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Louisiana Industrial Institute

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1917-1918

BUILDINGS OF



GIRLS' DORMITORY



ACADEMIC (MAIN) BUILDING



BOYS' DORMITORY



MECHANIC ARTS BUILDING

LOUISIANA
INDUSTRIAL



TEACHER TRAINING BUILDING

INSTITUTE
RVSTON, LA



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JUN 27 1917

Louisiana Industrial Institute Bulletin

VOL. VI.

JUNE, 1917

NO. I.

Catalogue

WITH AN OUTLINE OF THE REVISED
COURSES OF STUDY, AND ANNOUNC-
ING TEACHER-TRAINING COURSE AP-
PROVED BY THE STATE BOARD OF
EDUCATION, ENTITLING GRADUATES
TO TEACHERS' CERTIFICATES
WITHOUT EXAMINATION.

1917-1918

Issued Quarterly by the Louisiana Industrial Institute, Ruston, La.
Entered at the Postoffice at Ruston, La., as Second-Class Mail Matter.

April, June, November and February.

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Foreword



THE Louisiana Industrial Institute was founded by the Legislature of 1894. The Institute stands as an exponent of modern education. Its courses are designed to join thought and labor, intelligence and force—"to make the thinker a worker and the worker a thinker." It stands for the education of all the faculties—head, hand and heart. It embraces the highest type of mental, moral, physical and vocational training. This school differs from the ordinary college in that it aims to give an education with a vocational aim and purpose without ignoring or disparaging the value of a general education. The constant aim is to so connect the literary and industrial training that a student cannot get the one without the other. This school goes further than manual training—abstracting the principles of trades and teaching them—it teaches the processes of a given vocation from the first attack on the raw material to the last touches of the finished product, together with the theoretical foundations of the vocation. Hence it gives the worker a technical knowledge of the vocation and begins the development of skill in the practice of it. It seeks to reproduce as nearly as possible the conditions of actual practice. A glance at the requirements for graduation will convince any thoughtful person that the Louisiana Industrial Institute is equipping men and women along the lines that will prepare them for efficiency in vocational purposes and leadership in the great industrial, commercial, intellectual and social activities of the State. To accomplish these several educational purposes, the course of instruction pursued in the school is divided, in a general way, into seven departments or courses, viz:

1. The Mechanical and Electrical Engineering Course.
2. The Business Course.
3. The Home Economics Course.
4. The Agriculture Course.
5. The Applied Art Course.
6. The Music Course.
7. The Rural Pedagogy Course.

Many of the studies pursued in the institute being in common to all of the departments, but in certain lines of study the departments differentiate, giving rise to the above classification.

For information not given in this catalog, concerning courses of study, board and rooms, classification of students and the general administration of the school, address

J. E. KEENY, President.

A Friendly Challenge

The best friends of the Louisiana Industrial Institute are those who know it most thoroughly and intimately. The very large number of returning students each term bears testimony to this truth. The fact that a returning student almost invariably brings back with him or her one or more sister, brother, cousin or friend, points in the same direction. In more than one instance the Industrial Institute has had as many as three or four members of the same family, one after another, to take the courses offered here.

The Institute invites the people of Louisiana—to whom it belongs, and for whose interests it was created and is being maintained—to come and inspect its grounds, its buildings, its equipment; to enjoy its beautiful campus; to go through its auditoriums, libraries, infirmaries, gymnasiums and dormitories; to look into the past records and present positions of its graduates; to become acquainted with the faculty and find out their personalities and qualifications; to see for themselves what is being taught in the classrooms and made in the laboratories and shops; in fact, to observe discriminatingly every phase of the school's activities and every part of the campus and buildings without and within.

The Institute asks nothing more than that the prospective patron go elsewhere and see whether he can discover a more nearly ideal place than the Louisiana Industrial Institute in which to educate his children, considering the matter from the viewpoint of efficiency and expense.

