.

The work here follows lines similar to those given for group A, but the projects are more complex. They include a note book binder, a sewed book illustrative of modern book making; in wood, a one piece picture frame, scrap basket; in textiles, dyeing and testing of the four principal fibres, making apron, laundry bag, patching, etc. As in the lower grades the fine arts element is emphasized at every point and the idea of proportion, spacing, line quality, etc., developed. Wood block printing is taken up in connection with book making and the decoration of apron or bag.

Twelve hours a week. 10:30-12:30 daily.

LATIN.

Professor Scott. Miss Kearney.
“D” Building. “A” Building.

Inasmuch as satisfactory progress in Latin depends so largely on close personal application it is advisable that those taking this subject so arrange their schedules as to allow abundant opportunity for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted; the qualities of style peculiar to each author read will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.

A. Beginner’s Course.

This course includes a careful study of the inflections, the simpler rules for composition and derivation of words, syntax of cases and of the verb, the structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive. Much time will be given to exercises, oral and written, in translating from Latin into English and from English into Latin.
This course will be so conducted as to be of service to teachers of Latin, in addition to being a preparatory course for students of Latin in general.

Text-book: Gunnison and Harley’s The First Year of Latin. Six hours a week. 7:30 daily.

Miss Kearney.

B. Caesar.

This course includes a systematic study and translation of Books I and II of Caesar’s Gallic War and a synoptic presentation of Books III and IV, with exercises in sight reading, grammar and Latin prose composition, based on the text accompanying the readings.

Text-books: Gunnison and Harley’s Caesar’s Gallic War; Bennett’s Latin Grammar.

Six hours a week. 8:30 daily.

Miss Kearney.

C. Cicero.

This course emphasizes the literary phases of Cicero’s orations, without overlooking the grammatical and historical. The first, second, and third orations against Catiline are studied minutely with reference to force and taste in translation. The fourth oration against Catiline is presented as a means of acquiring a grasp of a Latin paragraph through exercises in sight reading and translation. Prose composition is a large part, also, of this course.

Text-books: Gunnison and Harley’s Cicero’s Orations; Bennett’s Latin Grammar.

Six hours a week. 9:30 daily.

Miss Kearney.

1. Ovid.

This course consists of selections chiefly from the Metamorphoses of Ovid, and is presented as an introduction to the study of Latin poetry of the Augustan age. Latin prose composition by topics and in sequence forms a part of this course. The course in Ovid should be particularly helpful as an initial study in types of poetic imagery.

Text-books: Miller’s Ovid, selected works; Bennett’s La-
tin Grammar, or Allen and Greenough's New Latin Grammar; 
Daniell's New Latin Composition, Part III. 
Six hours a week. 8:30 daily. Professor Scott.

3. Livy. 
Selections from Books XXI and XXII. The author's conception of history, his sources, his sense of the ethical and dramatic, stylish effects, relation to other historians, Greek and Roman, are topics presented in connection with the reading of Livy. Special problems in grammar and translating connected English prose into Latin form a part of this course. 
Text-books: Westcott's Livy; Allen and Greenough's New Latin Grammar; Nutting's Advanced Latin Composition. 
Six hours a week. 9:30 daily. Professor Scott.

11. Teachers' Course. 
The scope of this course is the theory and practice of teaching Latin in the high school. Its aims are to consider what things are really worth while in the study of Latin for each year of the three year's high school course; to determine how and in what order the subject matter of Latin, both as to form and content, should be presented; to suggest the special lines of study and reading which would prove of most value to the teacher of Latin; to discuss the plan, arrangement, and contents of beginning's books, Latin prose composition books, of the usual school editions of Caesar and Cicero as well as of the school and college grammars in general use; to define the relation of Latin to other branches, or subjects, in the high school curriculum; and to indicate the grounds upon which Latin continues to maintain its place in high school and college courses. 
It would be well for those who contemplate taking this course to bring, or provide themselves with, the complete series of the high school adoption in Latin. To enter this course applicants must have had at least the full equivalent of the three years' high school courses. 
The course will be conducted in accordance with the professor's outline—notes and references, which will provide a definite assignment of topics for each class period for the nine weeks' term.
Text-book: Bennett's and Bristol's The Teaching of Latin and Greek in the secondary school.
Four hours a week. 11:30 Monday, Wednesday, Friday, Saturday.

Professor Scott.


While this course includes principally the turning of connected English prose exercises into Latin, due attention will be given to a consideration of the general subject of Latin prose composition in high school and college courses.
Two hours a week. 11:30, Tuesday, Thursday.

Professor Scott.

LAW.

Professor Tullis.
Professor Prescott.
Professor Flory.
Professor Blackshear.

Qualified students, by pursuing continuously the three-year law course, without the interruption of summer vacations, may complete the prescribed work of the Law School in three summer sessions and two regular sessions, thereby saving several months of the time otherwise required for graduation. To enjoy the benefit of this arrangement of courses, students must begin their law studies in the summer session. As a preparation, though not as a requirement, for entrance under this arrangement, it is strongly recommended that the student read some elementary work on contracts.

During the summer of 1914 the courses shown below will be offered:

2. Agency.
Four hours a week. 8:30 Monday, Wednesday, Thursday, Saturday.

Professor Flory.

4. Sales.
Four hours a week. 10:30 Monday, Tuesday, Thursday and Friday.

Professor Flory.

13. Legal Bibliography; Use of Authorities; Brief Making.
Four hours a week. 7:30 Monday, Tuesday, Thursday, Friday.

Professor Blackshear.
   Four hours a week. 9:30 Tuesday, Friday and 7:30 Wednesday, Saturday.
   Professor Blackshear.

   Four hours a week. 11:30 Tuesday, Wednesday, Friday Saturday.
   Professor Flory.

32. Admiralty.
   Four hours a week. 9:30 Monday, Wednesday, Thursday Saturday.
   Professor Blackshear.

33-34. Civil Code of Louisiana (Third year).
   Twelve hours a week. 8:30-9:30 and 10:30-11:30 daily.
   Professor Tullis.

41. Administrative Law (Political Science 3).
   Four hours a week. 11:30 Monday, Tuesday, Thursday Friday.
   Professor Prescott.

MATHEMATICS.

Professor Nicholson.
Professor Welch.
Heard Hall.

A. Elementary Algebra.
   This course embraces Part I of Nicholson's School Algebra, or the equivalent thereof.
   Six hours a week. 10:30 daily.
   Mr. Porterie.

B. High School Algebra.
   This course embraces Part II of Nicholson's School Algebra as far as Ratio and Proportion, or the equivalent thereof.
   Six hours a week. 11:30 daily.
   Professor Welch.

C. Plane Geometry.
   This course begins with Book I of Lyman's Geometry.
   Six hours a week. 8:30 daily. Professor Sanders.

CC. Plane Geometry.
   This course includes Books III, IV, and V of Lyman's Geometry, and is open to those who have a fair knowledge of Books I and II.
   Six hours a week. 10:30 daily. Professor Sanders.

This course includes proportion; variation, arithmetical, geometric and harmonic progressions; the binomial theorem for any rational exponent; the properties of and composition by logarithms; indeterminate linear equations.

Text: Fife’s College Algebra.
Six hours a week. 9:30 daily. Professor Nicholson.


This course is a continuation of Course 1 and includes series, limits, binomial theorem for all exponents, continued fractions, permutations, probability, summation by differences, determinants, and the theory of equations.

Text: Fife’s College Algebra.
Six hours a week. 8:30 daily. Professor Nicholson.


To enter this course students must understand plane geometry. Much importance is attached to their being able to prove the ordinary theorems, demonstrate simple original propositions, and solve problems relating to the mensuration of polygons and circles.

Text: Lyman’s Geometry.
Six hours a week. 10:30 daily. Professor Welch.


To take this course students must have completed Course 1.

Text: Nicholson’s Trigonometry.
Six hours a week. 9:30 daily. Professor Sanders.


Text: Ashton’s Analytic Geometry.
Six hours a week. 8:30 daily. Professor Welch.

8. Elementary Course in Differential and Integral Calculus.

Text: Granville’s Calculus.
Six hours a week. 7:30 daily. Professor Welch.


Text: Granville’s Calculus.
Six hours a week. 7:30 daily. Professor Sanders.
10. Applications of the Calculus to Lengthen Surfaces, Solids, Center of Gravity, and Moments of Inertia.

Text: Granville’s Calculus.
Six hours a week. 11:30 daily. Professor Nicholson.

D. Irregular Course.

No credits are allowed for this course, because no systematic instruction is given in it. The purpose of the course is to give teachers the opportunity of having explained to them any principle or problem in Nicholson’s Arithmetic or Nicholson’s Algebra. Teachers may enter this class at any time during the session of the Summer School and withdraw at their pleasure.

Two hours a week. 7:30, Tuesday, Thursday. Professor Nicholson.

PUBLIC SCHOOL MUSIC.

Professor Prince. Mrs. Fuller.
“A” Building.

The aim of this department is to provide a general study of the rudiments of music for teachers. The purpose of this is to acquaint the teacher with a sufficient knowledge of music that he may be able to carry on the work under the direction of a supervisor, or, if necessary, to give such instruction himself.

The work is divided into two parts, A and B. Part A covers the underlying principles and problems of music as found in the first five grades. Part B those of grades six, seven, and eight, and high school. In both divisions the professional side of the subject is considered as thoroughly as possible with attention to practical methods as needed in school room teaching. Those without any knowledge of Public School Music are advised to enter the first division; but those who have some knowledge or experience in the work may enter the second division with profit. The work in both divisions has been very carefully planned, and every unnecessary point has been eliminated. Teachers may be assured that only matters that will be of practical use in their school rooms are to be presented. But sufficient drill is provided through numerous examples to establish thoroughly each point.
A. Elementary.

Material and methods for primary and intermediate grades. The scale as a unit. Progressive lessons in detail introducing first steps in notation.

Ear Training—Practice to develop ability to recognize and reproduce simple intervals and short musical phrases.

Eye Training.—Mental appreciation of the tones represented by notes according to their position on the staff.

The Child Voice.—Good tone production; blending of the registers; breathing; enunciation.

Rote Songs.—Their place and purpose. How to teach a rote song. A list of "tried" songs for first and second grades.

Sight Singing.—Carefully graded work in musical notation, association of words and music.

Materials.—Tested exercises, songs and methods that are sure to secure a clear understanding of the problems involved.

This course includes study in the nine principle keys; the introduction of sharp four and flat seven; the equally divided beat; songs and exercises for one and two voices.

Six hours a week. 8:30 daily.

B. Advanced.

A short review of principles contained in the Elementary Course.

Sight Singing.—Songs and exercises in various keys and kinds of measure for one, two, and three voices.

Introduction of intermediate tones other than sharp four and flat seven; the unequally divided beat; the circle of keys completed; the minor mode; the F clef.

The above problems are included in a logically progressive course covering the work for the sixth, seventh, and eighth grades, and high school.

Six hours a week. 1:30 daily.

C. Special.

Advanced work in music.

Hours to be arranged.

Chorus.

The daily drill in chorus singing will again be made a feature giving useful and enjoyable practice in sight reading,
the use and meaning of the various signs of expression, dynamics, and correct interpretation.

Quartets and Glee Club will be organized early.
Hours to be arranged.

PHYSICS.
Professor Atkinson.
Mr. Shaw.
Mr. Munson.
Heard Hall.

1. General Physics.

The object of this course is to secure a thorough grounding in the underlying principles and fundamental laws of the subject, and is adapted to the needs of both Arts and Engineering students. The lectures are supplemented by numerous experimental demonstrations, for which there are unusual facilities. The subject of plane trigonometry is a prerequisite to this course. The course includes the subjects of mechanics and heat.

Six hours a week. 9:30 daily.

2. General Physics.

A continuation of Physics 1, including electricity and magnetism, sound, and light.

Six hours a week. 10:30 daily.

3. Laboratory Work in General Physics.

This course is designed to accompany Physics 1, and includes experiments in electricity, magnetism, and light.

Four hours a week. 7:30-9:30 Tuesday, Thursday.

4. Laboratory Work in General Physics.

This course is designed to accompany Physics 2, and includes experiments in electricity, magnetism, and light.

Four hours a week. 7:30-9:30, Wednesday, Friday.
5-6. Theoretical Mechanics.

Requisite, Mathematics 8 and Physics 1 and 2.
An elementary course in theoretical mechanics.
Each four hours a week. (5) 8:30, Tuesday, Wednesday, Thursday, Friday. (6) 9:30, Tuesday, Wednesday, Thursday, Friday.

9-10. Electricity and Magnetism.

Requisite, Physics 2.
A course in theoretical electricity, designed to secure a more extended and thorough study of topics taken up in an elementary way in Physics 2.
Each four hours a week. (9) 10:30, Monday, Wednesday, Friday, Saturday. (10) 11:30, Monday, Wednesday, Friday, Saturday.

PHILOSOPHY AND PSYCHOLOGY.

Professor Coffey. Professor Powers
Irion Hall.

1. History of Ancient Philosophy.

Open to Seniors and graduates and to such other persons as the professor in charge may admit after personal conference.

The purpose of this course is to give the student a rational and liberal a view of the subject-matter of ancient philosophy together with the beliefs, reasonings, and doctrines of the ancient world and the influence which such doctrines had upon the thought of the time as is possible to the undergraduate student.

Six hours a week. 8:30 daily. Professor Coffey.

1. Physiological Psychology.

A mastery of the fundamental facts of human consciousness as a life process. Each essential process of the normal conscious life is considered as to its identity, its neutral and physiological bases, its relations to other mental processes, its functions and importance, and the laws of its growth and development. Among the topics treated are the constitution and functions of the cen-
Central and peripheral nervous systems; theory of physiological parallelism; the correlates of particular mental states; the mechanism and workings of the special senses; perception and sense training; conception and mental imagery; judgment, reflective thinking and forms of reasoning as higher modes of adjustment.

Text-books and class work, lectures, collateral reading and special reports.

Six hours a week. 7:30 daily.  Professor Powers.

**POLITICAL SCIENCE.**
Professor Prescott.
Basement of the Library.


This course treats of the colonial origins of American institutions, the establishment and evolution of the federal constitution, and the general features of the federal system of government of the United States.

Six hours a week. 8:30 daily.


A study of American municipalities, including their organization, functions and problems.

Six hours a week. 9:30 daily.


The separation of powers in American government, including the relation of the executive to other departments; central and local administration; the official relation; methods of administrative action; control over administration.

Four hours a week. 11:30.

**SPANISH.**
Mr. Colon.

"C" Building.

1-2. Elementary Work.

This course will lay the foundation for a thorough knowledge of Spanish. The instruction will include pronunciation, vocabulary, conjugation of verbs and verb drill, grammar, read-
ing, conversation, and written exercises. As far as practicable the conversation between teacher and students will be in Spanish, pronunciation will be carefully taught, and the ear accustomed to the spoken language.

Texts: Introduccion a la Lengua Castellana by Marion y des Garennes; Spanish Anecdotes by Giese and Cool; Appleton’s English-Spanish—Spanish-English Dictionary (for reference).

(1), 8:30 daily. (2), 11:30 daily.

ZOOLOGY.
Professor Gates. Agricultural Hall.

The courses in Zoology are designed to train the student in the manipulation of the microscope, and in general laboratory methods. The object of the courses is to demonstrate the relation of animal life to organic life in general, and their economic value to man. The economic importance of certain injurious and beneficial vertebrate and invertebrate animals of Louisiana is considered. Instruction is given by means of lectures, recitations, laboratory work, and some work in the field.

1. Invertebrate Zoology.

This course offers an opportunity for the study of such typical animals as Amoeba, Sponges, Hydroids, Star-fish, Sea-Urchins, and the Unsegmented Worms. The life history, methods of infection and prevention of such injurious forms as the Malarial Parasite, the Liver Fluke, the Horse-Worm, and the Hook-Worm will be considered in full.

Three hours’ recitation and six hours’ laboratory a week. Lectures, 9:30, Monday, Wednesday and Friday. Laboratory, 7:30-9:30, daily.

2. Invertebrate and Vertebrate Zoology.

This course is a continuation of Zoology 1, and takes up the study of the following typical forms: the Segmental Worms, the Cray-fish, Crabs, Grass-hoppers, fresh and saltwater Mussels, Squid and the Rabbit. In this course are discussed the economic importance of injurious and beneficial insects to the farmer; their life history and methods of control are also considered. The study of the Rabbit is taken up with the idea of
familiarizing the student with the general structure of the highest type of animals, and with the Physiology of such forms.

Three hours' recitation and six hours' laboratory a week.
Lectures, 9:30, Tuesday, Thursday, Saturday.
Laboratory, 7:30-9:30, daily.

3. General Theories of Biology.

This course consists of lectures and recitations in which are discussed the development, relationship, distribution, evolution, heredity, mental behavior, etc., of plant and animal life. Attention is given to such problems as the meaning of the term "species," the multiplication of organisms, the struggle for existence, variation, natural selection, the purpose of color and the peculiar modifications among plants and animals. The views of the early transmutationists, of Lamarck, Darwin, Mendel, Weismann, Wallace, De Vries, and other leaders of modern thought in Biology are discussed.

Not given to fewer than five students.
Six hours' recitation a week. Hours to be arranged.
LOUISIANA STATE UNIVERSITY
Thomas D. Boyd, A. M., LL. D., President.

The Louisiana State University is organized into the following colleges and schools:

(1) The College of Arts and Sciences, offering literary, scientific, pre-medical, and commercial courses; (2) the College of Agriculture, including the four State experiment stations and the department of agricultural extension, and offering a four-year course and a short winter course in agriculture; (3) the College of Engineering, offering courses in civil, mechanical, electrical, and chemical engineering; (4) the Audubon Sugar School, offering courses in sugar agriculture, sugar chemistry, and sugar engineering; (5) the Law School, offering courses in civil and common law; (6) the Teachers College, offering courses for high school teachers, principals, and parish superintendents; (7) the Graduate Department, offering advanced courses to those who have graduated here or elsewhere; and (8) the Summer School, offering regular University courses in nearly all departments, as well as special courses for teaching.

The University has forty-eight buildings in grounds famous for beauty, healthfulness, and historic interest; a strong faculty of seventy professors and instructors; a library of 35,000 volumes in the beautiful Hill Memorial building; reading rooms fully supplied with newspapers, magazines, and scientific journals; well-equipped, up-to-date laboratories and shops; a flourishing Young Men's Christian Association; churches accessible to all students; and all modern college accessories, such as athletics, fraternities, social and scientific clubs, literary societies, musical organizations, college journals, etc.

Tuition is free to students from Louisiana; sixty dollars a year to students from other States and foreign countries. Living expenses are very low.

The regular annual session opens on the third Wednesday in September and continues thirty-seven weeks. The SUMMER SCHOOL opens on June 8 and continues nine weeks.

For general catalogue or special information about any department, write to

J. L. WESTBROOK, Registrar,
Baton Rouge, La.
Louisiana State University

Summer Session

SIX WEEKS COURSE
NINE WEEKS COURSE

JUNE 7 TO AUGUST 6, 1915
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UNIVERSITY OF ILLINOIS.

Louisiana State University
Summer Session

JUNE 7 TO AUGUST 6, 1915
OFFICERS

Thomas D. Boyd, A. M., LL. D., President of the University
Delmar T. Powers, A. M., Director
R. P. Swire, Treasurer
Miss Inez Mortland, B. L. S., Librarian
James L. Westbrook, Registrar
Miss Annie O. Burris, Matron

CLASSIFICATION COMMITTEE

FACULTY OF THE SUMMER SCHOOL

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Delmar T. Powers, M.A., Director.

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Public Speaking.

Miss Ella M. Atkins, B. A.,
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Thomas W. Atkinson, B. S., C. E.,
Physics.

James F. Broussard, M. A.,
French.

Hugh Mercer Blain, M. A., Ph. D.,
English and Journalism.

Cyrus J. Brown,
Education.

David A. Blackshear, B. A., LL. B.,
Law.

Milledge L. Bonham, Ph. D.,
History.

Miss R. M. Billings,
Home Economics.

John M. Cadwallader, B. S.,
Animal Industry.

Charles E. Coates, Ph. D.,
Chemistry.

Edmundo D. Colon, M. S.,
Spanish.

Edward B. Doran, B. S.,
Agronomy.

Frederick V. Emerson, Ph. D.,
Geology.

Ira S. Flory, B. A., LL. B.,
Law.
Robert C. Forman, B. A.,
English.

William H. Gates, B. A.,
Zoology.

Gordon C. Gaar, B. A.,
Algebra.

T. Bath Glasson,
Public School Music.

Joseph F. Gonnelly,
Education.

David Vance Guthrie, M. A., Ph. D.,
Physics.

Miss Cleora Helbing,
Home Economics.

Albert M. Herget,
Drawing and Mechanic Arts.

Robert L. Himes,
Commerce.

Miss Dorothy Israel, B. A.,
Public School Music.

Clarence A. Ives, B. A.,
Education.

Elbert L. Jordan, B. S.,
Animal Industry.

Albert F. Kidder, B. S.,
Agronomy.

Jordan G. Lee, B. S.,
Horticulture and Forestry.

Thomas R. LeCompte, B. A.,
Chemistry.

Miss Clyde Mobley,
Home Economics.

Charles F. Moreland, B. S.,
Botany.
RAOUl L. MENVILLE, M. S.,
Chemistry.

James W. Nicholson, A. M., LL. D.,
Mathematics.

Niels F. Petersen, M. A.,
Botany.

Gaston L. Porterie, B. A.,
Geometry.

Louis V. Pourclau, B. A.,
Geometry.

Delmar T. Powers, A. M.,
Education.

Arthur T. Prescott, M. A.,
Political Science.

Albert G. Reed, A. M., Ph. D.,
English and Comparative Literature.

Oscar W. Rosewall, A. B.,
Zoology.

Samuel T. Sanders, A. B.,
Mathematics.

Edward L. Scott, A. M.,
Latin.

William O. Scroggs, A. M., Ph. D.,
Economics and Sociology.

Charles C. Stroud, B. A., M. D.,
Physiology and Physical Training.

Charles H. Stumberg, A. M.,
German and French.

Robert L. Tullis, LL. B.,
Law.

John F. Welch, B. S.,
Mathematics.
CHARACTER AND SCOPE OF THE WORK.

The scope and character of the courses offered in the various departments are practically the same as those of the regular session. Competent specialists have been secured, however, to give extra courses, and regular courses will be modified to meet the actual needs of teachers, superintendents, and school administrators. It is the constant aim of the University not only to serve at all times in its regular capacity but to extend its legitimate services whenever and however possible. In a few instances, it will be noted that professors are either absent on leave or rendering service in other universities, but a casual survey of the Faculty for the Summer Session of 1915 reveals a conspicuous preponderance of full professors and heads of departments.

PURPOSES OF THE SUMMER SESSION.

The courses offered in the summer session are designed mainly for the following classes of students:

1. College students already working for degrees who wish to shorten the time of residence or to make good deficiencies.

2. More advanced students who wish to transfer credits from other colleges to Louisiana State University and enter with advanced standing. For such students the summer sessions work is particularly useful in making possible the necessary adjustments of credits and curricula.

3. Teachers in elementary and high schools, agricultural schools, normal schools, and other institutions, public and private, who wish further instruction in academic or professional work, or without regard to obtaining a degree.

4. Parish and city superintendents, supervisors, principals, and other school officials engaged in administrative work.

5. Those who wish to complete their preparation for admission to the regular courses in Louisiana State University, or some other institution.

7. Those who are preparing for examination for teachers' certificates.

8. Teachers of specific subjects, such as manual training, drawing, home economics, music, agriculture.

9. Any others who may desire collegiate instruction during the summer.

ADMISSION.

The Summer Session is open to graduates of colleges, normal schools and high schools; to teachers holding first grade certificates; to former students of the University; to applicants who are prepared to enter the Freshman class; and to special students who are prepared to pursue the courses offered. For full entrance to the Freshman class, fourteen units are required; but applicants offering twelve units are admitted conditionally. A unit means one year's study of any high school subject with four or five recitations per week, or approximately one-fourth of a full year's work in a high school.

No examination is required for admission to the Summer Session. Applicants who wish to become candidates for a degree are classified upon diplomas, certificates, reports of work done elsewhere, or upon examination.

CLASSIFICATION.

Students who have done work at other colleges and universities will be granted such advanced standing as the Committee on Classification shall find the work to be worth in comparison with the corresponding work being done in the Louisiana State University.

Graduates of "approved" four-year high schools and of other schools of the same rank will be admitted to Freshman standing; and if, by reason of several years' experience and work at summer schools, they may wish advanced standing such work will be credited according to its collegiate value.

Holders of First Grade Certificates will be admitted to such classes and will be given such standing as their credentials justify.
To facilitate classification, every person not already matriculated as a student of the University, who wishes to be registered for a regular course leading to a degree, is advised to bring with him such credentials as he may have from high school, normal school, college, or university, together with a precise statement of such credits as he may have earned at a summer school. He should also have a statement of the subjects which he completed in the high school and higher institutions, showing the length of time, in years and weeks, and the number of hours per week devoted to each of the subjects enumerated. He can then, without loss of time, file such credentials and ask for classification.

**CREDIT FOR WORK DONE.**

**Nine Weeks’ Course.**

**College Credits.**—To a student who completes any course offered in the Summer Session a certificate of credit will be given by the Louisiana State University. This certificate entitles the holder to credit toward a college degree (B. A. or B. S.) or to entrance credit, according to the valuation of the course. In four summer sessions, a student can accomplish the work prescribed for a full year in residence. College credit is given for all courses designated by Arabic numerals; entrance credit is given for the courses designated by letters.

**State Credits.**—Certificates of credit, which entitle the holders to percentages on examinations for teachers’ certificates or to extension of teachers’ certificates, will be granted by the State Department of Education for work done in the Six Weeks’ Course as well as the Nine Weeks’ Course. For the conditions under which State Credits are given, see the announcement of the Six Weeks’ Course below.

**Six Weeks’ Course.**

**College Credits.**—For the benefit of those who cannot attend the full Nine Weeks’ Course, the University will issue certificates of attendance upon the completion of work extending through at least six weeks. These certificates entitle the holder to complete the course under the supervision of the instructor in charge and after examination upon return receive full credit.
STATE CREDITS.—Certificates of credit will be granted by the State Department of Education for work done in the Summer Session, according to the following conditions:

Certificates of credit will be issued for satisfactory work done, with a minimum of 12 and a maximum of 18 hours per week. Certificates for State Credits or for College Credits will not be granted to students whose grades in any subject fall below a minimum of 75 per cent. Certificates of Credit will entitle the holder to an increase of five points on an examination for teacher’s certificate for six weeks’ attendance and seven points for nine weeks, or to an extension of one year of a valid teacher’s certificate.

LABORATORIES.

In many features the laboratory facilities afforded are excellent. During the summer session the following laboratories, each in charge of one or more instructors, will be opened for student use: Agriculture, Animal Industry, Botany and Bacteriology, Zoology and Entomology, Home Economics, Horticulture, Dairying, Electrical Engineering, Chemistry, Physics, Drawing, and Mechanic Arts.

LIBRARIES.

The Hill Memorial Library is the general library of the University, while many departmental libraries are made available to students for the investigation of particular problems along special lines. The general library contains 36,000 volumes. The reading rooms are well supplied with leading newspapers, periodicals, and magazines.

The library collections are to the departments of general culture what the laboratories are to the scientific departments. The several departments which do not conduct laboratories make liberal use of the library. During the summer session the following departments make special use of the library collections for research and collateral work: English Language and Literature, Journalism, Comparative Literature; Latin, French, German, and Spanish; Philosophy, Psychology, and Education; Commerce; History, Economics, and Political Science; Public Speaking; Sociology; and Law. The library is in charge of a trained
librarian with three assistants. It is believed that for the teachers of the State no other department of the University is more valuable than the library.

DORMITORIES AND DINING ROOM.

The dining-room in Foster Hall is sufficient for the accommodation of five hundred persons; and on the second and third floors of the same building hundreds of young ladies may find comfortable rooms. There are four dormitories on the Pentagon, the fifth side of which opens on the Mississippi River. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. On both sides of these buildings are wide galleries.

POSTAL FACILITIES.

A sub-station of the Baton Rouge postoffice is now located on the University grounds. Lock boxes may be rented at a reasonable rate. All students may have their mail addressed in care of the University and it will be delivered to them through the sub-station, which is open during the regular postoffice hours.

GRADUATE STUDENTS.

To graduates of this or of other institutions of equal rank a limited number of advanced courses are offered, which make it possible for one to complete the work required for the Master's degree in Arts or Science in four summer sessions. Before registering for graduate work a student should consult the chairman of the Committee on Graduate Studies, Dr. C. E. Coates.

THE ADMINISTRATIVE OFFICERS.

The President of the University, the Treasurer, and the Registrar have offices in the Alumni Building; the office of the Director of the Summer Session is in Room 20 of Irion Hall; the members of the Committee on Classification will be present during the registration days in the Alumni Building.

COURSES PRIMARILY FOR TEACHERS.

For teachers who wish to confine their summer work to purely professional subjects the following courses are specially planned:
Education 5 (School Administration).
Education 11 (Elementary Education).
Education 13 (Secondary Education).
Education 19s (Rural Education).
Psychology 2 (General Psychology).
Physical Training A (Theory and Practice).
Physical Training B (Field Work).
History 17 (Methods of Teaching History).
English 17 (Teaching of English).
Botany 9 (The Teaching of Botany).
Penmanship B.
Home Economics, six courses.
Public Speaking 9 (Debating, Declamation and Dramatics in the High School).
Music, four courses.
Horticulture 9 (Elements of Horticulture for Teachers).
Latin 11 (Teacher’s Course).
Zoology 3 (General Theories of Zoology).

ADMISSION SUBJECTS.

For those who wish to obtain admission credit or to remove conditions imposed at admission the following courses are specially recommended:

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<tr>
<th>English C</th>
<th>Home Economics</th>
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<tbody>
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<td>Latin C</td>
<td>Physical Training</td>
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<td>French 1-4</td>
<td>Music</td>
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<td>Spanish 1-3</td>
<td>Algebra A and B</td>
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<tr>
<td>German 1</td>
<td>Geometry C and CC</td>
</tr>
<tr>
<td>Physiology 1</td>
<td>Zoology A</td>
</tr>
</tbody>
</table>

The beginning courses in other subjects may also be used for admission credit, but no course used for admission can again be credited toward a degree.

THREE YEAR COURSES.

Candidates for degrees who can meet all admission requirements and who wish to shorten the time of residence may, by attending three or four summer sessions and three regular ses-
sessions, complete the work required in certain courses for the degree. This is possible in the College of Agriculture, the College of Arts and Sciences, the Teachers College, and, in exceptional cases, the College of Engineering. The Law Course may by summer session attendance be reduced to two and one-quarter instead of three years.

EXAMINATIONS.

Final examinations in summer session work will be given only during the last week of the summer session. For those who wish to leave at the end of six weeks with State Credit only, examinations will be given during the afternoons of the last three days of the sixth week. Examinations for Summer Session Credit will not be given at other times. Examinations to make up deficiencies will be given during the first four days of the Summer School. Examinations other than final examinations will be given by the instructor concerned only upon a written order from the Registrar.

EXAMINATIONS FOR TEACHERS' CERTIFICATES.

Prospective teachers who wish to secure certificates and teachers whose certificates have expired will find in the summer session several courses designed for their better preparation. The State Department of Education will conduct examinations for teachers' certificates early in August. Students who wish to take these examinations will be excused from classes at the University.

The attention of teachers is called to the following courses as affording preparation for the examinations for teachers' certificates:

- English C, or 1
- Education 11
- Algebra A and B, or 1 and 2
- Plane Geometry
- History 9
- Physiology 1
- Psychology 2
- Physics 1 and 2

SPECIAL CONFERENCES.

Aside from the activities of literary societies, debating clubs, entertainments and excursions, opportunities are afforded for meetings of select groups for the study and consideration of prob-
lems of mutual interest to all concerned. Members of the Faculty are always glad to advise and participate in such deliberations. In this connection, it is only fair to say that the work of the Claxton Educational Club in the past has been most noteworthy.

GENERAL ASSEMBLY.

From 12:30 to 1:00 o'clock on Monday, Wednesday, and Friday, there will be a general assembly of students and members of the Faculty. Music will be a pronounced feature of the assembly. At this time, announcements will be made, administrative questions of interest to all will be considered, and brief, pointed talks for intellectual, moral, and spiritual guidance will be given.

Attendance is voluntary.

RECREATION.

The campus with its natural attractions, giant live oaks, its historical associations, buildings, walks, the river, the lake, the athletic field, the tennis courts, and the manifold interests and activities of the Capital City, all furnish abundant means for diversion, relaxation, and pleasure for the student after his day's work is done.

PUBLIC LECTURES.

Early in July, J. Adams Puffer, author and lecturer and a recognized authority upon The Boy Problem and Vocational Guidance, will deliver a series of four lectures, open to the students and public alike. The educational value of lectures by specialists needs no argument. Endeavor will be made to add other speakers of national reputation to the list.

From time to time throughout the session, general lectures will be given by members of the Faculty and addresses delivered by educators and speakers of note. Already addresses by State Superintendent of Education T. H. Harris, State High School Inspector C. A. Ives, Chairman of State Teachers' Examining Committee and State Institute Conductor J. R. Conniff, Chief State Rural School Supervisor C. J. Brown, have been assured.

THE EMPLOYMENT OF TEACHERS.

Among the modern agencies for the improvement of public school conditions, the summer sessions of our universities and colleges have taken a conspicuous place. In a very true sense,
they have become centers of educational activities. Here teachers and public school workers not only receive academic and professional training under conditions most favorable, but they become acquainted with each other and with existing conditions in different localities; and progressive superintendents and principals are making greater and greater use of the summer sessions at the Louisiana State University as a means for securing teachers for their respective schools. The President of the University, the Director of the summer session, and the professors will do all in their power to furnish school authorities with adequate data upon which to base satisfactory judgments in the selection and employment of teachers from the membership in attendance.

**REGISTRATION.**

Monday, June 7, will be devoted to registration. Students should see a member of the Committee on Classification promptly and arrange their courses of study. When the subjects to be scheduled are selected, go immediately to the Registrar, pay the registration fee of $2, and get the class card. This card should then be immediately presented for enrollment to the professors in charge of the classes to which the student has been assigned, after which the card is to be returned to the Registrar.

Students rooming in the town should leave their telephone and street numbers with the Registrar. This is very important in case of emergency calls on account of business or sickness.

Students who wish to matriculate for degrees should, during the first and second weeks, present their credentials of work done in other institutions to the secretary of the Committee on Classification, who will determine their classification in the University.

**HOUSE RENT.**

During the summer months there are usually several furnished houses for rent in Baton Rouge at very reasonable rates. Teachers who wish to live in Baton Rouge during the summer session or during the entire summer should write to the Registrar of the University, who will put them in communication with owners of houses who wish to rent them during the summer months.
EXPENSES.

Good board and rooms in the dormitories may be had at $14.00 per month, or $4.00 per week, a fraction of a week being counted as a whole week for a period less than a month. Beds and mattresses will be furnished, but bedclothes, mosquito bars, towels, toilet articles, etc., must be supplied by students themselves.

Students may make use of the steam laundry at the University at a cost of about one-half of commercial prices.

The rules of the business management of the Boarding Club will be conspicuously posted. Those who wish to board in the club will conform to these rules.

Good board and rooms may be had in families at from eighteen ($18.00) to thirty dollars ($30.00) per month.

Dormitory life is recommended because it brings every teacher into more or less social contact with the entire student body (the leading teachers of the State), creates a community of interest, enlarges one’s professional acquaintanceship, and tends to bring out the best there is in him.

RAILROAD FARE.

There has been confusion and disappointment about the rates every summer in the past. Practically all of this can be avoided if the students will take up the matter of reduced fare to the Summer Session with the local railroad ticket agent at least a week before the opening of the summer school. Ask him what rate has been granted and when tickets will be on sale. This is important. If you do not see the agent in advance, you are almost certain to get no reduced rate. Agents at small stations are not supposed to know about the summer session, and they have to ask headquarters for information about any rates granted. This they cannot do if you ask them about the matter for the first time just three minutes before the departure of your train.

The Southwestern Passenger Association, representing all roads west of the Mississippi River, has granted a rate of a fare and one-third for the round trip from all points in Louisiana, tickets to be on sale June 4th to 7th, inclusive, and June 11th to 14th, inclusive, good to return until August 8th.
Buy a round-trip ticket at the reduced rate to Baton Rouge, if you can. If the agent refuses to sell you a round-trip ticket, take a receipt for the full fare paid, and have him give you a written statement that he refused to sell the round-trip ticket. Verbal reports of what an agent says do not help you to get reduced rates on return ticket.

The Southeastern Passenger Association, representing all roads east of the Mississippi River, has granted a rate of a fare and one-third for the round trip on the certificate plan, certificates to be issued to persons purchasing tickets at starting point June 5th to 14th, inclusive. Buy a ticket to Baton Rouge and pay full fare for it. Then get a receipt on the official form from the agent showing the payment of full fare to Baton Rouge. This receipt properly signed at Baton Rouge will entitle you to one-third fare returning.

Your receipt should show continuous passage for the entire distance from starting point to Baton Rouge. If you have to change trains and buy a new ticket several times on the way, get a receipt every time you buy a ticket. For instance, if you buy a ticket and get a receipt from Jackson to Hammond, and then buy a ticket from Hammond to Baton Rouge, but do not get a receipt, you will not be entitled to reduced fare on the return trip.

Persons coming from Louisiana points through Vicksburg and Natchez should be certain to get through tickets or receipts from starting point to Baton Rouge. The inter-state regulations apply in these instances, and any irregularity may deprive you of the reduced rate.

If your nearest station is a flag station with no agent, you should not get on the train there. Travel a few miles farther overland to reach an agency station, and then be certain to have a thorough understanding about the rates before you start to Baton Rouge.
COURSES OF INSTRUCTION

In the following outlines of the courses offered in the Summer Session, those designated by Arabic numerals are college courses, for which college credits, as well as State credits, will be allowed. Those designated by letters are courses for which State credits only will be allowed; they will also be counted for admission to the Freshman class of the University.

The session value in hours of each college course is given in the following table. These are the regular session credits as given in the catalogue of 1914-1915:

<table>
<thead>
<tr>
<th>Course.</th>
<th>College Credit in Session Hours.</th>
<th>Course.</th>
<th>College Credit in Session Hours.</th>
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<td>French 3</td>
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<td>1 2/3</td>
</tr>
</tbody>
</table>

AGRONOMY.

Professor Kidder. Professor Doran.

Agronomy Building.

1a. Field Machinery.

This course traces the development of field machinery and stresses the value of improved farm implements in their relation to modern agricultural methods. Attention is given to the impor-
tance of the careful buying of machinery from the farmer's standpoint. Laboratory work consists of dismantling and assembling machines, with attention to their repair, adjustment, and operation.

Text: Davidson and Chase's Farm Machinery and Farm Motors.

Two recitations and six hours of laboratory work per week. Professor Doran.

2a. Field Machinery.

Requisite, Agronomy 1a.

This is a continuation of course 1a. Laboratory exercises consist largely of problems dealing with the working principles of farm machines to the end that the student may be prepared to make a judicious selection of farm implements. There is further practice in adjustment and operation.

Text: Davidson and Chase's Farm Machinery and Farm Motors.

Two recitations and six hours laboratory work per week. Professor Doran.

3. Farm Crops.

Requisite, Agronomy 9 and 10.

Lectures and recitations upon the classification and methods of improvement of farm crops. Special studies will be made of the staple crops of Louisiana, embracing cotton, corn, rice, and oats. Individual crop studies will include varieties, geographical distribution, culture, methods of harvesting, uses, preparation for use, obstructions to growth, means of repression, production, marketing, and history.

Text: Montgomery's Corn Crops.

Six recitations and four hours of laboratory work per week. Professor Kidder.


This course includes a study of the elementary principles of soils, field and farm management in their relation to general agriculture. The origin and classification of soils, different methods of cultivation and their effect upon the movement and control of soil water with its ultimate effect upon plant development, benefits of crop rotations, use of fertilizers and home
mixing of fertilizers are given due consideration in the simplest manner possible.

Six recitations per week.

Professor Kidder.

10. Forage Crops.

This course includes a study of the crops that can be used for forage purposes in Louisiana. Each crop will be studied in detail in regard to varieties, preparation of seed bed, fertilization, time of planting, amount of seed to sow per acre, method of planting, time of harvesting, preservation of crop, means of fertilizing crop, methods of improvement, and the preservation of the seed for planting purposes. The weeds that grow with these crops will be studied as far as time will allow.

Text: Piper’s Forage Plants.

Six recitations per week.

Professor Kidder.

11. Land Drainage.

A study of the benefits and the importance of drainage, soils requiring drainage, and methods of carrying out the work. Special attention is given to calculating the required capacities of drains. Underdrains are compared with open drains. Profile and contour maps are made. Field work includes elementary surveying, a study of the construction of terraces, rice levees, and sidehill ditches, together with thorough practice in leveling and the construction of ditches.

Text: Elliott’s Engineering for Land Drainage.

Four recitations and nine hours of laboratory work per week.

Professor Doran.

ANIMAL INDUSTRY.

Professor Jordan.

Professor Cadwallader.

2. Feeds and Feeding.

Prerequisite, Chemistry 1 or equivalent.

A study of the chemical elements and compounds essential to plant and animal life; courses of the elements; physiology of the processes of digestion, absorption, distribution and assimilation of the nutrients and the elimination of wastes; functions
of the nutrients; classifications, percentage composition and nutritive values of the various natural and commercial feeding stuffs; the nutritive needs of the various classes of farm animals and the computation of suitable rations to meet these needs. Laboratory work consists of the identification of the numerous natural feeding materials and the various factory by-products available for feeding purposes in Louisiana, together with written reports concerning the adaptability and economy of each material studied.

Six recitations and four laboratory hours per week.

Professor Jordan.


A study of the origin, history and breed characteristics of the different breeds and types of swine and of horses. Laboratory work consists of practice in judging specimens of the breeds.

Four lectures and four laboratory hours per week.

Professor Jordan.


A discussion of the practical management of swine under Louisiana conditions, including problems of feeding, selection, breeding, housing, marketing, etc.

Four hours per week.

Professor Jordan.

7. Dairying.

Prerequisite, Chemistry 1.

Composition of milk, secretion of milk, conditions affecting milk secretion, and factors affecting the composition of milk, sanitary milk production, composition and food value of dairy products. Laboratory work consists of the determination of fat content and total solids of milk, the determination of fat and moisture content of butter, cheese and other dairy products; principles involved in the centrifugal separation of milk, care of separators and a study of the comparative efficiency of the different brands of separators, practice in farm buttermaking, and inspection of several dairy farms located near Baton Rouge.

Six lectures and eight laboratory hours per week.

Professor Cadwallader.
11. **Milk Production.**

Prerequisite, Animal Industry 2.

Particular attention will be given to the study of the type and production of the special dairy breeds; methods of testing and grading of dairy herds for milk production; cooperative testing and breeding associations; care and management of the herd for maximum milk production, and the construction and arrangement of dairy houses and dairy barns for convenience and sanitation.

Five lectures and two laboratory hours per week.

*Professor Cadwallader.*

**BOTANY.**

Mr. Petersen. Mr. Moreland. Agricultural Hall.

1. **General Botany.**

A course in Morphology, tracing the structures, relationship, and adaptations of the Groups from the Protophytes to the Bryophytes.

Text: Bergen and Davis' Principles of Botany.

Four hours recitation and six hours laboratory a week.

Mr. Petersen and Mr. Moreland.

2. **General Botany.**

A continuation of General Botany 1, beginning with Bryophytes and continuing up through the Spermatophytes.

Text: Bergen and Davis' Principles of Botany.

Four hours recitation and six hours laboratory a week.

Mr. Petersen and Mr. Moreland.

11. **Systematic Botany.**

A course in the identification of Ferns and Flowering Plants. This course includes collections, drying and the mounting of herbarium material, instruction in the use of Manuals, especially those relating to the Flora of Louisiana. Intended for those who have had Botany 1 and 2. Persons desiring to register for this course will consult the instructor before doing so.

Text: Small's Flora of the Southeastern United States.

Four hours lecture and six hours laboratory a week.

Mr. Petersen.
9S. General Botany—Teachers' Course.

This course will trace the development of the higher plant through its cycle of seed, seedling, adult, flower, fruit, to seed again. The development of each organ will be made the basis for the study of the physiological and ecological principles controlling it. These studies will serve as material for working out the principles of the science. Both material and methods will be such as may be adapted to high school use in Louisiana. While primarily designed for teachers, this course will be open to all.

Text: Ganong's Teaching Botanist.

Four hours lectures and six hours laboratory a week.

Mr. Petersen.

7. Bacteriology.

A course will be offered covering the first semester's work.

Four hours lecture and six hours laboratory.

Mr. Petersen and Mr. Moreland.

CHEMISTRY.

Professor Coates, Professor Menville.

Mr. LeCompte.

Irion Hall.

1. General Chemistry.

Lecture-room demonstrations, supplemented by laboratory studies on the type elements and the general laws of chemical action.

Six hours a week and six hours of laboratory work a week.

Professor Coates and Professor Menville.

2. General Chemistry.

This course is a continuation of Course 1, and includes lectures on the detailed manufacture of fertilizers, sulphuric acid, and the more important inorganic chemical products, as well as a brief course in elementary metallurgy. The laboratory work includes some inorganic preparations and the principles of qualitative analysis.

Six hours a week and six hours of laboratory work a week.

Professor Coates and Mr. LeCompte.
5a. Qualitative Analysis.

The purpose of this course is not so much to make a skillful analysis as to teach the fundamental principles on which qualitative analysis is based. Special attention will be given to the care and manipulation necessary to secure accuracy in results.

Two lectures and ten hours of laboratory work a week.

Mr. LeCompte.

6a. Elementary Quantitative Analysis.

The theory and use of the balance, simple gravimetric analyses, the calibration and use of coloumnetric apparatus, simple volumetric analyses.

These courses are designed to introduce students to quantitative analysis, and are accompanied by lectures on chemical arithmetic.

Two lectures and ten hours of laboratory work a week.

Professor Coates and Mr. LeCompte.

7a. Principles of Chemical Analysis.

A continuation of course 6.

Two lectures and ten hours of laboratory work a week.

Professor Coates and Mr. LeCompte.

26. Physical Chemistry.

This is a short course, treated largely from a non-mathematical standpoint. It consists of a series of lectures on the main principles of physical chemistry. It serves, also, as an introduction to the subject for those students who propose to continue the study of physical chemistry.

Three hours a week and two hours of laboratory work.

Mr. LeCompte.

29. Household Chemistry.

The purpose of this course is to examine in detail the various operation of a chemical nature met with in the study of household economics. It is designed mainly for students expecting to teach domestic science or chemistry in the high schools of Louisiana. Prerequisite, Chemistry 1 and 2 or a full year's course in Chemistry at an approved high school.

Three hours a week and two hours of laboratory work.

Professor Menville.
43. Elementary Agricultural Chemistry.

This course is offered only in the Summer School. It is given mainly for the benefit of teachers intending to take up work in the agricultural high schools of Louisiana. It covers, in an elementary way, the chemical aspect of plant growth, fertilizers, foodstuffs and certain selected agricultural industries, such as syrup making, soap making, and the like.

Three hours a week and two hours of laboratory work.

Prerequisite, Chemistry 1 and 2, or its equivalent.

Professor Coates and Professor Menville.

COMMERCIAL.

Professor Himes.

"D" Building.

ACCOUNTING.

1. The Elements of Accounting.

The course is equivalent to Accounting 1 as given in the regular term, but adapted to the needs of the high school teacher. The distinguishing feature of this course is the set in farm accounts at the beginning of it.

Six hours a week.

3. Partnership and Corporation Accounting.

The formation of partnerships, the account of partners, the calculation and distribution of gains and losses. Organization of corporations, the capital account, the stock ledger, stock transfers, dividend account, surplus account. The exercises illustrating these forms of ownership are drawn from those fields of commercial activity usually occupied by large companies or corporations.

Six hours a week.

A. Special Problems.

Each year some students attend the Summer School desiring some assistance in certain lines that are not exactly covered by any course offered. One hour daily will be devoted to this work. The hour will be scheduled the same as any other. The difference will be that the work done will not be a course prescribed, but a course or series of short courses in answer to the needs of those who apply.

Six hours a week.
B. Penmanship.

A course in legible writing, using muscular movement and a presentation of methods of teaching writing. This course is in response to a request by the superintendents at their recent convention.

Six hours a week in class and six hours practice a week out of class.

DRAWING AND MECHANIC ARTS.

Professor Herget.  Robertson Hall.

1. Drawing.

This is a course in instrumental drawing designed to familiarize the student with the uses of the various instruments used in making mechanical drawings, and includes the principles of geometric drawing, isometric cabinet and orthographica projections.

Two lectures and ten hours practice a week, 10:30-12:30.

2. Drawing.

This course is a continuation of course 1, and includes the principles of intersections of solids by planes, intersections of solids by solids, development of the surfaces of solids, line shading, shadows, and perspective.

Two lectures and ten hours practice a week, 10:30-12:30, daily.

1. Mechanic Arts.

This is a course in joinery, designed to teach the principles of sharpening and using the principal handtools used in wood-working, and the accurate construction of a number of the principal joints used in joining woods.

Two lectures and ten hours practice a week, 2:30-4:30.

2. Mechanic Arts.

This course is a continuation of course 1, giving additional practice in sharpening tools, and in the construction of the more difficult joints used in construction work, in gluing, staining and polishing wood.
In addition to this, some piece of construction work will be required, such as a shop bench or laboratory table, which will be made according to drawings furnished by this department.

Lectures will be given setting forth the cost and the kind of bench and tools which should be used by manual training classes in high schools.

Two lectures and ten hours practice a week, 2:30-4:30, daily.

ECONOMICS AND SOCIOLOGY.
Professor Scroggs.
Basement of Library.

ECONOMICS.
1. Economics of Production and Exchange.

This is an introductory course designed to familiarize the student with the essential facts concerning the organization of production, the conditions determining value and price, the history and functions of money, the general principles of banking, the mechanism of foreign exchange, and the regulation of international trade through tariff laws.

Six hours a week, 9:30, daily.


This course is intended to supplement course 1 by a study of some important applications of economic theory under modern industrial conditions. The work includes a study of the problems of wealth distribution, organized labor, transportation, trusts, taxation, and economic reform (including socialism).

Six hours a week, 10:30 daily.

Open only to those who have had Economics 1 or equivalent.

SOCIOLOGY.
1. General Sociology.

The purpose of this course is to afford a general survey of the phenomena of social life, in order to give the student a broader understanding of the principles governing human association. Among the topics studied are: the basis of group activities; the formation and the types of the social mind; the forms of social organization; and the factors in social progress.

Six hours a week, 11:30 daily.
EDUCATION AND PSYCHOLOGY.

Professor Powers.  Professor Ives.
Professor Brown.  Professor Gonnelly.
Irion Hall.

5. School Administration.

This course is designed to equip students with the essential conceptions for superintendencies, supervisorships, principalships, and progressive careers in school work. Modern conceptions of state, city and country school systems will be studied; social factors in educational control; school financing; problems of instruction, supervision, inspection, evaluation of studies, selection, rating and improvement of teachers; problems of waste and readjustment. Endeavor will be made to adapt the course so as to benefit those already engaged in administrative work.

Lectures, special studies and reports, and text-book work. Six hours a week.

Professor Powers.

8. History of Modern Education.

Open only to Juniors and Seniors.

The meaning of the Renaissance and the Reformation; institutional adjustment to the changing order of things; influences which contributed to a general feeling of unrest; a gradual recognition of the true worth of the individual as a necessary element in the upbuilding of the institution; individual power dependent upon individual education; the educational ideas and educational idealists of Europe and America subsequent to the Reformation; the rise of educational institutions and educational systems in America.

Six hours a week. 7:30 daily.  Professor Powers.

11. Elementary Education.

This course will be especially adapted to meet the needs of prospective teachers who are preparing to take the state examination in Theory and Art of Teaching, and for those who are already engaged in the work of the elementary schools. Particular stress will be placed upon right conceptions of the aims, functions, relationships, shortcomings, and present-day theories and practices of the elementary schools. Detailed treatment of such topics as organization, classroom management,
elimination, retardation, time-economy, discipline, community activities, courses of study, the learning and teaching processes.

Lectures, collateral reading and text-book work. All available reports with reference to existing conditions in Louisiana will be made use of. Two sections of this course will be formed, if needed.

Four hours a week. Professor Gonnelly.

13. Secondary Education.

This course is designed to meet the professional needs of teachers and principals of high schools, and comprises a survey of the related fields of high school administration and secondary pedagogy. The following topics are suggestive of the character and scope of the work: a conception of the modern high school and its place and function in our educational system; its historic foundations; its relation to industrial and social activities; problems of scientific management; the valuation of courses of study in terms of social utilities; organization under departmental plan; government; supervision and the measurements of the results of instruction; marking systems, schedules and reports.

Lectures, class discussions, collateral reading and reports, special studies and text-book work.

Six hours a week. Professors Powers and Ives.

19S. Rural Education.

A study of the problems peculiar to the rural schools of Louisiana, together with the means and methods for their solution. All sides of rural life and education will be presented from the viewpoint of concrete, typical cases, and parish superintendents, principals and rural teachers should profit by this course.

Text-book, lectures, readings and extensive use of field reports.

Two hours a week, in connection with Education 11. Professor Brown.
2. General Psychology.

Follows as a sequel to course 1, but may be taken by students of maturity who possess some knowledge of the subject. After a rapid survey of the thought processes, the affective and volitional elements of consciousness will be taken up for detailed treatment, including a study of the feelings and emotions; impulsive, reflexive, instinctive and deliberative forms of actions; the learning process and the psychology of practice; the development of personality and types of character. Aspects of the subject which are helpful to teachers will be emphasized.

Lectures, collateral readings and text-book work.
Six hours a week.

Professor Gonnelly.

ENGLISH.

Professor Reed.
Miss Atkins.

Professor Blain.
Mr. Forman.

C. Preparatory English.

This course includes thorough drill in the fundamentals—spelling, grammar, punctuation, capitalization, and sentence structure—and the reading of suitable masterpieces. It is open to teachers who wish to review the work or who desire to observe methods of teaching practical English as well as literature in secondary schools. Students who are deficient in English and those who desire to meet the requirements for admission to college classes are advised to take this work.

Text-books: Garig’s Drill in English; selected masterpieces.
Six hours a week.
Miss Atkins.

1. Composition and Literature.

This course includes a critical study of representative masterpieces; considerable parallel reading; and the writing of themes, reports, and essays. Students who show that they are notably deficient in English are required to take a more elementary course for such time as may be found necessary.

Text-books: Scott and Denneys’ New Composition-Rhetoric; Pitkin’s Short Story Writing; Palgrave’s Golden Treasury; selected classics.
Six hours a week.

Mr. Forman.

A continuation of the work in Shakespeare which was offered last summer. Several plays are studied critically in class, and several are assigned for outside reading. Considerable emphasis is placed on the sources of the plays, the theatrical conditions of Shakespeare’s times, the principles of his dramatic art, and the interpretation of character and action in the dramas.

Text-books: The Cambridge Edition of the complete works of Shakespeare (several copies are in the University Library); annotated editions of King Lear, Henry V, and Twelfth Night (or The Tempest).

Six hours a week. 8:30 daily. Room 4, "D" Building. Professor Reed.

11. American Literature.

A general survey of American literature, with emphasis upon its relation to national development. Special attention is given to Southern writers. The work includes the study of selected masterpieces, extensive reading—especially in Southern literature since 1870—essays, and reports.

Text-books: Long’s American Literature (Ginn); Poe’s Poems (Macmillan Pocket Classics); Callaway’s Selected Poems of Sidney Lanier (Scribner); The Oxford Book of American Essays (Oxford).

Six hours a week. Professor Blain.

12. Tennyson and Browning.

A study of selected works of these two poets, with a consideration of their relation to the important movements of the nineteenth century. Parallel reading, written reports, and essays form an important part of the work.

Text-books: Any complete edition of Tennyson; and of Browning.

Six hours a week. Professor Blain.

17. The Teaching of English.

This course is intended primarily for teachers of English, or those who expect to become teachers of English, in the high schools of the State. It includes the discussion of such topics as the following: Aims of English teaching; organization of high school work in English; methods of teaching composition;
the essay problem; what to teach in literature; and the correlation of composition and literature with other high school subjects. It includes, also, a review of the fundamental principles of grammar and rhetoric, practice in correcting themes, and a study of the masterpieces taught in the high schools. Special attention is given to the conditions and needs of English teaching in the elementary and high schools of Louisiana.

Text-books: Carpenter, Baker, and Scott's *The Teaching of English* is used as a general guide; but references are made to such works as Chubb's *The Teaching of English*, Bates's *Talks on Writing English and Talks on the Teaching of Literature*, and Gayley and Bradley's *English in the Secondary Schools*.

Six hours a week. 9:30 daily. Room 4, "D" Building.
Professor Reed.

**JOURNALISM.**

1. **Newspaper Writing.**

Instruction in the nature, function, and development of the newspaper, and in all the details of the work of the reporter and correspondent, with copious practice in news gathering and newspaper writing through exercises and assignments. The course will also include discussion of high school work in journalism and the management of school publications.

This course in practical composition is recommended not only to those who desire to improve their powers of self-expression or to become journalists, but especially to superintendents, to principals, and to teachers of English. Journalism has already been introduced into the high schools of several states, and school officials must recognize its merits and acquaint themselves with its methods. Moreover, they will find it advantageous to be able to write acceptably for the community and state papers. The teacher of English should welcome news writing as a stimulating substitute for the usual composition work so wearisome and so unprofitable to both teacher and pupil.

Text-book: Bleyer's *Newspaper Writing and Editing* (Houghton). The reading of various metropolitan dailies and representative country papers of Louisiana and other states, which come to the journalism laboratory, is also required.

Six hours a week. Professor Blain.
1. Introductory Courses in Literature.

An appreciative study of important literary types. The work this summer will be confined to the drama, the lyric, and the essay. A discussion of the meaning and purpose of these types is followed by a comparative study of representative masterpieces illustrative of each type. The course is designed for teachers of literature, or for those who prefer a general course in literature before taking up more advanced work in the subject.

Six hours a week. 11:30 daily.

Professor A. G. Reed.

FRENCH.

Professor Broussard. Professor Stumberg.
Room 5, "D" Building.

1. Elementary Work.

In this course the students are thoroughly grounded in the elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Such attention is paid to phonetics as will enable the student to secure an accurate pronunciation from the very outset.

Text-book: Thieme and Effinger's French Grammar.
Six hours a week. 7:30 daily. Professor Broussard.

2. Elementary Work.

The student continues Course 1 in grammar, and takes up the study of irregular verbs and more advanced syntax. The class periods are devoted to drill work in pronunciation, dictation, and elementary composition.

Text-book: The same.
Six hours a week. 8:30 daily. Professor Broussard.


This course consists of a review of grammar by the deductive methods. Anecdotes and short stories will be used for composition, dictation, and oral drill.

Six hours a week. 9:30 daily. Professor Broussard.

This course is a continuation of Course 3, with additional reading and a closer study of French idioms.
Six hours a week. Professor Stumberg.

5. Modern French.

The aim of this course is to teach the student to read French rapidly and accurately. Attention is paid to pronunciation, idioms, and syntax.
Six hours a week. Professor Stumberg.

GERMAN.

Professor Stumberg. "C" Building.

1. Elementary Work.

This is a course in the elements of German grammar. The student becomes fairly familiar with the declensions of nouns and pronouns, the inflections of adjectives, the conjugations of verbs, and some of the elements of syntax. He also learns the rules of order in the German sentence and has practice in applying them. All the exercises from English into German and the translation into English in Part I of the text-book are done by the student.

Text-book: Thomas' Practical German Grammar.
Six hours a week. First term.

GEOLOGY.

Professor Emerson.


The purposes of this course are to acquaint students who have had courses in geology with the methods of field work and to give those who have not taken geological courses a general insight into the facts and methods of the earth sciences, through actual study and observation in the field. Considerable general information both of geology and geography can be obtained from such a course. There will be opportunity for teachers of geology and physical geography to become familiar with important types of country and to observe important forms of industrial activities.
The field for study will be mainly the mountains of the Asheville region in North Carolina. Stopovers will be made at Birmingham, Ala., where the coal and iron mines will be studied, and at Chattanooga, Tenn., where horizontal and folded sedimentary rocks of many kinds are well exposed. In the Asheville region the party will study the various types of mountains and practically all the principal types of igneous and sedimentary rocks, as well as the deposits of barite, iron, garnets, mica, talc and corundum. Considerable attention will be given to various physiographic features and some study will be made of rocks with respect to the soils derived therefrom.

The maximum credit for this course is three session hours, but those who have not pursued courses in geology will not be able to obtain the maximum credit. Credit will be based on quality of work and on the written report of the work required of all who desire credit. The laboratory fee is $5. The party will leave Baton Rouge August 9, after the close of the summer session; the time occupied by the trip will be three weeks. The estimated minimum expense of the trip is $55.00. All registrations for the course should be in not later than June 15. Those who wish to go with this party should write to Dr. F. V. Emerson, Louisiana State University, Baton Rouge, La.

**HISTORY.**

Professor Bonham. Room 15, Irion Hall.

9. **History of Louisiana.**

This course will include a study of the principal social, economic, and political factors in the making of Louisiana. Most of the time will be devoted to the period since the Louisiana purchase.

Text: Phelps’ Louisiana.

Six hours a week.

15. **Geographic Influences in History.**

A study of the relation of physiography to history; the physical influences affecting the social and economic institutions with especial reference to United States history.


Six hours a week.
17. History in the High School.

This course is primarily for teachers. It will deal with such topics as the value of history; its place in the curriculum; methods of teaching; aids to instruction, etc.
Four hours a week.

HOME ECONOMICS.

Miss Billings. Miss Helbing.
Miss Mobley.

[Note.—No student may take Sewing 1 and Cookery 1 at the same time. No student may take Cookery 1 and Cookery 2 at the same time. No student may take Sewing 1 and Sewing 2 at the same time. No student may enter any course without a textbook.]

The attention of students is called to the conditions of admission to each course. These will be strictly enforced upon students who may desire college credit. Those who cannot meet the prerequisites will be registered for the course only upon written permission of the instructor and will receive state credit only for the work.

1. Cookery.

Prerequisite: High school or college course in chemistry, or Chemistry 29 taken parallel with this course.

Food Preparation. Eight periods per week. This course aims to give practice (1) in cooking the different classes of foods, as fruits, cereals, vegetables, milk, eggs, and meat; (2) in combining the food principles in batters, doughs, desserts, etc.; (3) in serving simple meals. The cost of each dish is computed and suggestions given for teaching the lesson.

Food Study. Four periods per week. A study of food materials—growth, production, manufacture, adulteration, cost, composition, digestibility, and nutritive value.


Twelve periods a week.
2. **Cookery.**

Prerequisite: Cookery 1 or equivalent.

*Food Preparation.* Eight periods per week. This course elaborates the principles taught in Cookery 1 and introduces more advanced work, with practice in the preservation of fruits and vegetables by drying, canning, preserving, making of jellies, marmalades, and pickles.

*Serving.* A study is made of the principles and methods of serving meals. Each student is required to plan, cook, and serve a number of meals at a stated cost per plate.

*Demonstration Lectures.* Four periods per week. Each student is given practice in presenting the demonstration lecture. Its value, purpose, use, and place in school work is discussed.

Text-book: *Foods and Household Management,* by Kinne and Cooley. It would be well to have also the State High School text-book.

Twelve periods a week.

3. **Advanced Cookery and Dietetics.**

Prerequisite: Cookery 1-2 or equivalent and advanced physiology or Physiology 1 taken parallel with this course.

Lectures, two periods per week; laboratory, four periods per week.

The purpose of this course is to give practice in the more complex forms of cookery. The general principles controlling the preparation of food in general and their modification in the preparation of food for infants, invalids, and adults living under widely varying conditions are learned through practice. The course treats of the relation of the waste and repair of the body to the proportion and kind of food required and the composition of various tropical foods. Attention is given to economical buying and food preparation. Serving is based upon the principles and practices underlying wholesomeness and attractiveness. Excursions are made to the bakery, the market, a model dairy, a sugar house and other places of educational interest.


Six periods a week.

4. **Home Management.**

Prerequisite: Chemistry 1-2 or 29, or Chemistry 29 taken parallel with this course.
This course deals with the general problems of running a house. A study is made of the family life, the division of income, order of house work, methods of buying, household hygiene and sanitation, household decoration and furnishing.

Text-books: Shelter and Clothing, Kinne and Cooley; Household Management, Kinne and Cooley.

Six periods a week.

1. Sewing.

Making of models of various stitches in systematic form to be of use for reference in teaching.

Garment Drafting and Making. Direct application of stitches and various kinds of seams, methods of putting on bands, plackets, etc., to the making of cookery aprons and a complete suit of undergarments.

Textiles. Lectures, four periods per week. Study by lecture and recitation of the growth, labor involved in production and manufacture of wool, cotton, flax, hemp, and silk. Study of clothing made from each, and making of descriptive sample book showing width, adulteration, and other facts of interest.


Twelve periods a week.

2. Sewing.

Prerequisite: Sewing 1.

Garment Making and Designing. This course teaches the principles of cutting, fitting, making and finishing a plain waist and skirt and simple gown. It includes taking accurate measurements, use of pattern, comparison of cotton and linen fabrics for economical purposes. It aims to develop a taste for simplicity and beauty, to create an appreciation of hand work and a sympathy for the worker.

Lectures, four periods per week. History of costumes and costume design. Appropriateness; lines and color for different figures; and importance of artistic dress.


Twelve periods a week.
HORTICULTURE AND FORESTRY.
Professor Lee.
Horticultural Building.

HORTICULTURE.


A study of the principles of vegetable gardening, theory and practice, local marketing and the elements of trucking, hot beds and cold frames, transplanting, cultivation, grading, packing, and the canning of tomatoes.

Text and lecture: Bailey’s Principles of Vegetable Gardening, and Experiment Station Reports.

Four hours of recitation and three hours of laboratory a week.


A study of the theory and practice of plant propagation, seedage, cuttage, layerage, budding and grafting, pruning, training, spraying, insecticides and fungicides.

Text and lecture: The Nursery Book, by Bailey, and Experiment Station Reports.

Four hours of recitation and three hours of laboratory a week.


A course designed for prospective teachers. It consists in lectures, practicums and reference work, embracing the following subjects:

1. Nature study, its aims and objects.

2. The school garden, its aims and objects, with practical demonstration in planning, planting, and caring for one.

3. A brief study in landscape gardening, the fundamental principles, with special reference to the improvement and adornment of the home and school grounds.

Two hours of recitation and three hours of laboratory a week.
FORESTRY.

1. The Principles and Economics of Forestry.

A study of the general principles involved in forestry practice and management; the forest nursery, a discussion of species, their distribution, commercial value and uses of the principal forest trees of Louisiana. Study will also be made of cut-over lands, their proper utilization, reforestation, propagation, forest fires, forest enemies, forest influences, forest protection, forest economics and conservation, and forest nursery practice.

By lecture, reference and forest service bulletins.

Four hours of recitation and three hours of laboratory a week.

LATIN.

Professor Scott. “D” Building.

Inasmuch as satisfactory progress in Latin depends so largely on close personal application, it is advisable that those taking this subject so arrange their schedules as to allow abundant opportunity for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted; the qualities of style peculiar to each author read will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.

Cs. Cicero.

This course emphasizes the literary side of Cicero’s orations, without overlooking the grammatical. The first, second, and third orations against Catiline are studied minutely with reference to force and taste in translation. Due attention is given to the political and historical setting. The fourth oration against Catiline is presented as a means of acquiring a grasp of the Latin paragraph through exercises in sight reading and translation. Prose composition is a large part, also, of this course.

Text-book: Gunnison and Harley’s Cicero’s Orations.

Six hours a week. 8:30 daily.

1S. Ovid.

This course consists of selections chiefly from the metamorphoses of Ovid, and is presented as an introduction to the study of Latin poetry of the Augustan age. Latin prose composition
by topics and in sequence forms a part of this course. The course in Ovid should be particularly helpful as an initial study in types of poetic imagery.

Text-books: Miller's Ovid, selected works; Bennett's Latin Grammar, or Allen and Greenough's New Latin Grammar; Daniell-Brown's New Latin Composition, Part III.

Six hours a week. 9:30 daily.

4. Horace.

Selections from the Odes and Epodes. The relation of Latin to Greek literature, of Horace to Greek lyric poets, a study of the poet's lyric modes, his themes and their expression, are taken up along with the reading of the Odes and Epodes.

Problems in grammar and translating connected English prose into Latin form a part of this course.

Text-books: Bennett's Horace, Odes and Epodes; Allen and Greenough's New Latin Grammar; Nutting's Advanced Latin Composition.

Six hours a week. 10:30 daily.

11. Teachers' Course.

The scope of this course is the theory and practice of teaching Latin in the high school. Its aims are to consider what things are really worth while in the study of Latin for each year of the three years' high school course; to determine how and in what order the subject-matter of Latin, both as to form and content, should be presented; to suggest the collateral lines of study and reading which should prove of special value to the teacher of Latin; to discuss the plan, arrangement, and contents of beginner's books, Latin prose composition books, of the usual school editions of Caesar and Cicero, as well as of the school and college grammars in general use; to define the relation of Latin to other branches, or subjects, in the high school curriculum; and to indicate the grounds upon which Latin continues to maintain its place in high school and college courses.

It would be well for those who contemplate taking this course to bring, or provide themselves with, the complete series of the high school adoption in Latin. To enter this course applicants must have had at least the full equivalent of the three years' high school course.
The course will be conducted in accordance with the professor's outline—notes and references, which will provide a definite assignment of topics for each class period for the nine weeks' term.


Four hours a week. 11:30, Monday, Wednesday, Friday, Saturday.

LAW.

Professor Tullis. Professor Flory.
Professor Prescott. Professor Blackshear.

Irion Hall.

The following courses will be given in the Law School during the summer session of 1915. They are open to all students meeting the entrance requirements (for which see the catalogue of the University), and students successfully completing them will be given the same credits for the degree of LL.B. as if they had taken these courses in the regular session.

3. Agency.
Four times a week. Professor Tullis.

Eight times a week. Professor Flory.

Four times a week. Professor Flory.

27. Partnership.
Four times a week. Professor Blackshear.

Four times a week. Professor Blackshear.

37. Insurance.
Four times a week. Professor Blackshear.

Four times a week. Professor Tullis.

44. International Law.
Four times a week. Professor Prescott.
MATHEMATICS.

Professor Nicholson.  Professor Sanders.
Professor Welch.  Mr. Porterie.
Mr. Gaar.  Mr. Pourciau.
Heard Hall.  "A" Building.

A. Elementary Algebra.

This course embraces Part I of Nicholson's School Algebra, or the equivalent thereof.
Six hours a week.  1:30 daily.  Mr. Gaar.

B. High School Algebra.

This course embraces Part II of Nicholson's School Algebra as far as Ratio and Proportion, or the equivalent thereof.
Six hours a week.  11:30 daily.  Professor Welch.

C. Plane Geometry.

This course begins with Book I of Lyman's Geometry.
Six hours a week.  8:30 daily.  Mr. Porterie.

CC. Plane Geometry.

This course includes Books III, IV, and V of Lyman's Geometry, and is open to those who have a fair knowledge of Books I and II.
Six hours a week.  10:30 daily.  Mr. Pourciau.


This course includes proportion, variation, arithmetical, geometric and harmonic progressions; the binomial theorem for any rational exponent; the properties of and composition by logarithms; indeterminate linear equations.
Text: Ashton and Marsh's College Algebra.
Six hours a week.  7:30 daily.  Professor Nicholson.


This course is a continuation of Course 1 and includes series, limits, binomial theorem for all exponents, continued fractions, permutations, probability, summation by differences, determinants, and the theory of equations.
Text: Ashton and Marsh's College Algebra.
Six hours a week.  8:30 daily.  Professor Nicholson.

To enter this course students must understand plane geometry. Much importance is attached to their being able to prove the ordinary theorems, demonstrate simple original propositions, and solve problems relating to the mensuration of polygons and circles.

Text: Lyman’s Geometry.
Six hours a week. 10:30 daily. Professor Sanders.


To take this course students must have completed Course 1.
Text: Nicholson’s Trigonometry.
Six hours a week. 9:30 daily. Professor Sanders.


Text: Ashton’s Analytic Geometry.
Six hours a week. 8:30 daily. Professor Welch.

8. Elementary Course in Differential and Integral Calculus.

Text: Granville’s Calculus.
Six hours a week. 7:30 daily. Professor Welch.


Text: Granville’s Calculus.
Six hours a week. 7:30 daily. Professor Sanders.

10. Applications of the Calculus to Lengthen Surfaces, Solids, Center of Gravity, and Movements of Inertia.

Text: Granville’s’ Calculus.
Six hours a week. 9:30 daily. Professor Nicholson.

PUBLIC SCHOOL MUSIC.

Professor Glasson. Miss Israel.

“A” Building.

This course offers practical work to those who intend to teach and to those who are teachers. It will lay a thorough foundation in music and in the methods of teaching music as applied to public schools. The work done in the class is identical with that which should be done in the school. Every exercise and musical selection used will have previously proved its worth by actual service in the class room. Those who take these courses may rest assured that all unnecessary work will be eliminated.
The course is divided into five parts: A, B, C, D, and E. Part A covers the work of the primary grades, Part B the grammar grades, Part C the high school, Part D the chorus, and Part E the special work.

A. Primary Grades.

Fundamental Work.—Rote songs. Imitative phrases; the scale, manual signs, notation, rhythm, time, location of the keynote.

Dictation.—Drill in singing and naming single sounds, groups and easy intervals.

Voice Training.—Position, control of breath, production of tone, attack, release, diction.

Ear Training.—Practice in recognizing and naming single sounds, groups or phrases, and simple intervals when sung or played, two, three or four part measures, simple rhythms.

Sight Reading.—The ability to read with equal facility in all the major keys; the equal division of the beat; musical and verbal expression; songs and exercises in one, two and three parts.

Teachers' Problems.—How to secure and hold interest; how to obtain individual work in the class room; what to do with monotones; list of selected music that has been put to the actual test in the school room; programs for children's choral clubs; how to conduct; how to train the eye; audible counting.

Elementary Theory.—Notation, staff, pitch, duration, accentuation, measure, bar, rhythm, time, signatures, rules for locating the first note of the scale.

Text-Books.—Alchin's Ear Training; Glasson's Practical Studies in Reading Vocal Music, Vol. 1, Fischer edition; selected material.

All students taking this course should join the chorus. Six hours a week. 8:30 daily.

B. Grammar Grades.

Review of Former Work.

Sight Singing.—In all keys, scales, and modes; songs and exercises containing chromatic and transitional phrases; unequal divisions of beat; syncopated passages.
Theory.—Construction of scales, diatonic, major, minor, chromatic, intervals, keys, chords, musical terms; the G, F, and C clef.

Teachers' Problems.—What to do when voices are changing; how to overcome throaty or husky singing; how to direct syncopated passages; a selected list of music for school commencement and public performance.

Text-Books.—Cummings' Rudiments of Music; Glasson's Practical Studies in Reading Vocal Music, Vols. 1 and 2.

Six hours a week.

C. High School.

Sight Reading.—Advanced work in singing canons, fugues; music in three and four parts.

Theory and Elementary Harmony.—Chords and their inversions; melody writing; harmonization of simple melodies.

Choral Conducting.—Reading vocal scores; bringing out the melody; intricate rhythms; marking of breathing places; musical and verbal expression, choral technic; how to conduct cantatas and oratories.

Teachers' Problems.—How to secure confidence in attacking the high notes; arrangement of programs; organization and management of choral societies; how to give concert performances; the art of program building.

Musical Appreciation and Musical History.—Illustrated modern and ancient music; the principal forms; song, dance, suite, sonata, symphony, symphonic poem, oratorio, cantata, opera; how to listen to music.


Six hours a week.

D. Chorus.

The importance of choral work cannot be overestimated. All students who have a fair knowledge of music and the ability to sing in tune should become members. Those who take the special musical courses are required to attend. Music is the most social of all the arts because it affords the largest oppor-
tunities for simultaneous cooperation. This work will familiarize the members with some of the best choral literature. Public performance will be a part of the work.

Hours to be arranged.

E. Special.

Advanced work in music.

Hours to be arranged.

PHYSICS.

Professor Atkinson. Professor Guthrie.

Heard Hall.

1. General Physics.

The object of this course is to secure a thorough grounding in the underlying principles and fundamental laws of the subject, and is adapted to the needs of both arts and engineering students. The lectures are supplemented by numerous experimental demonstrations, for which there are unusual facilities. The subject of plane trigonometry is a prerequisite to this course. The course includes the subjects of mechanics and heat.


Six hours a week. 9:30 daily.

2. General Physics.

A continuation of Physics 1, including electricity and magnetism, sound, and light.


Six hours a week. 10:30 daily.

3. Laboratory Work in General Physics.

This course is designed to accompany Physics 1, and includes experiments in electricity, magnetism, and light.


Four hours a week. 7:30-9:30. Tuesday, Thursday.

4. Laboratory Work in General Physics.

This course is designed to accompany Physics 2, and includes experiments in electricity, magnetism, and light.


Four hours a week. 7:30-9:30, Wednesday, Friday.
5-6. Theoretical Mechanics.
Requisite, Mathematics 8 and Physics 1 and 2.
An elementary course in theoretical mechanics.
Text-book: Hancock’s Mechanics for Engineers.
Each four hours a week. (5) 8:30, Tuesday, Wednesday, Thursday, Friday. (6) 9:30, Tuesday, Wednesday, Thursday, Friday.

9-10. Electricity and Magnetism.
Requisite, Physics 2.
A course in theoretical electricity, designed to secure a more extended and thorough study of topics taken up in an elementary way in Physics 2.
Text-book: Franklin and McNutt’s Electricity and Magnetism.
Each four hours a week. (9) 10:30, Monday, Wednesday, Friday, Saturday. (10) 11:30, Monday, Wednesday, Friday, Saturday.

PHYSIOLOGY AND PHYSICAL TRAINING.
Dr. Stroud. Basement of Library.

PHYSIOLOGY.

1. Physiology and Hygiene.
This course is designed to give the student a comprehensive idea of the structure of the human body and the principles underlying the healthy functioning of its several organs. It is the aim to make this course a practical one, by continually in the discussions connecting the theoretical needs with common practices proper and improper. To this end the text used will be Hough and Sedgwick’s Human Mechanism, in which the complex problems of the physical life are most clearly revealed. Attention will be given to personal and public hygiene and sanitation, and to domestic hygiene in correlation with the Department of Home Economics in discussing food values in amount and kind.

Six hours a week of recitation. 10:30 daily.
PHYSICAL TRAINING.

A. Theory and Practice of Physical Training.

This course is based on the fact that all systems of education acknowledge the close relationship between the physical and the mental in life, especially in the formative days of youth. In the practical meeting of the implied need of physical exercise, in the provision of healthful and stimulating sports and games, there are many problems and these will be thoroughly discussed.

Six hours a week. State credit. 8:30.

B. Field Work.

This will be a most important feature of the course, and Rally Day sports, basketball, football and baseball will receive attention. Opportunity for this work is amply provided on the spacious grounds of the University.

Time will be arranged.

Six hours a week. State credit.

POLITICAL SCIENCE.

Professor Prescott. Basement of Library.


This course treats of the colonial origins of American institutions, the establishment and evolution of the federal constitution, and the general features of the federal system of government in the United States.

Six hours a week. 8:30.


This course is devoted to the organization and functions of commonwealth and local governments in the United States. It stresses the constitutional basis of such governments, and the political activities arising from their control by the people.

Six hours a week. 9:30.

10. International Law.

The purpose of this course is to give the student an understanding of the principles that govern the relations of enlightened nations. Some effort will be made to trace the historical development of international law, but for the most part the class will examine and discuss the accepted rules of international conduct.
as derived from common usage, treaties, conventions, decisions of municipal and international tribunals, from text-writers and from principles of reason and justice. The examination of important cases will serve to illustrate the work, special reference being made to those cases that illustrate the practice of England and the United States.

Four hours a week. 11:30, Monday, Tuesday, Thursday, Friday.

PUBLIC SPEAKING.

Professor Adams.

1. Practical Elocution.

A study of the philosophy of public speaking, daily exercises in voice training and bodily development, expressive reading, and the memorization and delivery of declamations.

Six hours a week.

5. Argumentation and Debate.

A study of the science of debate, the drawing of briefs, preparation of written arguments, reading of model debates, and contests between members of the class.

Six hours a week.

9. Debating, Declamation, and Dramatics in the High School.

This course, intended for teachers, will attempt to answer many of those questions concerning sources of material and appropriateness of subject-matter which confront the teacher. To this end a question box will be maintained throughout the course. Some suggestions concerning the organization and the running of a literary society will be given and the fundamentals of stage-craft offered. Pupils will present enough platform exercises in each line to illustrate the work covered.

Four hours a week.

SPANISH.

Mr. Colon.

1. Elementary Work.

This is a course on the fundamental inflexions and constructions of the Spanish language. Unusual stress is laid on such subjects—generally relegated to the introduction in our text-
books—as sounds, stress, accent, diphthongs and triphthongs, and syllabication. All the parts of speech, except the verb, will be thoroughly surveyed, the facts of immediate application culled and mastered.

Six hours a week.

2. Elementary Work.

This course is the complement of Spanish 1. The instruction will include a thorough study of the three regular conjugations and those of haber, tener, ser, estar, and their uses; passive and impersonal constructions; modes, their uses and sequence; tenses, their use and sequence; readings.

Reader: Asensi’s Victoria y otros Cuentos.
Six hours a week.

3. Intermediate Spanish.

A review and application of the facts learned in Spanish 1 and 2 through readings and compositions based on those readings, and a thorough study of the classified and unclassified irregular verbs as given by the Spanish Academy of the Language.

Text-book: Umphrey’s Spanish Composition.
Reference grammar: Olmsted and Gordon’s A Spanish Grammar.
Six hours a week.

ZOOGOGY AND ENTOMOLOGY.
(No course will be given for less than three students.)

Professor Gates. Mr. Rosewall.
Agricultural Hall.

1. Invertebrate Zoology.

This course is designed to train the student in the manipulation of the microscope, and in general laboratory methods. It provides opportunity for the study of such typical animals as amœae, sponges, hydroids, starfish, sea-urchins, worms, and rabbits. Instruction is given by means of lectures, recitations,
laboratory work, and some study in the field. The object of the course is to demonstrate the relation of animals to organic life in general, and their economic value to man. The economic importance of certain injurious and beneficial invertebrate animals of Louisiana is considered.

Four hours of recitation and six of laboratory per week.


Requisite, Zoölogy 1 or Botany 1.

This course consists of lectures and recitations in which are discussed the development, relationship, distribution, evolution, heredity, mental behavior, etc., of plant and animal life. Attention is given to such problems as the meaning of the term 'species,' the multiplication of organisms, the struggle for existence, variation, mutation, natural selection, the purpose of color, and the peculiar modifications among plants and animals. The views of the early transmutationists, of Lamarck, Darwin, Mendel, Weismann, Wallace, De Vries, and other leaders of modern thought in biology are discussed.

Special consideration is given to the problems of heredity, transmission of character, eugenics, etc.

Six hours of recitation per week.

4. Paleontology.

Requisite, Zoölogy 1 or Botany 1.

This course is designed to give the student a knowledge of the life of the past as shown by their fossil remains. Not only are the descriptions of the animals and plants that existed in the various ages of the earth’s history considered but the changes that took place in their structure and habits and the possible causes for these. The theory of evolution is considered from the standpoint of actual development along certain lines as recorded by fossils.

Six hours of recitation per week.
5. **Entomology (2).**

Requisite, Zoölogy 1.

This course consists of a study, by means of lectures, recitations, and laboratory work, of the anatomy and development of the more common insects. Lectures treat of the practical applications of entomology; the preparation and application of insecticides; and other means of controlling insect ravages. Collection and classification of insects are undertaken. Opportunity is offered for breeding and determining the life histories of the more common forms of injurious insects.

**Text-book:** Economic Entomology, by Sanderson and Jackson.

Four hours of recitation and six of laboratory per week.

Courses 3 and 4 are intended primarily for teachers of biology.

**A. Insects Injurious to the Household.**

This course will begin with a brief resume of the orders of insecta, leading to discussions, lectures, and readings relating to insects common to the household. It will include the habits, injuries, and control of insects simply as pests of the household and of man.

**Text-book:** Herrick's Insects Injurious to the Household.

Three hours a week.
GROWTH OF
LOUISIANA STATE UNIVERSITY

The growth of the University during the last eighteen years may be shown by the following statistics of the years 1896-1897 and 1914-1915:

<table>
<thead>
<tr>
<th></th>
<th>1896-97</th>
<th>1914-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td>28</td>
<td>156</td>
</tr>
<tr>
<td>Juniors</td>
<td>19</td>
<td>93</td>
</tr>
<tr>
<td>Sophomores</td>
<td>21</td>
<td>93</td>
</tr>
<tr>
<td>Freshmen</td>
<td>33</td>
<td>155</td>
</tr>
<tr>
<td>Irregular and special students</td>
<td>9</td>
<td>59</td>
</tr>
<tr>
<td>Law School (established in 1906-07)</td>
<td></td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>122</td>
<td>790</td>
</tr>
<tr>
<td>Names repeated</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Total in college departments</td>
<td>122</td>
<td>777</td>
</tr>
<tr>
<td>Subfreshman students</td>
<td>98</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for regular session</td>
<td>220</td>
<td>788</td>
</tr>
<tr>
<td>Farmers’ Short Winter Course</td>
<td></td>
<td>320</td>
</tr>
<tr>
<td>Summer School</td>
<td></td>
<td>632</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total attendance for year</td>
<td>220</td>
<td>1740</td>
</tr>
<tr>
<td>Graduates (in 1897 and 1914)</td>
<td>13</td>
<td>102</td>
</tr>
<tr>
<td>Total graduates to 1897</td>
<td>186</td>
<td></td>
</tr>
<tr>
<td>Total graduates since 1897</td>
<td></td>
<td>774</td>
</tr>
<tr>
<td>Professors and instructors</td>
<td>19</td>
<td>91</td>
</tr>
<tr>
<td>High School units required for Freshman entrance</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Buildings on the campus</td>
<td>26</td>
<td>48</td>
</tr>
</tbody>
</table>

It will be seen from the above table that the number of students attending the University has increased far more rapidly than the population of the State.
The growth in attendance is best shown by the increase, from 122 to 777, in the number of college students enrolled during the regular session. This has been accomplished in spite of the fact that the requirements for entrance have been raised from six to fourteen high school units. In other words, the student who enters the Freshman class now must have had two more years of preparation than were required in 1896-97.

In 1896-97, more than forty-four per cent. of the students were in the subfreshman, or preparatory, class; in 1914-15, less than one and a half per cent. are in the corresponding class.

In 1896-97, it was necessary for the University to have a preparatory department; but as the high schools throughout the State have multiplied and become more efficient, there has been less need for the University to do preparatory work, and this department has been gradually abolished. Hence the decrease from 98 subfreshman students in 1896-97 to 11 in 1914-15.

The first class was graduated in 1868-69. During the next twenty-nine years only 186 students were graduated, while during the last seventeen years 774 have been graduated.

The number of graduates of the current session (1914-15) will exceed the total attendance of college students in 1896-97.

More than half the buildings were given to the University by the United States Government and other donors; some of the others were built by fraternities for chapter houses.
During the regular session the University offers courses of instruction in the following subjects:

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Industry</td>
<td>History</td>
</tr>
<tr>
<td>Accounting</td>
<td>Horticulture</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Journalism</td>
</tr>
<tr>
<td>Bacteriology</td>
<td>Latin</td>
</tr>
<tr>
<td>Botany</td>
<td>Law</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>Mechanic Arts</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Commerce</td>
<td>Military Science</td>
</tr>
<tr>
<td>Comparative Medicine</td>
<td>Military Tactics</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>Oratory</td>
</tr>
<tr>
<td>Dairying</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Drawing</td>
<td>Political Science</td>
</tr>
<tr>
<td>Economics</td>
<td>Physics</td>
</tr>
<tr>
<td>Education</td>
<td>Psychology</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>English</td>
<td>Sociology</td>
</tr>
<tr>
<td>Entomology</td>
<td>Spanish</td>
</tr>
<tr>
<td>Forestry</td>
<td>Sugar Chemistry</td>
</tr>
<tr>
<td>French</td>
<td>Sugar Engineering</td>
</tr>
<tr>
<td>Geology</td>
<td>Veterinary Medicine</td>
</tr>
<tr>
<td>Geography</td>
<td>Zoology</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
</tbody>
</table>

THOMAS D. BOYD, A. M., LL. D.
PRESIDENT
LOUISIANA STATE UNIVERSITY
Thomas D. Boyd, A.M., LL.D., President.

The Louisiana State University is organized into the following colleges and schools:

(1) The College of Arts and Sciences, offering literary, scientific, pre-medical, and commercial courses; (2) the College of Agriculture, including the four State experiment stations and the department of agricultural extension, and offering a four-year course and a short winter course in agriculture; (3) the College of Engineering, offering courses in civil, mechanical, electrical, and chemical engineering; (4) the Audubon Sugar School, offering courses in sugar agriculture, sugar chemistry, and sugar engineering; (5) the Law School, offering courses in civil and common law; (6) the Teachers College, offering courses for high school teachers, principals, and parish superintendents; (7) the Graduate Department, offering advanced courses to those who have graduated here or elsewhere; and (8) the Summer Session, offering regular University courses in nearly all departments, as well as special courses for teachers.

The University has forty-eight buildings in grounds famous for beauty, healthfulness, and historic interest; a strong faculty of seventy professors and instructors; a library of 36,000 volumes in the beautiful Hill Memorial building; reading rooms fully supplied with newspapers, magazines, and scientific journals; well-equipped, up-to-date laboratories and shops; flourishing Young Men’s and Young Women’s Christian Associations; churches accessible to all students; and all modern college accessories, such as athletics, fraternities, social and scientific clubs, literary societies, musical organizations, college journals, etc.

Tuition is free to all students from the United States, $100 a year to students from foreign countries. Living expenses are very low.

The regular annual session opens on the third Wednesday in September and continues thirty-seven weeks. The Summer Session opens on June 7 and continues nine weeks.

For general catalogue or special information about any department, write to

J. L. WESTBROOK, Registrar,
Baton Rouge, La.
Louisiana State University

Summer Session

SIX WEEKS COURSE
NINE WEEKS COURSE

JUNE 5 TO AUGUST 4, 1916
Louisiana State University
Summer Session

JUNE 5 TO AUGUST 4, 1916
OFFICERS

THOMAS D. BOYD, A. M., LL. D., President of the University
DELMAR T. POWERS, A. M., Director
R. P. SWIRE, Treasurer
MISS ANNIE M. BEALE, Librarian
JAMES L. WESTBROOK, Registrar
MISS ANNIE O. BURRIS, Matron

CLASSIFICATION COMMITTEE

PROFESSORS ATKINSON, SCOTT, COATES, FLEMING, HERGET, BLAIN, KIDDER AND POWERS.

SUMMER SESSION CALENDAR

Summer Session opens.........................June 5, 1916
Deficiency examinations.....................June 5-8, 1916
Holiday .......................................July 4, 1916
Final Examinations of Summer Session......August 2-4, 1916
Summer Session Closes .......................August 4, 1916
FACULTY OF THE SUMMER SESSION

THOMAS D. BOYD, A. M., LL. D., President.