Faculty

- J. E. KEENY,
President.
- HARRY HOWARD,
Secretary-Treasurer, and Superintendent Business Course.
- S. J. ROBINETTE,
Stenographer, and President's Secretary.
- WILLIS B. HALE,
Director, Rural Pedagogy Course, Psychology and Methods.
- HELEN GRAHAM,
Director, Home Economics Course.
- FRANK BOGARD,
Superintendent, Mechanical and Electrical Engineering Course.
- ADA B. GLENN,
Director, Applied Art and Drawing Course.
- H. D. WILSON,
Director, Music Course, Singing and Band Instruments.
- O. G. HANKINS,
Superintendent, Agriculture Course.
- GEO. O. THATCHER,
Mathematics.
- D. D. LOMAX,
Bookkeeping and Commercial Subjects.
- ROBERT J. SMITH,
Wood-Turning, and Mathematics.
- J. T. FOLK,
Woodwork, and Mechanical Drawing.
- E. L. SHATTUCK,
Forging and Shopwork.
- W. L. MITCHELL,
Mechanical Drawing and Descriptive Geometry.
- R. M. LOGAN,
History, Sociology and Political Economy.
- B. F. DUDLEY,
Physics and Ethics.
- KITTIE C. ALLEN,
English and Latin.
- G. I. MITCHELL,
Surveying, Foundry and Power Plant Design.
- FLO SHEDDEN,
Piano and Singing.
- MINNIE R. ROBINETTE,
Stenography, Typewriting and Commercial Subjects.
- E. L. LORD,
Biology, Geology, Physiology, etc.
- ROBT. C. OLIVER,
English.
- REBEKAH GIBBONS,
Home Economics.
- CLEORA C. HELBING,
Home Economics.
- ATLANTA MEADOWS,
Home Economics.
- M. ELIZABETH TROUSDALE,
Training School, Critic Teacher.
- E. S. JENKINS,
Agriculture.
- V. S. PUGH,
Agriculture and Biology.
- PERCY S. PRINCE,
Chemistry, and Ball Coach.
- LENA HUTCHESON,
English and Mathematics.
- DORATHY KIDD,
Home Economics.
- W. M. BUCKLIN,
Violin and Piano.
- J. L. HUTCHESON,
Chemistry and English.
- NELLIE CLIFFORD,
Training School, Critic Teacher.
- J. W. HART,
Principal, Training School and Pedagogy.
- PEARL H. KEENY,
Training School, Critic Teacher.
- KATHLEEN GRAHAM,
Librarian.

Why Attend I. I. I.

1. It aims to educate head, hand and heart; however, it is not a reformatory, and incorrigibles are not knowingly admitted.
2. It aims to join thought and labor, intelligence and force—"to make the thinker a worker, and the worker a thinker."
3. It students are afforded an opportunity to pursue the usual academic courses in literature, history, science, mathematics, etc., and at the same time receive practical training in some useful vocation.
4. It provides for the highest type of mental, moral, physical and vocational training.
5. It is the oldest, largest and best equipped industrial school in the State.
6. It has up-to-date dormitories with infirmaries, electric lights, steam heat and modern sanitary conveniences and appliances. A capable night watchman is constantly on duty.
7. Its gymnasiums (for boys and girls) are equipped with practical apparatus.
8. Its equipments in the shops and laboratories are complete and modern.
9. It is an undenominational school, but religious exercises are conducted every morning, and the students are urged to attend Sunday school and church.
10. It has three terms (forty-two weeks) per year, enabling students to continue their work with but little interruption.
11. Its courses are short college courses and should appeal to students not wishing or able to complete a regular college course, as well as to students preparing for vocations offered through the industrial courses.
12. It is maintained by legislative provision and is sustained by taxation, and aims to return to the State an efficient citizenship, capable of participating in the feelings, thoughts and deeds of his fellows.
13. It stresses industrial education, but does not abandon the discipline of the mind, appreciating that the real craftsman is more than his craft, and the true citizen is larger than the place he fills in the industrial life of his community. Hence, academic courses are required with parallel industrial courses.
14. Its students are given through head, hand and heart a clear vision of the larger meanings of life, to the end that they may work with a mind in intelligent sympathy with their environments.
15. It maintains Christian organizations, literary societies, athletic associations, glee clubs, bands and orchestras.

16. Its courses fit young men and women for positions in business and industrial life, teaching, home-making, or for admission to higher institutions of learning.
17. Its Agriculture Course, added four years ago, is attracting the attention of an earnest lot of students. It is our purpose to make this course one of interest and profit to prospective and present farmers of Louisiana.
18. Its graduates from the Teacher-Training Course are given preference as teachers of industrial and high school subjects in many of the best public schools. These graduates have the required number of unit credits entitling them to teach in the State High Schools. The Rural Pedagogy Course, added recently, is already one of the largest departments.
19. Its graduates are given first grade teachers' certificates upon completion of the required work in Psychology, Educational Psychology, School Management, Principles of Teaching, Special Methods, and Practice Teaching. This gives our graduates an equal rating with graduates from the "Departments of Education" in the other higher educational institutions of Louisiana.
20. Its graduates are not guaranteed positions, but we have special advantages for placing our students in desirable business and industrial employment, and as teachers of industrial subjects, and we render every assistance possible in securing positions for those who satisfactorily complete their courses.
21. Its purpose is not to give "get-thru-quick" courses, but to maintain an up-to-date industrial school complete in its provisions for the intellectual, moral, physical and vocational training and welfare of its students.
22. It is democratic and tolerant in spirit; worth counts more than wealth. To the young men and young women from every part of the State its doors are wide open. They can see that the school is theirs, and is conducted solely for their benefit.
23. It charges no extra laboratory and athletic fees—all athletic contests and lyceum attractions are free to students who have paid the "Incidental Fee." No expense for uniforms.
24. It offers instruction free of charge to all white citizens of Louisiana. In other words, every student from Louisiana receives a free tuition scholarship. Total expense per term need not exceed \$70.00.