DELMAR T. POWERS, M. A., Director.

MISS ELLA M. ATKINS, B. A.,
English.

THOMAS W. ATKINSON, B. S., C. E.,
Physics.

JAMES P. BROUSSARD, M. A.,
French.

C. HOMER BEAN, Ph. D.,
Psychology and Education.

ALBERT T. BELL, A. M.,
Botany and Bacteriology.

CYRUS J. BROWN,
Rural Education.

JOHN M. CADWALLADER, B. S.,
Animal Industry.

CHARLES E. COATES, Ph. D.,
Chemistry.

EDMUNDO D. COLON, M. S.,
Spanish.

PAUL J. CUENOT, B. S.,
Chemistry.

EDWARD B. DORAN, B. S.,
Agronomy.

IRS. E. B. DORAN,
Music.

FREDERICK V. EMERSON, Ph. D.,
Geology.

MISS NELLIE FITZGERALD, B. S.,
Home Economics.

WALTER L. FLEMING, M. A., Ph. D.,
History.

WILLIAM H. GATES, B. A.,
Zoology.

AVID VANCE GUTHRIE, M. A., Ph. D.,
Physics.
ALBERT M. HERGET,
Drawing and Mechanic Arts.

ROBERT L. HIMES,
Commerce.

ELBERT L. JORDAN, B. S.,
Animal Industry.

MISS ROSAMOND H. KEDSIE, B. S.,
Home Economics.

ALBERT F. KIDDER, B. S.,
Agronomy.

JORDAN G. LEE, B. S.,
Horticulture and Forestry.

MISS CHARLTON LOCKE,
Public Speaking.

RAOUl L. MENVILLE, M. S.,
Chemistry.

CHARLES F. MORELAND, B. S.,
Botany.

JAMES W. NICHOLSON, A. M., LL. D.,
Mathematics.

DELMAR T. POWERS, A. M.,
Education.

ARTHUR T. PRESCOTT, M. A.,
Political Science.

CLARENCE J. QUICK, B. S.,
Science and Mathematics.

ALBERT G. REED, A. M., Ph. D.,
English.

OSCAR W. ROSEWALL, A. B.,
Entomology.

SAMUEL T. SANDERS, A. B.,
Mathematics.

EDWARD L. SCOTT, A. M.,
Latin.
L. A. Sheetz, Ph. D.,
Political Science.

William O. Scroggs, A. M., Ph. D.,
Economics and Sociology.

Lewis C. Slater, M. S.,
Chemistry.

Otho B. Staples, M. A.,
English.

Charles C. Stroud, B. A., M. D.,
Physiology and Physical Training.

Henry W. Stopher, B. Mus.,
Music.

Charles H. Stumberg, A. M.,
German and French.

John F. Welch, B. S.,
Mathematics.
CHARACTER AND SCOPE OF THE WORK.

The scope and character of the courses offered in the various departments are practically the same as those of the regular session. Competent specialists are secured, however, to give extra courses, and regular courses will be modified to meet the actual needs of teachers, principals and superintendents. It is the constant aim of the State University not only to serve at all times in its regular capacity but to extend its legitimate service whenever and however possible. The courses numbered A, B, C, which are of secondary grade, are offered to meet the needs of an emergency, the object being to afford opportunities for teachers to strengthen their work by reviewing these subjects, to prepare others for the teachers' examination and to remove slight deficiencies for college admission. But all work done for which college credit is allowed is of college grade and is in no way a duplication of that offered by institutions of secondary standing. A casual survey of the faculty for the Summer Session of 1916 will reveal a preponderance of full professors and heads of departments.

PURPOSES OF THE SUMMER SESSION.

The courses offered in the summer session are designed mainly for the following classes of students:

1. College students already working for degrees who wish to shorten the time of residence or to make good deficiencies.

2. More advanced students who wish to transfer credits from other colleges to Louisiana State University and enter with advanced standing. For such students the summer session's work is particularly useful in making possible the necessary adjustments of credits and curricula.

3. Teachers in elementary and high schools, agricultural schools, normal schools and other institutions, public and private, who wish further instruction in academic or professional work, or without regard to obtaining a degree.
4. Parish and city superintendents, supervisors, principals, and other school officials engaged in administrative work.

5. Those who wish to complete their preparation for admission to the regular courses in Louisiana State University, or some other institution.

7. Those who are preparing for examination for teachers' certificates.

8. Teachers of specific subjects, such as manual training, drawing, home economics, music, agriculture.

9. Any others properly prepared who may desire collegiate instruction during the summer.

ADMISSION.

The Summer Session is open to graduates of colleges, normal schools and high schools; to teachers holding first grade certificates; to former students of the University; to applicants who are preparing to enter the Freshman class, and to special students of mature age who are prepared to pursue the courses offered. For full entrance to the Freshman class, fourteen units are required; but applicants offering twelve units are admitted conditionally. A unit means one year's study of any high school subject with four or five recitations per week, or approximately one-fourth of a full year's work in a high school.

No examination is required for admission to the Summer Session, but applicants who wish to become candidates for a degree are classified upon certificates covering work done elsewhere or upon examination.

CLASSIFICATION.

Teachers are urged to bring certificates covering all work done by them in high school or in college and present these papers to the Committee on Classification, with application for classification in one of the regular college classes. First grade certificates will be accepted in part fulfillment of the requirement for admission. The Committee on Classification will hold several meetings during the Summer Session and every opportunity will be offered to those teachers who wish to enroll themselves in courses leading to the degree. The general regulations relating to admission and classification can be found in the
University catalogue for 1915 or in the University catalogue for, 1916, which will be issued in May, 1916. Prospective students who wish information beforehand in regard to the details of classification should communicate with the Committee on Classification, Louisiana State University, Baton Rouge, Louisiana.

CREDIT FOR WORK DONE.

Nine Weeks' Course.

College Credits.—To a student who completes any course offered in the Summer Session a certificate of credit will be given by the Louisiana State University. This certificate entitles the holder to credit toward a college degree (B. A. or B. S.) or to entrance credit, according to the valuation of the course. In four summer sessions, a student can accomplish the work prescribed for a full year in residence. College credit is given for all courses designated by Arabic numerals; entrance credit is given for the courses designated by letters.

State Credits.—Certificates of credit, which entitle the holders to percentages on examinations for teachers’ certificates or to extension of teachers’ certificates, will be granted by the State Department of Education for work done in the Six Weeks’ Course as well as the Nine Weeks’ Course. For the conditions under which State Credits are given, see the announcement of the Six Weeks’ Course below.

Six Weeks’ Course.

College Credits.—For the benefit of those who cannot attend the full Nine Weeks’ Course, the University will issue certificates of attendance upon the completion of work extending through at least six weeks. These certificates entitle the holder to complete the course under the supervision of the instructor in charge and after examination upon return receive full credit for the work.

State Credits.—Certificates of credit will be granted by the State Department of Education for work done in the Summer Session, according to the following conditions:

Certificates of credit will be issued for satisfactory work done, with a minimum of 12 and a maximum of 18 hours per week. Certificates for State Credits or for College Credits will
not be granted to students whose grades in any subject fall below a minimum of 75 per cent. Certificates of Credit will entitle the holder to an increase of five points on an examination for teacher's certificate for six weeks' attendance and seven points for nine weeks, or to an extension of one year of a valid teacher's certificate.

LABORATORIES.

In many features the laboratory facilities afforded are excellent. During the summer session the following laboratories, each in charge of one or more instructors, will be opened for student use: Agriculture, Animal Industry, Botany and Bacteriology, Zoology and Entomology, Home Economics, Horticulture, Dairying, Electrical Engineering, Chemistry, Physics, Drawing and Mechanic Arts.

LIBRARIES.

The Hill Memorial Library is the general library of the University, while many departmental libraries are made available to students for the investigation of particular problems along special lines. The general library contains 37,000 volumes. The reading rooms are well supplied with leading newspapers, periodicals, and magazines.

The library collections are to the departments of general culture what the laboratories are to the scientific departments. The several departments which do not conduct laboratories make liberal use of the library. During the summer session the following departments make special use of the library collections for research and collateral work: English Language and Literature, Latin, French, German, and Spanish; Philosophy, Psychology, and Education; Commerce; History, Economics, and Political Science; Public Speaking; Sociology, and Home Economics. The library is in charge of a trained librarian, with three assistants. It is believed that for the teachers of the State no other department of the University is more valuable than the library.

DORMITORIES AND DINING ROOM.

The dining-room in Foster Hall is sufficient for the accommodation of five hundred persons; and on the second and third
floors of the same building hundreds of young ladies may find comfortable rooms. There are four dormitories on the Pentagon, the fifth side of which opens on the Mississippi river. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. On both sides of these buildings are wide galleries.

**POSTAL FACILITIES.**

A sub-station of the Baton Rouge postoffice is now located on the University grounds. Lock boxes may be rented at a reasonable rate. All students may have their mail addressed in care of the University, and it will be delivered to them through the sub-station, which is open during the regular postoffice hours.

**GRADUATE STUDENTS.**

To graduates of this or of other institutions of equal rank a limited number of advanced courses are offered, which make it possible for one to complete the work required for the Master's degree in Arts or Science in four summer sessions. Before registering for graduate work a student should consult the chairman of the Committee on Graduate Studies, Dr. C. E. Coates.

**THE ADMINISTRATIVE OFFICERS.**

The President of the University, the Treasurer, and the Registrar have offices in Alumni Hall; the office of the Director of the Summer Session is in Peabody Hall; the members of the Committee on Classification will be present during the registration days in Alumni Hall; the Secretary of the Committee will afterwards be found in his office in the Library.

**COURSES PRIMARILY FOR TEACHERS.**

For teachers who wish to confine their summer work to purely professional subjects the following courses are specially planned:

- Education 6 (School Administration).
- Education 8 (History of Modern Education).
- Education 11s (Theory and Art of Teaching).
- Education 14 (Secondary Education).
- Education 19 (Rural Education).
- Psychology 2 (Teachers' Course).
- Psychology 3 (Educational Psychology).
English 17 (The Teaching of English).
Botany 9 (General Botany, Teachers’ Course).
Home Economics, six courses.
Music, five courses.
Horticulture 9 (Elements of Horticulture for Teachers).
Latin 11 (Teachers’ Course).
Zoology 3 (General Biology).

ADMISSION SUBJECTS.
We do not solicit high school students.
For those who wish to obtain admission credit or to remove
conditions imposed at admission the following courses are spe-
cially recommended:

<table>
<thead>
<tr>
<th>English C</th>
<th>Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin C</td>
<td>Physics</td>
</tr>
<tr>
<td>French 1-4</td>
<td>Music</td>
</tr>
<tr>
<td>Spanish 1-3</td>
<td>Algebra B</td>
</tr>
<tr>
<td>German 1</td>
<td>Plane Geometry</td>
</tr>
<tr>
<td>Physiology 1</td>
<td>Physical Geography</td>
</tr>
</tbody>
</table>

Agriculture C.

The beginning courses in other subjects may also be used
for admission credit, but no course used for admission can again
be credited toward a degree.

THREE-YEAR COURSES.
Candidates for degrees who can meet all admission require-
ments and who wish to shorten the time of residence may, by
attending three or four summer sessions and three regular ses-
sions, complete the work required in certain courses for the
degree. This is possible in the College of Agriculture, the Col-
lege of Arts and Sciences, the Teachers College, and, in excep-
tional cases, the College of Engineering.

EXAMINATIONS.
Final examinations in summer session work will be given
only during the last week of the summer session. For those who
wish to leave at the end of six weeks with State Credit only,
examinations will be given during the afternoons of the last
three days of the sixth week. Examinations for Summer Session
Credit will not be given at other times. Examinations to make
up deficiencies will be given during the first four days of the
Summer School. Examinations other than final examinations will be given by the instructor concerned only upon a written order from the Registrar.

**EXAMINATIONS FOR TEACHERS' CERTIFICATES.**

Prospective teachers who wish to secure certificates and teachers whose certificates have expired will find in the summer session several courses designed for their better preparation. The State Department of Education will conduct examinations for teachers’ certificates early in August. Students who wish to take these examinations will be excused from classes at the University.

The attention of teachers is called to the following courses as affording preparation for the examinations for teachers’ certificates:

- English C or 1
- Education 11
- Algebra B or 1 and 2
- Plane Geometry
- Physiology 1 or 2
- Psychology 3
- Physics C or 1 and 2
- Physical Geography

**SPECIAL CONFERENCES.**

Aside from the activities of literary societies, debating clubs, entertainments and excursions, opportunities are afforded for meetings of select groups for the study and consideration of problems of mutual interest to all concerned. Members of the Faculty are always glad to advise and participate in such deliberations.

**GENERAL ASSEMBLY.**

From 12:30 to 1:00 o’clock on Monday, Wednesday, and Friday, there will be a general assembly of students and members of the Faculty. Music will be a pronounced feature of the assembly. At this time, announcements will be made, administrative questions of interest to all will be considered, and brief, pointed talks for intellectual, moral, and spiritual guidance will be given.

Attendance is voluntary.

**RECREATION.**

The campus with its natural attractions, giant live oaks, its historical associations, buildings, walks, the river, the lake, the athletic field, the tennis courts, and the manifold interests and activities of the Capital City, all furnish abundant means for
diversion, relaxation, and pleasure for the student after his day's work is done.

At the last summer session a petition was circulated by the students and unanimously approved, requesting that a common fee of fifty cents be charged all students at the time of registration, and that the resulting funds be used by the entertainment committee in providing suitable and free amusements for all members of the summer session.

Plans have been perfected whereby a standard motion picture machine is to be installed in Garig Hall and frequent exhibitions of educational films of exceptional merit will be shown. These entertainments will be given at times when students are most free to enjoy them and open to all members of the summer session. It is easy to predict that the educational movies will prove a popular, pleasant, and profitable diversion.

PUBLIC LECTURES.

From time to time throughout the session, general lectures will be given by members of the Faculty and addresses delivered by educators and speakers of note. Already addresses by State Superintendent of Education T. H. Harris, State High School Inspector C. A. Ives, Chairman of State Teachers' Examining Committee and State Institute Conductor J. R. Conniff, Chief State Rural School Supervisor C. J. Brown, have been assured.

THE EMPLOYMENT OF TEACHERS.

Among the modern agencies for the improvement of public school conditions, the summer sessions of our universities and colleges have taken a conspicuous place. In a very true sense, they have become centers of educational activities. Here teachers and public schools workers not only receive academic and professional training under conditions most favorable, but they become acquainted with each other and with existing conditions in different localities; and progressive superintendents and principals are making greater and greater use of the summer sessions at the Louisiana State University as a means for securing teachers for their respective schools. The President of the University, the Director of the summer session, and the professors will do all in their power to furnish school authorities with adequate data upon which to base satisfactory judgments in the selection and employment of teachers from the membership in attendance.
REGISTRATION.

Monday, June 5, will be devoted to registration. Students should see a member of the Committee on Classification in Alumni Hall and arrange their courses of study. When the subjects to be scheduled are selected, go immediately to the Registrar, pay the registration fee of $2.50, and get the class card. This card should then be immediately presented for enrollment to the professors in charge of the classes to which the student has been assigned, after which the card is to be returned to the Registrar.

Students rooming in the town should leave their telephone and street numbers with the Registrar. This is very important in case of emergency calls on account of business or sickness.

HOUSE RENT.

During the summer months there are usually several furnished houses for rent in Baton Rouge at very reasonable rates. Teachers who wish to live in Baton Rouge during the summer session or during the entire summer should write to the Registrar of the University, who will put them in communication with owners of houses who wish to rent them for the summer.

EXPENSES.

A fee of $2.50 is required of all summer session students.

Good board and rooms in the dormitories may be had at $14.00 per month, or $4.00 per week, a fraction of a week being counted as a whole week for a period less than a month. Beds and mattresses will be furnished, but bedclothes, mosquito bars, towels, toilet articles, etc., must be supplied by students themselves.

Students may make use of the steam laundry at the University at a cost of about one-half of commercial prices.

The rules of the business management of the Boarding Club will be conspicuously posted. Those who wish to board in the club will conform to these rules.

Good board and rooms may be had in families at from eighteen ($18.00) to thirty dollars ($30.00) per month.

Dormitory life is recommended because it brings every teacher into more or less social contact with the entire student body (the leading teachers of the State), creates a community of interest,
enlarges one’s professional acquaintanceship, and tends to bring out the best there is in him.

RAILROAD RATES.

Application has been made for the usual reduced rates for those students who wish to attend the summer session. It is expected that this request will be given the same favorable consideration that it has received in the past.

The Southwestern Passenger Association, representing all roads west of the Mississippi River, will probably sell round trip tickets at the rate of a fare and one-third. The Southeastern Passenger Association, representing the roads east of the Mississippi River, will perhaps sell tickets on the certificate plan. The purchaser of the ticket should pay full fare to Baton Rouge and take a receipt on the official form from the ticket agent and upon returning the ticket will be sold the purchaser for one-third fare.

Dates of sale and other information may be obtained from the nearest railroad agent. Those who expect to attend the summer session should consult the ticket agent at least a week before leaving home. This will give the agent time to secure instructions from headquarters in case he is not fully informed as to special rates. Tickets at reduced rates will be sold only to those who say that they are going to attend the summer session. Full fare tickets are sold to others. Reduced fare tickets will probably be sold beginning Friday, June 2, 1916.
COURSES OF INSTRUCTION

In the following outlines of the courses offered in the summer session, those designated by Arabic numerals are college courses, for which college credits, as well as State credits, will be allowed. Those designated by letters are courses for which State credits only will be allowed; they will also be counted for admission to the Freshman class of the University.

The session value in hours of each college course is given in the following table.

TABLE OF COLLEGE CREDITS GIVEN FOR SUMMER SCHOOL WORK.

<table>
<thead>
<tr>
<th>Course.</th>
<th>College Credit in Session Hours.</th>
<th>Course.</th>
<th>College Credit in Session Hours.</th>
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</thead>
<tbody>
<tr>
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<td>Chemistry 38</td>
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</tr>
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<td>Economics 1</td>
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<td>Home Economics 11-12s</td>
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<td>Psychology 3</td>
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<tr>
<td>Mathematics 1</td>
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<td>Public Speaking 1</td>
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<tr>
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</tbody>
</table>

**REVIEW SUBJECTS.**

The courses described below are designed to meet the needs of those teachers who wish to review certain subjects or who wish to remove conditions in admission requirements. State credits, as well as admission credits, are allowed for this work.

**B. Physical Geography.**

Open to all who desire to review the subject or to meet college entrance requirements. The course will include a careful treatment of physiographic factors as to forms, functions, distribution,
and economic values. A standard text-book will be made the basis of the course, with observational work and with special regard to helpful literature on particular topics.

Six hours a week.  

Mr. Quick.

C. **General Agriculture.**

This course will include a general survey of all phases of agricultural work, in order to give the teacher a better knowledge of the fundamental principles involved.

Six recitations a week. Professors Jordan, Lee, and Doran.

C. **Preparatory English.**

This course includes thorough drill in the fundamentals—spelling, grammar, punctuation, capitalization, and sentence structure—and the reading of suitable masterpieces. It is open to teachers who wish to review the work or who desire to observe methods of teaching practical English as well as literature in secondary schools. Students who are deficient in English and those who desire to meet the requirements for admission to college classes are advised to take this work.

Text-books: Woolley's Handbook of Composition, selected masterpieces.

Six hours a week.  

Mr. Staples and Miss Atkins.

C. **Physics.**

Open to all students who desire to review the subject, to meet college entrance requirements, or to improve method of teaching high school physics. The main principles of mechanics, fluids, heat, and sound will be studied. Special emphasis will be placed upon the great laws, such as the laws of pressure, fusion, etc.

Text-book: Gorton's.

Four recitations and two laboratory periods weekly.  

Mr. Quick.

B. **High School Algebra.**

This course embraces Part II of Nicholson's School Algebra as far as Ratio and Proportion, or the equivalent thereof.

Six hours a week. 11:30 daily.  

Professor Welch.

C. **Plane Geometry.**

This course includes Books III, IV, and V of Lyman's Geometry, and is open to those who have a fair knowledge of Books I and II.

Six hours a week.  

Mr. Quick.
COLLEGE COURSES

ACCOUNTING.

Professor Himes. “A” Building.

1. The Elements of Bookkeeping.
   The business customs governing ordinary business transactions, and the commercial law pertaining to them, as well as the adopted forms of bills, invoices, receipts, notes, etc.
   Six times a week.

5. Banking and Office Practice.
   The student is here given a position in the bank, railroad office, or commercial exchange. He is passed from one position to another as rapidly as he shows proficiency in each, and the demands of the department permit.
   Six hours a week.

    A brief study of the fundamental principles of business law. This is not a course to train lawyers. It is a course to teach business men to know the laws of business, to conform to them, to avoid the mistakes that necessitate a lawyer, and to get a lawyer when they need one.
    Six hours a week.

AGRONOMY.

Professor Kidder. Professor Doran.
Agronomy Building.

1-2. Field Machinery.
   This course traces the development of field machinery and stresses the value of improved farm implements in their relation to modern agricultural methods. Attention is given the importance of the careful buying of machinery from the farmer’s standpoint.
   Text: Davidson and Chase’s Farm Machinery and Farm Motors.
   Two hours each per week. Professor Doran.

Field Machinery Laboratory 1.
   This is a laboratory course designed to accompany Agronomy 1. The work consists of dismantling and assembling farm
implements with attention given their repair, adjustment, and operation.

Six hours a week.  

Professor Doran.

Field Machinery Laboratory 2.

A laboratory course accompanying Agronomy 2. This work is made up largely of problems having to do with the working principles of farm machines to the end that the student may be prepared to make a judicious selection of implements for a given farm. There is further practice in adjustment of machines.

Text: Laboratory notes and outlines.

Six hours per week.  

Professor Doran.

3. Farm Crops.

Requisites, Agronomy 9 and 10.

Lectures and recitations upon the classification and methods of improvement of farm crops. Special studies will be made of the staple crops of Louisiana, embracing cotton, corn, rice, and oats. Individual crop studies will include varieties, geographical distribution, culture, methods of harvesting, uses, preparation for use, obstructions to growth, means of repression, production, marketing, and history.

Six recitations and four hours of laboratory work per week.  

Professor Kidder.


This course includes a study of the elementary principles of soils, field, and farm management in their relation to general agriculture. The origin and classification of soils, different methods of cultivation and their effect upon the movement and control of soil water with its ultimate effect upon plant development, benefits of crop rotations, use of fertilizers and home mixing of fertilizers are given due consideration in the simplest manner possible.

Six recitations per week.  

Professor Kidder.

10. Forage Crops.

This crop includes a study of the crops that can be used for forage purposes in Louisiana. Each crop will be studied in detail in regard to varieties, preparation of seed bed, fertilization, time of planting, amount of seed to sow per acre, method of planting, time of harvesting, preservation of crop, means of fer-
tilizing crop, methods of improvement, and the preservation of the seed for planting purposes. The weeds that grow with these crops will be studied as far as time will allow.

Text: Piper's Forage Plants.
Six recitations per week. Professor Kidder.

11. Land Drainage.
A study of the benefits and the importance of drainage, soils requiring drainage, and methods of carrying out the work. Special attention is given to the calculating of the required capacities of drains. The work includes, also, the study of plans for organizing drainage districts and the several methods of apportioning the cost of drainage work among landowners within a district.

Text: Elliott's Engineering for Land Drainage.
Four hours per week. Professor Doran.

Land Drainage. Laboratory 11.
A laboratory or field course to accompany Agronomy 11. This takes up elementary surveying, a study of the construction of terraces, rice levees, and sidehill ditches, together with thorough practice in leveling and the construction of ditches. Notes are made in the field from which contour and profile maps are made.

Text: Laboratory notes and outlines.
Nine hours per week. Professor Doran.

ANIMAL INDUSTRY.
Professor Jordan. Professor Cadwallader.

2. Feeds and Feeding.
Prerequisite, Chemistry 1 or equivalent.
A study of the chemical elements and compounds essential to plant and animal life; courses of the elements; physiology of the processes of digestion, absorption, distribution and assimilation of the nutrients and the elimination of wastes; functions of the nutrients; classifications, percentage composition, and nutritive values of the various natural and commercial feeding stuffs; the nutritive needs of the various classes of farm animals and the computation of suitable rations to meet these needs. Laboratory work consists of the identification of the numerous natural feeding materials and the various factory by-products available for feeding purposes in Louisiana, together with writ
ten reports concerning the adaptability and economy of each material studied.

Six recitations and four laboratory hours per week.

Professor Jordan.


A study of the origin, history, and breed characteristics of the different breeds and types of swine and of horses. Laboratory work consists of practice in judging specimens of the breeds.

Four lectures and four laboratory hours per week.

Professor Jordan.

40. Swine Management.

The arrangement and construction of such buildings as are necessary to well equipped swine farm; forage crop rotations; sanitation; cholera control; office records; pedigree tabulations, etc.

Four lectures per week.

Professor Jordan.

100. The Production and Handling of Milk and Its Products.

This course deals with the composition and food value of milk; milk sanitation; pasteurizing, standardizing, and modifying milk for human consumption; manufacture of butter, cheese, and ice cream, with special reference to their manufacture and use on the farm. Laboratory will consist of testing milk for the various constituents, methods of determining adulteration, churning, and making soft cheese in the creamery. The course is particularly adapted for teachers in the grades, as well as for agricultural high school teachers. The University has a model creamery and milk plant in operation, and ample opportunity will be given for those taking the course to become familiar with good practical methods.

Five lecture periods and two laboratory periods each week.

Professor Cadwallader.

105. Dairy Practice.

This course is offered only to students who have some knowledge of elementary chemistry or have had some practice in dairy work. The work will consist altogether of practice in the dairy laboratories. It is designed particularly for those who wish to specialize along dairy lines.

Only a limited number of students will be registered for this work.
Laboratory only. Eight hours.

Time, Monday afternoon from 2:00 to 4:00, Tuesday morning from 7:00 to 9:00, Thursday afternoon from 2:00 to 4:00, and Friday morning from 7:00 to 9:00.

Professor Cadwallader.

**BOTANY.**

Professor Bell. Mr. Moreland.

Agricultural Hall.

1. **General Botany.**

A course in morphology, tracing the structures, relationship, and adaptations of the groups from the protophytes to the bryophytes.

Text: Bergen and Davis' Principles of Botany.

Four hours recitation and six hours laboratory a week.

Professor Bell and Mr. Moreland.

2. **General Botany.**

A continuation of General Botany 1, beginning with bryophytes and continuing up through the spermatophytes.

Text: Bergen and Davis' Principles of Botany.

Four hours recitation and six hours laboratory a week.

Professor Bell and Mr. Moreland.

7. **Bacteriology.**

A course will be offered covering the first semester's work.

Four hours lecture and six hours laboratory.

Professor Bell and Mr. Moreland.

9s. **General Botany—Teachers' Course.**

This course will trace the development of the higher plant through its cycle of seed, seedling, adult, flower, fruit, to seed again. The development of each organ will be made the basis for the study of the physiological and ecological principles controlling it. These studies will serve as material for working out the principles of the science. Both material and methods will be such as may be adapted to high school use in Louisiana. While primarily designed for teachers, this course will be open to all.

Text: Ganong's Teaching Botanist.

Four hours lectures and six hours laboratory a week.

Professor Bell.
11. **Systematic Botany.**

A course in the identification of ferns and flowering plants. This course includes collections, drying, and the mounting of herbarium material, instruction in the use of manuals, especially those relating to the flora of Louisiana. Intended for those who have had Botany 1 and 2. Persons desiring to register for this course will consult the instructor before doing so.

**Text:** Small's Flora of the Southeastern United States.

Four hours lecture and six hours laboratory a week.

Professor Bell.

**CHEMISTRY.**

Professor Coates.  Professor Menville.
Mr. Slater.  Mr. Cuenot.

Irion Hall.

1. **General Chemistry.**

Lecture-room demonstrations, supplemented by laboratory studies on the type elements and the general laws of chemical action.

Six hours a week and six hours of laboratory work.

Professors Coates and Menville and Mr. Cuenot.

2. **General Chemistry.**

This course is a continuation of course 1, and includes lectures on the detailed manufacture of fertilizers, sulphuric acid, and the more important inorganic chemical products, as well as a brief course in elementary metallurgy. The laboratory work includes some inorganic preparations and the principles of qualitative analysis.

Six hours a week and six hours of laboratory work. First term.  Professor Coates, Mr. Slater and Mr. Cuenot.

Students having one unit in chemistry for entrance, upon presenting satisfactory evidence as to the nature of the laboratory work accompanying this course, may be permitted to substitute Chemistry 5 and 6 for the laboratory work in Chemistry 1 and 2.

Students in the College of Agriculture will omit some of the experiments in the regular laboratory work of Chemistry 1 and 2 and will substitute therefor certain selected experiments bearing specifically upon agricultural topics.

Mr. Slater and Mr. Cuenot.
5a. Qualitative Analysis.

The purpose of this course is not so much to make a skillful analysis as to teach the fundamental principles on which qualitative analysis is based. Special attention will be given to the care and manipulation necessary to secure accuracy in results.

One lecture and ten hours of laboratory work a week.

Mr. Slater.

6a. Elementary Qualitative Analysis.

The theory and use of the balance, simple gravimetric analyses, the calibration and use of columetric apparatus, simple volumetric analyses.

These courses are designed to introduce students to quantitative analysis, and are accompanied by lectures on chemical arithmetic.

One lecture and ten hours of laboratory work a week.

Mr. Slater and Mr. Cuenot.

7a. Principles of Chemical Analysis.

A continuation of Course 6.

Twelve hours of laboratory work a week.

Professor Coates and Mr. Slater.

26. Physical Chemistry.

This is a short course, treated largely from a non-mathematical standpoint. It consists of a series of lectures on the main principles of physical chemistry. It serves, also, as an introduction to the subject for those students who propose to continue the study of physical chemistry.

Four hours a week.

Mr. Slater.


A short course in descriptive organic chemistry, designed mainly for students who are preparing to teach domestic science.

Four hours a week.

Mr. Slater.

30. Household Chemistry (formerly Course 29).

The purpose of this course is to examine in detail the various operations of a chemical nature met with in the study of household economics. It is designed mainly for students expecting to teach domestic science or chemistry in the high schools of Louisiana. Prerequisite, Chemistry 1 and 2 or a full year's course in chemistry at an approved high school.

Three hours a week and two hours of laboratory work.

Professor Menville.
38. *Elementary Agricultural Chemistry.*

This course is offered only in the Summer School. It is given mainly for the benefit of teachers intending to take up work in the agricultural high schools of Louisiana. It covers, in an elementary way, the chemical aspect of plant growth, fertilizers, food-stuffs and certain selected agricultural industries, such as syrup making, soap making, and the like.

Four hours a week and four hours of laboratory work.
Prerequisite, Chemistry 1 and 2, or its equivalent.

Professor Menville.

**DRAWING AND MECHANIC ARTS.**

Professor Herget.

Robertson Hall.

1. **Drawing.**

This is a course in instrumental drawing designed to familiarize the student with the uses of the various instruments used in making mechanical drawings, and includes the principles of geometric drawing, isometric cabinet and orthographical projections.

Two lectures and ten hours practice a week, 10:30-12:30.

2. **Drawing.**

This course is a continuation of Course 1, and includes the principles of intersections of solids by planes, intersections of solids by solids, development of the surface of solids, line shading, shadows, and perspective.

Two lectures and ten hours practice a week, 10:30-12:30, daily.

1. **Mechanic Arts.**

This is a course in joinery, designed to teach the principles of sharpening and using the principal handtools used in woodworking, and the accurate construction of a number of the principal joints used in joining woods.

Two lectures and ten hours practice a week, 2:30-4:30.

2. **Mechanic Arts.**

This course is a continuation of Course 1, giving additional practice in sharpening tools, and in the construction of the more difficult joints used in construction work, in gluing, staining, and polishing wood. In addition to this, some piece of construction
work will be required, such as a shop bench or laboratory table, which will be made according to drawings furnished by this department. Lectures will be given setting forth the cost and the kind of bench and tools which should be used by manual training classes in high schools.

Two lectures and ten hours practice a week, 2:30-4:30, daily.

**ECONOMICS.**

Professor Scroggs.

Peabody Hall.

1. **Economics of Production and Exchange.**

   This is an introductory course designed to familiarize the student with the essential facts concerning the organization of production, the conditions determining value and price, the history and functions of money, the general principles of banking, the mechanism of foreign exchange, and the regulation of international trade through tariff laws.

   Six hours a week.

2. **Practical Economic Problems.**

   This course is intended to supplement Course 1 by a study of some important applications of economic theory under modern industrial conditions. The work includes a study of the problems of wealth distribution, organized labor, transportation, taxation, trusts, and economic reform (including socialism).

   Six hours a week.

   Open only to those who have had Economics 1 or equivalent.

11. **Rural Economics.**

   A study of general principles as they relate to the agricultural industry. Especial attention is given to the following topics: The development of modern agriculture; land ownership and tenancy; large-scale and small-scale farming; extensive and intensive cultivation; co-operation and marketing; agricultural credits; agrarian movements; and the social problems of rural communities.

   For Course 11 the work in Courses 1 and 2 is not a prerequisite.

   Six hours a week.
EDUCATION AND PSYCHOLOGY.
Professor Powers.        Professor Bean.
Professor Brown.        Peabody Hall.

3. Educational Psychology.
The purpose of this course is to supply one of the prime essentials of good teaching, the knowledge of how the pupil's mind assimilates instruction. The hereditary tendencies and their transformation into habits, their attention, sense perception, apperception, memory, imagination, and the higher processes of thinking, the training of feelings and emotions, initiative, motivation, will, fatigue, and transference of training are, therefore, among the topics discussed.

Text-book, lectures, laboratory demonstration and special reports.
Six hours a week. 11:30.        Professor Bean.

EDUCATION.

6. School Administration.
This course is designed to equip students with the essential conceptions for superintendencies, principalships, and for progressive careers in school work. A critical and comparative study of the modern conception of State, city and county school systems will be made with the view of evaluating the best in both theory and practice; problems of financing, of supervising, of organization, instruction, the rating and improvement of teachers, problems of waste and readjustment. The work will be practical and at the same time constructive.

Text: Cubberly's State and County Educational Reorganization; lectures; class discussions; special reports.
Six hours a week. 9:30.        Professor Powers.

8. History of Modern Education.
This course consists of a rapid survey of educational efforts of the Ancient and Mediæval periods that contributed to later progress, followed by a thorough study of the modern period. The primary purpose of the course is the preparation of the student to fully comprehend present methods of school organization, administration, supervision and instruction, and modern educational aims by tracing these factors to their sources.
Six hours a week. 7:30.        Professor Bean.
This course will be especially adapted to meet the needs of prospective teachers who are preparing to take the state examination in Theory and Art of Teaching, and for those who are already engaged in the work of the elementary schools. Particular stress will be placed upon right conceptions of the aims, functions, relationships, shortcomings, and present-day theories and practices of the elementary schools. Detailed treatment of such topics as organization, classroom management, elimination, retardation, time-economy, discipline, community activities, courses of study, the learning and teaching processes and scholarship.

Lectures, collateral reading and text-book work. All available reports with reference to existing conditions in Louisiana will be made use of.

Six hours a week. 8:30.  
Professor Bean.

14. Secondary Education.

A critical study of the fundamental principles that should guide in high school teaching and class control. The following topics are suggestive as to the character of the course: the social aims of secondary education; traits of adolescent pupils; types of learning; organization of subject matter as teaching material; means of motivating pupils; supervised study; lesson planning; methods of the recitation; determinants of the course of study; schemes for grading and promoting pupils; the treatment of misdemeanors.

Text: Parker’s Methods of Teaching in High Schools; class work, lectures and reports.

Six hours a week. 8:30.  
Professor Powers.

19. Rural Education.

This course is planned for principals of large rural schools, supervisors, mature teachers, and other leaders in rural education.

It will begin by a brief survey of the most pressing economic, social, and educational problems of the nation at large, followed by a study and analysis of such conditions as may prevail in Louisiana. Rural educational conditions in our own state will be studied in some detail.
The latter two-thirds of the summer session will be devoted to a determination of (1) the type of country school best calculated to be of most service in the solution of the rural problems of the people of this state as will teach in the best and most economic manner the common school subjects; and (2) the most effective scheme of organization and administration in the state, parish, and school district for the establishment and operation of this type of school.

Printed reports and bulletins from the State Department of Education and the United States Bureau of Education will furnish the basis for most of the work.

Six hours a week. Professor Brown.

Professor Reed. Mr. Staples.

Peabody Hall.

1. Composition and Literature.

This course includes a critical study of representative masterpieces; considerable parallel reading; and the writing of themes, reports and essays. Students who show that they are notably deficient in English are required to take a more elementary course for such time as may be found necessary.

Text-books: Mathews' The Short Story; Canby and Pierce's Selections from Stevenson; Wheeler's Edition of Palgrave's Golden Treasury with Additional Poems.

Six hours a week. Mr. Staples.


A general view of the history and development of English literature from Thomson to George Meredith. The work is conducted partly by lectures on the various movements, tendencies, and authors, but chiefly by the careful study of selected masterpieces, in poetry and prose, representative of different periods. Considerable attention is devoted to the writing of outlines and essays as a means of training the student to appreciate and to express his appreciation of the literature studied.

Text-books: Snyder and Martin's Book of English Literature; Long's History of English Literature.

Six hours a week. Professor Reed.
5. Shakespeare—Advanced Course.

A continuation of the work in Shakespeare which was offered last summer. Several plays are studied critically in class, and several are assigned for outside reading. Considerable emphasis is placed on the sources of the plays, the theatrical conditions of Shakespeare's times, the principles of his dramatic art, and the interpretation of character and action in the dramas.

Text-books: The Cambridge Edition of the complete works of Shakespeare (several copies are in the University Library); annotated editions of Macbeth, Henry IV., Part I; and Hamlet.

Six hours a week. Professor Reed.

11. American Literature.

This course will attempt chiefly two things: First, to show how the literature of America at given periods of our national development reflects the social and industrial life of the people as a whole; second, to show how typical authors may be studied to represent a given period to the best advantage. In addition to selected masterpieces from representative authors, some time will be devoted to the study of contemporary literature.

Texts: Long's American Literature; masterpieces from representative authors.

Six hours a week. Mr. Staples.

17. The Teaching of English.

This course is intended primarily for teachers of English, or those who expect to become teachers of English, in the high schools of the State. It includes the discussion of such topics as the following: Aims of English teaching; organization of high school work in English; methods of teaching composition; the essay problem; what to teach in literature; and the correlation of composition and literature with other high school subjects. It includes, also, a review of the fundamental principles of grammar and rhetoric, practice in correcting themes, and a study of the masterpieces taught in the high schools. Special attention is given to the conditions and needs of English teaching in the elementary and high schools of Louisiana.

Text-books: Carpenter, Baker, and Scott's The Teaching of English is used as a general guide; but references are made to such works as Chubb's The Teaching of English, Bates's Talks
on Writing English and Talks on the Teaching of Literature, any Gayley and Bradley’s English in the Secondary Schools. Six hours a week.

**FRENCH.**

Professor Broussard. Professor Stumberg.

Room 5, “D” Building.

1. **Elementary Work.**

In this course the students are thoroughly grounded in the elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Such attention is paid to phonetics as will enable the student to secure an accurate pronunciation from the very outset.

Text-book: Thieme and Effinger’s French Grammar.

Six hours a week. 7:30 daily. Professor Broussard.

2. **Elementary Work.**

The student continues Course I in grammar, and takes up the study of irregular verbs and more advanced syntax. The class periods are devoted to drill work in pronunciation, dictation, and elementary composition.

Text-book: The same.

Six hours a week. 8:30 daily. Professor Broussard.

3. **Intermediate French.**

This course consists of a review of grammar by the deductive method. Anecdotes and short stories will be used for composition, dictation, and oral drill.

Six hours a week. 9:30 daily. Professor Broussard.

4. **Intermediate French.**

This course is a continuation of Course 3, with additional reading and a closer study of French idioms.

Six hours a week. Professor Stumberg.

5. **Modern French.**

The air of this course is to teach the student to read French rapidly and accurately. Attention is paid to pronunciation, idioms, and syntax.

Six hours a week. Professor Stumberg.
GERMAN.

Professor Stumberg. "C" Building.

1. Elementary Work.

This is a course in the elements of German grammar. The student becomes fairly familiar with the declensions of nouns and pronouns, the inflections of adjectives, the conjugations of verbs, and some of the elements of syntax. He also learns the rules of order in the German sentence and has practice in applying them. All the exercises from English into German and the translation into English in Part 1 of the text-book are done by the student.

Text-book: Thomas' Practical German Grammar.
Six hours a week.

GEOLOGY.

Professor Emerson.


The purposes of this course are to acquaint students who have had courses in geology with the methods of field work and to give those who have not taken geological courses a general insight into the facts and methods of the earth sciences, through actual study and observation in the field. Considerable general information both of geology and geography can be obtained from such a course. There will be opportunity for teachers of geology and physical geography to become familiar with important types of country and to observe important forms of industrial activities.

The field for study will be mainly the mountains of the Asheville region in North Carolina. Stopovers will be made at Birmingham, Ala., where the coal and iron mines will be studied, and at Chattanooga, Tenn., where horizontal and folded sedimentary rocks of many kinds are well exposed. In the Asheville region the party will study the various types of mountains and practically all the principal types of igneous and sedimentary rocks, as well as the deposits of barite, iron, garnets, mica, talc and corundum. Considerable attention will be given to various physiographic features and some study will be made of rocks with respect to the soils derived therefrom.
The maximum credit for this course is three session hours, but those who have not pursued courses in geology will not be able to obtain the maximum credit. Credit will be based on quality of work and on the written report of the work required of all who desire credit. The laboratory fee is $5. The party will leave Baton Rouge August 9, after the close of the summer session; the time occupied by the trip will be three weeks. The estimated minimum expense of the trip is $55.00. All registrations for the course should be in not later than June 15. Those who wish to go with this party should write to Dr. F. V. Emerson, Louisiana State University, Baton Rouge, Louisiana.

HISTORY.

Professor Fleming.
Basement of Library.

Dr. Stroud.
Peabody Hall.

In every course in History a text will be used as a basis of the work. The text will be supplemented by formal or informal lectures by the professor. Students will be expected to prepare recitations from the text, take notes in class, read papers, make reports upon assigned topics, prepare historical maps and outlines, and make frequent use of the historical collections in the library. The Department of History is supplied with maps, atlases, reference works, pictorial collections, and other illustrative material.


A survey of European History since 1715. The principal topics studied are: The old regime in Europe; the development of modern science and its relation to the spirit of reform; the rise of Russia and Prussia; the struggle for colonies; the American and French Revolutions; Napoleon and his work; reaction and revolution after 1815; the industrial revolution; the unification of Germany and Italy; Turkey and the Eastern question; the great states of Europe; the expansion of Europe.

Six hours a week. 10:30.

Dr. Stroud.

9. History of Louisiana.

An intensive survey of the political and economic history of Louisiana. The course will consist of a study of the expansion of European civilization into America, of the later expansion of the United States toward the West, and of the Mississippi Valley
influence in American history. The greater part of the time will be given to the following subjects: French and Spanish colonial institutions; Louisiana as a factor in international diplomacy; the westward expansion of the United States; the fusion in Louisiana of Latin and Anglo-American civilizations; Louisiana as a southern state; the lower Mississippi Valley and the Civil War; politics since 1803; the educational history of the state.

Six hours a week. 7:30. Professor Fleming.

21. The French Revolution and Napoleon.

This course is devoted to an intensive study of political and social conditions in Europe since 1750. It includes an account of the French absolute monarchy; the growth of the reform spirit in Europe; the work and influence of the "benevolent despots"; the French revolution and Napoleon; the results of the Revolution and of Napoleon's work.

Six hours a week. 8:30. Professor Fleming.


A course in current history and politics. The object of this course is to train the student in the intelligent use of newspapers and other periodical literature and to have him apply his knowledge of history to the understanding of present-day events. To each student topics of current interest will be assigned and he will be expected to develop these in their historical relations. Some attention will be given to the problem of teaching current history in the high schools.

The library can furnish such periodicals as the Literary Digest, Current Opinion, the Outlook, the Independent, Review of Reviews, North American Review, Yale Review and a number of daily papers and foreign reviews. Several annual publications are available, among them the American, International and Statesmen's Year-books; the newspaper almanacs; the Annual Cyclopedia, etc.

Six hours a week. 9:30. Professor Fleming.

The Teaching of History.

While no formal course in this subject will be offered this summer the Department of History will have on exhibition for several days during the session a collection of some of the materials available for use in the study and teaching of history.
This collection will include text-books, source-books, reference works, maps and atlases, notebooks, pictures, original documents, relics, publishers advertising material, etc.

History teachers are invited to bring with them for this exhibit specimens of classwork, such as maps, notebooks, and written exercises.

**HOME ECONOMICS.**

Miss Fitzgerald. Miss Kedzie.

3-4s. **Clothing.**

Economics of spending; hygiene in relation to clothing; ethics of shopping; practice work in hand sewing, machine sewing, adaptation of commercial patterns, drafting and garment making.

Two hours recitation and ten hours laboratory per week.

8. **Clothing.**

Color, design and suitability of materials and garments; modification of extreme fashions; cost of clothing studied from clothing budgets of class and by comparing home and custom-made garments; conditions of manufacture and sale of clothing; practice work in dressmaking.

Prerequisite, Clothing 3-4.

Two hours recitation and eight hours laboratory per week.

11-12s. **Food Preparation.**

The nature and use of food, its chemical composition, changes effected by heat, cold, fermentation and digestion; practical application of fundamental science principles to typical cookery processes.

Prerequisite, entrance credit in Chemistry or Chemistry 1.

Two hours recitation and ten hours laboratory per week.

13. **Foods.**

This course emphasizes the economic and sanitary aspects of the food supply. It includes a study of the production and preparation for market; pure food laws; questions of sanitation, inspection, and standards of purity; composition, nutritive value and place in the diet. It is sought to incorporate the results of the most recent scientific investigations concerning foods, and to put the student in touch with the exceptionally rapid development of the subject during the past few years.

Text: Sherman’s Food Products.

Prerequisite, entrance credit in Chemistry or Chemistry 1.

Four hours recitation and four hours laboratory per week.

This course treats of the fundamental principles of human nutrition, and their application to varying social, economic, and such pathological conditions as are chiefly dependent upon dietetic treatment. Infant feeding and diet of children are emphasized. It includes the construction of dietaries and the preparation of meals.

Text: Sherman’s Chemistry of Food and Nutrition.
Prerequisite, Home Economics 11, 12, and 13.
Four hours recitation and four hours laboratory per week.

15. Food Preparation.

This course is a continuation of Course 11-12. It aims to develop technical skill, and to give a knowledge of a greater variety of food materials. It includes problems of marketing and service of food.

Prerequisite, Food Preparation 11-12.
Two hours recitation and eight hours laboratory per week.
Enrollment limited to twenty-five students.

25. Teachers' Course.

Curricula, methods of teaching, and equipment. Organization of courses of study in foods, clothing, and the home. Adaptation to different grades and types of schools.

The consent of the instructor must be secured for this course.
Four hours per week.

HORTICULTURE AND FORESTRY.

Professor Lee. Horticultural Building.


A study of the principles of vegetable gardening, theory and practice, local marketing and the elements of trucking, hotbeds and cold frames, transplanting, cultivation, grading, packing, and the canning of tomatoes.

Text and lecture: Bailey’s Principles of Vegetable Gardening, and Experiment Station Reports.
Four hours of recitation and three hours of laboratory a week.


A study of the theory and practice of plant propagation, seedage, cuttage, layerage, budding and grafting, pruning, training, spraying, insecticides and fungicides.

Texts and lecture: The Nursery Book, by Bailey, and Experiment Station Reports.
Four hours of recitation and three hours of laboratory a week.

A course designed for prospective teachers. It consists in lectures, practicums and reference work, embracing the following subjects: (1) Nature study, its aims and objects; (2) The school garden, its aims and objects, with practical demonstration in planning, planting, and caring for one; (3) A brief study in landscape gardening, the fundamental principles, with special reference to the improvement and adornment of the home and school grounds.

Two hours of recitation and three hours of laboratory a week.

FORESTRY.

1. The Principles and Economics of Forestry.

A study of the general principles involved in forestry practice and management; the forest nursery, a discussion of species, their distribution, commercial value and uses of the principal forest trees of Louisiana. Study will also be made of cut-over lands, their proper utilization, reforestation, propagation, forest fires, forest enemies, forest influences, forest protection, forest economies and conservation, and forest nursery practice.

Four hours of recitation and three hours of laboratory a week.

LATIN.

Professor Scott. Peabody Hall.

As satisfactory progress in Latin depends so much on systematic daily application, it is advisable that those taking this subject so arrange their schedules as to allow sufficient time for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted; the qualities of style peculiar to each author read will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.

Cs. Cicero.

This course emphasizes the literary side of Cicero's orations, without overlooking the grammatical. The first and second orations against Catiline are studied minutely with reference to force and taste in translation. Due attention is given to the political and historical setting. The third oration against Catiline is pre-
presented as a means of acquiring a grasp of the Latin paragraph through exercises in sight reading and translation. Prose composition is a large part, also, of this course.

Text-book: Gunnison and Harley's Ciceo's Orations.
Six hours a week. 8:30.

3. Livy.

Selections from Books XXI and XXII. The author's conception of history, his sources, his sense of the ethical and dramatic, qualities of style, relation to other historians, Greek and Roman, are topics presented in connection with the study of Livy. Special problems in grammar and turning connected English prose into Latin form a part of this course.

Text-books: Chase and Stuart's Livy with vocabulary; Allen and Greenough's New Latin Grammar; Gildersleeve-Lodge's Latin Composition.
Six hours a week.

9. The Latin in English.

This course offered in this department now for the first time is designed to meet in some measure the wants of: (a) students in general who have had no Latin; (b) students of Latin who have had something of this course but only incidentally; (c) teachers, whether they have had Latin or not, who would care to take up systematically and in detail what this course includes.

The following are the topics studied: (a) Typical derivatives from Latin sources, their realm of use, and current application; (b) principles of word building and growth, changes in the meaning and use of words; (c) study of notable Latin phrases, or sayings in common and current use; (d) Latin abbreviations and contractions most widely used in written speech; (e) something of the essential nature of the diction of science as contrasted with that of literature; (f) the practical ends of the study of Latin based on Sabin's "The Relation of Latin to Practical Life."

This course is intended to supplement, not to impair, the usual college courses in Latin.
Four hours a week.
11. **Teachers' Course.**

The scope of this course is the theory and practice of teaching Latin in the high school. Its aims are to consider what things are worth while in the study of Latin for each year of the three or four years' high school course; to determine how and in what order the subject matter of Latin, both as to form and content, should be presented; to suggest the special lines of study and reading which would prove of most value to the teacher of Latin; to discuss the plan, arrangement, and contents of beginner's books, Latin prose composition books, of the usual school editions of Caesar and Cicero as well as of the school and college grammars in general use; to define the relation of Latin to other branches, or subjects, in the high school curriculum; and to indicate the grounds upon which Latin continues to maintain its place in high school and college courses.

It would be well for those who contemplate taking this course to bring, or provide themselves with, the complete series of the high school adoption in Latin. To enter this course applicants must have had at least the full equivalent of the three years' high school course.

The course will be conducted in accordance with the professor's outline—notes and references, which will provide a definite assignment of topics for each class period for the nine weeks' term.

Text-book: Bennett and Bristol's *The Teaching of Latin and Greek in the secondary school.*

Four hours a week.

12. **Advanced Latin Composition.**

While this course includes principally the turning of connected English prose exercises into Latin, due attention will be given to a consideration of the general subject of Latin prose composition in high school and college courses.

Text-book: Gildersleeve-Lodge's *Latin Composition.*

Two hours a week.

**MATHEMATICS.**

Professor Nicholson. Professor Sanders.

Professor Welch.

1. **College Algebra.**

This course includes proportion, variation, arithmetical, geometric and harmonic progressions; the binomial theorem for any
rational exponent; the properties of and composition by logarithms; indeterminate linear equations.

Text: Ashton and Marsh’s College Algebra.
Six hours a week. 7:30 daily.  Professor Nicholson.

This course is a continuation of Course 1 and includes series, limits, binomial theorem for all exponents, continued fractions, permutations, probability, summation by differences, determinants, and the theory of equations.

Text: Ashton and Marsh’s College Algebra.
Six hours a week. 8:30 daily.  Professor Nicholson.

To enter this course students must understand plane geometry. Much importance is attached to their being able to prove the ordinary theorems, demonstrate simple original propositions, and solve problems relating to the mensuration of polygons and circles.

Text: Lyman’s Geometry.
Six hours a week. 10:30 daily.  Professor Sanders.

To take this course students must have completed Course 1.

Text: Nicholson’s Trigonometry.
Six hours a week. 9:30 daily.  Professor Sanders.

Text: Ashton’s Analytic Geometry.
Six hours a week. 8:30 daily.  Professor Welch.

8. Elementary Course in Differential and Integral Calculus.
Text: Granville’s Calculus.
Six hours a week. 7:30 daily.  Professor Welch.

Text: Granville’s Calculus.
Six hours a week. 7:30 daily.  Professor Sanders.

10. Applications of the Calculus to Lengthen Surfaces, Solids, Center of Gravity and Movements of Inertia.
Text: Granville’s Calculus.
Six hours a week. 9:30 daily.  Professor Nicholson.
PHYSICS.

Professor Atkinson.  Professor Guthrie.

1. General Physics.

The object of this course is to secure a thorough grounding in the underlying principles and fundamental laws of the subject, and is adapted to the needs of both Arts and Engineering students. The lectures are supplemented by numerous experimental demonstrations, for which there are unusual facilities. The subject of plane trigonometry is a prerequisite to this course. The course includes the subjects of mechanics and heat.

Six hours a week.  7:30 daily.

2. General Physics.

A continuation of Physics 1, including electricity and magnetism, sound, and light.

Six hours a week.  8:30 daily.

3. Laboratory Work in General Physics.

This course is designed to accompany Physics 1, and includes experiments in electricity, magnetism, and light.

Four hours a week.  9:30-11:30, Tuesday, Thursday.

4. Laboratory Work in General Physics.

This course is designed to accompany Physics 2, and includes experiments in electricity, magnetism, and light.

Four hours a week.  9:30-11:30, Wednesday, Friday.

5-6. Theoretical Mechanics.

Requisite, Mathematics 8 and Physics 1 and 2.
An elementary course in theoretical mechanics.
Each four hours a week.  (5) 8:30, Tuesday, Wednesday, Thursday, Friday.  (6) 9:30, Tuesday, Wednesday, Thursday, Friday.
9-10. Electricity and Magnetism.

Requisite, Physics 2.

A course in theoretical electricity, designed to secure a more extended and thorough study of topics taken up in an elementary way in Physics 2.


Each four hours a week. (9) 10:30, Monday, Tuesday, Wednesday, Thursday, Friday. (10) 11:30, Monday, Tuesday, Wednesday, Thursday, Friday.

**PHYSIOLOGY.**

Dr. Stroud. Peabody Hall.

1. Physiology and Hygiene.

This course is designed to give the student a comprehensive idea of the structure of the human body and the principles underlying the healthy functioning of its several organs. It is the aim of make this course a practical one, by continually in the discussions connecting the theoretical needs with common practices proper and improper. To this end the text used will be Hough and Sedgwick’s Human Mechanism, in which the complex problems of the physical life are clearly revealed.

Six hours a week of recitation.

2. Physiology for Teachers.

The work of (1) will be considerably modified to give a more technical course for present and prospective teachers. Personal and public hygiene and sanitation will receive practical attention, and domestic hygiene and food values will be discussed in relation to the work of the Department of Home Economics.

Six hours a week.

**POLITICAL SCIENCE.**

Professor Prescott. Dr. Sheetz.


This course treats of the colonial origins of American institutions, the establishment and evolution of the federal institution, and the general features of the federal system of government in the United States.

Six hours a week. 8:30. Professor Prescott.
2. **Commonwealth Government in the United States.**

This course is devoted to the organization and functions of commonwealth and local governments in the United States. It stresses the constitutional basis of such governments, and the political activities arising from their control by the people.

Six hours a week. 9:30.  
Professor Prescott.

6. **Government of Louisiana.**

This course is devoted to the organization and administration of civil government in Louisiana, state and local. It includes a detailed study of the Constitution of 1898 as interpreted by the Supreme Court.

Four hours a week. 11:30.  
Professor Prescott.

10. **International Law.**

The purpose of this course is to give the student an understanding of the principles that govern the relations of enlightened nations. Some effort will be made to trace the historical development of international law, but for the most part the class will examine and discuss the accepted rules of international conduct as derived from common usage, treaties, conventions, decisions of municipal and international tribunals, from text-writers and from principles of reason and justice. The examination of important cases will serve to illustrate the work, special reference being made to those cases that illustrate the practice of England and the United States.

Four hours a week.  
Dr. Sheetz.

17. **History of War.**

An attempt will be made in this course to examine the historical development of war and its various political and economical aspects, both in the past and present. At the same time will be given a resume of the efforts made in the past to limit, or entirely stop, war.

Six lectures per week with assigned reading.  
Dr. Sheetz.

**PUBLIC SCHOOL MUSIC.**

Professor Stopher.  
Mrs. Doran.

6. **Course for Primary and Intermediate Grade Teachers.**

This course includes the presentation of rote songs, singing games, and suitable material for technical training.

Text-books: The state adopted books for the first four grades, Dann's Dictation and supplementary material.

Six hours a week.
7. Course for Grammar Grade and High School Teachers.

This course includes extensive practice in sight reading from the state adopted texts and will give special attention to the organization of the high school chorus, glee club and quartet. Some work in directing will be presented, which will include the use of the baton and full score reading.

Six hours a week.

12. Course for Music Supervisors.

This course is designed for graduates of normal schools or conservatories, and for teachers of experience. The examination at the close of the term will be given in accordance with the plan of Standardization of Public School Music as sanctioned by the Louisiana Music Teachers' Association. The students in this course have had a thorough training in sight reading and theory. Some advanced work in harmony and composition will be given in this course.

Four hours a week.

Chorus.

The chorus will meet in Music Room A, in Peabody Hall, for one hour daily. This is required of all in the department. Any student will be admitted who can read music. Choruses suited to high schools and community organizations will be studied and some program will be prepared and given in public during the term.

Special Music.

Private lessons in voice, violin, piano, or any branch of advanced theoretical music will be offered at the rate of five dollars per month for two half-hour lessons weekly. Hours will be arranged by conferring with Professor Stopher.

PUBLIC SPEAKING.

Miss Locke.

1. Practical Elocution.

A study of the philosophy of public speaking, daily exercises in voice training and bodily development, expressive reading, and the memorization and delivery of declamations.

Six hours a week.
2. Shakespearean Drama.

Critical study of two of Shakespeare's plays. Memorization and presentation of selected scenes. Course 1 or its equivalent required.

Six hours a week.

5. Argumentation and Debate.

A study of the science of debate, the drawing of briefs, preparation of written arguments, reading of model debates, and contests between members of the class.

Six hours a week.

SPANISH.

Mr. Colon. "D" Building.

1. Elementary Work.

This is a course on the fundamental inflexions and constructions of the Spanish language. Stress is laid on such subjects—generally relegated to the instruction in our text-books—as sounds, stress, accent, diphthongs and triphthongs, and syllabication. All the parts of speech, except the verb, will be thoroughly surveyed, the facts of immediate application culled and mastered.


Six hours a week.

2. Elementary Work.

The instruction will include a thorough study of the three regular conjugations and of haber, tener, ser, and estar: passive, reflexive, reciprocal, and impersonal constructions; modes, their uses and sequence; tenses, their uses and sequence.

Six hours a week. 7:30.

3. Intermediate Spanish.

A review and application of the facts learned in Spanish 1-2 through readings and compositions based on the readings, and a thorough study of the classified and unclassified irregular verbs as given by the Academy of the Language.

Six hours a week. 8:30.

The object of this course is to demonstrate the relation of animals to organic life in general, and their economic value to man. It consists of a brief resume of the entire animal kingdom; special attention being given to such forms as are of economic importance in Louisiana.

Four hours of recitation per week.

General Zoology Laboratory 1.

Laboratory work aims to train the student in the manipulation of the microscope and in general laboratory methods. When practicable, study in the field is undertaken.

Six hours of laboratory per week.

While the recitation and laboratory work is given separately and may be taken separately and at different times, yet both are required before full credit can be given for Zoology 1.

Professor Gates.

3. General Biology.

A study of the development, relationships, distribution, evolution, mental behavior of plant and animal life. The problems of natural selection, variation, mutation and coloration are discussed.

Six hours a week.

Professor Gates.

4. General Biology.

This course is a continuation of Zoology 3, taking up the cell as the unit of life, in its relation to the development of the individual and the part it plays in heredity. The germ cell cycle, inheritance of characters, laws of heredity, problems of genetics and eugenics are briefly discussed.

Six hours per week.

Professor Gates.

ENTOMOLOGY.

1. General Entomology.

Requisite, Zoology 1-2.

This course consists of a study, by means of lectures, recitations, and laboratory work, of the anatomy and development
of the more common insects. Lectures treat of the practical application of Entomology; the preparation and application of insecticides; and the means of controlling insect ravages. Collection and classification of insects is undertaken. Opportunity is offered for breeding and determining the life histories of the more common forms of injurious insects.

Four hours of recitation and six of laboratory per week. Mr. Rosewall.

3. Insects Injurious to the Household.

Requisite, Zoology 1-2.

This course will begin with a brief resume of the orders of insecta, leading to discussions, lectures, and readings relating to insects common to the household. It will include the habits, injuries, and control of insects simply as pests of the household and of man.

Four hours of recitations per week. Mr. Rosewall.

4. Insects in Relation to Disease.

Requisite, Zoology 1-2.

This course is a study of the transmission and dissemination of diseases of man and animals, by means of insects. It will also include discussion upon poisonous and parasitic forms. It is primarily to put the student of medicine and entomology in touch with the discoveries and theories of modern science in preventive medicine, as applied to both man and animals.

Four hours of recitation per week. Mr. Rosewall.
LOUISIANA STATE UNIVERSITY

Thomas D. Boyd, A. M., LL. D., President.

The Louisiana State University is organized into the following colleges and schools:

(1) The College of Arts and Sciences, offering literary, scientific, pre-medical, and commercial courses; (2) the College of Agriculture, including the four State Experiment Stations and the Department of Agricultural Extension, and offering a four-year course and a short winter course in agriculture; (3) the College of Engineering, offering courses in civil, mechanical, electrical, and chemical engineering; (4) the Audubon Sugar School, offering courses in sugar agriculture, sugar chemistry, and sugar engineering; (5) the Law School, offering courses in civil and common law; (6) the Teachers College, offering courses for high school teachers, principals, and parish superintendents; (7) the Graduate Department, offering advanced courses to those who have graduated here or elsewhere; and (8) the Summer Session, offering regular University courses in nearly all departments as well as special courses for teachers.

The University has forty-eight buildings in grounds famous for beauty, healthfulness and historic interest; a strong faculty of seventy professors and instructors; a library of 36,000 volumes in the beautiful Hill Memorial building; reading rooms fully supplied with newspapers, magazines, and scientific journals; well-equipped, up-to-date laboratories and shops; flourishing Young Men's and Young Women's Christian Associations; churches accessible to all students; and all modern college accessories, such as athletics, fraternities, social and scientific clubs, literary societies, musical organizations, college journals, etc.

Tuition is free to all students from the United States, $100 a year to students from foreign countries. Living expenses are very low.

The regular annual session opens on the third Wednesday in September and continues thirty-seven weeks. The Summer Session opens on June 5, and continues nine weeks.

For general catalogue or special information about any department, write to

J. L. WESTBROOK, Registrar,
Baton Rouge, Louisiana.
Louisiana State University

Summer Session

SIX WEEKS COURSE
NINE WEEKS COURSE

JUNE 7 TO AUGUST 8, 1917
Louisiana State University
Summer Session

JUNE 7 TO AUGUST 8, 1917
OFFICERS

THOMAS D. BOYD, A. M., LL. D., President of the University
DELMAR T. POWERS, A. M., Director
R. P. SWIRE, Treasurer
MISS ANNIE M. BEALE, Librarian
JAMES L. WESTBROOK, Registrar
MISS ANNIE O. BURRIS, Matron

CLASSIFICATION COMMITTEE


SUMMER SESSION CALENDAR

Summer Session opens. Thursday, June 7, 1917
Registration and deficiency examinations. June 7-8, 1917
Classes meet for assignments. June 9, 1917
Holiday. July 4, 1917
Final examinations of Summer School. August 6-8, 1917
Summer Session closes. August 8, 1917
FACULTY OF THE SUMMER SESSION

THOMAS D. BOYD, A.M., LL.D., President.
DELMAR T. POWERS, M.A., Director.

Thos. W. Atkinson, B.S., C.E.,
Physics.

Miss Susan L. Bates, B.S.,
Home Economics.

Charles Homer Bean, Ph.D.,
Psychology and Education.

Albert T. Bell, A.M.,
Botany and Bacteriology.

Hugh Mercer Blain, M.A., Ph.D.,
English.

Milledge L. Bonham, Jr., Ph.D.,
History.

James F. Broussard, M.A.,
French.

John M. Cadwallader, B.S.,
Animal Industry.

Abel Cantu, M.A.,
Spanish.

Miss Ruth Cessna, M.A.,
Home Economics.

Charles E. Coates, Ph.D.,
Chemistry.

Mrs. A.P. Daspit,
Mathematics.

Edward B. Doran, B.S.,
Agronomy.

Mrs. E.B. Doran,
Music.
Frederick V. Emerson, Ph. D.,
Geology.

Miss Nellie Fitzgerald, B. S.,
Home Economics.

George H. Flowerday,
Commerce.

Miss Louise L. Garig, M. A.,
English.

Homer L. Garrett, B. A.,
Mathematics and Latin.

William H. Gates, B. A.,
Zoology.

David Vance Guthrie, M. A., Ph. D.,
Physics.

Albert M. Herget,
Drawing and Mechanic Arts.

Robert L. Himes,
Commerce.

Elbert L. Jordan, B. S.,
Animal Industry.

Albert F. Kidder, B. S.,
Agronomy.

Jordan G. Lee, B. S.,
Horticulture and Forestry.

Miss Mamie R. Lewis, M. A.,
English.

Miss Charlton Locke,
Public Speaking.

Raoul L. Menville, M. S.,
Chemistry.

Charles F. Moreland, M. S.,
Botany.
JAMES W. NICOLSON, A. M., LL. D.,
Mathematics.

MISS LEILA OPDENWEYER, A. B.,
Music.

DELMAR T. POWERS, A. M.,
Education.

ARTHUR T. PRESCOTT, M. A.,
Political Science.

ALBERT G. REED, A. M., Ph. D.,
English.

OSCAR W. ROSEWALL, A. B.,
Entomology.

SAMUEL T. SANDERS, A. B.,
Mathematics.

EDWARD L. SCOTT, A. M.,
Latin.

MISS MARGARET H. SCHOENBRODT, B. A.,
History and English.

LEWIS C. SLATER, M. S.,
Chemistry.

CHARLES C. STROUD, B. A., M. D.,
Physiology and Physical Training.

HENRY W. STOPHER, B. Mus.,
Music.

CHARLES M. STUMBERG, A. M.,
German and French.

MISS ELEANOR TAYLOR,
Music.

JOHN F. WELCH, B. S.,
Mathematics.

FRED A. YODER, M. A.,
Economics and Sociology.
The scope and character of the courses offered in the various departments are practically the same as those of the regular session. Competent specialists are secured, however, to give extra courses, and regular courses will be modified to meet the actual needs of teachers, principals and superintendents. It is the constant aim of the State University not only to serve at all times in its regular capacity but to extend its legitimate service whenever and however possible. The courses numbered A, B, C, which are of secondary grade, are offered to meet the needs of an emergency, the object being to afford opportunities for teachers to strengthen their work by reviewing these subjects, to prepare others for the teachers’ examination and to remove slight deficiencies for college admission. But all work done for which college credit is allowed is of college grade and is in no way a duplication of that offered by institutions of secondary standing.

PURPOSES OF THE SUMMER SESSION.

The courses offered in the summer session are designed mainly for the following classes of students:

1. College students already working for degrees who wish to shorten the time of residence or to make good deficiencies.

2. More advanced students who wish to transfer credits from other colleges to Louisiana State University and enter with advanced standing. For such students the summer session’s work is particularly useful in making possible the necessary adjustments of credits and curricula.

3. Teachers in elementary and high schools, agricultural schools, normal schools and other institutions, public and private, who wish further instruction in academic or professional work, or without regard to obtaining a degree.

4. Parish and city superintendents, supervisors, principals, and other school officials engaged in administrative work.
5. Those who wish to complete their preparation for admission to the regular courses in Louisiana State University, or some other institution.

7. Those who are preparing for examination for teachers' certificates.

8. Teachers of specific subjects, such as manual training, drawing, home economics, music, agriculture.

9. Any others properly prepared who may desire collegiate instruction during the summer.

10. Teachers, principals and superintendents who desire to graduate from Teachers College in order to raise their professional standing to college grade. *Due credit will be allowed for professional courses* completed in other institutions.

**ADMISSION.**

The Summer Session is open to graduates of colleges, normal schools and high schools; to teachers holding first grade certificates; to former students of the University; to applicants who are preparing to enter the Freshman class, and to special students of mature age who are prepared to pursue the courses offered. For full entrance to the Freshman class, fourteen units are required; but applicants offering twelve units are admitted conditionally. A unit means one year's study of any high school subject with four or five recitations per week, or approximately one-fourth of a full year's work in a high school.

No examination is required for admission to the Summer Session, but applicants who wish to become candidates for a degree are classified upon certificates covering work done elsewhere or upon examination.

**CLASSIFICATION.**

Teachers are urged to bring certificates covering all work done by them in high school or in college and present these papers to the Committee on Classification, with application for classification in one of the regular college classes. First grade certificates will be accepted in part fulfillment of the requirement for admission. The Committee on Classification will hold several meetings during the Summer Session and every opportunity will be offered to those teachers who wish to enroll themselves in courses leading to
the degree. The general regulations relating to admission and classification can be found in the University catalogue for 1916 or in the University catalogue for 1917, which will be issued in April, 1917. Prospective students who wish information beforehand in regard to the details of classification should communicate with the Committee on Classification, Louisiana State University, Baton Rouge, Louisiana.

**CREDIT FOR WORK DONE.**

**Nine Weeks’ Course.**

**College Credits.**—To a student who completes any course offered in the Summer Session a certificate of credit will be given by the Louisiana State University. This certificate entitles the holder to credit toward a college degree (B.A. or B.S.) or to entrance credit, according to the valuation of the course. In four summer sessions, a student can accomplish the work prescribed for a full year in residence. College credit is given for all courses designated by Arabic numerals; entrance credit is given for the courses designated by letters.

**State Credits.**—Certificates of credit, which entitle the holders to percentages on examinations for teachers’ certificates or to extension of teachers’ certificates, will be granted by the State Department of Education for work done in the Six Weeks’ Course as well as the Nine Weeks’ Course. For the conditions under which State Credits are given, see the announcement of the Six Weeks’ Course below.

**Six Weeks’ Course.**

**College Credits.**—For the benefit of those who cannot attend the full Nine Weeks’ Course, the University will issue certificates of attendance upon the completion of work extending through at least six weeks. These certificates entitle the holder to complete the course under the supervision of the instruction in charge and after examination upon return receive full credit for the work.

**State Credits.**—Certificates of credit will be granted by the State Department of Education for work done in the Summer Session, according to the following conditions:

Certificates of credit will be issued for satisfactory work done, with a minimum of 12 and a maximum of 18 hours per week.
Certificates for State Credits or for College Credits will not be granted to students whose grades in any subject fall below a minimum of 75 per cent. Certificates of Credit will entitle the holder to an increase of five points on an examination for teacher's certificate for six weeks' attendance and seven points for nine weeks, or to an extension of one year of a valid teacher's certificate.

LABORATORIES.

In many features the laboratory facilities afforded are excellent. During the summer session the following laboratories, each in charge of one or more instructors, will be opened for student use: Agriculture, Animal Industry, Botany and Bacteriology, Zoology and Entomology, Home Economics, Horticulture, Dairying, Electrical Engineering, Chemistry, Physics, Drawing and Mechanic Arts.

LIBRARIES.

The Hill Memorial Library is the general library of the University while many departmental libraries are made available to students for the investigation of particular problems along special lines. The general library contains 38,000 volumes. The reading rooms are well supplied with leading newspapers, periodicals, and magazines.

The library collections are to the departments of general culture what the laboratories are to the scientific departments. The several departments which do not conduct laboratories make liberal use of the library. During the summer session the following departments make special use of the library collections for research and collateral work: English Language and Literature, Latin, French, German, and Spanish; Philosophy, Psychology, and Education; Commerce; History, Economics, and Political Science; Public Speaking; Sociology and Home Economics. The library is in charge of a trained librarian, with three assistants. It is believed that for the teachers of the State no other department of the University is more valuable than the library.

DORMITORIES AND DINING ROOM.

The dining-room in Foster Hall is sufficient for the accommodation of five hundred persons; and on the second and third floors of the same building hundreds of young ladies may find
comfortable rooms. There are four dormitories on the Pentagon, the fifth side of which opens on the Mississippi river. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. On both sides of these buildings are wide galleries. All the dormitories will be screened.

**POSTAL FACILITIES.**

A sub-station of the Baton Rouge postoffice is now located on the University grounds. Lock boxes may be rented at a reasonable rate. All students may have their mail addressed in care of the University, and it will be delivered to them through the sub-station, which is open during the regular postoffice hours.

**GRADUATE STUDENTS.**

To graduates of this or of other institutions of equal rank a limited number of advanced courses are offered, which make it possible for one to complete the work required for the Master's degree in Arts or Science in four summer sessions. Before registering for graduate work a student should consult the chairman of the Committee on Graduate Studies, Dr. C. E. Coates.

**THE ADMINISTRATIVE OFFICERS.**

The President of the University, the Treasurer, and the Registrar have offices in Alumni Hall; the office of the Director of the Summer Session is in Peabody Hall; the members of the Committee on Classification will be present during the registration days in Alumni Hall; the secretary of the Committee will afterwards be found in his office in the Library.

**COURSES PRIMARILY FOR TEACHERS.**

For teachers who wish to confine their summer work to purely professional subjects the following courses are specially planned:

- Education 5 (School Administration).
- Education 8 (History of Modern Education).
- Education 11s (Theory and Art of Teaching).
- Education 13 (Secondary Education).
- Psychology 3 (Educational Psychology).
- Physics 11 (Household Physics).
- English 17 (The Teaching of English).
Botany 9 (General Botany, Teachers’ Course).
Home Economics, six courses.
Music, five courses.
Horticulture 9 (Elements of Horticulture for Teachers).
Latin 10 (Latin Literature and Roman Life).
Latin 11 (Teachers’ Course).
Zoology 3 (General Biology).

THREE-YEAR COURSES.

Candidates for degrees who can meet all admission requirements and who wish to shorten the time of residence may, by attending three or four summer sessions and three regular sessions, complete the work required in certain courses for the degree. This is possible in the College of Agriculture, the College of Arts and Sciences, the Teachers College, and, in exceptional cases, the College of Engineering.

EXAMINATIONS.

Final examinations in summer session work will be given only during the last week of the summer session. For those who wish to leave at the end of six weeks with State Credit only, examinations will be given during the afternoons of the last three days of the sixth week. Examinations for Summer Session Credit will not be given at other times. Examinations to make up deficiencies will be given during the first three days of the Summer School. Examinations other than final examinations will be given by the instructor concerned only upon a written order from the Registrar.

EXAMINATION FOR TEACHERS’ CERTIFICATES.

Prospective teachers who wish to secure certificates and teachers whose certificates have expired will find in the summer session several courses designed for their better preparation. The State Department of Education will conduct examinations for teachers’ certificates early in August. Students who wish to take these examinations will be excused from classes at the University.

The attention of teachers is called to the following courses as affording preparation for the examinations for teachers’ certificates:
English C, 1, 2
Education 11
Algebra 1 and 2
History 9
Political Science 2
Algebra B

Geometry C
Physiology 1
Psychology 3
Physics 1 and 2
Geology 3

SPECIAL CONFERENCES.

Aside from the activities of literary societies, debating clubs, entertainments and excursions, opportunities are afforded for meetings of select groups for the study and consideration of problems of mutual interest to all concerned. Members of the Faculty are always glad to advise and participate in such deliberations.

GENERAL ASSEMBLY.

From 12:30 to 1:00 o'clock on Tuesday and Thursday there will be a general assembly of students and members of the Faculty. Music will be a pronounced feature of the assembly. At this time, announcements will be made, administrative questions of interest to all will be considered, and brief, pointed talks for intellectual, moral, and spiritual guidance will be given.

Attendance is voluntary.

RECREATION.

The campus with its natural attractions, giant live oaks, its historical associations, buildings, walks, the river, the lake, the athletic field, the tennis courts, and the manifold interests and activities of the Capital City, all furnish abundant means for diversion, relaxation, and pleasure for the student after his day's work is done.

At the last summer session a petition was circulated by the students and unanimously approved, requesting that a common fee of fifty cents be charged all students at the time of registration, and that the resulting funds be used by the entertainment committee in providing suitable and free amusements for all members of the summer session.

MOTION PICTURES.

A standard motion picture machine has been installed in Garig Hall and frequent exhibitions of educational films of exceptional
merit will be shown. These entertainments will be given at times when students are most free to enjoy them and open to all members of the summer session. The educational moving pictures have proven a popular, pleasant, and profitable diversion.

**PUBLIC LECTURES.**

Frequently throughout the session addresses and lectures will be delivered by members of the Faculty and by educators and speakers of note. A series of illustrated travel lectures has been arranged for, and addresses assured from Governor Ruffin G. Pleasant, State Superintendent of Education T. H. Harris, Dr. Oscar Dowling, President State Board of Health, High School Inspector C. A. Ives, Chief State Rural School Supervisor C. J. Brown, and others.

**AMERICAN ASSOCIATION FOR INTERNATIONAL CONCILIATION.**

The following courses are conducted under the auspices of the American Association for International Conciliation: Political Science 10, a course in international law and international relations; History 16, a study of Latin American history, institutions and foreign relations; History 22, a study of conditions in modern Europe leading to the outbreak of the great war. These courses are conducted as a part of the regular work of the summer session and college credit is given for each course.

**THE EMPLOYMENT OF TEACHERS.**

Among the modern agencies for the improvement of public school conditions, the summer sessions of our universities and colleges have taken a conspicuous place. In a very true sense, they have become centers of educational activities. Here teachers and public school workers not only receive academic and professional training under conditions most favorable, but they become acquainted with each other and with existing conditions in different localities; and progressive superintendents and principals are making greater and greater use of the summer sessions at the Louisiana State University as a means for securing teachers for their respective schools. The President of the University, the Director of the summer session, and the professors will do all in their power to furnish school authorities with adequate data upon which to base satisfactory judgments in the selection and employment of teachers from the membership in attendance.
REGISTRATION.

Thursday and Friday, June 7-8, will be devoted to registration. Students should see a member of the Committee on Classification in Alumni Hall and arrange their courses of study. When the subjects to be scheduled are selected, go immediately to the Registrar, pay the registration fee of $2.50, and get the class card. This card should then be immediately presented for enrollment to the professors in charge of the classes to which the student has been assigned, after which the card is to be returned to the Registrar.

Students rooming in the town should leave their telephone and street numbers with the Registrar. This is very important in case of emergency calls on account of business or sickness.

HOUSE RENT.

During the summer months there are usually several furnished houses for rent in Baton Rouge at very reasonable rates. Teachers who wish to live in Baton Rouge during the summer session or during the entire summer should write to the Registrar of the University, who will put them in communication with owners of houses who wish to rent them for the summer.

EXPENSES.

A fee of $2.50 is required of all summer session students.

Good board and rooms in the dormitories may be had at $14.00 per month, or $4.00 per week, a fraction of a week being counted as a whole week for a period less than a month. Beds and mattresses will be furnished, but bedclothes, mosquito bars, towels, toilet articles, etc., must be supplied by students themselves.

Students may make use of the steam laundry at the University at a cost of about one-half of commercial prices.

The rules of the business management of the Boarding Club will be conspicuously posted. Those who wish to board in the club will conform to these rules.

Good board and rooms may be had in families at from $18.00 to $30.00 per month.

Dormitory life is recommended because it brings every teacher into more or less social contact with the entire student body (the
leading teachers of the State), creates a community of interest, enlarges one's professional acquaintance, and tends to bring out the best there is in him.

RAILROAD RATES.

Application has been made for the usual reduced rates for those students who wish to attend the summer session. It is expected that this request will be given the same favorable consideration that it has received in the past.

The Southwestern Passenger Association, representing all roads west of the Mississippi River, will probably sell round trip tickets at the rate of a fare and one-third. The Southeastern Passenger Association, representing the roads east of the Mississippi River, will perhaps sell tickets on the certificate plan.

Dates of sale and other information may be obtained from the nearest railroad agent. Those who expect to attend the summer session should consult the ticket agent at least a week before leaving home. This will give the agent time to secure instructions from headquarters in case he is not fully informed as to special rates. Tickets at reduced rates will be sold only to those who say that they are going to attend the summer session. Full fare tickets are sold to others.
The session value in hours of each college course is given in the following table.

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<th>Course</th>
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<th>College Credit in Session Hours</th>
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<td>Accounting 1</td>
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<td>English 2</td>
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<td>1/2</td>
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**COURSES OF INSTRUCTION**

In the following outlines of the courses offered in the summer session, those designated by Arabic numerals are college courses, for which college credits, as well as State credits, will be allowed. Those designated by letters are courses for which State credits only will be allowed; they will also be counted for admission to the Freshman class of the University.

**ACCOUNTING AND STENOGRAPHY.**

Professor Himes.  
Mr. Flowerday.  

“A” Building.

1. The Elements of Bookkeeping.

The business customs governing ordinary business transactions, and the commercial law pertaining to them, as well as the adopted forms of bills, invoices, receipts, notes, etc. Six times a week.
2. Accounting.
   A continuation of Accounting 1, developing divisions of the books of original entry, special columns, and business forms.
   Six hours a week.

3. Partnership and Corporation Accounting.
   The formation of partnerships, the accounts of partners, the calculation and distribution of gains and losses. Organization of corporations, the capital account, the stock ledger, stock transfers, dividend account, surplus account, etc. The exercises illustrating these forms of ownership are drawn from those fields of commercial activity usually occupied by large companies or corporations.
   Six hours a week.

   In this course the principles already learned are applied in arranging systems of accounts for retail, wholesale, commission, and manufacturing enterprises.
   Six hours a week.

5. Banking and Office Practice.
   The student is here given a position in the bank, railroad office, or commercial exchange. He is passed from one position to another as rapidly as he shows proficiency in each, and the demands of the department permit.
   Six hours a week.

   A brief study of the fundamental principle of business law. This is not a course to train lawyers. It is a course to teach business men to know the laws of business, to conform to them, to avoid the mistakes that necessitate a lawyer, and to get a lawyer when they need one.
   Six hours a week.

STENOGRAPHY AND TYPEWRITING.

1s. Phonics and Stenography.
   A study of the sounds of letters, words, and phrases; the abbreviation and contraction of words and phrases; and the writing of the language by the Benn Pitman Stenography.
Students taking this course must be practical typewriters or take Course 3 also.
Six hours a week.

2s. Stenography and Business.
Drill in letter writing and general reporting. The routine of well-defined branches of business and professions is studied and made the basis of the language of the course.
Students taking this course must be practical typewriters or take Course 3 also.
Six hours a week.

3. Typewriting.
A course in touch typewriting and the mechanism of the machine. The most faithful attention is necessary to success in this course. Not less valuable than the knowledge of the machine and ability to write by touch is the student’s consciousness of strength as a result of developing skill and power in doing things.
Six hours a week of laboratory work.

AGRONOMY.
Professor Kidder. Professor Doran.
Agronomy Building.

1-2. Field Machinery.
This course traces the development of field machinery and stresses the value of improved farm implements in their relation to modern agricultural methods. Attention is given the importance of the careful buying of machinery from the farmer’s standpoint.
Text: Davidson and Chase’s Farm Machinery and Farm Motors.
Two hours a week each. Professor Doran.

Field Machinery Laboratory 1.
This is a laboratory course designed to accompany Agronomy 1. The work consists of dismantling and assembling farm implements with attention given their repair, adjustment, and operation.
Six hours a week. Professor Doran.
Field Machinery Laboratory 2.

A laboratory course accompanying Agronomy 2. This work is made up largely of problems having to do with the working principles of farm machines to the end that the student may be prepared to make a judicious selection of implements for a given farm. There is further practice in adjustment of machines.

Text: Laboratory notes and outlines.

Six hours a week. Professor Doran.

3. Farm Crops.

Lectures and recitations upon the classification and methods of improvement of farm crops. Special studies will be made of the staple crops of Louisiana, embracing cotton, corn, rice, and oats. Individual crop studies will include varieties, geographical distribution, method of improvement, manuring, harvesting, preservation, uses, marketing, and history.

Four recitations a week. Professor Kidder.

Farm Crops Laboratory 3.

The laboratory work accompanying Agronomy 3 will consist of corn, oats, rice, and cotton judging and grading. Field excursions will be made to the Experiment Station and other nearby farms.

Four hours a week. Professor Kidder.


This course includes a study of the elementary principles of soils, field, and farm management in their relation to general agriculture. The origin and classification of soils, different methods of cultivation and their effect upon the movement and control of soil water with its ultimate effect upon plant development, benefits of crop rotations, use of fertilizers and home mixing of fertilizers are given due consideration in the simplest manner possible.

Six recitations a week. Professor Kidder.

10. Forage Crops.

This crop includes a study of the crops that can be used for forage purposes in Louisiana. Each crop will be studied in detail in regard to varieties, preparation of seed bed, fertilization, time
of planting, amount of seed to sow per acre, method of planting, time of harvesting, preservation of crop means of fertilizing crop, methods of improvement, and the preservation of the seed for planting purposes. The weeds that grow with these crops will be studied as far as time will allow.

Text: Piper’s Forage Plants.
Four recitations a week. Professor Kidder.

Forage Crops Laboratory 10.
A laboratory course accompanying Agronomy 10. This work will consist of such exercises that will enable the student to become acquainted with the plants studied in the class room. Some seed identification work will be done.
Four hours per week. Professor Kidder.

11. Land Drainage.
A study of the benefits and the importance of drainage, soils requiring drainage, and methods of carrying out the work. Special attention is given to the calculating of the required capacities of drains. The work includes, also, the study of plans for organizing drainage districts and the several methods of apportioning the cost of drainage work among landowners within a district.
Text: Elliott’s Engineering for Land Drainage.
Four hours a week. Professor Doran.

Land Drainage. Laboratory 11.
A laboratory or field course to accompany Agronomy 11. This takes up elementary surveying, a study of the construction of terraces, rice levees, and sidehill ditches, together with thorough practice in leveling and the construction of ditches. Notes are made in the field from which contour and profile maps are made.
Text: Laboratory notes and outlines.
Nine hours a week. Professor Doran.

ANIMAL INDUSTRY.
Professor Jordan. Professor Cadwallader.

2. Feeds and Feeding.
Prerequisite, Chemistry 1 or equivalent.
A study of the chemical elements and compounds essential to plant and animal life; courses of the elements; physiology of the
processes of digestion, absorption, distribution and assimilation of the nutrients and the elimination of wastes; functions of the nutrients; classifications, percentage composition, and nutritive values of the various natural and commercial feeding stuffs; the nutritive needs of the various classes of farm animals and the computation of suitable rations to meet these needs. Laboratory work consists of the identification of the numerous natural feeding materials and the various factory by-products available for feeding purposes in Louisiana, together with written reports concerning the adaptability and economy of each material studied.

Six recitations and four laboratory hours a week.

Professor Jordan.


Each breed of dairy and beef cattle are studied under the following outline: Origin, breed characteristics, early breeders, noted foundation animals and families, leading family lines of the present time, requirements for advanced registry in case of dairy cattle with a study of the pedigrees and records of the leading animals, noted prize winners at the leading fairs, and the leading breeders of the present time. Stock judging consists in placing classes of each of the breeds available for study and writing reasons for the placing.

Five lectures and two laboratory hours a week.

Professor Jordan.

5. Principles of Breeding (Thremmatology).

Prerequisite, Botany 1-2 or Zoology 1-2.

A study of the laws governing heredity and development, with special reference to plants and animals useful to man; the purpose being to give the student a knowledge of the causes of variation, the nature and importance of mutations in changing types and species, the influence of selection, relative importance of immediate and remote ancestors in the transmission of characters and a comparison of Galton's and Mendel's methods of studying heredity.

Complete notes on reference reading.


Six lectures a week. Professor Jordan.
7. The Production and Care of Milk and Its Products.

The composition of milk, secretion of milk, conditions affecting milk secretion, methods of milking, changes in milk caused by bacterial action, sources of contamination of milk, control of fermentation in milk, diseases carried by milk, death rate in large cities due to contaminated milk, the house fly in relation to milk contamination, adulterations of milk and how to detect them, the Babcock test for fat and its influence upon the development of the dairy industry of the world; the centrifugal separator; importance of the dairy industry in various countries and states in the Union; comparison of dairy farming with other lines of agriculture in regard to soil fertility; selection, care, and management of dairy cattle; the manufacture of butter, cottage cheese and other dairy products, and the handling of market milk. Laboratory work consists in performing tests for fats, solids, and moisture in milk, cream, skim-milk, butter and cheese; the detection of preservatives and adulterations in milk and cream; the construction and operation of the different brands of cream separators on the market; practice in milking and keeping dairy records, and in scoring the dairies supplying milk to Baton Rouge, according to the official score-card of the Board of Health. Laboratory periods three hours each. Fee $2.00.


Six recitations and six laboratory hours a week.

Professor Cadwallader.

105. General Dairying.

Economic value of milk in nutrition; its dietetics and hygiene; city milk supply; infants' milk; production and composition of cream, ice cream, condensed milk, malted milk, dried milk, buttermilk, butter, and cheese; laws regulating the sale of dairy products. Laboratory work will consist of simple tests for determining composition and purity of milk and cream demonstrations in butter, cheese, and ice cream making. This course is particularly designed for teachers and domestic science students. Laboratory fee of $2.00 charged each student to cover cost of materials used.

Three hours lecture and one laboratory period of three hours

Professor Cadwallader.
BOTANY.

Professor Bell. Mr. Moreland.
Agricultural Hall.

1. General Botany.

A course in morphology, tracing the structures, relationship, and adaptations of the groups from the protophytes to the bryophytes.

Text: Bergen and Davis' Principles of Botany.
Four hours recitation and six hours laboratory a week.
Professor Bell and Mr. Moreland.

2. General Botany.

A continuation of General Botany 1, beginning with bryophytes and continuing up through the spermatophytes.

Text: Bergen and Davis' Principles of Botany.
Four hours recitation and six hours laboratory a week.
Professor Bell and Mr. Moreland.

9s. General Botany—Teachers' Course.

This course will trace the development of the higher plant through its cycle of seed, seedling, adult, flower, fruit, to seed again. The development of each organ will be made the basis for the study of the physiological and ecological principles controlling it. These studies will serve as material for working out the principles of the science. Both material and methods will be such as may be adapted to high school use in Louisiana. While primarily designed for teachers, this course will be open to all.

Text: Ganong's Teaching Botanist.
Four hours lectures and six hours laboratory a week.
Professor Bell.


A course in the identification of ferns and flowering plants. This course includes collections, drying, and the mounting of herbarium material, instruction in the use of manuals, especially those relating to the flora of Louisiana. Intended for those who have had Botany 1 and 2. Persons desiring to register for this course will consult the instructor before doing so.

Text: Small's Flora of the Southeastern United States.
Four hours lecture and six hours laboratory a week.
Professor Bell.
CHEMISTRY.

Professor Coates.  Professor Menville.
Mr. Slater.
Irion Hall.

1. General Chemistry.

Lecture-room demonstrations, supplemented by laboratory studies on the type elements and the general laws of chemical action.

Six hours a week and six hours of laboratory work.
Professors Coates and Menville.

2. General Chemistry.

This course is a continuation of course 1, and includes lectures on the detailed manufacture of fertilizers, sulphuric acid, and the more important inorganic chemical products, as well as a brief course in elementary metallurgy. The laboratory work includes some inorganic preparations and the principles of qualitative analysis.

Six hours a week and six hours of laboratory work. First term.
Professor Coates and Mr. Slater.

Students having one unit in chemistry for entrance, upon presenting satisfactory evidence as to the nature of the laboratory work accompanying this course, may be permitted to substitute Chemistry 5 and 6 for the laboratory work in Chemistry 1 and 2.

Students in the College of Agriculture will omit some of the experiments in the regular laboratory work of Chemistry 1 and 2 and will substitute therefor certain selected experiments bearing specifically upon agricultural topics.

Mr. Slater.

5a. Qualitative Analysis.

The purpose of this course is not so much to make a skillful analysis as to teach the fundamental principles on which qualitative analysis is based. Special attention will be given to the care and manipulation necessary to secure accuracy in results.

One lecture and ten hours of laboratory work a week.

Mr. Slater.
6a. Elementary Qualitative Analysis.

The theory and use of the balance, simple gravimetric analyses, the calibration and use of columeentric apparatus, simple volumetric analyses.

These courses are designed to introduce students to quantitative analysis, and are accompanied by lectures on chemical arithmetic.

One lecture and ten hours of laboratory work a week.  Mr. Slater.

7a. Principles of Chemical Analysis.

A continuation of Course 6.

Twelve hours of laboratory work a week.  Professor Coates and Mr. Slater.

26. Physical Chemistry.

This is a short course, treated largely from a non-mathematical standpoint. It consists of a series of lectures on the main principles of physical chemistry. It serves, also, as an introduction to the subject for those students who propose to continue the study of physical chemistry.

Four hours a week.  Mr. Slater.


A short course in descriptive organic chemistry, designed mainly for students who are preparing to teach domestic science.

Four hours a week.  Mr. Slater.

30. Household Chemistry (formerly Course 29).

The purpose of this course is to examine in detail the various operations of a chemical nature met with in the study of household economies. It is designed mainly for students expecting to teach domestic science or chemistry in the high schools of Louisiana. Prerequisite, Chemistry 1 and 2 or a full year's course in chemistry at an approved high school.

Three hours a week and two hours of laboratory work.  Professor Menville.

38. Elementary Agricultural Chemistry.

This course is offered only in the Summer School. It is given mainly for the benefit of teachers intending to take up work in the agricultural high schools of Louisiana. It covers, in an element-
ary way, the chemical aspect of plant growth, fertilizers, foodstuffs and certain selected agricultural industries, such as syrup making, soap making, and the like.

Four hours a week and four hours of laboratory work.
Prerequisite, Chemistry 1 and 2, or its equivalent.

Professor Menville.

DRAWING AND MECHANIC ARTS.
Professor Herget.

Robertson Hall.

1. Drawing.

This is a course in instrumental drawing designed to familiarize the student with the uses of the various instruments used in making mechanical drawings, and includes the principles of geometric drawing, isometric cabinet and orthographical projections.

Two lectures and ten hours practice a week.

2. Drawing.

This course is a continuation of Course 1, and includes the principles of intersections of solids by planes, intersections of solids by solids, development of the surface of solids, line shading, shadows, and perspective.

Two lectures and ten hours practice a week.

1. Mechanic Arts.

This is a course in joinery, designed to teach the principles of sharpening and using the principal handtools used in woodworking, and the accurate construction of a number of the principal joints used in joining woods.

Two lectures and ten hours practice a week.

2. Mechanic Arts.

This course is a continuation of Course 1, giving additional practice in sharpening tools, and in the construction of the more difficult joints used in construction work, in gluing, staining, and polishing wood. In addition to this, some pieces of construction work will be required, such as a shop bench or laboratory table, which will be made according to drawings furnished by this department. Lectures will be given setting forth the cost and the kind of bench and tools which should be used by manual training classes in high schools.

Two lectures and ten hours practice a week.
ECONOMICS AND SOCIOLOGY.

Mr. Yoder. Peabody Hall.

ECONOMICS.

1. Economics of Production and Exchange.

This is an introductory course designed to familiarize the student with the essential facts concerning the organization of production, the conditions determining value and price, the history and functions of money, the general principles of banking, the mechanism of foreign exchange, and the regulation of international trade through tariff laws.

Six hours a week.


This course is intended to supplement Course 1 by a study of some important applications of economic theory under modern industrial conditions. The work includes a study of the problems of wealth distribution, organized labor, transportation, trusts, taxation, and economic reform (including socialism).

Six hours a week.

SOCIOLOGY.

1. General Sociology.

The purpose of this course is to afford a general survey of the phenomena of social life, in order to give the student a broader understanding of the principles governing human association. Among the topics studied are: the basis of group activities; the formation and the types of the social mind; the forms of social organization; and the factors in social progress.

Six hours a week.

EDUCATION AND PSYCHOLOGY.

Professor Powers. Peabody Hall.

Professor Bean.

3. Educational Psychology.

The purpose of this course is to give one of the prime essentials of good teaching, the knowledge of how the pupil's mind assimilates instruction. The hereditary tendencies, habits, atten-
tion, sense perception, apperception, memory, imagination and the higher processes of thinking, the training of feelings and emotions, initiative, motivation, will, fatigue, and transference of training are, therefore, among the topics discussed.

Textbook, lecture, laboratory demonstration, and special reports.

Six hours a week. Professor Bean.

5. School Administration.

This course is designed to equip students with the essential conceptions for superintendencies, principalships, and for progressive careers in school work. A critical and comparative study of the modern conception of State, city and country school systems will be made with the view of evaluating the best in both theory and practice. Such problems as school financing, the rating and improvement of teachers, the evaluation of courses of study, the elimination of waste, and needed readjustments. The work will be practical and adapted to the needs of the class and at the same time constructive.

Text-book and classwork, collateral reading and reports, and lectures.

Six hours a week. Professor Powers.

8. History of Modern Education.

This course consists of a rapid survey of educational efforts of the Ancient and Mediaeval periods that contributed to later progress, followed by a thorough study of the modern period. The primary purpose of the course is the preparation of the student to fully comprehend present methods of school organization, administration, supervision and instruction, and modern educational aims by tracing these factors to their sources.

Six hours a week. Professor Bean.

11s. Theory and Art of Teaching.

This is an elementary course especially designed to meet the needs of prospective teachers who are preparing to take the state examination in Theory and Art of Teaching, and is adapted to the needs of those who are already engaged in the work of elementary schools. Particular stress will be placed upon right conceptions and present-day theories and practices of elementary
schools. Detailed treatment of such topics as organization, classroom management, elimination, retardation, time-economy, community activities, courses of study, vocational education, vocational guidance the learning and teaching processes, and scholarship.

Lecture, collateral reading, and text-book work. All available reports with reference to existing conditions in Louisiana will be made use of.

Six hours a week.

Professor Bean.

13. Secondary Education.

A critical study of the principles and problems of high school administration to the end of helping principals and teachers to a common ground of endeavor and achievement. Among the topics studied the following are suggestive: a true conception of the field and function of the modern high school in our educational system; its historical foundations; readjustments to meet current needs; the different types of schools; determinants of the program of studies; government as an expression of its corporate life; correlations with industrial and social agencies; character and control of organizations within the high school; study of the significant traits of adolescence.

Text-book and classwork, collateral reading and reports, and lectures.

Six hours a week.

Professor Powers.

Professor Reed.

Miss Lewis. Miss Garig. Miss Schoenbrodt.

ENGLISH.

Professor Blain.

C. Preparatory English.

This course includes thorough drill in the fundamentals—spelling, grammar, punctuation, capitalization, and sentence structure—and the reading of suitable masterpieces. It is open to teachers who wish to review the work or who desire to observe methods of teaching practical English as well as literature in secondary schools. Students who are deficient in English and those who desire to meet the requirements for admission to college classes are advised to take this work.

Three sections.

Six hours a week. State credit.

Miss Garig.
1. Composition and Literature.

This course includes a critical study of representative masterpieces; considerable parallel reading; and the writing of themes, reports, and essays. Students who show that they are notably deficient in English are required to take a more elementary course for such time as may be found necessary.

Text-books: Fulton’s College Life; Palgrave’s Golden Treasury; selected classics.

Two sections.
Six hours a week. Miss Lewis.

2. Composition and Literature.

A continuation of course 1. It is open to students who have had course 1 or the equivalent.
Six hours a week. Miss Schoenbrodt.


A continuation of the work in Shakespeare which was offered last summer. Several plays are studied critically in class, and several are assigned for outside reading. Considerable emphasis is placed on the sources of the plays, the theatrical conditions of Shakespeare’s times, the principles of his dramatic art, and the interpretation of character and action in the dramas.

Text-books: The Cambridge Edition of the complete works of Shakespeare (several copies are in the University Library); annotated editions of King Lear, Henry V, and Twelfth Night (or The Tempest).
Six hours a week. Professor Reed.

11. American Literature.

A general survey of American literature from the earliest times, with emphasis upon its relation to national development. Special attention is given to Southern writers. The work includes the study of selected masterpieces, extensive reading, essays, and reports.

Texts: Long’s American Literature; Trent’s Southern Writers; Long’s American Poems.
Six hours a week. Room 1 Robertson Hall. Professor Blain.
12. Tennyson and Browning.

A critical study of selected works of these two poets, with a consideration of their relation to the important movements of the nineteenth century. Parallel reading, written reports, and essays form an important part of the work.

Texts: Phelps, Browning: How to Know Him, and any complete edition of Tennyson.

Six hours a week. Room 1 Robertson Hall.

Professor Blain.

17. The Teaching of English.

This course is made as concrete and practical as possible. It is intended primarily for high school teachers of English, but may be taken profitably by teachers in the grades. The course includes the discussion of such topics as the following: aims in English teaching; organization of high school work in English; the essentials of grammar; methods of teaching oral and written composition; the essay problem; how to teach the types of literature; the adaptability of the masterpiece to the child; and ways of handling the collateral reading. It includes, also, a rapid review of grammar and rhetoric, considerable practice in the writing and correcting of themes, and a study of masterpieces representative of the various types of literature. The practical side of the course is based on the work in English which is conducted during the regular school year in the Demonstration School of Teachers College.

Text-books: Carpenter, Baker, and Scott’s The Teaching of English; Bolenius’ Teaching Literature in the Grammar Grades and High School. References are made to such works as Chubb’s The Teaching of English; Bates’s Talks on Writing English and Talks on Teaching Literature; and Gayley and Bradley’s English in the Secondary Schools.

Six hours a week.

Professor Reed.

COMPARATIVE LITERATURE.

2. Introductory Course in Literature.

An appreciative study of important literary types. The work this summer will be confined to the epic, the drama, and the novel. A discussion of the meaning and purpose of these types is followed by a comparative study of representative masterpieces
illustrative of each type. The course is designed for teachers of literature, or for those who prefer a general course in literature before taking up more advanced work in the subject.

Six hours a week. Professor Reed.

JOURNALISM.

1. News Writing and Reporting.

Instruction in the nature, function, and development of the newspaper, with exercises in the various kinds of writing comprised in modern newspaper practice and assignments on the campus and in the city. Students who show special aptitude may report for the State-Times as part of the journalism requirements.

Text: Bleyer’s Newspaper Writing and Editing.

Six hours a week. Room 1 Robertson Hall.

Professor Blain.

FRENCH.

Professor Broussard. Professor Stumberg.

Room 5, “D” Building.

1. Elementary Work.

In this course the students are thoroughly grounded in the elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Such attention is paid to phonetics as will enable the student to secure an accurate pronunciation from the very outset.

Text-book: Thieme and Effinger’s French Grammar.

Six hours a week. Professor Broussard.

2. Elementary Work.

The student continues Course 1 in grammar, and takes up the study of irregular verbs and more advanced syntax. The class periods are devoted to drill work in pronunciation, dictation, and elementary composition.

Text-book: The same.

Six hours a week. Professor Broussard.

This course consists of a review of grammar by the deductive method. Anecdotes and short stories will be used for composition, dictation, and oral drill.

Six hours a week.  
Professor Broussard.


This course is a continuation of Course 3, with additional reading and a closer study of French idioms.

Six hours a week.  
Professor Stumberg.


The aim of this course is to teach the student to read French rapidly and accurately. Attention is paid to pronunciation, idioms, and syntax.

Six hours a week.  
Professor Stumberg.

**GERMAN.**

Professor Stumberg.  
“C” Building.

1. *Elementary Work.*

This is a course in the elements of German grammar. The student becomes fairly familiar with the declensions of nouns and pronouns, the inflections of adjectives, the conjugations of verbs, and some of the elements of syntax. He also learns the rules of order in the German sentence and has practice in applying them. All the exercises from English into German and the translation into English in Part 1 of the text-book are done by the student.

Text-book: Thomas’ Practical German Grammar.  
Six hours a week.

**GEOLOGY.**

Professor Emerson.

1. *General Geology.*

The purpose is to afford a general view of the subject. It is designed for students who wish a broad knowledge of geology as a part of a liberal education or a preparation for more advanced courses. Especial emphasis will be placed upon features and processes that are important in Louisiana. About thirty common minerals will be studied.
Text-book: Blackwelder and Barrow’s Elements of Geology. Six recitations and three hours of laboratory.

3. Physiography.

This course is especially adapted to teachers of physical geography and geography in the public schools. It deals with two main factors: (1) climate and weather, and (2) the origin and description of the principal features of the earth’s surface, such as plains, mountains, river work, etc. Special attention will be given to the influences of earth factors on human affairs. A textbook (Tarr and Martin’s College Physiography) will be used as a basis for discussion and recitation and this work will be supplemented by laboratory work.

Six recitations and three hours of laboratory.

13. Geology and Geography of Louisiana.

A non-technical course taking up the climate, soils, crops, mineral resources, distribution of population, and the relations between people and their geographic environment. The work consists of lectures, reports on assigned topics, and assigned readings.

Two hours a week.

HISTORY.

Professor Bonham. Miss Schoenbrodt.

Peabody Hall.

In every course in history a text will be used as the basis of the work. This will be supplemented by formal or informal lectures. Students will be expected to prepare recitations on the text, take notes in class, read papers or report upon assigned topics, prepare maps, outlines, etc., and make frequent use of the historical collections in the library as well as the maps, atlases, pictorial and other illustrative material possessed by the department of history.


Open to students of Freshman grade. This course corresponds to course 1 of the regular session which is required of Freshmen in the College of Arts and Sciences and Teachers College. The history work is here taken up where work of the
high school ended. Since high schools in Louisiana place emphasis on classical, mediaeval and American history, it is the plan of this course to emphasize the history of England.


Six hours a week. Miss Schoenbrodt.


Open to students of Freshman grade. In this course the plan is, as in course 1, to emphasize work in a field which has not received special attention in the high school. In scope this course covers the eighteenth and nineteenth centuries.

Text book: Robinson and Beard, Outline of European History, part II.

Six hours a week. Miss Schoenbrodt.

9. History of Louisiana.

An intensive survey of the political and economic history of Louisiana. The course will consist of a study of the expansion of European civilization into America, of the later expansion of the United States westward, and the influence of the Mississippi valley in American history. The greater part of the time will be given to the following subjects: French and Spanish colonial institutions; Louisiana as a factor in international diplomacy; westward progress of the United States; the fusion in Louisiana of Latin and Anglo-American civilizations; Louisiana as a southern state; the Civil War; politics since 1803; the educational development of the state.

Students in this course are urged to attend the monthly meetings of the Historical Society of East and West Baton Rouge.

Six hours a weeks. Professor Bonham.

16. Latin America.

In this course the object is to give some idea of the transfer of Spanish and Portuguese civilization to America, the struggle for independence, and the progress of the various states. After a survey of the Iberian colonial systems, a study will be made of the political, economic, and social development of the leading nations. Such problems will be considered as the status of native races, international relations, and the like. Stress will be laid upon the influence of the American and French revolutions upon Latin-
American politics; the Central American Federation; filibustering; the Panama canal; the Monroe Doctrine; the "A-B-C Alliance"; Pan-Americanism. Note will be taken of the influence of such leaders as Cortez, Las Casas, San Martin, Bolivar, Garcia, Dom Pedro, Diaz, Rozas, Walker, Carranza, Castro, etc.

Six hours a weeks.  Professor Bonham.

22. Europe Since 1870.

A careful study of the political and economic systems of the leading states of Europe, together with the events leading up to the present war. Such problems as British imperial federation, the partition of Africa, the Asiatic problem, German industrial expansion, the awakening of Russia, the Balkan nations, etc., will receive consideration.

Current literature will be used as an auxiliary of the text, and students will be encouraged to investigate and to determine for themselves.

Six hours a weeks.  Professor Bonham.

HOME ECONOMICS.

Miss Fitzgerald.
Miss Bates.  Miss Cessna.

1. Art and Design.

Study of balance, rhythm, and harmony; theory of color; application of the principles of design and theory of color to problems of the home and dress.

Three hours recitation and six hours laboratory a week.

3-4s. Clothing.

Economics of spending; hygiene in relation to clothing; ethics of shopping; practice work in hand sewing, machine sewing, adaptation of commercial patterns, drafting and garment making.

Two hours recitation and ten hours laboratory a week.

5s. Textiles.

A study of textile fibres, their structure and properties; tests for composition and adulteration in fabrics; action of acids, alkalis, salts, and dyes in the process of manufacture; laundry problems; air, heat, and moisture retention; practice in dyeing and weaving.

Three hours recitation and three hours laboratory a week.
6. Clothing.

Color, design, and suitability of materials and garments; modification of extreme fashions; cost of clothing studied from clothing budgets of class and by comparing home and custom-made garments; conditions of manufacture and sale of clothing; practice work in dressmaking.

Prerequisite, Clothing 3-4.

Two hours recitation and eight hours laboratory a week.

11-12s. Food Preparation.

The nature and use of food, its chemical composition, changes effected by heat, cold, fermentation, and digestion; practical application of fundamental science principles to typical cookery processes.

Prerequisite, entrance credit in Chemistry or Chemistry 1.

Two hours recitation and ten hours laboratory a week.


This course emphasizes the economic and sanitary aspects of the food supply. It includes a study of the production and preparation for market; pure food laws; questions of sanitation, inspection, and standards of purity; composition, nutritive value and place in the diet. It is sought to incorporate the results of the most recent scientific investigations concerning foods, and to put the student in touch with the exceptionally rapid development of the subject during the past few years.

Text: Sherman’s Food Products.

Prerequisite, entrance credit in Chemistry or Chemistry 1.

Six hours a week.


This course treats of the fundamental principles of human nutrition, and their application to varying social, economic, and such pathological conditions as are chiefly dependent upon dietetic treatment. Infant feeding and diet of children are emphasized. It includes the construction of dietaries and the preparation of meals.

Text: Sherman’s Chemistry of Food and Nutrition.

Prerequisite, Home Economics 13.

Six hours a week.
15. **Food Preparation.**

This course is a continuation of Course 11-12. It aims to develop technical skill and to give a knowledge of a greater variety of food materials. It includes problems of marketing and service of food.

Prerequisite, Food Preparation 11-12.

Two hours recitation and ten hours laboratory a week.

21. **House Planning and Sanitation.**

Evolution of the home; modern houses; surroundings and construction of the house; hygiene of the home; heating, lighting, ventilating, water supply, and drainage; lectures in house planning and field excursions; practical work in drawing floor plans and elevations of houses.

Three hours recitation and four hours laboratory a week.

22. **Household Decoration** (formerly Course 23).

Floor coverings and wall hangings; history of furniture and practical problems in designing furniture; pictures; designing interiors; economic problems in home furnishing.

Three hours recitation and six hours laboratory a week.

24. **Household Management.**

Organization of the household; the budget and its apportionment; housewifery; application of the principles of scientific management to the household.

Four hours a week.

**HORTICULTURE AND FORESTRY.**

Professor Lee. Horticultural Building.

1. **Principles of Vegetable Growing.**

A study of the principles of vegetable gardening, theory and practice, local marketing and the elements of trucking, hotbeds and cold frames, transplanting, cultivation, grading, packing, and the canning of tomatoes.

Text and lecture: Bailey's Principles of Vegetable Gardening and Experiment Station reports.

Four hours of recitation and three hours of laboratory a week.

A course designed for prospective teachers. It consists in lectures, practicums and reference work, embracing the following subjects: (1) Nature study, its aims and objects; (2) The school garden, its aims and objects, with practical demonstration in planning, planting, and caring for one; (3) A brief study in landscape gardening, the fundamental principles, with special reference to the improvement and adornment of the home and school grounds.

Two hours of recitation and three hours of laboratory a week.

FORESTRY.

1. The Principles and Economics of Forestry.

A study of the general principles involved in forestry practice and management; the forest nursery, a discussion of species, their distribution, commercial value, and uses of the principal forest trees of Louisiana. Study will also be made of cut-over lands, their proper utilization, reforestation, the farm wood lot, propagation, forest fires, forest enemies, forest influences, forest protection, forest economies and conservation and forest nursery practice.

Four hours of recitation and three hours of laboratory a week.

LATIN.

Professor Scott. Mr. Garrett.

Peabody Hall.

Inasmuch as satisfactory progress in Latin depends so largely on close personal application, it is advisable that those taking this subject so arrange their schedules as to allow abundant opportunity for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted; the qualities of style peculiar to each author will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.

Cs. Cicero.

This course emphasizes the literary side of Cicero's orations, without overlooking the grammatical. The first and second orc-
tions against Catiline are studied minutely with reference to force and taste in translation. Due attention is given to the political and historical setting. The third oration against Catiline is presented as a means of acquiring a grasp of the Latin paragraph through exercises in sight reading and translation. Prose composition is a large part, also, of this course.

Six hours a week. Mr. Garrett.

4. Horace.

Selections from the Odes and Epodes. The relation of Latin to Greek literature, of Horace to Greek lyric poets, a study of the poet's lyric modes, his themes and their expression, are taken up along with the reading of the Odes and Epodes.

Problems in grammar and translating connected English prose into Latin form a part of this course.

Text-books: Chase and Stuart's Horace, Odes and Epodes; Allen and Greenough's New Latin Grammar; Gildersleeve Latin composition.
Six hours a week. Professor Scott.

9. The Latin in English.

This course is designed to meet in some measure the wants of:
(a) students in general who have had no Latin; (b) students of Latin who have had something of this course but only incidentally; (c) teachers, whether they have had Latin or not, who would care to take up systematically and in detail what this course includes.

The following are the topics studied: (a) typical derivatives from Latin sources, their realm of use, and current application; (b) principles of word building and growth, changes in the meaning and use of words; (c) study of notable Latin phrases, or sayings in common and current use; (d) Latin abbreviations and contractions most widely used in written speech; (e) something of the essential nature of the diction of science as contrasted with that of literature.

This course is intended to supplement, not to impair, the usual college courses in Latin.
Four hours a week. Professor Scott.
10. Latin Literature and Roman Life.

This course is designed to present the typical forms of the origins, growth, and fruition of the essential phases of Latin literature as an expression of Roman life.

Two hours a week. Professor Scott.

11. Teachers’ Course.

The scope of this course is the theory and practice of teaching Latin in the high school. Its aims are to consider what things are worth while in the study of Latin for each year of the three years’ high school course; to determine how and in what order the subject-matter of Latin, both as to form and content, should be presented; to suggest the collateral lines of study and reading which should prove of special value to the teacher of Latin; to discuss the plan, arrangement, and contents of beginner’s books, Latin prose composition books, of the usual school editions of Cæsar and Cicero, as well as of the school and college grammars in general use; to define the relation of Latin to other branches, or subjects, in the high school curriculum; and to indicate the grounds upon which Latin continues to maintain its place in high school and college courses.

It would be well for those who contemplate taking this course to bring, or provide themselves with, the complete series of the high school adoption in Latin. To enter this course applicants must have had at least the full equivalent of the three years’ high school course.

Four hours a week. Professor Scott.


While this course includes principally the turning of connected English prose exercises into Latin, due attention will be given to a consideration of the general subject of Latin prose composition in high school and college courses.

Text-book: Gildersleeve-Lodge’s Latin Composition.

Two hours a week. Professor Scott.
MATHEMATICS.

Professor Nicholson.  Professor Sanders.
Professor Welch.  Mrs. Daspit.
Mr. Garrett.

B. High School Algebra.

This course embraces Part II of Nicholson’s School Algebra as far as Ratio and Proportion, or the equivalent thereof.

Two sections.

Six hours a week.  State credit.

Professor Welch and Mrs. Daspit.

C. Plane Geometry.

This course includes Books III, IV, and V of Lyman’s Geometry, and is open to those who have a fair knowledge of Books I and II.

Two sections.

Six hours a week.  State credit.

Mr. Garrett.


This course includes proportion, variation, arithmetic, geometric, and harmonic progressions, indeterminate linear equations, the binomial theorem for rational exponents, and the theory of, and computations by, logarithms. These subjects are thoroughly taught, not only for their own sake but as a means of training students in the manipulation of numbers—integers, fractions, and surds—and in the notation and laws of indices and functions.

Text: Ashton and Marsh’s College Algebra.

Six hours a week.  Professor Nicholson and Mrs. Daspit.


This course is a continuation of Course 1, and includes permutations, combinations, probability, binomial theorem continued, graphs, determinants, indeterminate coefficients, partial fractions series, vectors, and the theory of equations.

Text: Ashton and Marsh’s College Algebra.

Six hours a week.  Professor Nicholson and Mrs. Daspit.


To enter this course students must have completed plane geometry. The main emphasis of instruction is put upon the solution of original problems and the proofs of original theorems, as these contribute most to a constructive knowledge of geometry. To this
end the applicant should have been well drilled in the originals of plane geometry.

Text: Lyman's Plane and Solid Geometry.

Six hours a week. Professor Sanders.

4. Trigonometry.

To take this course students must have completed Course 1, or, at least, have had a good training in logarithms. The trigonometry of the right and oblique triangles, which furnishes the basis of the civil engineer's work, is especially emphasized, and much exercise in the analytic portions is given on account of its bearing on later calculus work.


Six hours a week. Professor Sanders.


In general, an essential for satisfactory work in this course is familiarity with Courses 1, 2, 3, and 4. The course consists mainly of a thorough study of the straight line and the conic sections, both analytically and graphically.

Text: Ashton's Analytic Geometry.

Six hours a week. Professor Welch.

8. First Course in Calculus.

A good grounding in Course 7 is desirable, if the best results are to be reached. The main emphasis of this course is placed on the theory and processes of differentiating algebraic and transcendental functions. Included, also, are applications of the derivative to some of the simpler problems in geometry and mechanics. The elementary processes of integration are also studied.

Text: Granville's Differential and Integral Calculus.

Six hours a week. Professor Welch.


This course is a continuation of Course 8, and includes maxima and minima, rates, curvature, curve tracing, indeterminate forms, series, and a further study of the processes of integration.

Text: The same as in Course 8.

Six hours a week. Professor Sanders.
10. **Calculus, Continued.**

Embraced in this course are the more advanced studies in integration, the applications of the calculus to the finding of lengths, areas, volumes, centroids, moments of inertia, etc. It also includes a short course in differential equations.

Six hours a week.  

**PHYSICS.**

Professor Atkinson.  

Professor Guthrie.

1. **General Physics.**

The object of this course is to secure a thorough grounding in the underlying principles and fundamental laws of the subject, and is adapted to the needs of both Arts and Engineering students. The lectures are supplemented by numerous experimental demonstrations, for which there are unusual facilities. The subject of plane trigonometry is a prerequisite to this course. The course includes the subjects of mechanics and heat.

Six hours a week.

2. **General Physics.**

A continuation of Physics 1, including electricity and magnetism, sound, and light.

Six hours a week.

3. **Laboratory Work in General Physics.**

This course is designed to accompany Physics 1, and includes experiments in electricity, magnetism, and light.

Four hours a week.

4. **Laboratory Work in General Physics.**

This course is designed to accompany Physics 2, and includes experiments in electricity, magnetism, and light.

Four hours a week.
5-6. Theoretical Mechanics.
Requisite, Mathematics 8 and Physics 1 and 2.
An elementary course in theoretical mechanics.
Text-book: Hancock’s Mechanics for Engineers.
Each four hours a week.

9-10. Electricity and Magnetism.
Requisite, Physics 2.
A course in theoretical electricity, designed to secure a more extended and thorough study of topics taken up in an elementary way in Physics 2.
Text-book: Franklin and McNutt’s Electricity and Magnetism.
Each four hours a week.

11. Elementary Physics (Household Physics).
This course aims to meet the requirements of students of household science.
Four recitations a week.

PHYSIOLOGY AND PHYSICAL TRAINING.
Dr. Stroud. Basement of Library.

PHYSIOLOGY.
The course in Physiology is divided into two sections, one primarily for teachers and the other for those who wish a general knowledge of the subject. Those who have had one course should not take the other for credit.

1. Physiology and Hygiene.
This course is designed to give the student a comprehensive idea of the structure of the human body and the principles underlying the healthy functioning of its several organs. It is the aim to make this course a practical one, by continually in the discussions connecting the theoretical needs with common practices proper and improper. To this end the text used will be Hough and Sedgwick’s Human Mechanism, in which the complex problems of the physical life are clearly revealed.
Six hours a week.
1. Physiology for Teachers.

The work will be considerably modified to give a more technical course for present and prospective teachers. Personal and public hygiene and sanitation will receive practical attention, and domestic hygiene and food values will be discussed in relation to the work of the Department of Home Economics.

Six hours a week.

PHYSICAL TRAINING.

A. Calisthenic Drill.

For teachers, but others are invited.

The University has anticipated the time when the State Board of Education will require all state schools to give their pupils such physical exercises as promote health and develop coordination, and which can be given without disturbing the regular school work. These exercises will be chosen to satisfy that call for a minimum amount of physical exercise which the human body demands in order to maintain its proper power to function. Teachers and prospective teachers are urged to take this work, and other students are advised to do so.

Six hours a week. State credit.

B. Light Gymnastics.

A morning hour will be assigned for a class to which will be given elementary and intermediate exercises with such light apparatus as dumb-bells, wands, and Indian clubs. The conduct of schoolyard games for boys and girls, and the sports of Rally Day will also receive attention in this class. The Pavilion, with its electric fans, offers an excellent place for this work.

Six hours a week. State credit.

The usual sports of American youth are freely played by the summer students on the spacious grounds of the University. Teams are organized in baseball, basket ball, playground ball, volley ball, and tennis. Team apparatus is furnished free, but the student is required to furnish uniform, hand glove, rackets and tennis balls.
POLITICAL SCIENCE.

Professor Prescott.  Basement of Library.
   This course treats of the colonial origins of American institutions, the establishment and evolution of the federal institution, and the general features of the federal system of government in the United States.
   Six hours a week.

   This course is devoted to the organization and functions of commonwealth and local governments in the United States. It stresses the constitutional basis of such governments, and the political activities arising from their control by the people.
   Six hours a week.

10. International Law.
   The purpose of this course is to give the student an understanding of the principles that govern the relations of enlightened nations. Some effort will be made to trace the historical development of international law, but for the most part the class will examine and discuss the accepted rules of international conduct as derived from common usage, treaties, conventions, decisions of municipal and international tribunals, from text-writers and from principles of reason and justice. The examination of important cases will serve to illustrate the work, special reference being made to those cases that illustrate the practice of England and the United States.
   Four hours a week.

PUBLIC SCHOOL MUSIC.

Professor Stopher.  Miss Opdenweyer.
Mrs. Doran.  Miss Taylor.
1. Course in Beginning Sight Reading and Ear Training.
   Designed to be the basis of further study of music.
   Text-books: Cole and Lewis' Melodia, and Dann's Dictation.
   Six hours a week.

2. Course in Advanced Harmony.
   Text-books: W. A. White's Harmony and Ear Training, and others for reference.
   Six hours a week.

6. Course for Primary and Intermediate Grade Teachers.
   This course includes the presentation of rote songs, singing games, with special attention to folk dancing and suitable material for technical training.

Six hours a week. Mrs. Doran.

7. Extensive Practice in Sight Reading.
This course includes extensive practice in sight reading from the state adopted texts and will give special attention to the organization of the high school chorus, glee club, and quartet. Some work in directing will be presented, which will include the use of the baton and full score reading.

Six hours a week. Mr. Stopher.

12. Course for Music Supervisors.
This course is designed for graduates of normal schools or conservatories, and for teachers of experience. The examination at the close of the term will be given in accordance with the plan of Standardization of Public School Music as sanctioned by the Louisiana Music Teachers' Association. The students in this course have had a thorough training in sight reading and theory. Some advanced work in harmony and composition will be given in this course.

Four hours a week. Mr. Stopher.

13. Class in Interpretation and Rendition.
This class will meet on Monday, Wednesday, and Friday of each week in Peabody Hall to study material suited for community work.

Three hours a week. Mr. Stopher.

An orchestra will be organized which will begin with the simplest kind of music that is used in starting a high school organization and will advance rapidly as the ability of the class will permit. Tuesdays, Thursdays, and Saturdays at 11:30.

Three hours a week. Mr. Stopher.

Piano.

$5.00 a month, two lessons weekly.
A course arranged to suit the needs of each student of any grade from beginning through a standard course. Some special attention will be given to accompaniments for school music and folk dances wherever it is desired by the student.

Hours arranged with Miss Opdenweyer.
Violin.
A good teacher of violin will be found for any one desiring to take lessons at the regular rate. Hours to be arranged with Professor Stopher.

Voice.
A course of instruction in voice placement and rendition suited to the needs of the individual student.

Small Instruments.
Lessons at the usual rate may be taken at the University on the ukelele, banjo, mandolin, guitar, cornet, horn, or reed instruments.

PUBLIC SPEAKING.
Miss Locke.

1. Practical Elocution.
A study of the philosophy of public speaking, the training of voice and body, exercises in declamation. Six recitations and six drill periods a week.

7. Lyceum Exercises.
The preparation and public recital of an evening's program of miscellaneous readings by each member of the class. Individual criticism and instruction is a distinctive feature of the course. The interpretation of good literature receives much emphasis. Teachers of English will find this course especially helpful. Six hours a week.

10. Debating, Declamation, and Dramatics in the High School (formerly Course 9).
This course will attempt to answer many of those questions concerning sources of material and appropriateness of subject-matter which confront the teacher. To this end a question box will be maintained throughout the course. Some suggestions concerning the organization and the running of a literary society will be given and the fundamentals of stage-craft offered. Pupils will present enough platform exercises in each line to illustrate the work covered.

Four hours a week.

SPANISH.
Mr. Cantu. "D" Building.

1. Elementary Work.
This is a course on the fundamental inflexions and constructions of the Spanish language. Stress is laid on such subjects—generally relegated to the instruction in our text-books—as sounds, stress, accent, diphthongs and triphthongs, and syllabica-
tion. All the parts of speech, except the verb, will be thoroughly surveyed, the facts of immediate application culled and mastered.

Six hours a week.

2. Elementary Work.

The instruction will include a thorough study of the three regular conjugations and of **haber tener, ser, and estar**; passive, reflexive, reciprocal, and impersonal constructions; modes, their uses and sequence; tenses, their uses and sequence.

Six hours a week.

3. Intermediate Spanish.

A review and application of the facts learned in Spanish 1-2 through readings and compositions based on the readings, and a thorough study of the classified and unclassified irregular verbs as given by the Academy of the Language.

Six hours a week.

ZOOLOGY AND ENTOMOLOGY.

Professor Gates. Mr. Rosewall.

ZOOLOGY.

2. General Zoology.

The object of this course is to demonstrate the relation of animals to organic life in general, and their economic value to man. Special attention being given to such forms as are of economic importance in Louisiana.

Four hours of recitation a week.

General Zoology Laboratory 2.

Laboratory work aims to train the student in the manipulation of the microscope and in general laboratory methods. When practicable, study in the field is undertaken.

Six hours of laboratory a week.

While the recitation and laboratory work is given separately and may be taken separately and at different times, yet both are required before full credit can be given for Zoology 2.

Professor Gates.

3. General Biology.

Requisite, Zoology 1-2 or equivalent.

A study of the development, relationships, distribution, evolution, mental behavior of plant and animal life. The problems of natural selection, variation, mutation and coloration are discussed.

Six hours a week. Professor Gates.
4. General Biology.

This course is a continuation of Zoology 3 taking up the cell as the unit of life, in its relation to the development of the individual and the part it plays in heredity. The germ cell cycle, inheritance of characters, laws of heredity, problems of genetics and eugenics are briefly discussed.

Six hours a week. Professor Gates.

ENTOMOLOGY.

1. General Entomology.

Requisite, Zoology 1-2.

This course consists of a study, by means of lectures, recitations, and laboratory work, of the anatomy and development of the more common insects. Lectures treat of the practical application of Entomology; the preparation and application of insecticides; and the means of controlling insect ravages. Collection and classification of insects is undertaken. Opportunity is offered for breeding and determining the life histories of the more common forms of injurious insects.

Four hours of recitation and six of laboratory a week. Mr. Rosewall.

3. Insects Injurious to the Household.

Requisite, Zoology 1-2.

This course will begin with a brief resume of the orders of insecta, leading to discussions, lectures, and readings relating to insects common to the household. It will include the habits, injuries, and control of insects simply as pests of the household and of man.

Four hours of recitations a week. Mr. Rosewall.

4. Insects in Relation to Disease.

Requisite, Zoology 1-2.

This course is a study of the transmission and dissemination of diseases of man and animals, by means of insects. It will also include discussion upon poisonous and parasitic forms. It is primarily to put the student of medicine and entomology in touch with the discoveries and theories of modern science in preventive medicine, as applied to both man and animals.

Four hours of recitation a week. Mr. Rosewall.
The Louisiana State University is organized into the following colleges and schools:

(1) The College of Arts and Sciences, offering literary, scientific, pre-medical, and commercial courses; (2) the College of Agriculture, including the four State Experiment Stations and the Department of Agricultural Extension, and offering a four-year course and a short winter course in agriculture; (3) the College of Engineering, offering courses in civil, mechanical, electrical, and chemical engineering; (4) the Audubon Sugar School, offering courses in sugar agriculture, sugar chemistry, and sugar engineering; (5) the Law School, offering courses in civil and common law; (6) the Teachers College, offering courses for high school teachers, principals, and parish superintendents; (7) the Graduate Department, offering advanced courses to those who have graduated here or elsewhere; and (8) the Summer Session, offering regular University courses in nearly all departments, as well as special courses for teachers.

The University has forty-eight buildings in grounds famous for beauty, healthfulness, and historic interest; a strong Faculty of seventy professors and instructors; a library of 38,000 volumes in the beautiful Hill Memorial building; reading rooms fully supplied with newspapers, magazines, and scientific journals; well-equipped, up-to-date laboratories and shops; flourishing Young Men's and Young Women's Christian Associations; churches accessible to all students; and all modern college accessories, such as athletics, fraternities, social and scientific clubs, literary societies, musical organizations, college journals, etc.

Tuition is free to all students from the United States, $15 a year to students from foreign countries. Living expenses are very low.

The regular annual session opens on the third Wednesday in September and continues thirty-seven weeks. The Summer Session opens on June 7 and continues nine weeks.

For general catalogue or special information about any department, write to

J. L. WESTBROOK, Registrar,
Baton Rouge, Louisiana.
Summer Session

SIX WEEKS COURSE
NINE WEEKS COURSE

JUNE 6 TO AUGUST 7, 1918
Louisiana State University
Summer Session

JUNE 6 TO AUGUST 17, 1918
OFFICERS

Thomas D. Boyd, A. M., LL. D. President of the University
Delmar T. Powers, A. M. Director
R. P. Swire. Treasurer
Miss Annie Beale. Librarian
W. F. Gladney. Registrar
Mrs. E. S. Tucker. Dean of Women
B. F. Toler. Steward
Mrs. B. F. Toler. Matron

CLASSIFICATION COMMITTEE

Professors Atkinson, Scott, Coates, Blain, Kidder, Powers, and Stumberg.

SUMMER SESSION CALENDAR

Summer Session opens. Thursday, June 6, 1918
Registration and deficiency examinations. June 6-7, 1918
Classes meet for assignments. June 8, 1918
Holiday. July 4, 1918
Final examinations of Summer School. August 5-7, 1918
Summer Session closes. August 7, 1918
FACULTY OF THE SUMMER SESSION

Thomas D. Boyd, A.M., LL.D., President.
Delmar T. Powers, M.A., Director.

J. Q. Adams, B. L., LL. B.,
Public Speaking.

Thos. W. Atkinson, B. S., C. E.,
Physics.

Miss Martha J. Barrow, B. A.,
English.

Miss Phoebe L. Beale, M. A.,
Commerce.

Charles Homer Bean, Ph. D.,
Psychology and Education.

Albert T. Bell, A. M.,
Botany and Bacteriology.

Miss Agnes M. Blackman,
Music.

Hugh Mercer Blain, M. A., Ph. D.,
English.

Milledge L. Bonham, Jr., Ph. D.,
History.

Miss Irma G. Bowen,
Home Economics.

John M. Cadwallader, B. S.,
Animal Industry.

Clarence H. Christman, M. S.,
Chemistry.

Charles E. Coates, Ph. D.,
Chemistry.
Linton L. Cooper, B. S.,
Drawing and Mechanic Arts.

Miss Winona Cruise, M. A.,
Home Economics.

Mrs. A. P. Daspit,
Mathematics.

Edwin B. Doran, B. S.,
Agronomy.

Homer L. Garrett, B. A.,
Mathematics and Latin.

William H. Gates, B. A.,
Zoology.

Roy H. Gearhart, B. S.,
Spanish.

David Vance Guthrie, M. A., Ph. D.,
Physics.

Albert R. Gwinn, M. S.,
Agronomy.

Miss Elizabeth Hofflin,
Home Economics.

Thomas Hogan, Sergeant, U. S. A.,
Military Training.

Elbert L. Jordan, B. S.,
Animal Industry.

Miss Rosemond Kedzie, B. S.,
Home Economics.

Mrs. J. E. LeBlanc,
Music.

Jordan G. Lee, B. S.,
Horticulture and Forestry.
Edward J. Mathie, M. A.,
Economics and Sociology.

Miss Justine Mendelsohn, B. A.,
Commerce.

Raoul L. Menville, M. S.,
Chemistry.

Mrs. Frances H. Minor,
Physical Training.

Charles F. Moreland, M. S.,
Botany.

Miss Evelyn P. Norton, B. S.,
Folk Dancing.

Miss Leila Opdenweyer, A. B.,
Music.

Miss Ola Powell,
Home Economics.

Delmar T. Powers, A. M.,
Education.

Arthur T. Prescott, M. A.,
Political Science.

Albert G. Reed, A. M., Ph. D.,
English.

Oscar W. Rosewall, A. B.,
Entomology.

Samuel T. Sanders, A. B.,
Mathematics.

Edward L. Scott, A. M.,
Latin and Greek.

J. M. Smith,
Education.
SYDNEY SMITH, Major, U. S. A.,
Military Training.

HENRY W. STOPHER, B. Mus.,
Music.

CHARLES H. STUMBERG, A. M.,
German and French.

MRS. E. S. TUCKER,
Physiology.

JOHN F. WELCH, B. S.,
Mathematics.

MISS CATHERINE Z. WINTERS,
English.
The scope and character of the courses offered in the various departments are practically the same as those of the regular session. Competent specialists are secured, however, to give extra courses, and regular courses will be modified to meet the actual needs of teachers, principals and superintendents. It is the constant aim of the State University not only to serve at all times in its regular capacity but to extend its legitimate service whenever and however possible. The courses numbered A, B, C, which are of secondary grade, are offered to meet the needs of an emergency, the object being to afford opportunities for teachers to strengthen their work by reviewing these subjects, to prepare others for the teachers' examination and to remove slight deficiencies for college admission. But all work done for which college credit is allowed is of college grade and is in no way a duplication of that offered by institutions of secondary standing.

PURPOSES OF THE SUMMER SESSION.

The courses offered in the summer session are designed mainly for the following classes of students:

1. College students already working for degrees who wish to shorten the time of residence or to make good deficiencies.

2. More advanced students who wish to transfer credits from other colleges to Louisiana State University and enter with advanced standing. For such students the summer session's work is particularly useful in making possible the necessary adjustments of credits and curricula.

3. Teachers in elementary and high schools, agricultural schools, normal schools and other institutions, public and private, who wish further instruction in academic or professional work, or without regard to obtaining a degree.

4. Parish and city superintendents, supervisors, principals, and other school officials engaged in administrative work.
5. Those who wish to complete their preparation for admission to the regular courses in Louisiana State University, or some other institution.

7. Those who are preparing for examination for teachers' certificates.

8. Teachers of specific subjects, such as manual training, drawing, home economics, music, agriculture.

9. Any others properly prepared who may desire collegiate instruction during the summer.

10. Teachers, principals and superintendents who desire to graduate from Teachers College in order to raise their professional standing to college grade. *Due credit will be allowed for professional courses* completed in other institutions.

**A SHORTAGE OF TEACHERS.**

The fact that our country faces a situation unparalleled in its history is not without significance to public school workers. The opportunities for service were never greater, and the sentiment for more adequate and just compensation is growing. The Summer Session offers rare facilities for high school graduates, teachers, principals and superintendents to equip themselves for better work and larger pay. What better thing can you do than give your vacation-time in preparation for greater future service? Especially when serving childhood is saving humanity.

**ADMISSION.**

The Summer Session is open to graduates of colleges, normal schools and high schools; to teachers holding first grade certificates; to former students of the University; to applicants who are preparing to enter the Freshman class, and to special students of mature age who are prepared to pursue the courses offered. For full entrance to the Freshman class, fourteen units are required, but applicants offering twelve units are admitted conditionally. A unit means one year’s study of any high school subject with four or five recitations per week, or approximately one-fourth of a full year’s work in a high school.

No examination is required for admission to the Summer Session, but applicants who wish to become candidates for a de-
gree are classified upon certificates covering work done elsewhere or upon examination.

**CLASSIFICATION.**

Teachers are urged to bring certificates covering all work done by them in high school or in college and present these papers to the Committee on Classification, with application for classification in one of the regular college classes. First grade certificates will be accepted in part fulfillment of the requirement for admission. The Committee on Classification will hold several meetings during the Summer Session and every opportunity will be offered to those teachers who wish to enroll themselves in courses leading to the degree. The general regulations relating to admission and classification can be found in the University catalogue. Prospective students who wish information beforehand in regard to the details of classification should communicate with the Committee on Classification, Louisiana State University, Baton Rouge, Louisiana.

**CREDIT FOR WORK DONE.**

**Nine Weeks' Course.**

**College Credits.**—To a student who completes any course offered in the Summer Session, a certificate of credit will be given by the Louisiana State University. This certificate entitles the holder to credit toward a college degree (B. A. or B. S.) or to entrance credit, according to the valuation of the course. In four summer sessions, a student can accomplish the work prescribed for a full year in residence. College credit is given for all courses designated by Arabic numerals; entrance credit is given for the courses designated by letters.

**State Credits.**—Certificates of credit, which entitle the holders to percentages on examinations for teachers' certificates or to extension of teachers' certificates, will be granted by the State Department of Education for work done in the Six Weeks' Course as well as the Nine Weeks' Course. For the conditions under which State Credits are given, see the announcement of the Six Weeks' Course below.

**Six Weeks' Course.**

**College Credits.**—For the benefit of those who can not attend the full Nine Weeks' Course, the University will issue cer-
Certificates of attendance upon the completion of work extending through at least six weeks.

STATE CREDITS.—Certificates of credit will be granted by the State Department of Education for work done in the Summer Session, according to the following conditions:

Certificates of credit will be issued for satisfactory work done, with a minimum of 12 and a maximum of 18 hours per week. Certificates for State Credits or for College Credits will not be granted to students whose grades in any subject fall below a minimum of 75 per cent. Certificates of Credit will entitle the holder to an increase of five points on an examination for teachers’ certificate for six weeks’ attendance and seven points for nine weeks, or to an extension of one year of a valid teacher’s certificate.

LABORATORIES.

In many features the laboratory facilities afforded are excellent. During the summer session the following laboratories, each in charge of one or more instructors, will be opened for student use: Agriculture, Animal Industry, Botany and Bacteriology, Zoology and Entomology, Home Economics, Horticulture, Dairying, Electrical Engineering, Chemistry, Physics, Drawing, Journalism, and Mechaic Arts.

LIBRARIES.

The Hill Memorial Library is the general library of the University, while many departmental libraries are made available to students for the investigation of particular problems along special lines. The general library contains 38,000 volumes. The reading rooms are well supplied with leading newspapers, periodicals, and magazines.

The library collections are to the departments of general culture what the laboratories are to the scientific departments. The several departments which do not conduct laboratories make liberal use of the library. During the Summer Session the following departments make special use of the library collections for research and collateral work: English, Journalism, Latin, French, German, and Spanish; Philosophy, Psychology, and Education; Commerce; History, Economics, and Political Science; Public Speaking; Sociology and Home Economics. The library is in
charge of a trained librarian, with three assistants. It is believed that for the teachers of the State no other department of the University is more valuable than the library.

**DORMITORIES AND DINING ROOM.**

The dining room in Foster Hall is sufficient for the accommodation of five hundred persons; and on the second and third floors of the same building hundreds of young ladies may find comfortable rooms. There are four dormitories on the Pentagon, the fifth side of which opens on the Mississippi River. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. On both sides of these buildings are wide galleries. All the dormitories are screened.

**POSTAL FACILITIES.**

A sub-station of the Baton Rouge postoffice is now located on the University grounds. Lock boxes may be rented at a reasonable rate. All students may have their mail addressed in care of the University, and it will be delivered to them through the sub-station, which is open during the regular postoffice hours.

**GRADUATE STUDENTS.**

To graduates of this or of other institutions of equal rank a limited number of advanced courses are offered, which make it possible for one to complete the work required for the Master's degree in Arts or Science in four Summer Sessions. Before registering for graduate work a student should consult the chairman of the Committee on Graduate Studies, Dr. C. E. Coates.

**THE ADMINISTRATIVE OFFICERS.**

The President of the University, the Treasurer, and the Registrar have offices in Alumni Hall; the office of the Director of the Summer Session is in Peabody Hall; the members of the Committee on Classification will be present during the registration days in Alumni Hall; the secretary of the Committee will afterwards be found in his office in the Library.

**COURSES PRIMARILY FOR TEACHERS.**

For teachers who wish to confine their summer work to
purely professional subjects the following courses are specially planned:

Education 5 (School Administration).
Education 7 (History of Education).
Education 11s (Theory and Art of Teaching).
Education 14 (Secondary Education).
Education 19 (Education for Character).
Education 16 (Educational Measurements).
Psychology 3 (Educational Psychology).
Physics 11 (Household Physics).
English 17 (The Teaching of English).
Rural Social Problems.
Botany 9 (General Botany, Teachers’ Course).
Home Economics.
Music.
Horticulture 9 (Elements of Horticulture for Teachers).
Latin 10 (Latin Literature and Roman Life).
Latin 11 (Teachers’ Course).
Zoology 3 (General Biology).

THREE-YEAR COURSES.

Candidates for degrees who can meet all admission requirements and who wish to shorten the time of residence may, by attending three or four summer sessions and three regular sessions, complete the work required in certain courses for the degree. This is possible in the College of Agriculture, the College of Arts and Sciences, the Teachers College, and, in exceptional cases, the College of Engineering.

EXAMINATIONS.

Final examinations in summer session work will be given only during the last week of the summer session. For those who wish to leave at the end of six weeks with State Credit only, examinations will be given during the afternoons of the last three days of the sixth week. Examinations for Summer Session credit will not be given at other times. Examinations to make up deficiencies will be given during the first three days of the Summer School. Examinations other than final examinations will be
given by the instructor concerned only upon a written order from the Registrar.

EXAMINATION FOR TEACHERS' CERTIFICATES.

Prospective teachers who wish to secure certificates and teachers whose certificates have expired will find in the Summer Session several courses designed for their better preparation. The State Department of Education will conduct examinations for teachers' certificates early in August. Students who wish to take these examinations will be excused from classes at the University.

The attention of teachers is called to the following courses as affording preparation for the examinations for teachers' certificates:

- Economics 1, 2
- English C, 1, 2
- Education 11
- Algebra 1 and 2
- History 9
- Algebra B
- Geometry C
- Physiology 1
- Psychology 3
- Physics 1 and 2

SPECIAL CONFERENCES.

Aside from the activities of literary societies, debating clubs, entertainments and excursions, opportunities are afforded for meetings of select groups for the study and consideration of problems of mutual interest to all concerned. Members of the Faculty are always glad to advise and participate in such deliberations.

RECREATION.

The campus with its natural attractions, giant live oaks, its historical associations, buildings, walks, the river, the lake, the athletic field, the tennis courts, and the manifold interests and activities of the Capital City, all furnish abundant means for diversion, relaxation, and pleasure for the student after his day's work is done.

At the last Summer Session a petition was circulated by the students and unanimously approved, requesting that a common fee of fifty cents be charged all students at the time of registra-
tion, and that the resulting funds be used by the entertainment committee in providing suitable and free amusements for all members of the Summer Session.

**MOTION PICTURES.**

A standard motion picture machine has been installed in Garig Hall and frequent exhibitions of educational films of exceptional merit will be shown. These entertainments will be given at times when students are most free to enjoy them and open to all members of the Summer Session. The educational moving pictures have proven a popular, pleasant, and profitable diversion.

**PUBLIC LECTURES.**

Frequently throughout the session addresses and lectures will be delivered by members of the Faculty and by educators and speakers of note. A series of illustrated travel pictures by Dr. Banks has been arranged for, and addresses assured from Governor Ruffin G. Pleasant, State Superintendent of Education T. H. Harris, Dr. Oscar Dowling, President State Board of Health, High School Inspector C. A. Ives, Assistant High School Inspector Trudeau, Chief State Rural School Supervisor J. M. Foote, and others.

**AMERICAN ASSOCIATION FOR INTERNATIONAL CONCILIATION.**

The courses in the History of France, the History of the British Empire and the Geography of South America are conducted under the auspices of the American Association for International Conciliation. They are a part of the regular work of the summer session and college credit is given for each course. The purpose is to promote a better understanding between nations, by laying a foundation of accurate information, thereby promoting the cause of international amity and comity.

**THE EMPLOYMENT OF TEACHERS.**

Among the modern agencies for the improvement of public school conditions, the summer sessions of our universities and colleges have taken a conspicuous place. In a very true sense, they have become centers of educational activities. Here teachers and public school workers not only receive academic and profes-
sional training under conditions most favorable, but they become acquainted with each other and with existing conditions in different localities; and progressive superintendents and principals are making greater and greater use of the summer session at the Louisiana State University as a means for securing teachers for their respective schools. The President of the University, the Director of the Summer Session, and the professors will do all in their power to furnish school authorities with adequate data upon which to base satisfactory judgments in the selection and employment of teachers from the membership in attendance.

REGISTRATION.

Thursday and Friday, June 6-7, will be devoted to registration. Students should see a member of the Committee on Classification in Alumni Hall and arrange their courses of study. When the subjects to be scheduled are selected, go immediately to the Registrar, pay the registration fee of $2.50, and get the class card. This card should then be immediately presented for enrollment to the professors in charge of the classes to which the student has been assigned, after which the card is to be returned to the Registrar.

Students rooming in the town should leave their telephone and street numbers with the Registrar. This is very important in case of emergency calls on account of business or sickness.

HOUSE RENT.

During the summer months there are usually several furnished houses for rent in Baton Rouge at very reasonable rates. Teachers who wish to live in Baton Rouge during the Summer Session or during the entire summer should write to the Registrar of the University, who will put them in communication with owners of houses who wish to rent them for the summer.

THE DEAN OF WOMEN.

For mutual helpfulness rather than restrictive measures, all women students are required to register with the Dean of Women before returning their registration cards to the Registrar. The signature must be on the card when it is presented to the professors for enrollment in the classes.

Across the hall from the Dean's office are the rest room and
study hall for the use of women students at all hours. Women students are urged to consult with the Dean concerning all personal matters in which they feel the need of advice.

**FEES.**

A fee of $2.50 is required of all Summer Session students. In laboratory courses where breakage of apparatus or injury to furniture occurs students will be charged an additional fee in proportion to the damage done.

**ROOMS AND BOARDING.**

Good rooms in the dormitories may be had for $6 for the full session of the nine weeks, while meals may be had at the Cafeteria for from $15 to $20 per month, according to the taste and circumstances of the individual students. Rooms in the dormitories are furnished with beds, mattresses and lights, but bedclothes, towels and toilet articles must be supplied by the students themselves.

Good rooms and boarding may be secured in private families and boarding houses for $25 to $30 per month.

Any student may make use of the steam laundry at the University at a cost of about one-half of commercial prices. All students, however, who room on the University grounds shall have their laundry done exclusively at the University laundry.

**MILITARY TRAINING.**

In addition to the other courses to be given at this institution the Department of Military Science and Tactics, in charge of an officer of the United States Regular Army, will conduct a course of instruction in the School of the Soldier, Squad, Company, Bayonet Exercise and Physical Training. The above course will qualify teachers to give elementary drill in their schools. This course of instruction will also be of material assistance to young men who are subject to draft.

**WAR EMERGENCY COURSES FOR CONSCRIPTED MEN.**

In answer to a request of the War Department, through the Federal Board for Vocational Education, the University is now offering courses of instruction designed to train conscripted men for occupations needed by the army. Men who have been accepted for service, but have not been called to the cantonments,
are urged to enroll in one of these courses as soon as possible and earnestly pursue the work. In this way they will make themselves of larger service to their country in its time of need and at the same time lift themselves from the rank of the ordinary soldier into positions as non-commissioned officers with a larger rate of pay.

The University is now conducting night classes in:
1. Automobile and gas engines.
2. Wireless telegraphy.
4. Typewriting.
5. Accounting.

Drafted men desiring to enter these classes now may do so.

The following courses will begin on the same date as the regular Summer Session, June 6, 1918, and will continue throughout the summer holidays:

**Engineering Drawing.**

The course in drawing will include work in geometrical drawing to teach the use of the instruments and some of the fundamental principles of geometry; isometric and cabinet projections and a course in orthographic projections covering the principles of intersection of solids and development of surfaces.

The course in projections will be followed by a course in machine drawing which will include free-hand lettering, making drawings of bolts, screws and nuts and complete detail drawings of a two-cylinder four-cycle gasoline motor. The men will first be taught to make free-hand sketches of this motor from the motor parts themselves and will then make drawings from the sketches. Enough tracing will be done to make the men proficient in this part of the work and blue prints of the tracings will be made. The class will be limited to twenty men.

**Cabinet Making.**

In this course the men will be taught the uses of all of the hand tools and how to sharpen and care for them. Each man will make a graded set of exercises to learn the uses of each tool
and how to make the principal joints that are used in cabinet making which will include halving together, mortice and tenon, dovetail and gluing.

After this work has been done each man will be required to make a piece of cabinet work, such as a table or bookcase, which will give him further practice in reading blue prints and in doing work accurately according to working drawings.

The class will be limited to twenty men.

Forging.

In the course in forging the men will be taught the management of the fire and the uses of the various forge tools and will make a graded set of exercises from blue prints by which they will learn the principles of drawing down, bending, forming, twisting, punching, splitting, upsetting and welding. Special stress will be laid on welding. This work will be followed by a course in tool steel forging which will include instruction in the principles of hardening, annealing, tempering, making cold chisels, hot chisels, lathe and planer tools, chipping, filing, babbeting bearings, and scraping plane and curved surfaces.

The class will be limited to twenty men.

Machine Shop Work.

This course must be preceded by a course in steel forging in which the men will learn how to forge and temper the tools used on machine tools. After the tools have been made the uses of the lathe, planer, shaper and drill press will be taught by having each man make a series of exercises which will give practice in straight and taper turning, cutting square and V threads, inside boring and threading, planing, drilling, and boring on drill press and the use of the hammer, chisel, file, scraper, tap and die.

Accuracy in all of this work will be required, and all work will be made from drawings and blue prints.

The class will be limited to twelve men.

Course in Steam Engineering.

LECTURES.

An elementary study of the various forms of steam apparatus, their construction, use, care, and operation.
LABORATORY.

Practice is given in the manipulation and care of condensing and non-condensing steam engines, steam turbines, boilers and their accessories, etc.

Given in both day and evening classes.

Gas Engines, Automobiles, and Motor Trucks.

The following are some of the topics considered: general principles of gas engines, single and multi-cylinder; engine repair and operation; carburetors; oiling systems; lubrication; axles; wheels; transmission; elementary electricity; primary and storage batteries; ignition; light and starting systems; automobile and motor truck driving. The instruction will follow the outline prepared by the Federal Board for Vocational Education.

Commercial Occupations.

Courses in stenography, typewriting, and accounting.

Wireless Telegraphy.

This course is designed to train young men to send and receive radio or buzzer messages in order to fit them for government service. To satisfy the government requirements the student must be able to send and receive a minimum of twenty words a minute. It is estimated that for the average student about two hundred hours of practice is required to attain this degree of proficiency. The instruction will follow an outline prepared by the Federal Board for Vocational Education.

Chemistry.

In addition to the courses in the regular Summer Session curriculum, the Department of Chemistry will offer the following courses, open only to drafted men whose previous educational training will qualify them to carry the work advantageously.

The testing of gasoline and other fuels for internal combustion engines.

The testing of coal and fuel oils for general fuel purposes.
Testing of lubricating oils.
Testing of water for technical and sanitary purposes.
Practical photography with some technical instruction.
The chemical properties and preparation of poison gases.
The chemistry of protection against poison gases.
The chemistry and preparation of high explosives.
The repair and care of storage batteries.

**Electrical Trades.**

This course is designed to prepare men, as far as it is possible to do so in a short time, for service in the army as electricians, linemen, and cable splicers. The instruction will follow outlines prepared by the Federal Board for Vocational Education.

The War Emergency Courses will be modified from time to time to meet the varying requirements of the War Department.

**Length of Courses.**

The length of time required to complete any one of the above courses depends upon a number of factors, as, for example, the amount of time devoted to the work, the student’s ability, and his previous experience and training. Students will be dealt with individually and given every opportunity to complete the work in the shortest possible time.

**Room and Board.**

Students may room and board at the University, paying the same rate as students of the Summer Session. There will be no charge for instruction.

**RELIGIOUS AND ETHICAL COURSES.**

As a step toward educational reconstruction, the following courses will be offered one or two hours a week and are open to all who care to take them. The courses will be scheduled at hours that are most convenient for the groups taking them.

Christianity, Democracy and Internationalism—C. H. Bean, Professor of Psychology.

Christianizing Community Life—T. M. Hunter, Pastor, First Presbyterian Church.

The Social Teachings of Jesus—A. K. Jones, General Secretary of City Y. M. C. A.

Christianity in the Apostolic Age—I. C. Nichols, Associate Professor of Mathematics.
Exposition of Doctrine of the Catholic Church—Father V. J. Prats, Assistant Pastor, St. Joseph’s Church.
The Pedagogy of Jesus—D. T. Powers, Dean of Teachers College.
Christian Ethics—A. S. Seegers, Assistant Pastor, First M. E. Church.

**TABLE OF COLLEGE CREDITS GIVEN FOR SUMMER SESSION WORK.**

The session value in hours of each college course is given in the following table:

<table>
<thead>
<tr>
<th>Course</th>
<th>College Credit in Session Hours</th>
<th>Course</th>
<th>College Credit in Session Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 1</td>
<td>1 1/2</td>
<td>Chemistry 29</td>
<td>1</td>
</tr>
<tr>
<td>Accounting 2</td>
<td>1 1/2</td>
<td>Chemistry 30</td>
<td>1</td>
</tr>
<tr>
<td>Accounting 3</td>
<td>1 1/2</td>
<td>Chemistry 38</td>
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COURSES OF INSTRUCTION

In the following outlines of the courses offered in the Summer Session, those designated by Arabic numerals are college courses, for which college credits, as well as state credits, will be allowed. Those designated by letters are courses for which state credits only will be allowed; they will also be counted for admission to the Freshman class of the University.

ACCOUNTING AND STENOGRAPHY.

Miss Beale. Miss Mendelsohn.

“A” Building.

1. The Elements of Bookkeeping.

The business customs governing ordinary business transactions, and the commercial law pertaining to them, as well as the adopted forms of bills, receipts, notes, etc.

Six times a week.

2. Accounting.

A continuation of Accounting 1, developing divisions of the books of original entry, special columns, and business forms.

Six hours a week.

3. Partnership and Corporation Accounting.

The formation of partnerships, the accounts of partners, the calculation and distribution of gains and losses. Organization of corporations, the capital account, the stock ledger, stock transfers, dividend account, surplus account, etc. The exercises illustrating these forms of ownership are drawn from those fields of commercial activity usually occupied by large companies or corporations.

Six hours a week.


In this course the principles already learned are applied in arranging systems of accounts for retail, wholesale, commission, and manufacturing enterprises.

Six hours a week.

5. Banking and Office Practice.

The student is here given a position in the bank, railroad office, or commercial exchange. He is passed from one position
to another as rapidly as he shows proficiency in each, and the demands of the department permit.

Six hours a week.


A brief study of the fundamental principle of business law. This is not a course to train lawyers. It is a course to teach business men to know the laws of business, to conform to them, to avoid the mistakes that necessitate a lawyer, and to get a lawyer when they need one.

Six hours a week.

**STENOGRAPHY AND TYPEWRITING.**

1s. Phonics and Stenography.

A study of the sounds of letters, words, and phrases; the abbreviation and contraction of words and phrases; and the writing of the language by the Benn Pitman Stenography.

Students taking this course must be practical typewriters or take Course 3 also.

Six hours a week.

2s. Stenography and Business.

Drill in letter writing and general reporting. The routine of well-defined branches of business and professions is studied and made the basis of the language of the course.

Students taking this course must be practical typewriters or take Course 3 also.

Six hours a week.

3. Typewriting.

A course in touch typewriting and the mechanism of the machine. The most faithful attention is necessary to success in this course. Not less valuable than the knowledge of the machine and ability to write by touch is the student’s consciousness of strength as a result of developing skill and power in doing things.

Six hours a week of laboratory work.

**AGRONOMY.**

Professor Doran.          Mr. Gwinn.

1. Field Machinery.

Elementary principles of mechanics and materials of con-
struction are studied in their relation to farm implements. Detailed study is made of the plow, other tillage tools, seeding machinery, haying machinery, harvesting machinery, farm wagons, and miscellaneous tools and implements used on the farm. Attention is given the importance of careful buying of machinery from the farmer’s standpoint.

Text: Ramsower’s Equipment for the Farm and the Farmstead.

Four hours a week. Professor Doran.

Field Machinery Laboratory 1.

A course to accompany Agronomy 1. In this work careful study and comparison of the various farm implements are made with results recorded in tabular form in a laboratory guide and in such a way that the student has a readily available fund of information on the construction, working principles, and points of superiority of a large number of machines. This prepares the student to make a judicious selection of implements for a given farm.

Text: Laboratory Manual in Farm Machinery.

Six hours a week. Professor Doran.

3. Farm Crops.

Lectures and recitations upon the classification and the methods of improvement of farm crops. Special studies will be made of the staple farm crops of Louisiana; cotton, corn, oats and rice. Individual crop studies will include varieties, geographical distribution, methods of improvement, culture, manuring, harvesting, preservation, uses, marketing, and history.

Text: Morgan—Field Crops for the Cotton Belt.

Four hours a week. Mr. Gwinn.

Farm Crops Laboratory 3.

The laboratory work accompanying Agronomy 3 will consist of corn, oats, rice, and cotton judging and grading. Field trips
will be taken whenever possible to the Experiment Station and other nearby farms.

Four hours a week.

Mr. Gwinn.


This course includes a study of both soil physics and soil fertility. The origin, formation, and classification of soils will be given consideration, together with a brief study of such factors as texture, structure, organic matter, moisture and its conservation, temperature, and aeration.

Aside from the physical study, it will include a discussion of the plant food content and productiveness of particular types of soils, a study of both natural and commercial fertilizers, reinforcing manure, liming and crop rotation. The home mixing of fertilizers will be given due consideration.

Six recitations a week.

Mr. Gwinn.

11. Land Drainage.

A study of the benefits and importance of drainage, soils requiring drainage, and methods of carrying out the work. Special attention is given to the calculating of the required capacities of drains. The work includes, also, the study of plans for organizing drainage districts and the several methods of apportioning the cost of drainage work among land owners within a district.

Text: Elliott's Engineering for Land Drainage, Experiment Station Bulletins.

Four hours a week.

Professor Doran.

Land Drainage Laboratory 11.

A laboratory or field course to accompany Agronomy 11. This takes up elementary surveying, a study of construction of terraces, rice levees, and sidehill ditches, together with thorough practice in leveling and the construction of ditches. Notes are
made in the field from which contour and profile maps are made.

Text: Laboratory notes and outlines.

Nine hours a week. Professor Doran.

13s. Soil Bacteriology and Management.

This course will consist of a study of soil bacteria and the influence which they exert on soil fertility. The effect of various soil conditions, as moisture supply, temperature, aeration, reaction, and food supply on bacterial activities will be studied.

Aside from the bacteriological study, the principles which underlie the proper management of soils under different conditions will be given consideration.

Students desiring to take this course must consult the instructor.

Four recitations a week. Mr. Gwinn.

15. Farm Concrete.

The study of concrete materials, proportioning, construction of forms, mixing and handling concrete, reinforcing as applied to farm construction, waterproofing, and typical applications of concrete on the farm.

Text: Seaton's Concrete Construction for Rural Communities, Experiment Station Bulletins, and publications by the various cement manufacturers.

Four hours a week. Professor Doran.

Farm Concrete Laboratory 15.

The most difficult thing about concrete work as far as the farmer is concerned, perhaps, is the construction of forms. This laboratory work is taken up largely with the study and building of wood forms. Some of these forms are constructed of full size while others are built on a smaller scale. Students are required to design and make drawings of forms and construct the forms from their drawings. This course must be taken with Agronomy 15.

Six hours a week. Professor Doran.
ANIMAL INDUSTRY.

Professor Jordan.  Professor Cadwallader.

1. **Feeds and Feeding.**  (Prerequisite, Chemistry 1.)

   The composition of feeding stuffs; the processes of digestion and assimilation of food; the food requirements of various classes of farm animals and the compounding of economical rations to meet these requirements. Feeding problems as outlined in manual.

   Text-books: Henry and Morrison’s Feeds and Feeding; Savage’s Feeds and Feeding Manual.

   Six lectures and four laboratory hours per week.

Professor Jordan.

4. **Breeds and Stock Judging.**

   A study of the history and breed type of each of the leading American breeds of hogs, horses and sheep. Each breed is studied in reference to the leading families or blood lines, and the work of the leading breeders of each breed is reviewed.

   Practice in judging specimens of the various breeds constitutes the laboratory work.

   Six lectures and two hours of stock judging per week.

Professor Jordan.

16. **Marketing.**

   A study of the market reports from each of the leading live stock markets. Market classes of live stock; methods of marketing; market problems; billing, consignments, routings, etc.

   Four lectures per week.

Professor Jordan.

105. **Home Dairying.**

   Economic value of milk in the diet; city milk supply and its relation to public health; infants’ milk; production, composition and uses of cream, ice cream, condensed milk, malted milk, dried milk, buttermilk and soft cheeses. Laboratory work will consist of tests for determining the composition and purity of milk and manufacture of butter and cheese applicable to farm conditions. This course is particularly designed for teachers and those interested in dairying for home purposes.

   Three lectures and one laboratory period of 2 hours.

Professor Cadwallader.
106. The Business of Milk Production.

Problems of economical milk production; establishment and management of the dairy herd; organization and operation of cow-testing and breeding associations; construction and equipment of dairy buildings; utilization of dairy by-products; various systems of dairying and the condition under which each would be most suitable; one complete original dairy barn plan and milk house plan, together with an outline showing the results of one dairy farm where the methods have been made a special study. (Required previous course in dairying.)

Three lectures each week.

Professor Cadwallader.

107. Production and Care of Milk and Its Products.

Composition of milk; causes of variation in the milk constituents; manufacture and commercial uses of the various products derived from milk; bacterial fermentations in milk; composition and food value of butter, cheese, milk; centrifugal cream separators; tests for determining the solids in milk; tests for adulteration; practice in testing milk and cream in the laboratory; making butter and fancy cheeses.

Five lectures and four laboratory hours per week.

Professor Cadwallader.

BOTANY.

Professor Bell.

Mr. Moreland

1. Elementary Plant Studies.

The course is intended to present "those large facts about plants which form the basis of the science of Botany", and includes such general study of plants as should precede the special study of agriculture.

Text: Coulter’s Plant Life and Plant Uses.

Four lectures and six hours of laboratory a week.

Professor Bell and Mr. Moreland.

2. Elementary Plant Studies.

A continuation of Course 1.

Text: Coulter’s Plant Life and Plant Uses.

Four lectures and six hours of laboratory a week.

Courses 1 and 2 will not be credited separately toward a degree.

Professor Bell and Mr. Moreland.
9s. General Botany — A Teacher’s Course.

The materials and methods used in this course will be such as may be adapted to high school use in Louisiana. This course is primarily designed for teachers.

Texts: Coulter’s Plant Life and Plant Uses; Ganong’s Teaching Botanist.

Four lectures and six hours of laboratory a week.

Professor Bell.


A course in the identification of ferns and flowering plants. This course includes collections, drying, and mounting of herbarium material, instruction in the use of manuals, especially those relating to the flora of Louisiana. Intended for those who have had Botany 1 and 2. Persons desiring to register for this course will consult the instructor before doing so.

Small’s Flora of the Southeastern United States will be the text.

Four hours lecture. Six laboratory.

Professor Bell and Mr. Moreland.

CHEMISTRY.

Professor Coates. Professor Menville.

Mr. Christman.

Irion Hall.

1. General Chemistry.

Lecture-room demonstrations, supplemented by laboratory studies on the type elements and the general laws of chemical action.

Six lectures and six hours of laboratory a week.

Professors Coates and Menville.

2. General Chemistry.

This course is a continuation of course 1, and includes lectures on the detailed manufacture of fertilizers, sulphuric acid, and the more important inorganic chemical products, as well as a brief course in elementary metallurgy. The laboratory work includes some inorganic preparations and the principles of qualitative analysis.

Six lectures and six hours of laboratory a week.

Mr. Christman.
Students having one unit in chemistry for entrance, upon presenting satisfactory evidence as to the nature of laboratory work accompanying this course, may be permitted to substitute Chemistry 5 and 6 for the laboratory work in Chemistry 1 and 2.

Students in the College of Agriculture will omit some of the experiments in the regular laboratory work of Chemistry 1 and 2 and will substitute therefor certain selected experiments bearing specifically upon agricultural topics.

5a. Qualitative Analysis.

The purpose of this course is not so much to make a skillful analysis as to teach the fundamental principles on which qualitative analysis is based. Special attention will be given to the care and manipulation necessary to secure accuracy in results.

One lecture and ten hours of laboratory a week.

Professor Menville.

6a. Elementary Qualitative Analysis.

The theory and use of the balance, simple gravimetric analy-
ses, the calibration and use of colometric apparatus, simple volumetric analyses.

These courses are designed to introduce students to quantitative analysis, and are accompanied by lectures on chemical arithmetic.

One lecture and ten hours of laboratory a week.
Professor Menville.

7a-8a. Principles of Chemical Analysis.
A continuation of Course 6.
Twelve hours of laboratory a week.
Professors Coates and Menville.

25. Physical Chemistry.
This is a short course, treated largely from a non-mathematical standpoint. It consists of a series of lectures on the main principles of physical chemistry. It serves, also, as an introduction to the subject for those students who propose to continue the study of physical chemistry.
Four hours a week. Professor Coates.

A short course in descriptive organic chemistry, designed mainly for students who are preparing to teach domestic science.

Four hours a week.  
Mr. Christman.


The purpose of this course is to examine in detail the various operations of a chemical nature met with in the study of household economics and agricultural economics. It is designed mainly for students expecting to teach domestic science, agriculture, or chemistry in the high schools of Louisiana. Prerequisite, Chemistry 1 and 2 or a full year's course in chemistry at an approved high school.

Three lectures and two hours of laboratory work a week.  
Professor Menville.

38. *Elementary Agricultural Chemistry.*

This course is offered mainly for the benefit of teachers intending to take up work in the agricultural high schools of Louisiana. It covers, in an elementary way, the chemical aspect of plant growth, fertilizers, foodstuffs and certain selected agricultural industries, such as syrup making, soap making, and the like.

Four lectures and four hours of laboratory a week.  
Prerequisite, Chemistry 1 and 2, or the equivalent.  
Professor Menville.

**DRAWING AND MECHANIC ARTS.**

Professor Cooper.

Robertson Hall.

1. **Drawing.**

This is a course in instrumental drawing designed to familiarize the student with the uses of the various instruments used in making mechanical drawings, and includes the principles of geometric drawing, isometric cabinet and orthographical projections.  
Two lectures and ten hours practice a week.

2. **Drawing.**

This course is a continuation of Course 1, and includes the principles of intersections of solids by planes, intersections of solids by solids, development of the surface of solids, line shading, shadows, and perspective.  
Two lectures and ten hours practice a week.
1. Mechanic Arts.

This is a course in joinery, designed to teach the principles of sharpening and using the principal handtools used in woodwork- ing, and the accurate construction of a number of the principal joints used in joining woods.

Two lectures and ten hours practice a week.

2. Mechanic Arts.

This course is a continuation of Course 1, giving additional practice in sharpening tools, and in the construction of the more difficult joints used in construction work, in gluing, staining, and polishing wood. In addition to this, some pieces of construction work will be required, such as a shop bench or laboratory table, which will be made according to drawings furnished by this department. Lectures will be given setting forth the cost and the kind of bench and tools which should be used by manual training classes in high schools.

Two lectures and ten hours practice a week.

**ECONOMICS AND SOCIOLOGY.**

Mr. Mathie. Peabody Hall.

**ECONOMICS.**

1. Economics of Production and Exchange.

This is an introductory course designed to familiarize the student with the essential facts concerning the organization of production, the conditions determining value and price, the history and functions of money, the general principles of banking, the mechanism of foreign exchange, and the regulation of international trade through tariff laws.

Six hours a week.


This course is intended to supplement Course 1 by a study of some important applications of economic theory under modern industrial conditions. The work includes a study of the problems of wealth distribution, organized labor, transportation, trusts, taxation, and economic reform (including socialism).

Six hours a week.

Open only to those who have had Economics 1 or equivalent.
3. **Rural Social Problems.**

The purpose of this course will be to present a practical work-analysis of the social forces determining the social backwardness or progressiveness of the typical rural community. It will consider the social aspects of such problems as movements of population, farm tenancy and ownership, scientific farming, health and sanitation, child development, the race question, the social psychology of the farmer, the country school, the country church, social centers, vocational education, demonstration agents, boys’ and girls’ club work, farmers’ organizations, cooperation, political activities, etc.

Text-book, lectures, reading and reports.

Six hours a week.

**EDUCATION AND PSYCHOLOGY.**

Professor Powers.  Professor Bean.

Mr. Smith.  Peabody Hall.

3. **Educational Psychology.**

The purpose of this course is to give one of the prime essentials of good teaching, the knowledge of how the pupil’s mind assimilates instruction. The hereditary tendencies, habits, attention, sense perception, apperception, memory, imagination and the higher processes of thinking, the training of feelings and emotions, initiative, motivation, will, fatigue, and transference of training are, therefore, among the topics discussed.

Textbook, lecture, laboratory demonstration and special reports.

Six hours a week.  Professor Bean.

3. **Rural Education.**

This course is planned for teachers, principals and supervisors of rural schools. A brief survey of the rural educational movement throughout the country will be made and the status and problems of the consolidated school studied. The major amount of time will be given to the study of schemes of organization, projects, types of school and community activities that seem to meet the needs of rural schools and conditions in Louisiana.
Textbook, State reports, bulletins, surveys and collateral reading.

Six hours a week. Mr. Smith.

6. School Administration.

This course is designed to equip students with the essential conceptions for superintendencies, principalships, and for progressive careers in school work. A critical and comparative study of the modern conception of State, city and country school systems and practice. Such problems will be studied as school financing, the rating and improvement of teachers, the evaluation of courses of study, the elimination of waste, the needed readjustments. The work will be practical and adapted to the needs of the class and at the same time constructive.

Textbook and classwork, collateral reading and reports, and lectures.

Six hours a week. Professor Powers.

7. History of Education: Before and During the Middle Ages.

In this course the purpose is to show the effects of various types of education upon the social and moral life, upon the industrial and commercial prosperity, and upon the national destinies of early peoples in order to utilize that extensive race experience in the study of our own educational problems.

Six hours a week. Professor Bean.

11s. Theory and Art of Teaching.

This is an elementary course especially designed to meet the needs of prospective teachers who are preparing to take the state examination in Theory and Art of Teaching, and is adapted to the needs of those who are already engaged in the work of elementary schools. Particular stress will be placed upon right conceptions and present-day theories and practices of elementary schools. Detailed treatment of such topics as organization, classroom management, elimination, retardation, time-economy, community activities, courses of study, vocational education, vocational guidance, the learning and teaching processes, and scholarship.

Lecture, collateral reading, and textbook work. All available
reports with reference to existing conditions in Louisiana will be made use of.

Six hours a week. Mr. Smith.

14. Secondary Education.

This course includes a critical study of the principles and methods of secondary instruction and classroom control; the traits of adolescent pupils; the evaluation of high-school studies; organization of subject-matter as teaching material; economy in and types of class procedure; motivation of pupils; marking systems; technique of teaching; modes of learning; supervised study; and various problems of interest and profit to the class.

Classwork, text-books, lectures, and reports.

Six hours a week. Professor Powers.


This course is designed to prepare teachers, principals and superintendents for the solving of problems of school efficiency by the actual measurement of the results of teaching. Methods of quantitative measurement in the work of school supervision and educational research have passed the experimental stage and the effects of statistical methods upon school practices throughout the country have been most striking and beneficial.

Text-book, lectures, reports, and demonstrations.

Six hours a week. Professor Bean.

19. Education for Character.

The intent of this course is to study ways and means for utilizing the wide range of opportunities for building character in the elementary and secondary school activities and cause teachers and principals to feel more keenly the need for moral training. Direct and indirect method of instruction will be considered; also the significance of the moral situation; typical moral standards; courses of study; moral aspects of school activities; school discipline and many practical problems in the work of ethical training.

Lectures, text-book and reports.

Four hours a week. Professor Powers.
ENGLISH.

Professor Reed.  Professor Blain.
Miss Barrow.  Miss Winters.

C. Preparatory English.

This course includes thorough drill in the fundamentals—spelling, grammar, punctuation, capitalization, and sentence structure—and the reading of suitable masterpieces. It is open to teachers who wish to review the work for the State examination, or for those who are deficient in English and desire to meet the requirements for admission to college classes.

Three sections.

Six hours a week. State credit.  Miss Winters.

1. Composition and Literature.

This course includes a critical study of representative masterpieces; considerable parallel reading; and the writing of themes, reports, and essays. Students who show that they are notably deficient in English are required to take a more elementary course for such time as may be found necessary.

Text-books: Canby and Pierce’s Selections from Stevenson; Palgrave’s Golden Treasury; selected classics.

Two sections.

Six hours a week.  Miss Barrow.

2. Composition and Literature.

A continuation of course 1. It is open to students who have had course 1 or the equivalent.

Six hours a week.  Miss Barrow.

5. Shakespeare — Advanced Course.

A continuation of the work in Shakespeare which was offered last summer. Several plays are studied critically in class, and several are assigned for outside reading. Considerable emphasis is placed on the sources of the plays, the theatrical conditions of Shakespeare’s times, the principles of his dramatic art, and the interpretation of character and action in the dramas.

Text-books: The Cambridge Edition of the complete works of Shakespeare (several copies are in the University Library); annotated editions of Macbeth; Henry IV, Part 1; and Hamlet.

Six hours a week.  Professor Reed.

11. American Literature.

A general survey of American literature from the earliest
times, with emphasis upon its relation to national development. Special attention is given to Southern writers. The work includes the study of selected masterpieces, extensive reading, essays, and reports.

Six hours a week. Room 1, Irion Hall.

Professor Blain.

17. The Teaching of English.

This course is made as concrete and practical as possible. It is intended primarily for high school teachers of English, but may be taken profitably by teachers in the grades. The course includes the discussion of such topics as the following: aims in English teaching; organization of grade and high school work in English; the essentials of grammar and of composition; methods of teaching oral and written composition; how to teach the various types of literature; the adaptability of the masterpiece to the child; and ways of handling collateral reading. It includes, also, a rapid review of grammar and rhetoric, some practice in the writing and correcting of themes, and a study of masterpieces representative of types of literature. The practical side of the course is largely based on the work done in English, during the regular school year, in the Demonstration School of Teachers College.

Text-books: Leonard's English Composition as a Social Problem; Thomas's The Teaching of English in Secondary Schools; and the Bulletin by the Committee of Thirty on Reorganization of English in Secondary Schools. References are made to such works as Bolenius' Teaching Literature in the Grammar Grades and High School; Chubb's The Teaching of English; Carpenter, Baker, and Scott's The Teaching of English; Bates's Talks on Writing English and Talks on Teaching Literature; and Kittredge and Farley's Advanced English Grammar.

Six hours a week. Professor Reed.

COMPARATIVE LITERATURE.

1. Introductory Course in Literature.

An appreciative study of important literary types. The work this summer will be confined to the ballad, the lyric, and the literary essay. A discussion of the meaning and purpose of these
types is followed by a comparative study of representative masterpieces illustrative of each type. The course should be particularly helpful to teachers of English in the high schools of the State.

Six hours a week. Professor Reed.

**JOURNALISM.**

Professor Blain. State-Times.

1. **Reporting.**

A course in practical reporting for the State-Times. Students report to the office, get their assignments from the professor, who is also the city editor, gather the news, and write it under his direction. Practice is also given in proofreading and other desk work. Parallel reading is required on the law of libel, the ethics of journalism, and other important matters.

Three laboratory hours every other day; two hours every other day. Hours to be arranged.

2. **Reporting.**

A continuation of course 1. Open to those who have had Journalism 1 or its equivalent.

Three laboratory hours every other day; two hours every other day. Hours to be arranged.

**FRENCH.**

Professor Stumberg. Mr. Major.

“**A**” Building.

1. **Elementary French.**

This course aims to ground the student in the elementary principles of French grammar. To that end much attention is given to translating easy English into accurate French. Enough time is devoted to phonetics to give the student a fairly good idea of pronunciation.

Text-book: Fraser and Squair’s French Grammar.

Six hours a week. Mr. Major.

2. **Elementary French.**

This is a continuation of course 1 in grammar, the student becoming familiar with the conjugation of the more important irregular verbs. Stress is laid upon the ability to translate or-
ordinary English into accurate French. About one hundred and fifty pages of easy short stories are read.

Text-book: Same.
Six hours a week. Mr. Major.


In this course the student reviews the irregular verbs and becomes familiar with the more advanced syntax. About three hundred pages of standard French literature are read.

Text-book: Same.
Six hours a week. Mr. Major.

5. Modern French Prose.

The aim of this course is to teach the student to read French rapidly and accurately. Attention is paid to pronunciation, idioms, and syntax.

Text-books: Short stories, novels, and plays.
Six hours a week. Professor Stumberg.

7. French Classics.

An introductory study of Moliere, Corneille, and Racine. Representative works of each author will be read partly in class, partly in assigned reading. Supplementary lectures.

Six hours a week. Professor Stumberg.

GERMAN.

Professor Stumberg. "C" Building.

1. Elementary Work.

This is a course in the elements of German grammar. The student becomes fairly familiar with the declensions of nouns and pronouns, the inflections of adjectives, the conjugations of verbs, and some of the elements of syntax. He also learns the rules of order in the German sentence and has practice in applying them. All the exercises from English into German and the translation into English in Part 1 of the text-book are done by the student.

Text-book: Thomas' Practical German Grammar.
Six hours a week.
HISTORY.

Professor Bonham. Peabody Hall.

In every course in history a text will be used as the basis of the work. This will be supplemented by formal or informal lectures. Students will be expected to prepare recitations on the text, take notes in class, read papers or report upon assigned topics, prepare maps, outlines, etc., and make frequent use of the historical collections in the library as well as the maps, atlases, pictorial and other illustrative material possessed by the department of history.

12. The History of France.

After a brief survey of the origins and foundations of the French nation, with some attention to racial and geographical features, the course will deal mainly with modern France. Special attention will be given to the period since the Congress of Vienna, with stress upon international relations. The course will include the causes and outbreak of the present war. Considerable use will be made of periodical literature.

Six hours a week.


Beginning with the "undoing of Reconstruction", this course will trace the progress of the United States up to the present. Such topics as the economic and social problems, imperialism, the expansion of the Monroe Doctrine, world politics, and America's entry into the present war, will be emphasized. Atlases and magazines will be in constant use.

Six hours a week.

20. The British Empire.

In this course the work of the class will be devoted mainly to an intensive study of such subjects as the following: English institutions since the sixteenth century; exploration and colonization; the development of English institutions in the colonies; the struggle with France for colonial supremacy; the American and French revolutions; the industrial revolution; political and social reforms in the nineteenth and twentieth centuries; imperial administration; the self-governing colonies; international-
ism and the empire’s part in the present war. The literature and geography of the various epochs will be taken into consideration.

Six hours a week.

HOME DEMONSTRATION.

The following special courses for canning club and home demonstration workers are offered by the extension department. These courses will be given full college credit.

1. Home Demonstration Organization.

This course includes a study of canning club work, methods of organization, outline of work to be carried on, and a general survey of rural conditions. A round table discussion is held for two periods each week, at which reports are given and problems discussed.

Two hours of lecture and four hours of laboratory a week.

2. Canning Club Methods.

This course provides special training in fancy packing and canning, using steam pressure and hot water, and demonstrations for those who are familiar with principles of canning and preserving, also methods of marketing the products.

Two hours of lectures and eight hours laboratory a week.

HOME ECONOMICS.

Miss Rosemond Kedzie. Miss Elizabeth Hofflin.
Miss Winona Cruise. Miss Irma Bowen.

3-4s. Clothing.

Economics of spending; hygiene in relation to clothing; ethics of shopping; practice work in hand sewing, machine sewing, adaptation of commercial patterns, drafting, and garment making.

Two hours recitation and ten hours laboratory a week.

5s. Textiles.

A study of textile fibres, their structure and properties: tests for composition and adulteration in fabrics; action of acids, alkali, salts, and dyes in the process of manufacture; laundry prob-
lems; air, heat, and moisture retention; practice in dyeing and weaving.

Three hours recitation and three hours laboratory a week.

8s. Clothing.

Color, design, and suitability of materials and garments; modification of extreme fashions; cost of clothing studied from clothing budgets of class and by comparing home and custom-made garments; conditions of manufacture and sale of clothing; practice work in dressmaking.

Prerequisite, Clothing 3-4.

Two hours recitation and eight hours laboratory a week.

11-12s. Food Preparation.

The nature and use of food, its chemical composition, changes effected by heat, cold, fermentation, and digestion; practical application of fundamental science principles to typical cookery processes.

Prerequisite, entrance credit in Chemistry or Chemistry 1.

Two hours recitation and ten hours laboratory a week.


This course emphasizes the economic and sanitary aspects of the food supply. It includes a study of the production and preparation for market; pure food laws; questions of sanitation, inspection, and standards of purity; composition, nutritive value and place in the diet. It is sought to incorporate the results of the most recent scientific investigations concerning foods, and to put the student in touch with the exceptionally rapid development of the subject during the past few years.

Text: Sherman’s Food Products.

Prerequisite, entrance credit in Chemistry or Chemistry 1.

Six hours a week.


This course treats of the fundamental principles of human nutrition, and their application to varying social, economic, and such pathological conditions as are chiefly dependent upon dietetic treatment. Infant feeding and diet of children are em-
phasized. It includes the construction of dietaries and the preparation of meals.

Text: Sherman's Chemistry of Food and Nutrition.
Prerequisite, Home Economics 13.
Six hours a week.

15. Food Preparation.
This course is a continuation of Course 11-12. It aims to develop technical skill and to give a knowledge of a greater variety of food materials. It includes problems of marketing and service of food.
Prerequisite, Food Preparation 11-12.
Two hours recitation and ten hours laboratory a week.

Evolution of the home; modern houses; surroundings and construction of the house; hygiene of the home; heating, lighting, ventilating, water supply, and drainage; lectures in house planning and field excursions; practical work in drawing floor plans and elevations of houses.
Three hours recitation and four hours laboratory a week.

22. Household Decoration. (Formerly Course 23.)
Floor coverings and wall hangings; history of furniture and practical problems in designing furniture; pictures; designing interiors; economic problems in home furnishing.
Three hours recitation and six hours laboratory a week.

24. Household Management.
Organization of the household; the budget and its apportionment; housewifery; application of the principles of scientific management to the household.
Four hours a week.

27-28s. Art and Design.
This course deals with the principles of art and design. It includes a study of proportion, spacing, theory of color, etc., as applied to textiles, wall paper, rugs and draperies.
Six hours a week.

30. Emergency Course in Foods.
This course is planned for students not specializing in home
economics, and who may not have had previous work in chemistry. It is intended to offer an opportunity to the teachers and extension workers of the State to acquaint themselves with the fundamental principles of nutrition so that they may render valuable service in their communities by the dissemination of such information as will tend to eliminate the errors of a restricted diet.

Four hours a week.

HORTICULTURE AND FORESTRY.

Professor Lee. Horticultural Building.

HORTICULTURE.


A study of the principles of vegetable gardening, theory and practice, local marketing and the elements of trucking, hotbeds and cold frames, transplanting, cultivation, grading, packing, and the canning of tomatoes.

Text and lecture: Bailey’s Principles of Vegetable Gardening and Experiment Station reports.

Four hours of recitation and three hours of laboratory a week.


A course designed for prospective teachers. It consists in lectures, practicums and reference work, embracing the following subjects: (1) Nature study, its aims and objects; (2) The school garden, its aims and objects, with practical demonstration in planning, planting, and caring for one; (3) A brief study in landscape gardening, the fundamental principles, with special reference to the improvement and adornment of the home and school grounds.

Two hours of recitation and three hours of laboratory a week.

FORESTRY.

1. The Principles and Economics of Forestry.

A study of the general principles involved in forestry, practice and management; the forest nursery, a discussion of species, their distribution, commercial value, and uses of the principal forest trees of Louisiana. Study will also be made of cut-over
lands, their proper utilization, reforestation, the farm wood lot, propagation, forest fires, forest enemies, forest influences, forest protection, forest economies and conservation and forest nursery practice.

Four hours of recitation and three hours of laboratory a week.

**LATIN AND GREEK.**

Professor Scott.  Mr. Garrett.

Basement of Library.  Peabody Hall.

Inasmuch as satisfactory progress in Latin depends so largely on close personal application, it is advisable that those taking this subject so arrange their schedules as to allow abundant opportunity for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted: the qualities of style peculiar to each author will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.

Cs. Cicero.

This course emphasizes the literary side of Cicero’s orations, without overlooking the grammatical. The first and second orations against Catiline are studied minutely with reference to force and taste in translation. Due attention is given to the political and historical setting. The third oration against Catiline is presented as a means of acquiring a grasp of the Latin paragraph through exercises in sight reading and translation. Prose composition is a large part, also, of this course.

Text-book: Gunnison and Harley’s Cicero’s Orations.

Six hours a week.  Mr. Garrett.

3. Livy.

Selections from Books I, XXI and XXII. The author’s conception of history, his sources, his sense of the ethical and dramatic, qualities of style, relation to other historians, Greek and Roman, are topics presented in connection with the study of Livy. Special problems in grammar and turning connected English prose into Latin form a part of this course.

Text-books: Chase and Stuart’s Livy with vocabulary;
Allen and Greenough’s New Latin Grammar; Gildersleeve-Lodge’s Latin Composition.
Six hours a week. Professor Scott.

10. Latin Literature and Roman Life.
This course is designed to present the typical forms of the origins, growth, and fruition of the essential phases of Latin literature as an expression of Roman life.
Two hours a week. Professor Scott.

11. Teachers’ Course.
The scope of this course is the theory and practice of teaching Latin in the high school. Its aims are to consider what things are worth while in the study of Latin for each year of the three years’ high school course; to suggest the collateral lines of study and reading which should prove of special value to the teacher of Latin; to discuss the plan, arrangement, and contents of beginner’s books, Latin prose composition books, of the usual school editions of Cæsar and Cicero, as well as of the school and college grammars in general use; to define the relation of Latin to other branches, or subjects, in the high school curriculum; and to indicate the grounds upon which Latin is retained in high school and college courses.

It would be well for those who contemplate taking this course to be provided with the complete series of the high school adoption in Latin. To enter this course applicants must have had the full equivalent of the three years’ high school course and at least a year of college Latin.
Four hours a week. Professor Scott.

While this course includes principally the turning of connected English prose exercises into Latin, due attention will be given to a consideration of the general subject of Latin prose composition in high school and college courses.
Text-book: Gildersleeve-Lodge’s Latin Composition.
Two hours a week. Professor Scott.

GREEK.

9. The Greek in English.
The practical value of a knowledge of derivatives in English
from the Greek is shown in the application of such knowledge to one's daily subjects of study in almost all departments. This course is designed to sharpen the student's skill in some measure in his appreciation of words in general technical nomenclature. Only so much Greek is used as is necessary for the purpose.

Text-book: Goodell's The Greek in English.
Four hours a week.

**MATHEMATICS.**

Professor Sanders.
Professor Nichols.
Professor Welch.
Mrs. Daspit.
Mr. Garrett.

B. High School Algebra.

Equations of first degree in two unknowns taught algebraically and graphically; equations of first degree in three or more unknowns; positive and negative integral and fractional exponents and their applications in square root and cube root; radicals and radical equations; quadratics taught algebraically and graphically; the discriminant; ratio and proportion.

Text: Nicholson's School Algebra.

Two Sections.
Six hours a week. State credit.

C. Plane Geometry.

Books III, IV, V, of the Wentworth-Smith text. Emphasis is on the solution of originals.
Prerequisite: Books I and II or their equivalent.

Two Sections.
Six hours a week. State credit.

Professor Sanders and Mr. Garrett.

1. College Algebra.

Arithmetic and geometric progressions; binomial theorem for positive integral exponents; logarithms, their theory and application with special attention to transformations of base; exponential equations; graphic studies of circle, ellipse, parabola, and hyperbole equations.

Text: Ashton and Marsh.
Prerequisite, Mathematics B.
Six hours a week.

Mrs. Daspit.
2. College Algebra.

Mathematical induction with applications; proof of binomial theorem for positive integral exponents; permutations and combinations; systems of linear equations, and determinants; consistency and dependency of systems; limits and series; undetermined coefficients; partial fractions; solutions for, or approximation to, roots of any rational integral function of \( x \) with numerical coefficients.

Prerequisite, Mathematics 1.
Six hours a week.                     Professor Nichols.


The usual college course in solid geometry with emphasis on originals. Computation of volumes, surfaces, etc., and applications in general, receive due attention.

Prerequisite, Mathematics C.
Text: Lyman.
Six hours a week.                 Professor Welch.

4. Trigonometry.

The trigonometric functions; right and oblique plane triangles with a large variety of problems; analytical trigonometry; graphing of the functions; introduction of the complex variables; DeMoivre's Theorem.

Prerequisite, Mathematics 1.
Text: Nicholson.
Six hours a week.              Professor Welch.


To use the equation as a tool for investigation of curves is the chief aim of the course. The subject matter is made up of: the straight line; the circle; the conics; polar coordinates; transformations of axes; poles and polars; tangency; maxima and minima; points of inflection.

Prerequisite, Mathematics 1 and Mathematics 4.
Text: Bocher.
Six hours a week.        Professor Sanders.

8. Calculus.

Limits; differentiation of the algebraic functions; simple
integrations; maxima and minima studies continued; differentiation of the transcendental functions; infinitesimals and differentials; various methods of integration; area under a curve; length of a curve.

Prerequisite, Mathematics 7.
Text: Osgood.
Six hours a week. Professor Welch.


The derivative as a rate of change; curvature; the definite integral and its applications in geometry and mechanics; theorem of mean value; its application to indeterminate forms; infinite series; Taylor’s and Maclaurin’s series; their applications.

Prerequisite, Mathematics 8.
Text: Osgood.
Four hours a week. Professor Nichols.

10. Calculus.

Some solid analytical geometry; partial differentiation and applications; double and triple integration and their applications to areas, volumes, moments, centre of gravity, etc.; hyperbolic functions.

Text: Osgood.
Four hours a week. Professor Sanders.


Courses 13-14 are intended for those who desire a knowledge of the development of the subject of mathematics, and a general strengthening and broadening of the training already received from other mathematical courses. Teachers of mathematics will find them particularly attractive and profitable. They will be taught both by lectures and by special assignments. The library will be used very generously. In general, course 13 will treat the history of geometry and trigonometry, and course 14 the history of arithmetic and algebra. Methods of teaching, modern notions, and other matter will be included. Any student who has had courses 1-4 in mathematics may be admitted, but a more advanced knowledge is desirable. During the summer of 1918, only course 13 will be given; course 14 will be given in 1919.

Six hours a week. Professor Nichols.
PHYSICS.

Professor Atkinson. Professor Guthrie.

1. General Physics.

The object of this course is to secure a thorough grounding in the underlying principles and fundamental laws of the subject, and is adapted to the needs of both Arts and Engineering students. The lectures are supplemented by numerous experimental demonstrations, for which there are unusual facilities. The subject of plane trigonometry is a prerequisite to this course. The course includes the subjects of mechanics and heat.

Six hours a week.

2. General Physics.

A continuation of Physics 1, including electricity and magnetism, sound, and light.

Six hours a week.

3. Laboratory Work in General Physics.

This course is designed to accompany Physics 1, and includes experiments in electricity, magnetism, and light.

Four hours a week.

4. Laboratory Work in General Physics.

This course is designed to accompany Physics 2, and includes experiments in electricity, magnetism, and light.

Four hours a week.

5-6. Theoretical Mechanics.

Requisite, Mathematics 8 and Physics 1 and 2.
An elementary course in theoretical mechanics.
Each four hours a week.

9-10. Electricity and Magnetism.

Requisite, Physics 2.
A course in theoretical electricity, designed to secure a more
extended and thorough study of topics taken up in an elementary way in Physics 2.

Text-book: Franklin and McNutt’s Electricity and Magnetism.

Each four hours a week.

11. Elementary Physics. (Household Physics.)
This course aims to meet the requirements of students of household science.

Four recitations a week.

PHYSIOLOGY AND PHYSICAL TRAINING.
Mrs. Tucker.         Mrs. Minor.
Miss Norton.

PHYSIOLOGY AND HYGIENE.
A course in the essential elements of physiology designed to give students a comprehensive view of the structure of the human body and the principles which underlie the functions of the different organs. Special attention will be given to matters of personal and social hygiene, digestion, exercise and factors that make for disease.

Text-book: Sedgwick’s The Human Mechanism.
Six hours a week.         Mrs. Tucker.

PHYSICAL TRAINING.

The State Department of Education, recognizing the basic importance of the physical training of the pupils in the public schools of the state, has prepared a systematic course of graded exercises for instruction in the various phases of physical training. In order to equip teachers to help carry out this important work, the following courses are offered:

1. Gymnastics.

A course in progressive calisthenics, use of light apparatus, formations and drill work for groups of pupils in schoolroom or in yard.

Text-books and outline by the State will be used.
Two hours of study and four of practice a week.         Mrs. Minor.
2. **Plays and Games.**

A practical study of plays and games that may be incorporated in any system of physical training. Games will be selected to meet the needs of pupils in the different grades of the elementary and the high school.

Two hours of theory and four of practice a week.

Mrs. Minor.

3. **Folk Dancing.**

This course not only combines healthful exercise and grace of movement with the spirit of play, but is designed to give expression to the rhythmic nature of the child and meet the practical needs of school, playground and community life. Folk dances that especially appeal to children will be studied in detail and teachers given skill in their performance.

Gymnasium uniforms will be required of all students taking these courses.

Two hours of theory and four of practice a week.

Miss Norton.

The usual sports of American youth are freely played by the summer students on the spacious grounds of the University. Teams are organized in baseball, basket ball, playground ball, volley ball, and tennis. Team apparatus is furnished free, but the student is required to furnish uniform, hand glove, rackets, and tennis balls.

**POLITICAL SCIENCE.**

Professor Prescott.  Library.

1. **Federal Government in the United States.**

This course treats of the colonial origins of American institutions, the establishment and evolution of the federal constitution, and the general features of the federal system of government in the United States.

Six hours a week.

2. **Commonwealth Government in the United States.**

This course includes the composition and qualifications of the electorate, its division into political parties and factions, its methods of nominating and electing candidates for office, how it functions through elected agents in formulating the organic law,
in legislation, in administration, and in the settlement of controversies, and how it controls these agents. Attention is given to the constitutional and statutory machinery created for state, county and city government.

Six hours a week.

4. **Comparative Government.**

The purpose of this course is to acquaint students with European systems of government, to compare the powers and responsiveness of autocratic and democratic states, and to show the influence of each type upon international relation and world progress.

Six hours a week.

**POULTRY.**

Professor Gates.

1. **Poultry.**

An elementary course in poultry designed for beginners and for demonstration agents. This course consists essentially of the principles of poultry raising, incubation, brooding, etc. The marketing of eggs and other poultry products; the principles of mating, breeding and housing. Visits will be made to several near-by poultrymen.

Six times a week. Credit 1½ hours.

**PUBLIC SCHOOL MUSIC.**

Professor Stopher. Miss Opdenweyer.

Mrs. Le Blanc. Miss Blackman.

Peabody Hall.

1. **Course in Beginning Sight Reading and Ear Training.**

Designed to be the basis of further study of music.

Text-books: Cole and Lewis’ Melodia, and Dann’s Dictation.

Six hours a week. Miss Opdenweyer.

6. **Course for Primary and Intermediate Grade Teachers.**

This course includes the presentation of rote songs, singing games, with special attention to folk dancing and suitable material for technical training.


Six hours a week. Miss Opdenweyer.
8. **Course in Music Appreciation.**

To be taught with the assistance of the graphophone. No previous work in music is needed for entrance into this class, but students entering it must do so for its cultural value and must show ability to understand the work presented.

Six hours a week. One-half hour credit.

Professor Stopher.

12. **Course for Music Supervisors.**

This course is designed for graduates of normal schools or conservatories, and for teachers of experience. The examination at the close of the term will be given in accordance with the plan of Standardization of Public School Music as sanctioned by the Louisiana Music Teachers’ Association. The students in this course have had a thorough training in sight reading and theory. Some advanced work in harmony and composition will be given in this course.

Four hours a week. Professor Stopher.

13. **Class in Interpretation and Rendition.**

This class will meet on Monday, Wednesday, and Friday of each week in Peabody Hall to study material suited for community work.

Three hours a week. Professor Stopher.

14. **Orchestration.**

An orchestra will be organized which will begin with the simplest kind of music that is used in starting a high school organization and will advance rapidly as the ability of the class will permit. Tuesdays, Thursdays, and Saturdays at 11:30.

Three hours a week. Professor Stopher.

**Piano.**

$5.00 a month, two lessons weekly.

A course arranged to suit the needs of each student of any grade from beginning through a standard course. Some special attention will be given to accompaniments for school music and folk dances wherever it is desired by the student.

Hours arranged with Miss Opdenweyer.

**Voice.**

A course of instruction in voice placement and rendition suited to the needs of the individual student.
Small Instruments.
Lessons at the usual rate may be taken at the University on the ukelele, banjo, mandolin, guitar, cornet, horn, or reed instruments.

PUBLIC SPEAKING.
Professor Adams. Garig Hall.

1. Practical Elocution.
A study of the philosophy of public speaking, the training of voice and body, exercises in declamation. This course should precede all others in the department.
Six hours of recitation and six hours of laboratory work per week. The laboratory work will consist of exercises in voice production, breathing and action.

5. Argumentation and Debate.
A study of the science of debating, the drawing of briefs, preparation of written arguments, reading of model debates, and contests between members of the class.
Six hours a week.

A course intended for teachers and prospective teachers. A study of the general principles underlying story-telling and of the types of stories and their place in education, supplemented by the telling of stories.
Six hours a week.

SPANISH.
Professor Gearhart. "D" Building.

1. Elementary Work.
This is a course on the fundamental inflexions and constructions of the Spanish language. Stress is laid on such subjects—generally relegated to the introduction in text-books—as sounds, stress, accent, diphthongs and thrithongts, and division of syllables. Spanish will be the language of the classroom. Faithful students will learn to speak and write Spanish, as well as to read it.
Text-book: Hall's Poco a Poco.
Six hours a week.

2. Elementary Work.
The instruction will include a thorough study of the three
regular conjugations and of \textit{haber, tener, ser} and \textit{estar}; passive, reflexive, reciprocal, and impersonal constructions; modes, their uses and sequence; tenses, their uses and sequence. Spanish will be the language of the classroom. Only students who have had a thorough drill on the elements of Spanish as outlined for Spanish 1 should apply for this course.

Six hours a week.

3. \textbf{Intermediate Spanish.}

A review and application of the facts learned in Spanish 1-2 through readings and compositions based on the readings, and a thorough study of the classified and unclassified irregular verbs.

Six hours a week.

3a-4a. \textbf{Laboratory Work in Spanish.}

These courses are for the students who have been exceptionally careful in the elementary courses. These courses are offered in addition to, and not as a substitute for, Spanish 3-4.

Six hours a week.

\textbf{ZOOLOGY AND ENTOMOLOGY.}

Professor Gates. \hspace{1cm} Mr. Rosewall.

\textbf{ZOOLOGY.}

1. \textbf{General Zoology.}

The object of this course is to demonstrate the relation of animals to organic life in general, and their economic value to man. It consists of a brief resume of the entire animal kingdom; special attention being given to such forms as are of economic importance in Louisiana.

Four hours of recitation a week.

\textbf{General Zoology Laboratory 1.}

Laboratory work aims to train the student in the manipulation of the microscope and in general laboratory methods. When practicable, study in the field is undertaken.

Six hours of laboratory a week.

While the recitation and laboratory work is given separately and may be taken separately and at different times, yet both are required before full credit can be given for Zoology 1.

Professor Gates.
3. General Biology.

A study of the development, relationships, distribution, evolution, mental behavior of plant and animal life. The problems of natural selection, variation, mutation and coloration are discussed.

Six hours a week. Professor Gates.

4. General Biology.

This course is a continuation of Zoology 3, taking up the cell as the unit of life, in its relation to the development of the individual and the part it plays in heredity. The germ cell cycle, inheritance of characters, laws of heredity, problems of genetics and eugenics are briefly discussed.

Six hours a week. Professor Gates.

ENTOMOLOGY.

1. General Entomology.

Requisite, Zoology 1-2.

This course consists of a study, by means of lectures, recitations, and laboratory work, of the anatomy and development of the more common insects. Lectures treat of the practical application of Entomology; the preparation and application of insecticides; and the means of controlling insect ravages. Collection and classification of insects is undertaken. Opportunity is offered for breeding and determining the life histories of the more common forms of injurious insects.

Four hours of recitation and six of laboratory a week. Mr. Rosewall.

3. Insects Injurious to the Household.

Requisite, Zoology 1-2.

This course will begin with a brief resume of the orders of insecta, leading to discussions, lectures, and readings relating to insects common to the household. It will include the habits, injuries, and control of insects simply as pests of the household and of man.

Four hours of recitations a week. Mr. Rosewall.
4. Insects in Relation to Disease.

Requisite, Zoology 1-2.

This course is a study of the transmission and dissemination of diseases of man and animals, by means of insects. It will also include discussion upon poisonous and parasitic forms. It is primarily to put the student of medicine and entomology in touch with the discoveries and theories of modern science in preventive medicine, as applied to both man and animals.

Four hours of recitation a week. Mr. Rosewall.
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LOUISIANA STATE UNIVERSITY

THOMAS D. BOYD, A.M., LL.D., President.

The Louisiana State University is organized into the following colleges and schools:

(1) The College of Arts and Sciences, offering literary, scientific, pre-medical, and commercial courses; (2) the College of Agriculture, including the four State Experiment Stations and the Department of Agricultural Extension, and offering a four-year course and a short winter course in agriculture; (3) the College of Engineering, offering courses in civil, mechanical, electrical, and chemical engineering; (4) the Audubon Sugar School, offering courses in sugar agriculture, sugar chemistry, and sugar engineering; (5) the Law School, offering courses in civil and common law; (6) the Teachers College, offering courses for high school teachers, principals, and parish superintendents; (7) the Graduate Department, offering advanced courses to those who have graduated here or elsewhere; and (8) the Summer Session, offering regular University courses in nearly all departments, as well as special courses for teachers.

The University has forty-eight buildings in grounds famous for beauty, healthfulness, and historic interest; a strong Faculty of seventy professors and instructors; a library of 38,000 volumes in the beautiful Hill Memorial building; reading rooms fully supplied with newspapers, magazines, and scientific journals; well-equipped, up-to-date laboratories and shops; flourishing Young Men's and Young Women's Christian Associations; churches accessible to all students; and all modern college accessories, such as athletics, fraternities, social and scientific clubs, literary societies, musical organizations, college journals, etc.

Tuition is free to all students from the United States, $150 a year to students from foreign countries. Living expenses are very low.

The regular annual session opens on the third Wednesday in September and continues thirty-seven weeks. The Summer Session opens on June 6 and continues nine weeks.

For general catalogue or special information about any department, write to

W. F. GLADNEY, Registrar,
Baton Rouge, Louisiana.
Louisiana State University

Summer Session

SIX WEEKS COURSE

JUNE 17 TO JULY 30, 1919
Louisiana State University
Summer Session

JUNE 17 TO JULY 30, 1919

Baton Rouge, La.
Ramirez-Jones Printing Co.
1919
BOARD OF SUPERVISORS

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Thomas H. Harris...State Superintendent of Public Education
Thomas D. Boyd..........................President of the Faculty

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Samuel McC. Lawrason..........................West Feliciana
John H. Overton..........................Rapides

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J. L. Adams..........................Ouachita

Terms to expire January 1, 1923.
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Mrs. E. S. Tucker . Dean of Women
B. F. Toler . Steward
Mrs. B. F. Toler . Matron

CLASSIFICATION COMMITTEE.
Professors Atkinson, Scott, Coates, Blain, Kidder, Cooper,
Powers, Stumberg, Reed, and Miss Kedzie.

SUMMER SESSION CALENDAR.
Summer Session opens . June 17
Registration and deficiency examinations . June 17-18
Classes meet for assignments . June 19
Holiday . July 4
Final examinations of Summer Session . July 28-30
Summer Session closes . July 30
FACULTY OF THE SUMMER SESSION.

THOMAS D. BOYD, A. M., LL. D., President.
DELMAR T. POWERS, M. A., Director.

J. Q. ADAMS, B. L., LL. B.,
Public Speaking.

J. H. ARBOUR,
Auto Mechanics.

THOMAS W. ATKINSON, B. S., C. E.,
Physics.

MISS MARTHA J. BARROW, M. A.,
English.

HUGH W. BAZET,
Chemistry.

CHARLES H. BEAN, Ph. D.,
Psychology and Education.

ALBERT T. BELL, A. M.,
Botany and Bacteriology.

MISS ANNIE T. BELL, A. M.,
English.

HUGH MERCER BLAIN, M. A., Ph. D.,
English.

MISS NOELIE BOUDREAUX,
Commerce.

JOHN M. CADWALLADER, B. S.,
Animal Industry.

CLARENCE H. CHRISTMAN, M. S.,
Chemistry.

CHARLES E. COATES, Ph. D.,
Chemistry.

MISS ESTELLE COCKFIELD,
Penmanship.
Linton L. Cooper, B. S.,
  Drawing and Mechanic Arts.

Mrs. A. P. Daspit, B. A.,
  Mathematics.

Edwin B. Doran, B. S.,
  Agronomy.

Mrs. Virginia Eaton,
  Home Demonstration.

Frederick V. Emerson, Ph. D.,
  Geology.

T. N. Farris, A. M.,
  Economics and Sociology.

Homer L. Garrett, B. A.,
  Mathematics and Education.

William H. Gates, B. A.,
  Zoology.

Roy H. Gearhart, B. S.,
  Spanish.

Frank T. Guilbeau, B. S.,
  Music.

David Vance Guthrie, M. A., Ph. D.,
  Physics.

Albert R. Gwinn, M. S.,
  Agronomy.

Thomas Hogan, Sergeant, U. S. A.,
  Military Training.

Albert C. Holt, A. M.,
  History.

Elbert L. Jordan, B. S.,
  Animal Industry.

Miss Rosemond Kedzie, B. S.,
  Home Economics.
Albert F. Kidder, B. S.,
Agronomy.

Miss Bertha Latane, A. M.,
Latin.

Miss Estelle LeBlanc, B. A.,
Public Speaking.

Jordan G. Lee, B. S.,
Horticulture and Forestry.

Jordan G. Lee, Jr., B. S.,
Agricultural Education.

Mrs. J. E. Lombard,
Physical Education.

Miss Catherine E. McComb, B. A., M. E. S.,
Piano and Voice.

Hoguet A. Major, B. A.,
French.

Miss Justine Mendelsohn, B. A.,
Commerce.

Raoul L. Menville, M. S.,
Chemistry.

Miss Clyde Mobley,
Home Demonstration.

C. R. Neff, B. S.,
Auto Mechanics.

Irby C. Nichols, Ph. D.,
Mathematics.

Miss Norma Overbey,
Home Demonstration.

Miss Lottie Powell,
Home Economics.

Delmar T. Powers, A. M.,
Education.
Arthur T. Prescott, M. A.,
Government.

William A. Read, Ph. D.,
English.

Oscar W. Rosewall, M. S.,
Entomology.

Samuel T. Sanders, A. B.,
Mathematics.

Edward L. Scott, A. M.,
Latin and Greek.

John E. Shaw, B. S.,
Auto Mechanics.

Lewis C. Slater, M. S.,
Chemistry.

Sydney Smith, Lieutenant Colonel, U. S. A.,
Military Training.

Charles C. Stroud, B. A., M. D.,
Director of Physical Education.

Charles H. Stumberg, A. M.,
French.

Mrs. E. S. Tucker,
Physical Education.

M. B. Voorhies, B. S.,
Physics.

John F. Welch, B. S.,
Mathematics.

Alpheus O. Wing, B. S.,
Shopwork.

Mrs. Collett Woolman, A. B.,
Home Economics.
CHARACTER AND SCOPE OF THE WORK.

The scope and character of the courses offered in the various departments are practically the same as those of the regular session. Competent specialists are secured, however, to give extra courses, and regular courses will be modified to meet the actual needs of teachers, principals and superintendents. It is the constant aim of the State University not only to serve at all times in its regular capacity but to extend its legitimate service whenever and however possible. The courses numbered A, B, C, which are of secondary grade, are offered to meet the needs of an emergency, the object being to afford opportunities for teachers to strengthen their work by reviewing these subjects, to prepare others for the teachers' examination and to remove slight deficiencies for college admission. But all work done for which college credit is allowed is of college grade and is in no way a duplication of that offered by institutions of secondary standing.

PURPOSES OF THE SUMMER SESSION.

The courses offered in the Summer Session are designed mainly for the following classes of students:

1. College students already working for degrees who wish to shorten the time of residence or to make good deficiencies.

2. More advanced students who wish to transfer credits from other colleges to Louisiana State University and enter with advanced standing. For such students the Summer Session's work is particularly useful in making possible the necessary adjustments of credits and curricula.

3. Teachers in elementary and high schools, agricultural schools, normal schools and other institutions, public and private, who wish further instruction in academic or professional work, or without regard to obtaining a degree.

4. Parish and city superintendents, supervisors, principals, and other school officials engaged in administrative work.
5. Those who wish to complete their preparation for admission to the regular courses in Louisiana State University, or some other institution.

6. Those who are preparing for examination for teachers' certificates.

7. Teachers of specific subjects, such as manual training, drawing, home economics, music, agriculture, physical education.

8. Any others properly prepared who may desire collegiate instruction during the summer.

9. Teachers, principals and superintendents who desire to graduate from Teachers College in order to raise their professional standing to college grade. *Due credit will be allowed for professional courses* completed in other institutions.

**A SHORTAGE OF TEACHERS.**

The fact that our country faces a situation unparalleled in its history is not without significance to public school workers. The opportunities for service were never greater, and the sentiment for more adequate and just compensation is growing. The Summer Session offers rare facilities for high school graduates, teachers, principals and superintendents to equip themselves for better work and larger pay. What better thing can you do than give your vacation-time in preparation for greater future service? Especially when serving childhood is saving humanity.

**ADMISSION.**

The Summer Session is open to graduates of colleges, normal schools and high schools; to teachers holding first grade certificates; to former students of the University; to special students of mature age who are prepared to profit by the courses offered; and to applicants who can qualify to enter the Freshman class within the current Summer Session by completing work not amounting to more than one unit of credit.

No examination is required for admission to the Summer Session, but all applicants who wish to become candidates for degrees will be properly classified upon the presentation of certificates covering the work done elsewhere or by examination.
CLASSIFICATION.

Teachers are urged to bring certificates covering all work done by them in high school or in college and present these papers to the Committee on Classification, with application for classification in one of the regular college classes. First grade certificates will be accepted in part fulfillment of the requirement for admission. The Committee on Classification will hold several meetings during the Summer Session and every opportunity will be offered to those teachers who wish to enroll themselves in courses leading to the degree. The general regulations relating to admission and classification can be found in the University catalogue. Prospective students who wish information beforehand in regard to the details of classification should communicate with the Committee on Classification, Louisiana State University, Baton Rouge, Louisiana.

CREDIT FOR WORK DONE.

COLLEGE CREDITS.—To a student who completes any course offered in the Summer Session a certificate of credit will be given by the Louisiana State University. This certificate entitles the holder to credit toward a college degree (B. A. or B. S.), or to entrance credit, according to the valuation of the course. College credit is given for all courses designated by Arabic numerals; entrance credit is given for the courses designated by letters.

STATE CREDITS.—Certificates of credit will be granted by the State Department of Education for work done in the Summer Session, according to the following conditions:

Certificates of credit will be issued for satisfactory work done, with a minimum of two full subjects and a maximum of three full subjects per week. Certificates for State or College Credits will not be granted to students whose grades in any subject fall below a minimum of 75 per cent. Certificate of credit will entitle the holder to an increase of five points on an examination for teacher's certificate, or to an extension of one year of a valid teacher's certificate.

LABORATORIES.

In many features the laboratory facilities afforded are excellent. During the Summer Session the following laboratories, each in charge of one or more instructors, will be opened for student use: Agriculture, Animal Industry, Botany and Bacteriology;
Zoology and Entomology, Home Economics, Horticulture, Dairying, Electrical Engineering, Chemistry, Physics, Drawing, Journalism, and Mechanic Arts.

LIBRARIES.

The Hill Memorial Library is the general library of the University, while many departmental libraries are made available to students for the investigation of particular problems along special lines. The general library contains 38,000 volumes. The reading rooms are well supplied with leading newspapers, periodicals, and magazines.

The library collections are to the departments of general culture what the laboratories are to the scientific departments. The several departments which do not conduct laboratories make liberal use of the library. During the Summer Session the following departments make special use of the library collections for research and collateral work: English, Journalism, Latin, French, German, and Spanish; Philosophy, Psychology, and Education; Commerce; History, Economics, and Political Science; Public Speaking; Sociology and Home Economics. The library is in charge of a trained librarian, with three assistants. It is believed that for the teachers of the State no other department of the University is more valuable than the library.

DORMITORIES AND DINING ROOM.

The dining room in Foster Hall is sufficient for the accommodation of five hundred persons; and on the second and third floors of the same building hundreds of young ladies may find comfortable rooms. There are four dormitories on the Pentagon, the fifth side of which opens on the Mississippi River. These dormitories have large bedrooms with windows and doors opening on opposite sides, thus insuring a constant current of air, day and night. On both sides of these buildings are wide galleries. All the dormitories are screened.

POSTAL FACILITIES.

A sub-station of the Baton Rouge postoffice is now located on the University grounds. Lock boxes may be rented at a reasonable rate. All students may have their mail addressed in care of the University, and it will be delivered to them through the sub-station, which is open during the regular postoffice hours.
GRADUATE STUDENTS.

To graduates of this or of other institutions of equal rank a limited number of advanced courses are offered, which make it possible for one to complete the work required for the Master's degree in Arts or Science in six Summer Sessions. Before registering for graduate work a student should consult the chairman of the Committee on Graduate Studies, Dr. C. E. Coates.

THE ADMINISTRATIVE OFFICERS.

The President of the University, the Treasurer, and the Registrar have offices in Alumni Hall; the office of the Director of the Summer Session is in Peabody Hall; the members of the Committee on Classification will be present during the registration days in Alumni Hall; the secretary of the Committee will afterwards be found in his office in the Library.

EXAMINATIONS.

Final examinations in Summer Session work will be given only during the last week of the Summer Session. Examinations for Summer Session credit will not be given at other times. Examinations to make up deficiencies will be given during the first two days of the Summer Session. Examinations other than final examinations will be given by the instructor concerned only upon a written order from the Registrar.

EXAMINATION FOR TEACHERS' CERTIFICATES.

Prospective teachers who wish to secure certificates and teachers whose certificates have expired will find in the Summer Session several courses designed for their better preparation. The State Department of Education will conduct examinations for teachers' certificates early in August.

SPECIAL CONFERENCES.

Aside from the activities of literary societies, debating clubs, entertainments and excursions, opportunities are afforded for meetings of select groups for the study and consideration of problems of mutual interest to all concerned. Members of the Faculty are always glad to advise and participate in such deliberations.
RECREATION.

The campus with its natural attractions, giant live oaks, its historical associations, buildings, walks, the river, the lake, the athletic field, the tennis courts, and the manifold interests and activities of the Capital City, all furnish abundant means for diversion, relaxation, and pleasure for the student after his day's work is done.

A special students' welfare committee, however, is charged with the express duty of providing suitable entertainments and free amusements for members of the Summer Session.

MOTION PICTURES.

Arrangements have been made for the frequent exhibition of educational films of exceptional merit in Garig Hall. "Under Four Flags" is booked for the third of July, "Quo Vadis" for the eleventh, and so on throughout the session. These entertainments will be given at times when students are most free to enjoy them and will be open to all members of the Summer Session, providing pleasant and profitable diversion.

FIRST AID.

At the request of the State Department of Education and the State Board of Health, arrangements have been made for a short, intensive course in First Aid Instruction. The purpose of the course is to prepare teachers for the introduction of first aid instruction into the public schools. It will consist of ten lectures and demonstrations of one hour and a half each, to be given by one or more regularly qualified physicians supplied by the Gulf Division of the American Red Cross. These lectures and demonstrations will cover a period of ten days beginning Monday, June 30, and the hours will be so chosen as to give every teacher an opportunity to take the course.

THRIFT.

Another new departure, having the hearty approval and endorsement of the State Department of Education, is a course of lectures on Thrift. The aim is to give the teachers instruction that will be of value to them in encouraging and inculcating habits of saving among their pupils. The course will consist of six lectures of one hour each, beginning on Thursday, June 19,
and continuing until Wednesday, June 25. Each lecture will be repeated several times during the day so as to afford every teacher an opportunity to profit by this instruction. The lecturer will be appointed by the Savings Division of the War Loan Organization of the U. S. Treasury Department.

GENERAL ASSEMBLY.

A half-hour period for general assembly purposes will be arranged for in the schedule of classes for the Summer Session.

PUBLIC LECTURES.

From time to time short, interesting addresses will be delivered by members of the Faculty and by educators and speakers of note. Addresses have been assured from Governor Ruffin G. Pleasant, State Superintendent of Education T. H. Harris, Dr. Oscar Dowling, President of the State Board of Health, State High School Inspector Ives, and others.

Beginning on the evening of July 14, Dr. A. N. Harding, Professor of Mathematics, University of Arkansas, will give a series of six illustrated lectures upon popular aspects of modern astronomy, treating such interesting topics as the "Origin of the Earth," "Life in Other Worlds," "Sun and Moon," "The Starry Heavens" and the "Solar System."

On June 24 and 25 a series of three lectures upon the "Election of Israel," the "Synagogue, Its Ways and Ideals," and "Judaism, the Religion of Torah," will be given by Rabbi Louis Witt, of Little Rock, Arkansas.

Sometime during the session Professor Albert C. Holt will deliver an illustrated lecture on "Rambles in Greece." Other lectures and entertainments are being considered.

THE EMPLOYMENT OF TEACHERS.

Among the modern agencies for the improvement of public school conditions, the summer sessions of our universities and colleges have taken a conspicuous place. In a very true sense, they have become centers of educational activities. Here teachers and public school workers not only receive academic and professional training under conditions most favorable, but they become acquainted with each other and with existing conditions in different localities; and progressive superintendents and principals are
making greater and greater use of the Summer Session at the Louisiana State University as a means for securing teachers for their respective schools. The President of the University, the Director of the Summer Session, and the professors will do all in their power to furnish school authorities with adequate data upon which to base satisfactory judgments in the selection and employment of teachers from the membership in attendance.

REGISTRATION.

Tuesday and Wednesday, June 17-18, will be devoted to registration. Students should see a member of the Committee on Classification in Alumni Hall and arrange their courses of study. When the subjects to be scheduled are selected, go immediately to the Registrar, pay the registration fee of $2.50, and get the class card. This card should then be immediately presented for enrollment to the professors in charge of the classes to which the student has been assigned, after which the card is to be returned to the Registrar.

Students rooming in the town should leave their telephone and street numbers with the Registrar. This is very important in case of emergency calls on account of business or sickness.

HOUSE RENT.

During the summer months there are usually several furnished houses for rent in Baton Rouge at very reasonable rates. Teachers who wish to live in Baton Rouge during the Summer Session or during the entire summer should write to the Registrar of the University, who will put them in communication with owners of houses who wish to rent them for the summer.

THE DEAN OF WOMEN.

For mutual helpfulness rather than restrictive measures, all women students are required to register with the Dean of Women before returning their registration cards to the Registrar. The signature must be on the card when it is presented to the professors for enrollment in the classes.

Across the hall from the Dean’s office are the rest room and study hall for the use of women students at all hours. Women students are urged to consult with the Dean concerning all personal matters in which they feel the need of advice.
FEES.

A fee of $2.50 is required of all Summer Session students. In laboratory courses where breakage of apparatus or injury to furniture occurs students will be charged an additional fee in proportion to the damage done.

ROOMS AND BOARDING.

Good rooms in the dormitories may be had for $4 for the full session of the six weeks, while meals may be had at the Cafeteria for from $15 to $20 per month, according to the taste and circumstances of the individual students. Rooms in the dormitories are furnished with beds, mattresses and lights, but bedclothes, towels and toilet articles must be supplied by the students themselves.

Good rooms and boarding may be secured in private families and boarding houses for $25 to $30 per month.

Any student may make use of the steam laundry at the University at a cost of about one-half of commercial prices. All students, however, who room on the University grounds must have their laundry done exclusively at the University laundry.

MILITARY TRAINING.

In addition to the other courses to be given at this institution the Department of Military Science and Tactics, in charge of an officer of the United States Regular Army, will conduct a course of instruction in the School of the Soldier, Squad, Company, Bayonet Exercise and Physical Training. The above course will qualify teachers to give elementary drill in their schools.
TABLE OF COLLEGE CREDITS GIVEN FOR SUMMER SESSION WORK.

The value in session hours of each college course is given in the following table:

<table>
<thead>
<tr>
<th>Course</th>
<th>College Credit in Session Hours</th>
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</thead>
<tbody>
<tr>
<td>Accounting 1, 2, each</td>
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<tr>
<td>Accounting 14</td>
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<tr>
<td>Accounting 16</td>
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<tr>
<td>Agri. Education 2</td>
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<tr>
<td>Agri. Education 3</td>
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<tr>
<td>Agri. Education 8s-9s</td>
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<tr>
<td>Agronomy 1, 2, 3, each</td>
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<tr>
<td>Agronomy 11, 12, 13, each</td>
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<tr>
<td>Agronomy 31, 32, each</td>
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<tr>
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<td>Animal Industry 12</td>
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<td>Chemistry 1, 3, each</td>
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<td>Chemistry 58</td>
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<tr>
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<td>Education 5</td>
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<td>English 1, 2, each</td>
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<tr>
<td>Government 1, 2, each</td>
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<td>Government 15</td>
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<tr>
<td>Greek 9</td>
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<td>History 28</td>
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<td>History 30</td>
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<tr>
<td>Home Service (Red Cross) 2</td>
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<tr>
<td>Horticulture 1</td>
<td>1</td>
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<tr>
<td>Journalism 4</td>
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<tr>
<td>Journalism 5</td>
<td>1</td>
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<td>Journalism 6</td>
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<tr>
<td>Latin 2</td>
<td>1</td>
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<tr>
<td>Latin 5</td>
<td>2/3</td>
</tr>
</tbody>
</table>
### Courses of Instruction

#### Agricultural Education

Professor J. G. Lee, Jr

2. **High School Agricultural Education.**

   This course gives a brief history of high school agriculture; reasons for teaching agriculture in the high school; agriculture in the high school curriculum; equipment for class room, laboratory, library and school farm. Attention will be given to community extension work.

   **Six hours a week.**

3. **Vocational Agriculture in the High School.**

   A study of vocational agriculture as related to rural life and conditions and to create sympathy for and a better understanding of vocational education. The following are some of the topics taken up in this course: Class projects, home projects, class practicums, laboratory work, school gardening, agricultural club work, demonstrations, directing and managing the school farm and a study of vocational work as carried on under the provisions of the Smith-Hughes Act.

   **Six hours a week.**
8s-9s. Special Methods and Practice Teaching.

A study of the best methods in use in teaching vocational agriculture in the high school. The student is required to submit plans of lessons, home projects, class projects, laboratory work, and to apply these methods in the class room by teaching the various subjects prescribed in the agricultural department of an approved agricultural high school.

Three hours a week of recitations.
Four hours a week of practice teaching.

AGRONOMY.

Professor Kidder. Professor Doran. Mr. Gwinn.

1. Field Machinery.

Elementary principles of mechanics and materials are studied in their relation to farm implements. Detailed work is given on the various field implements adapted to Louisiana, and care in buying machinery is stressed.

Four hours of class and eight of laboratory a week.
Professor Doran.

2. Farm Gas Engines.

A course in gasoline and kerosene engines for the farm. A careful study of gas engine principles and comparison of modern types is made. Thorough practice in repair and operation is given.

Four hours of class and eight of laboratory a week.
Professor Doran.

3. Drainage, Farm Maps, and Terracing.

A study of the benefits and the importance of drainage and the control of hill waters. Making and using farm maps is given attention. The field work includes exercises with the steel tape, the drainage level, and in the construction of terraces.

Four hours of class and eight of laboratory a week.
Professor Doran.

11. Small Grains.

Oats, rice, wheat and rye will be studied in this course, emphasis being placed on the first two crops.

Four hours of class and four of laboratory a week.
Professor Kidder.
12. Field Crops.
   Lectures and recitations on the varieties, selections of seed, planting, culture, manuring, harvesting and marketing of corn and cotton principally.
   Four hours of class and four of laboratory a week.
   Professor Kidder.

   A study of the economic forage plants adapted to Louisiana conditions. Individual crop studies will consist of varieties, seeding, culture, harvesting and preservation and saving of seed.
   Four hours of class and four of laboratory a week.
   Professor Kidder.

31. Soil Physics.
   (Requisite: Chemistry 1, 2, 3; Physics 1, 2, 3, 4, 5, 6.)
   Lectures, recitations and laboratory exercises on the origin, formation and classification of soils. A general study of all the physical properties of soils will be made, including structure, texture, apparent and real specific gravity, granulation, forms and conservation of soil moisture, and soil temperature.
   Six hours of class and eight of laboratory a week.
   Mr. Gwinn.

32. Fertilizers.
   (Requisite or accompanying: Agronomy 32.)
   A general study of the chemical properties of soils. Also a study of farm yard manures, their production, composition, conservation, and re-enforcement; soil bacteria and their importance. All the common natural and manufactured commercial fertilizers will be discussed, and studied in the laboratory. Practice work in the home mixing of fertilizers will be given due consideration both in the class room and in the laboratory.
   Six hours of class and eight of laboratory a week.
   Mr. Gwinn.

ANIMAL INDUSTRY.

Professor Jordan. Professor Cadwallader.

2. Types and Breeds of Hogs.
   A study of the origin, history, distribution, breed, type and adaptability to Louisiana conditions of the Duroc-Jersey, Poland China, Hampshire, Chester White, Berkshire, Yorkshire, and Tamworth breeds of hogs.
Six recitations and four hours of stock judging a week.

Professor Jordan.


A study of the composition of the nutrients, the process of digestion, absorption, distribution and assimilation of nutrients by the animal body. The by-products of metabolism and means of their elimination. Sources and utilization of energy. Changes in the composition of the animal body from birth to maturity. Systems of estimating the nutritive values of our available feeding materials. Feeding standards and practice in balancing rations.

Six recitations and four laboratory hours a week.

Professor Jordan.


A detailed study of the breeding of the leading tribes or families of the Shorthorn, Aberdeen-Angus and Hereford breeds of cattle. The purpose of this subject is to enable the student to readily judge of the value of pedigrees of the three leading breeds of beef cattle.

Six recitations a week.

Professor Jordan.


Composition of milk; causes of variation in the milk constituents; commercial uses of the various products derived from milk; bacterial fermentation in milk; sources of contamination; control of fermentation; composition and food value of butter, cheese, milk, etc.; methods of creaming, including the centrifugal cream separator; tests for the detection of adulterations and preservatives in milk. Laboratory work consists of the application of the Babcoek test for the determination of fat in milk, butter, cheese, and other dairy products; operation and efficiency tests of the various brands of hand separators; practice in making production tests of cows at the Experiment Station Dairy; practice in the manufacture of farm butter and cream cheese.

Six lectures and eight laboratory hours a week.

Professor Cadwallader.


Economic value of milk in the diet; city milk supply and its relation to public health; production, composition and uses of cream, ice cream, condensed milk, malted milk, dried milk, but-
termilk and soft cheeses. Laboratory work will consist of tests for determining the composition and purity of milk and manufacture of butter and cheese applicable to farm conditions. This course is particularly designed for teachers and those interested in dairying for home purposes.

Three lectures and three laboratory hours a week.

Professor Cadwallader.

**AUTO MECHANICS.**

Mr. Shaw.  Mr. Neff.  Mr. Arbour.

Robertson Hall.

1, 2, 3. Automobile Laboratory.

The object of the course is to familiarize the student with the construction, operation, and repair of the modern automobile. The following subjects are considered: adjustment, care, and lubrication of running gear and transmission systems; adjustment of bearings and axles; motor assembly, repair, and adjustment; grinding, setting, and adjusting valves; fuels and carburetors; setting and adjusting the leading types of ignition systems; care and operation of the principal types of electric lighting and starting systems; care of tires; systematic location of motor troubles.

Eight hours a week of laboratory work.

**BOTANY AND BACTERIOLOGY.**

Agriculture Hall.

Professor Bell.

1, 3. General Botany.

This course is intended to "teach the fundamental elementary facts concerning plant life, and to make the subject of Botany as rich as possible as a revelation of those broad basic principles which are fundamental to all true culture."

Text: Gager's Fundamentals of Botany.

Four hours recitation and eight hours laboratory a week.

Professor Bell.

4, 4a. Systematic Botany of the Flowering Plants.

Prerequisites: Botany 1, 2, 3.

A study of the principles of classification and their applications to the monocotyledons and dicotyledons.
Four hours recitation and eight to twelve hours laboratory a week.
Professor Bell.

10. General Bacteriology.
A general survey of bacteriological technique, including methods of preparation of culture media, sterilization, obtaining of pure culture and various methods of staining.
Text: Marshall's Microbiology; Hiltner's Microbiology as a laboratory guide.
Four hours recitation and twelve hours laboratory a week.
Professor Bell.

25. General Botany. (Teachers' Course.)
Prerequisites: 1, 2, 3.
The materials and methods used in this course will be such as may be adapted to high school use. This course is primarily designed for teachers.
Text: Gager's Fundamentals of Botany; Ganong's Teaching Botanist.
Four hours recitation and eight hours laboratory a week.
Professor Bell.

CHEMISTRY.

Professor Coates. Mr. Christman.
Professor Menville. Mr. Slater.
Mr. Bazet.
Irion Hall.

1, 3. General Inorganic Chemistry.
Lecture-room demonstration, supplemented by laboratory studies on the type elements and the general laws of chemical action.
This course includes lectures on the detailed manufacture of fertilizers, sulphuric acid, and the more important inorganic chemical products, as well as a brief course in elementary metallurgy. The laboratory work includes some inorganic preparations and the principles of qualitative analysis.

Students having one unit in chemistry for entrance, upon presenting satisfactory evidence as to the nature of the laboratory work accompanying this course, may be permitted to sub-
stitute six hours of Chemistry 7, 8, 9 for the four hours of laboratory work in Chemistry 1, 2, 3.

Students in the College of Agriculture will omit some of the experiments in the regular laboratory work of Chemistry 1, 2, 3, and will substitute therefor certain selected experiments bearing specifically upon agricultural topics.

During the Summer Session of 1919 Chemistry 1 and 3 will be offered. Students who have completed Chemistry 1 will take Chemistry 3.

Six lectures and eight hours of laboratory a week.

Professors Coates and Menville and Mr. Slater.

7, 8, 9. Qualitative Analysis and Elementary Quantitative Analysis.

Laboratory work with one explanatory lecture per week. The purpose of the course is not so much to make a skilled analyst as to teach the fundamental principles on which analytical chemistry is based. Courses 7, 8, 9 are taken in sequence. After the student has analyzed twenty unknown salts and mixtures, the study of quantitative analysis is begun, typical gravimetric and volumetric methods being chosen, illustrating the care in manipulation necessary to secure accuracy in results. These courses are accompanied by weekly lectures on the theories of qualitative analysis and the various stoichiometric problems brought up in the quantitative laboratory work.

Each course twelve hours a week.


This is formulated mainly for students who desire a brief course in organic chemistry and do not intend to continue the subject. It deals with type reactions, and with groups of organic compounds, rather than with specific individuals.

Prerequisite: Chemistry 1, 2, 3.

Six hours a week.

Mr. Christman.


This course consists of type synthesis, covering a wide range of substances supplemented by lectures upon practical organic manipulations, and is open to students who have taken Chemistry 4, 5, 6 or its equivalent. It includes a study of specific syntheses of technical importance, and is accompanied by lectures on the more recent advances in organic chemistry.
Twelve hours of laboratory work a week for each course.

Mr. Christman.

31, 32, 33. Principles of Chemical Analysis.

This course is designed to teach the underlying principles of quantitative analysis. The theory of the balance and its construction, the calibration of volumetric apparatus, and the theories of precipitation, solution, stoichiometry and indicators are among the subjects treated. Occasional lectures are also given on the various type processes and their limits of accuracy.

This course includes exercises in the chemistry of the sugar-house, in the official analytical methods as prescribed by the Association of Official Chemists, and also exercises in the following lines of technical analysis: sugar, cotton oil, petroleum, gas, fuels, and water. It is supplemented by visits to sugar-houses, gas-works, cotton-seed oil works and such chemical manufacturing plants as may be accessible.

Twelve hours of laboratory work a week.

Professor Menville.

34-35. Methods and Calculations of Quantitative Analysis.

A series of lectures on the principles underlying the calculations and methods employed in quantitative analysis, with special reference to rapid methods and technical analysis. This course accompanies Chemistry 31, 32, 33.

Four hours a week for Chemistry 33 and 34 taken together.

Professor Coates.

54. Physical Chemistry.

This is a short course, treated largely from a non-mathematical standpoint. It consists of a series of lectures on the main principles of physical chemistry. It serves, also, as an introduction to the subject for those students who propose to continue the study of physical chemistry.

Six hours a week.

Mr. Christman.


Special chapters in advanced chemistry.

This course consists of lectures on advanced organic, inorganic or technical chemistry, covering recent chemical progress, in the lines indicated. The specific contents of these courses
will be changed as the occasion demands. For the Summer Session of 1919 it deals with the advanced chemistry of the sugar.
Six hours a week. Professor Coates.

COMMERCE.

Miss Mendelsohn. Miss Boudreaux.

ACCOUNTING.

1. Elements of Bookkeeping.
This course includes the rules for recording business transactions, the principles of journalizing and posting, and the methods of making statements.
Six hours a week. Miss Mendelsohn.

2. Accounting.
A continuation of Accounting 1. In this course the student is made familiar with the keeping of accounts of various kinds of business both mercantile and industrial.
Six hours a week. Miss Mendelsohn.

The student is here given a position in the bank, railroad office, or commercial exchange. He is passed from one position to another as rapidly as he shows proficiency in each, and the demands of the department permit.
Six hours a week. Miss Mendelsohn.

A brief study of the fundamental principles of business law. This is not a course to train lawyers. It is a course to teach business men to know the laws of business, to conform to them, to avoid the mistakes that necessitate a lawyer, and to get a lawyer when they need one.
Six hours a week. Miss Mendelsohn.

STENOGRAPHY AND TYPEWRITING.

1s. Phonics and Stenography.
A study of the sounds of letters, words and phrases, and the fundamental principles of writing by the Gregg system of shorthand.
Students taking this course must be practical typewriters or take Course 1 also.
Six hours a week. Miss Boudreaux.
3s. Advanced Work in Letter Writing, General Reporting, and Rapid Dictation.

Students taking this course must be practical typewriters or take Course 2.

Six hours a week. Miss Boudreaux.

1. Typewriting.

A course in touch typewriting and the mechanism of the machine. The most faithful attention on the part of the student is necessary for success in this course.

Six hours a week. Miss Boudreaux.

2. A Continuation of Course 1.

Six hours a week. Miss Boudreaux.

**DRAWING AND MECHANIC ARTS.**

Professor Cooper.

Robertson Hall.

1. Mechanical Drawing.

A course in geometric drawing and isometric and cabinet projections.

Text-book: Tracy’s Introductory Course in Mechanical Drawing.

Twelve hours a week laboratory. Professor Cooper.

2. Mechanical Drawing.

Orthographic projections.

Twelve hours a week laboratory. Professor Cooper.
MECHANIC ARTS.

1. Joinery.

In this course the student is taught the uses of the tools used in woodwork and how to sharpen and care for them. He also constructs a series of exercises embracing the principles of mortising, tenoning, dove-tailing and glueing.

Twelve hours a week laboratory. Professor Cooper.

8s, 9s, 10s, 11s, 12s. Machine Shop.

In the machine shop the student is taught the use of the lathe, drill press, shaper, planer, milling machine, emory wheel, cold chisel and file by making a set of exercises which include the principles of straight and taper turning, screw cutting, boring, drilling, planing, milling, chipping, filing and tapping.

This course will be given providing ten students register for it before June 22, 1919. The class will be limited to fifteen students.

Each, four hours a week laboratory. Mr. Wing.

13. Farm Mechanics.

In this course the student is taught the uses of tools used in woodwork, how to sharpen and care for them. He also constructs a series of exercises which include the principles of mortising, tenoning, cutting rafters, braces, stringers for steps, framing of buildings, construction of trap nests, self-feeders and other useful farm structures.

Ten hours a week laboratory. Professor Cooper.
ECONOMICS AND SOCIOLOGY.

Professor Farris. Peabody Hall.

1. General Economics.
The purpose of this course is to familiarize the student with the general laws governing the production, consumption and distribution of wealth.
Six hours a week.

2. General Economics.
This is a continuation of Economics 1 and is planned to give a general survey of the more important problems arising under modern industrial conditions.
Open only to those who have had Economics 1 or the equivalent.
Six hours a week.

The purpose of this course is to present a practical working analysis of the factors of rural social problems and the constructive forces, agencies and methods of progressive social development. Such topics will be considered as movements of population; rural health and sanitation; farm tenancy; the family and the home; the rural school and church; farmers’ organizations; community co-operation, etc.
The course is planned especially for teachers in agricultural and other rural schools.
Six hours a week.

EDUCATION AND PSYCHOLOGY.

Professor Powers. Professor Bean.
Mr. Garrett. Peabody Hall.

4. Educational Psychology.
A study of the nature of the child and of the adolescent with reference to the best conditions of mental growth in the simpler processes.
Six hours a week. Professor Bean.

5. Secondary Education.
A study of the guiding principles in high school teaching and class control. Among the topics treated are the educational
significance of the adolescent period, the learning and teaching processes, the organization of subjects as teaching material, the motivation of pupils, supervised study, and methods of the recitation.

Text-book, class work, readings and reports.
Six hours a week. Professor Powers.


Training in the new, laboratory method of meeting educational situations by measuring the attainments of pupils, the efficiency of teachers, and the relative values of various methods of teaching or of management.
Six hours a week. Professor Bean.

17. School Supervision.

While this course is especially planned to help supervising principals, due consideration will be given to the mutual problems of both the supervisor and the supervised. The necessary conditions, aims, standards, underlying principles, means and methods for securing instructional and school efficiency will be studied.

Classwork, lectures, readings, and reports.
Six hours a week. Professor Powers.

30. The Text-Book as a Teaching Tool.

The problems of this course grow naturally out of the uses and abuses of text-books in teaching. The functions of text-books in the studies taught, in supervised study, modern methods of text-book making, supplementary aids, standards for judging elementary and secondary texts will receive consideration.

Text-book, lectures and reports.
Four hours a week. Professor Powers.

31. Measurements in Elementary Subjects.

This course trains its students in the use of standardized tests and scales to discover the needs of pupils in the common branches. With this preparation they give the teaching of these elementary subjects the reconsideration that this new method of research has made necessary.
Six hours a week. Professor Bean.
32. Theory and Art of Teaching.

This is an elementary course especially designed to meet the needs of prospective teachers who are preparing to take the state examination in Theory and Art of Teaching, and is adapted to the needs of those who are already engaged in the work of elementary schools. Particular stress will be placed upon right conceptions and present-day theories and practices of elementary schools. Detailed treatment of such topics as organization, classroom management, elimination, retardation, time-economy, community activities, courses of study, vocational education, vocational guidance, the learning and teaching processes, and scholarship.

Lecture, collateral reading, and text-book work.
Six hours a week. Mr. Garrett.

ELECTRICAL ENGINEERING.

Professor Atkinson. Mr. Voorhies.

Heard Hall.

1, 3. Direct Current Engineering.
Requisite: Physics 3 and 6 and Mathematics 5 and 16.

This course aims to familiarize the student with the production, distribution, and application of direct-current electricity. The following topics are presented: elementary electricity and magnetism; the magnetic circuit; the electric circuit; the dynamo as a generator; the dynamo as a motor; electric distribution and wiring.

Alternating currents are taken up the latter part of the course.

Text-books: Franklin and Esty's Elements of Electrical Engineering; Franklin and Esty's Laboratory Manual.

Four recitations and four hours laboratory a week each.

ENGLISH.

Professor W. A. Read. Professor Blain.
Miss Barrow. Miss Bell.

Peabody Hall.

C. Preparatory English.

This course includes thorough drill in the fundamentals—spelling, grammar, punctuation, capitalization, and sentence
structure—and the reading of suitable masterpieces. It is open to teachers who wish to review the work for the State examination, or those who are deficient in English and desire to meet the requirements for admission to college classes.

Three sections.
Six hours a week. State credit. Miss Bell.

1. Composition and Literature.

This course includes a study of representative masterpieces; considerable parallel reading; and the writing of themes, reports, and essays. Students who show that they are notably deficient in English are required to take a more elementary course for such time as may be found necessary.
Six hours a week. Miss Barrow.

2. Composition and Literature.

A continuation of course 1.
Six hours a week. Miss Barrow.

3. Composition and Literature.

A continuation of course 2.
Six hours a week. Miss Barrow.

35. The Romantic Poets.

A study of the poetry of Wordsworth, Coleridge, Scott, Byron, Keats, and Shelley.
Six hours a week. Professor W. A. Read.

45. Browning.

A study of selected poems, with outside reading.
Text: Phelps’ Browning: How to Know Him.
Six hours a week. Professor Blain.

70. Modern English Phonology.

The analysis and classification of the sounds of English; detailed comparison of American with British pronunciation; phonetic transcription of prose and poetry. This course is designed as an aid to students of public speaking and foreign languages.
Six hours a week. Professor W. A. Read.
FRENCH.

Professor Stumberg. Mr. Major.

"A" Building.

1. Elementary French.

In this course the student is thoroughly grounded in the elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Such attention is paid to phonetics as will enable the student to secure an accurate pronunciation at the outset.

Text-book: Fraser and Squair's French Grammar.

Six hours a week. Mr. Major.

3. Elementary French.

The work in the grammar in the study of irregular verbs is continued, together with thorough drill in pronunciation, dictation, composition and translation.

Text-book: Fraser and Squair's French Grammar.

Six hours a week. Mr. Major.


In this course the student reviews the elementary principles of the grammar, fixes definitely his knowledge of the irregular verbs, carries on work every day in composition, dictation, pronunciation, and translation.

Text-books: Fraser and Squair's French Grammar; Daudet's Neuf Contes Choisis.

Six hours a week. Mr. Major.


In this course the student is taught to read modern French with rapidity and accuracy. At the same time, the work in the grammar of the two preceding years is reviewed and continued. Composition work is carried on daily and attention is paid to pronunciation, the study of idioms, and a closer knowledge of the more advanced syntax. Literary appreciation is not neglected.

Text-books: Fraser and Squair's French Grammar; selected short stories, novels and plays.

Six hours a week. Professor Stumberg.
12. **French Romanticism.**

A study of the Romantic Movement. Victor Hugo, his life and his works.

Six hours a week. Professor Stumberg.

19. **Advanced Composition and Conversation.**

This course in speaking and writing French is designed for students and teachers who already have a speaking knowledge of the language and desire to gain a greater facility and accuracy in it. The course is intended, generally speaking, for those who have learned to speak French at home. Students must obtain permission to register for the course.

Six hours a week. Professor Stumberg.

**GEOLOGY.**

Professor Emerson.

1s-2s. **General Geology.**

This course is intended to give a general view of the processes which have affected the earth and of its geological history. The processes, formations and geological history so far as they are concerned with Louisiana are especially emphasized. A study of about forty principal minerals and also the main groups of rocks is a part of the course.

Six hours a week.

3s-4s. **Physiography.**

This course is especially adapted to teachers of geography and physical geography. Climate and weather and their human relations constitute a considerable part of the course. The processes which affect the land surface, such as stream work, weathering, glaciation and wind work, together with the principal land forms, such as mountains, plains and shore features, are emphasized. Special attention is given to the processes and features that are important in Louisiana. Some attention is always given to the relations between physiographic features and human affairs.

Six hours recitation and four hours laboratory a week.

8s-9s. **Geology and Geography of Louisiana.**

The course includes a brief treatment of the principal earth features of the state. The principal topics are: topography,
drainage, soils, the occurrence of oil and gas, salt, sulphur, clays and the climate. The purpose of the course is to give a general idea of the above-named features in Louisiana.

Two hours a week.

Geographic Conference.

A series of conferences on the teaching of geography in grade schools and high schools. Some of the topics for discussion will be: securing of illustrative materials; blackboard sketching of geographic features; maps, their importance, use and mounting; common errors in teaching geography and physical geography; the relation of geography to other subjects and how they can be correlated; field and observation work in physical geography. Other topics of general interest will be taken up if desired. While speakers will be provided, it is hoped that these conferences will be clearing houses of experiences and observations.

GOVERNMENT.

Professor Prescott.


This course includes the origins of American political institutions, the evolution of the party system, the doctrine of limited government, the election and powers of the President, the organization powers and procedure of Congress, the organization and jurisdiction of Federal Courts, Federal administrative agencies and their functions, and the growing sphere of Federal activities.

Six hours a week.


This course includes the composition and qualifications of the electorate, its division into political parties and factions, its methods of nominating and electing candidates for office, how it functions through elected agents in formulating the organic law, in legislation, in administration, and in the settlement of controversies, and how it controls these agents. Attention is given to the constitutional and statutory machinery created for State government.

Six hours a week.
15. International Law.

This course is devoted to the nature, historical development, and sources of international law; the general rights and obligations of states; and international relations in times of peace.

Four hours a week.

HISTORY.

Professor Holt. Peabody Hall.

In every course in history a text will be used as the basis of the work. This will be supplemented by formal or informal lectures. Students will be expected to prepare recitations on the text, take notes in class, read papers or report upon assigned topics, prepare maps, outlines, etc., and make frequent use of the historical collections in the library as well as the maps, atlases, pictorial and other illustrative material possessed by the department of history.

11. Contemporary Historical Problems.

This course is a modification of the "War Issues Course" of the recent Students' Army Training Corps curriculum. It includes a study of the underlying economic, racial and political causes of the World War; the events leading up to the outbreak; the responsibility of the various nations involved; their ideals; why the United States entered the war; the principal events; the peace terms; problems of reconstruction.

Six hours a week.


In this course emphasis will be placed upon the causes and results of the various accretions of territory by the Nation, with a study of the economic and political effects thereof. A text will be used to supply the narrative background of the evolution of the United States from a weak, loose confederation to a world power.

Six hours a week.

30. Methods of Teaching History.

A consideration of the reasons for including history in the curriculum; a study of the best methods of teaching history in the schools; the use of illustrative materials, libraries, etc.

Four hours a week.
HOME DEMONSTRATION.

Miss Mobley. Mrs. Eaton.
Miss Kedzie. Miss Overbey.

The following courses are offered for Home Demonstration Agents and those who wish to become agents. These courses will be given full college credit.

Students wishing to take sufficient work to make them eligible for home demonstration positions must include the following courses: Home Demonstration 36, Home Demonstration 38, Poultry 1, Home Demonstration 1, and Home Demonstration 40.

1. Gardening.

Gardening for Home Demonstration Agents; types of gardens; different soil types; methods of handling soils; seed testing; cultivation and after-care of garden crops; control of insect pests and plant diseases.

Four hours a week. Miss Overbey.


A study of the purpose and scope of the work and the methods of conducting it in a parish. Practical lessons and demonstrations in canning fruits and vegetables in tin and glass, including a study of equipment and methods of securing standardized products, will be given. Methods of demonstrating.


Eight hours a week. Miss Mobley.

37. Home Demonstration.

Advanced work in canning, preserving and utilization of foods. In this course attention will be given to fancy packing of vegetables and fruits, to preserving, jelly making, drying, brining and canning meats. This work will be given with the view of helping the parish agent carry on advanced work with third and fourth year club members and with women. Methods of demonstrating.


Ten hours a week. Miss Mobley.

Prerequisite: Home Demonstration 36 or one year's experience as Parish Home Demonstration Agent.

38. Home Demonstration.

Short course in cooking and nutrition.
This course is designed to fit the needs of the Home Demonstration Agent in home cooking and planning meals, which includes a study of the nutritive value of food and its function in the body; the feeding of children, adults, the sick and the preparation of the school lunch.

Five hours a week.  
Miss Kedzie.

40. Dairy.
For Home Demonstration Agents.
This course deals with the practical care, management and feeding of the dairy cow and the raising of the calf; the care and handling of milk and milk utensils in the home; the food value of all milk products and its comparison with other foods; demonstration in the using of milk; the manufacture and utilization of cottage cheese and the making of butter on the farm.

Four hours a week.  
Mrs. Eaton.

HOME ECONOMICS.

Miss Kedzie.  
Mrs. Woolman.

Miss Powell.
Peabody Hall.

A study in materials; practice work in hand and machine sewing; drafting; adaptation of commercial patterns; hygiene in relation to clothing.

Two hours lecture and eight hours laboratory a week.  
Miss Powell.

10. Dressmaking.
Color and design; practice work in dressmaking; modification of extreme fashions; care of clothing; renovating and remaking of old garments.

Prerequisite: Home Economics 4, 5, 6.

Two hours lecture and eight hours laboratory a week.  
Mrs. Woolman.

25. Food Preparation.
A study of the nature and use of food; the development and application of the principles of cookery to foods; skill in measuring and combining food materials.

Prerequisite: Entrance credit in Chemistry or Chemistry 1.2.3.

Two hours lecture and eight hours laboratory a week.  
Miss Powell.
31. **Foods.**

Production, manufacture and distribution of the staple foods; pure food laws; composition and nutritive value of food.  
Text: Sherman's Food Products.  
Prerequisite: Entrance credit in Chemistry or Chemistry 1.2.3.  
Six hours a week.  Miss Kedzie.

52. **Household Decoration.**

Floor coverings and wall hangings; historic styles of furniture; pictures; designing interiors; economic problems in housefurnishings.  
Two hours lecture and eight hours laboratory a week.  Mrs. Woolman.

53. **Household Management.**

Operation and maintenance; the family budget for varying incomes; household accounts.  
Four hours a week.  Miss Kedzie.

**RED CROSS HOME SERVICE.**

Representatives of the American Red Cross will give a theoretical and practical course in home service work, for which college credit will be allowed. A carefully organized syllabus of instruction has been arranged. Among the topics studied are the nature, scope and methods of home service work, readjustments in unstable families of soldiers and sailors, child welfare, the employment of women, problems of health and sanitation, community resources, and the equipment of home service workers.  
The lectures will be given by specialists of college grade and the field work, round tables and case studies will be directed by trained workers of experience.  
Four hours of lecture and twenty-four hours of field work a week.

**HORTICULTURE AND FORESTRY.**

Professor Lee.  Horticultural Building.

**HORTICULTURE.**

1. **Principles of Vegetable Growing.**

A study of the principles of vegetable gardening, theory and practice, local marketing and the elements of trucking, hotbeds
and cold frames, transplanting, cultivation, grading, packing, and the canning of tomatoes.

Text and lecture: Bailey's Principles of Vegetable Gardening and Experiment Station reports.

Four hours of recitation and four hours of laboratory a week.

**FORESTRY.**

1. The Principles and Economics of Forestry.

A study of the general principles involved in forestry, practice and management; the forest nursery, a discussion of species, their distribution, commercial value, and uses of the principal forest trees of Louisiana. Study will also be made of cut-over lands, their proper utilization, reforestation, the farm wood lot, propagation, forest fires, forest enemies, forest influences, forest protection, forest economics and conservation and forest nursery practice.

Four hours of recitation and four hours of laboratory a week.

**JOURNALISM.**

Professor Blain. State-Times.

4, 5, 6. Reporting.

A course in practical reporting for the State-Times. Practice is also given in proofreading and other desk work.

Each course two laboratory hours every day. Hours to be arranged.

**LATIN AND GREEK.**

Professor Scott. Miss Latane.

Basement of Library.

Inasmuch as satisfactory progress in Latin depends so largely on close personal application, it is advisable that those taking this subject so arrange their schedules as to allow abundant opportunity for lesson preparation and collateral reading.

In every course the inherent difficulties of the subject will be noted; the qualities of style peculiar to each author will be studied inductively; the particular powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.
2. Vergil.

In connection with the reading of Books I and II of the Aeneid, a study is made of Vergil, the man and the poet, of the Aeneid as a whole, its relation to the Augustan age, and of its subsequent influence.

Six hours a week. Miss Latane.

5. Latin Prose Composition.

A course in prose composition and grammar to accompany course 2.

Four hours a week. Miss Latane.

8. Horace.

Selections from the Odes and Epodes. The relation of Latin to Greek literature, of Horace to Greek lyric poets, a study of the poet's lyric modes, his themes and their expression, are taken up along with the reading of the Odes and Epodes.

Text-book: Chase and Stuart's Selections from Horace.
Six hours a week. Miss Latane.

9. The Greek in English.

The practical value of a knowledge of derivatives in English from the Greek is shown in the application of such knowledge to one's daily subjects of study in almost all departments. This course is designed to sharpen the student's skill in some measure in his appreciation of words in general technical nomenclature. Only so much Greek is used as is necessary for the purpose.

Text-book: Goodell's The Greek in English.
Four hours a week. Professor Scott.

10. Teacher's Course.

The scope of this course is the theory and practice of teaching Latin in the high school and its relation to English as well as to language in general.

Four hours a week. Professor Scott.

11. Advanced Latin Composition.

While this course includes principally the turning of connected English prose exercises into Latin, due attention will be
given to a consideration of the general subject of Latin prose composition in high school and college courses.

Two hours a week.

MATHEMATICS.

Professor Sanders.
Professor Welch.

Mathematics.

Professor Nichols.
Mrs. Daspit.

Mr. Garrett.
Heard Hall.

B. High School Algebra.

Text: Nicholson's School Algebra.
Two sections.
Six hours a week.

Professor Welch and Mrs. Daspit.

C. Plane Geometry.

Text: Wentworth-Smith, Books III, IV, V.
Prerequisite: Books I and II, or their equivalent.
Two sections.
Six hours a week.

Professors Sanders and Nichols.

D. Solid Geometry.

Text: Ford and Ammerman.
Prerequisite: Plane Geometry.
Six hours a week.

Professor Nichols.

E. Arithmetic and the Teaching of Arithmetic.

This course is more advanced than can be done in high school. Emphasis is placed on speed and accuracy in all phases of the work. The arithmetic of business, common measurements, and an introduction to the mathematics of investments are taken up. Careful attention is given to methods of presenting the various topics in the course.

Text-book and reference work required.
Six hours a week.

Mr. Garrett.

1. College Algebra.

Logarithms; graphic study of linear and quadratic functions; linear and non-linear systems; determinants; polynomials.

Text: Skinner's College Algebra.
Prerequisite: Mathematics B.
Six hours a week.

Mrs. Daspit.
2. College Algebra.

Complex numbers; determinants, and their applications to linear and quadratic systems; binomial theorem; progressions; compound interest; permutations and combinations.
Text: Skinner's College Algebra.
Prerequisite: Mathematics 1.
Six hours a week. Professor Welch.

4. Plane Trigonometry.
Prerequisite: Mathematics 1.
Text: Nicholson.
Six hours a week. Mrs. Daspit.

Coordinates; locus of an equation; straight line; circle; polar coordinates; tangency; transformations of coordinates; loci problems.
Text: Bocher's Analytical Geometry.
Prerequisite: Mathematics 1, 2, 3, 4, or equivalents.
Four hours a week. Professor Welch.

Ellipse; hyperbola; parabola; asymptotes; properties of conics; problems; poles and polars.
Text: Bocher.
Prerequisite: Mathematics 13.
Four hours a week. Professor Sanders.

17. Calculus.
Differentiation of both algebraic and transcendental functions; the simpler integrations and their applications; infinitesimals and differentials.
Text: Osgood.
Prerequisite: Mathematics 13, 14.
Six hours a week. Professor Sanders.

41. History and Teaching of Mathematics.
This course will treat of arithmetic and algebra, particularly of those phases most important to teachers of public and high school mathematics.
Six hours a week. Professor Nichols.
45

PENMANSHIP.

Miss Cockfield.

A. Palmer System of Writing.

Sections will be formed to take care of all who desire work in writing and the teaching of writing. Models, incentives, measurements of skill and methods will receive due attention. Six hours a week.

PHYSICAL EDUCATION.

Dr. Stroud. Mrs. Lombard.

Dean Tucker.

The war has shown the need of a sane and adaptable system of physical training for youth of all ages. The State Department of Education, appreciating this need, has prepared a course of graded physical exercises and games to be used in the public schools of the state. The University offers the following courses to prepare teachers for this work.

With the exception of "mass athletics," all courses are open to both men and women; but physiology and hygiene will be given in two sections, for men and women, respectively.

1. Physiology and Hygiene.

This course is designed to give the student a comprehensive view of the structure of the human body, and the fundamental principles underlying the functioning of its organs. Special attention will be given to matters of personal and social hygiene, and recent developments in the study of nutrition. Six hours a week. Dr. Stroud and Dean Tucker.

4. Physical Education.

This subject relates physical training to education, surveys its beginnings and progress, and discusses systems in use. Various problems in interscholastic athletics will be considered. Six hours a week. Dr. Stroud.

5. Gymnastics.

This is a course in progressive calisthenics, use of light apparatus, formations and drill work for handling any number of pupils. Text-book and state outline will be used. Five hours a week. Mrs. Lombard.
6s. Mass Athletics.

A practice of the group athletics for men and boys, based on recent developments in the best systems of physical training for schools, and amplified in all the training camps of the army. It includes the handling of large groups of students in formal and informal games, and the use of the shuttle, relay and zone systems of scoring.

Five hours a week. Dr. Stroud.

7s. Plays, Games and Folk Dancing.

This is a practical study of the plays and games that are now universally held to be of prime importance in any system of physical education. Folk dancing will be given in this connection.

Five hours a week. Mrs. Lombard.

Gymnastic dress will be required of students taking these courses. Outing trousers and shirt will be suitable for men.

The grounds of the University are spacious, comprising several baseball and football fields; basketball, volley ball and tennis courts. Team material is supplied free, but the students are expected to furnish such personal articles as uniform, hand glove, shoes, racket and tennis balls.

PHYSICS.

Professor Atkinson. Professor Guthrie.

Heard Hall.

1. General Physics.

Requisite: Mathematics 4.

This course, consisting of lectures supplemented by numerous experimental demonstrations, is designed to secure a thorough grounding in the underlying principles and fundamental laws of Physics and is adapted to the needs of those desiring to gain a knowledge of the subject as a part of a broad, general education, as well as of those who intend to study agriculture, medicine, or engineering. The subjects considered in this course are mechanics and sound.


Six hours a week.
4. Laboratory Work in General Physics.
   This course is designed to accompany Physics 1 and consists of experiments in mechanics.
   Four hours a week.

7. Electricity and Magnetism.
   A course in theoretical electricity, designed to secure a more thorough and extended study of topics taken up in the elementary way in Physics 3.
   Four hours a week.

10. Laboratory Work in Electricity.
    A laboratory course designed to accompany Physics 7.
    Four hours a week.

13, 14, 15. Theoretical Mechanics.
   Requisite: Mathematics 22 and Physics 1, 2, and 3.
   An elementary course in theoretical Mechanics.
   Each four hours a week.

POULTRY.

Professor Gates.

1. Poultry.
   An elementary course in poultry designed for beginners and demonstration agents. This course consists essentially of the principles of poultry raising, incubation, brooding, etc., the marketing of eggs, and other poultry products; the principles of mating, breeding and housing; and the more important diseases.

   Six hours recitation and four hours laboratory a week.

PUBLIC SCHOOL MUSIC.

Professor Guilbeau. Miss McComb.

1. Beginning of Sight-Reading and Ear-Training.
   This course is designed to serve as a basis for the future study of music, but at the same time will be of benefit to those
students and teachers who desire to have a general insight into the theory of music.

Text-books: Cole and Lewis’ Melodia, and Dann’s Musical Dictation.

Six hours a week.  Professor Guilbeau.

6s. Courses of Study for Primary and Intermediate Teachers.

This course includes the presentation of rote songs, singing games, together with suitable material for technical training.


Four hours a week.  Professor Guilbeau.

8s. Music Appreciation.

No previous musical training is necessary for this course. The subject is presented through the use of the graphophone. It is designed to assist the teacher or student of limited musical training to appreciate the best in music, and to teach those who have had no musical training to interpret more what they hear in music. Selections, both vocal and instrumental, from the best operas are played and explained. The different voices: tenor, bass, soprano, baritone, are illustrated by such artists as Caruso, Journet, Melba, Galli-Curci and others.

The course has a very high cultural value.


Six hours a week.  Professor Guilbeau.

10s. History of Music.

No previous knowledge of music necessary. The course, though condensed, will give a comprehensive study of music from the dawn of civilization to the present day, special stress being laid on the periods of the greatest development in music.


Four hours a week.  Professor Guilbeau.

VOICE.

A special six weeks course in vocal will be given during the Summer Session. The course aims to correctly place the voice of a beginner, to teach a small repertoire of songs, and to give instruction in the fundamentals of teaching vocal to others.
For advanced students a course in repertoire will be given, and work in solos, duets and quartets.

Voice lessons, $5.00 a month, payable at the office of the Treasurer.

PIANO.

The pianoforte department offers courses of study to students in every stage of advancement.

In order to encourage beginners, as well as the more advanced, a juvenile course has been mapped out and great attention will be given to this phase of the work. An intermediate or normal course follows, after which an extensive advanced course is taken up. Recitals by the juvenile, intermediate, and advanced departments will be given frequently throughout the year, and pupils are required to appear on these recitals.

A course in practice teaching and accompanying is given with practical experience, designated by the teacher of the pianoforte. Pupils finishing the advanced course must give successfully one public recital besides the theoretical requirements, including sight-singing, harmony, musical analysis, and appreciation.

Fee for piano lessons is $5.00 a month and rental practice for piano is $1.00 extra, payable at the office of the Treasurer.

THE VOCAL DEPARTMENT.

Miss Catherine Evers McComb, B. A., M. E. S., Instructor.

The department of vocal culture covers correct breathing and breath control; voice placing and development of resonance; control and use of resonators (chest, pharynx, mouth, nasal, and head cavities); tone coloring; mind and ear; vocalizes (studies and exercises); song interpretation, French and Italian songs; patriotic airs; modern songs and church music; opera and oratorio arias. Individual method and special attention to beginners. Opportunity for public appearances and practical work is given to pupils.

The American method of singing is used in the voice department. The following books are used:

1. Resonance in Singing and Speaking, Filliborn (for correct breathing and tone placing).
2. Preparatory Course of the Art of Vocalization, Margo (published by Oliver Ditson Co.).


4. Vaccai Italian Vocal Method.

5. Sieber 8-measure vocalizes, op. 2 sop., op. 93 mezzo, etc.


Songs and arias are selected from the following:

American composers: Fay Foster, Dorothy Forster, Charles W. Cadman, Clutsam, Harriet Ware, Frank LaForge, Gaines, Mary Turner Salter, Katharine A. Glen, Edward MacDowell, Daisy Wood Hildreth, Oley Speaks, etc.

Russian composers: Rimsky-Korsakoff, Rubenstein, Arensky, Puccini, Tchaikowsky, Rachmaninoff, Petrovitch.

From composers of other nations: Chaminade, D’Hardelet, Nevin, Tosti, Godard, Vogrich, Gounod, Massenet, etc.

Arias from the following operas and oratorios are studied:


French and Italian are required of advanced students.

All vocal students are urged to become members of one of the glee clubs, where they will be given solo work.

Voice students are given opportunity for solo work in recitals, and are placed in choirs in the city where they will receive training.

THE JUVENILE COURSE.

Beginners are given careful attention with finger training and development, and children are given athletic finger and muscular movement. Perfect familiarity with notes, lines, spaces of both clefs and scale signatures are taught early. No particular set of studies is used arbitrarily but selected courses to suit the needs of the individual pupil.

The following are a few of the technical books and studies from which courses are selected:
Studies by Jessie L. Gaynor, Mrs. Crosby Adams, Koehler, Reitling, Peter, Czerny, Schmitt-Weicks, Bertini, Gurlitt, Burgmuller, Streabog, Stamaty, Lemoine, Kunz, Philip, Lichner, etc.

Pieces and duets by Jessie L. Gaynor, Martha Bilbro, Engel, Hannah Smith, Schumann, Concone, Robert W. Warner, Dutton, Heller, Dene, Baldwin, Fredericks, Neidlinger, etc.

Beginners are required to appear on matinee recitals and to complete from memory a designated number of pieces each year along with a certain course of study.

THE INTERMEDIATE COURSE.

The technique books and studies used by this department are selected from the following: Bach, Czerny, Cramer, Clementi, Pischna, Hanon, Durvenoy, Braner, etc.

Sonatas and sonatinas by Hayden, Mozart, and Clementini. Low and Schytte octave studies are used.

Students in the course are required to play all scales, major and minor, arpeggios, broken chords, and chords of the seventh in their various positions. Bach’s French and English Suites and two and three part inventions are completed during this course.

Pieces are taken from the following composers: Bartlett, Schumann, Scharwenka, Grieg, Kullak, Merkle, MacDowell, Paderewski, Reinholden, Moskowski, Tschaikowsky, Poldini, Mason, Chopin, Lavalle, etc.

Pupils in all departments are urged to take at least one theoretical study along with the pianoforte work and to participate in one of the musical organizations of the University.

ADVANCED COURSE.

This course includes thorough work from the following: "The Well-Tempered Clavichord," by Bach. Studies of Pischna, Tausig, Brahms, Kullak, Moskowski, and Bohlmann. Sonatas and compositions of Beethoven, Schumann, Chopin, Liszt, Saint-Saens, MacDowell, Rachmaninoff, Mendelssohn, Brahms, Chamnade, Cyril Scott, Debussy, Schubert, Grieg; Scharwenka, and others.

All students completing the advanced course must have musical theory and will be required to give one successful public recital.
Professor Adams. Miss LeBlanc.

1. Practical Elocution.

A study of the philosophy of public speaking, the training of voice and body, exercises in declamation. Course 1 is required for entrance to all other courses offered during the summer except course 10, and it is highly desirable that students electing this course should have had the training secured in course 1, or its equivalent.

Four hours of recitation and six hours of laboratory work a week. The laboratory work will be offered at a convenient hour in the evening. Miss LeBlanc.

3. Elementary Interpretation.

Emphasis is laid on the platform work, which consists of various types of literature. An effort will be made to select such platform exercises as will be useful to teachers in their public school work.

Four hours of recitation and six hours of laboratory work a week. The laboratory work will be offered at a convenient hour in the evening. Professor Adams and Miss LeBlanc.

5. Literary Interpretation—Shakespeare.


Four hours of recitation and four hours of laboratory work a week. Professor Adams and Miss LeBlanc.

6. Literary Interpretation—Modern Drama.

A critical study of three modern plays. Memorization and presentation of selected scenes. Principles of stage craft discussed and applied. Drills in oral reading. The plays to be selected for the Summer Session will be such as can be used by teachers in their public school work.

Four hours of recitation and four hours of laboratory work a week. Professor Adams and Miss LeBlanc.

10. Story-Telling.

A study of the general principles underlying story-telling and of the types of stories and their place in education, supplemented by the telling of stories.

Six hours a week. Professor Adams.
SPANISH.

Professor Gearhart. "D" Building.

1. Elementary Work.

This is a course in the fundamental inflexions and constructions of the Spanish language. Stress is laid on such subjects—generally relegated to the introduction in text-books—as sounds, stress, accent, diphthongs and triphthongs, and division of syllables. Spanish will be the principal language of the classroom. Faithful students will learn to speak and write Spanish, as well as to read it.

Six hours a week.

3. Elementary Work.

The instruction will include a thorough study of the three regular conjugations and of haber, tener, ser and estar; passive, reflexive, reciprocal, and impersonal constructions; modes, their uses and sequence; tenses, their uses and sequence. Spanish will be the language of the classroom. Only students who have had a thorough drill on the elements of Spanish as outlined for Spanish 1 should apply for this course.

Six hours a week.

6. Conclusion of Second-Year Work.

A review and application of the facts learned in Spanish 1-3 through readings and compositions based on those readings, and a thorough study of the classified and unclassified irregular verbs.

Six hours a week.


Open to prospective teachers of Spanish who have had two years' work. Registrants will attend Spanish 1 as observers and will have one recitation per week based on a text.

ZOOOLOGY AND ENTOMOLOGY.

Professor Gates. Mr. Rosewall.

Each course in Zoology and Entomology is given as a unit, credit being given for any one separately.

2. General Zoology (Continued).

This course is a continuation of 1, and aims to demonstrate the relation of animals to organic life in general, and their economic value to men. Special attention is given to such forms as
are of economic and pathogenic importance in Louisiana. The laboratory work aims to train the student in the manipulation of the microscope, and in general laboratory methods. When practical, study in the field is undertaken.

Six hours of recitation and eight hours laboratory a week.

Professor Gates.


Requisite: Zoology 1-2 or equivalent.

This course consists of lectures and recitations in which are discussed the fundamental laws on which Genetics and Eugenics are based, such as the carriers of heritage, continuity of germ-plasm, laws of segregation and dominance, the determination of sex, etc. These topics are discussed from the standpoint of the practical stock breeder, and in their application to man.

Six hours a week.

Professor Gates.

22. Heredity.

Requisite: Zoology 1-2 or equivalent.

This course is a continuation of 21, taking up the cell as the unit of life, its relation to the development of the individual and the part its plays in heredity. The germ-cell cycle, phenomena of inheritance, laws governing heredity, sex, sex-limited, and sex-linked inheritance, inheritance or non-inheritance of acquired characters, and other problems are discussed.

Six hours a week.

Professor Gates.

ENTOMOLOGY.

1. General Entomology.


This course consists of a study by means of lectures, recitations, and laboratory work of the anatomy and development of the more common insects. Lectures treat of the practical application of Entomology; the preparation and application of insecticides; and the means of controlling insect ravages.

Six hours of recitation and eight of laboratory a week.

Mr. Rosewall.

10. Insects Injurious to the Household.


This course will begin with a brief resume of the orders of Insecta, leading to discussions, lectures and readings relating to
insects common to the household. It will include the habits, injuries, and control of insects simply as pests of the household and of man.

Six hours a week.

Mr. Rosewall.

**FARMERS' SHORT COURSE.**

The Farmers' Short Course or Farmers' Week at the University will begin Thursday, July 31, at 10 a.m., and extend through Saturday, August 9.

Between Wednesday, August 6, and Saturday, August 9, will be held a series of live stock meetings and live stock sales at Baton Rouge by several live stock associations, cooperating with the Louisiana State University.

The sixth annual summer short course for boys' and girls' clubs will begin on Monday, August 11, at 2 p.m., in Garig Hall, closing at noon, Saturday, August 16.
The Louisiana State University includes (1) the College of Arts and Sciences, (2) the College of Agriculture, (3) the College of Engineering, (4) the Audubon Sugar School, (5) the Law School, (6) the Teachers College, and (7) the Graduate Department.

The University is supported by both National and State appropriations. It is a live, progressive, modern institution, and affords to students of both sexes advantages and facilities for higher education that cannot be surpassed at any College or University in the South. It is becoming more and more widely known for the excellence of its training and the success of its graduates. In addition to its thorough courses of study, it offers to Louisiana students the unique advantage of bringing them into close association with more young people whose friendship will be of value to them in after life than can be found assembled at any other college in the world.

More than one thousand L. S. U. alumni served in the army or navy during the World War. They held offices ranging from Second Lieutenant to Major General.

Tuition is free to students from the United States; one hundred and fifty dollars a year to students from foreign countries. Living expenses are comparatively low.

The next regular session will open on September 24, 1919, and close on June 14, 1920. The Summer Session of 1919 will open on Tuesday, June 17, 1919, and continue six weeks.

For general catalogue or special information about any department, write to

THE REGISTRAR,
University Station,
Baton Rouge, La.