Expenses

No one is financially interested in any department of the school, and the aim is to charge only enough to pay actual expenses.

Patrons should not wait for statements of accounts against their children to be sent to them. The following explains the manner in which all payments should be made.

All fees are payable on date of pupil's admission to the school. The Incidental Fee must be paid for a fraction of a term the same as for the full term. This fee is not refunded under any circumstance.

The "Key Fee" (50 cents) is refunded when key is returned to matron.

The "Trust Fee" (\$3.00) is returned (or part of same) provided room and furniture are left in proper condition when the student withdraws from the dormitory; provided, further, that said student has not withdrawn without permission.

All bills for music, board and laundry are payable every four weeks in advance. Board and laundry are charged as one item (See Laundry Lists'').

Students will not be notified of their indebtedness every four weeks; but, a failure to comply with the above every four weeks will result in the required withdrawal of the student from the school. We have no appropriation for these items, and are not willing to allow some students these advantages at the expense and sacrifice of others.

No deduction is made for board, etc., on account of absence unless the absence is caused by sickness.

No extra laboratory, athletic or entertainment fees are charged—all such fees are provided for in the payment of the Incidental Fee.

Each student should have on deposit with the treasurer sufficient money to cover all expenses for the current month. Any balance unexpended will be refunded at the end of the session.

The necessary expenses of a student are as follows:

Incidental Fee, per term, if student enrolls not later than on day of beginning of the term _____	\$4 00
Incidental Fee, per term, if student enrolls later than on day of beginning of term _____	5 00
Board and Laundry (including table board, required laundering, room, lights, fuel and medicine, but does not include prescriptions and medical attendance by a physician or special nurse), per week _____	4 00
Key Fee (to dormitory students), per term _____	50
Music, Vocal or Instrumental, per month of four weeks _____	5 00
Membership and Instruction in Band and Orchestra _____	Free
Use of Piano for practice purposes, per month of four weeks _____	1 00
Trust Fee, to guarantee care of property in dormitory, per term _____	3 00

Tuition is free to residents of Louisiana.

Non-residents of the State are charged a tuition of \$10.00 per term or part of term.

Deposits must be made with Harry Howard, Treasurer, on entrance, as follows:

Board, etc., four weeks in advance _____	\$16 00
Incidental Fee _____	4 00
Trust Fee _____	3 00
Music Course students _____	6 00
Books and stationery _____ about	10 00

Prospective students, when they leave home, should be provided with about \$40.00, in addition to traveling expenses, in order that they may enter school, procure books, etc., and begin recitations without delay. The school, under no circumstances, extends credit or makes any advances of money.

Should pupils take the Agriculture Course or the Mechanical and Electrical Engineering Course, they should be provided with about \$8.00 additional for purchasing of drawing instruments.

Admission

All white boys and girls of the State, of good health and character, are eligible to admission under the following conditions:

1. The boys must be sixteen years of age, and girls fifteen (at nearest birthday), and have the equivalent of at least the following academic preparation:

2. The applicant must offer either a certificate of promotion to the Tenth Grade or Third High School Year of an Approved High School, or an equivalent certificate from other Accredited Schools, or eight (8) Louisiana High School units.

3. Graduates from State High Schools and other Accredited Schools and colleges are admitted on presentation of their diplomas and certificates of credits.

4. All students to be admitted must have completed the equivalent of the following subjects:

a. In English Composition the student must show ability to express thought clearly and accurately, and must have a fair knowledge of capitals, punctuation, and the structure of the sentence. The examination will include questions on Elementary Rhetoric, especially on the structure of the paragraph and on the simple forms of narration, description and exposition.

b. McFadden's English Grammar, Book II., or equivalent, completed.

c. United States History and Ancient History, completed.

d. Political and Physical Geographies, completed.

e. Advanced Arithmetic, completed.

f. Elementary Algebra to Simultaneous Simple Equations.

g. Equivalent of one term's work in Drawing.

h. Equivalent of one term's work in Singing.

i. Proficiency in Penmanship and Spelling.

j. Elementary Botany or Zoology, completed.

NON-RESIDENT STUDENTS. All non-resident students are required to room and board in the dormitories, except when for good and satisfactory reason the president determines otherwise. By non-resident students are meant those not living within the town of Ruston or within reasonable driving distance. Consult the president before arranging to board and room in town.

The dormitory (for girls) will accommodate 250 young ladies, and 200 young men can be accommodated in the boys' dormitory.

The music hall and joint dining room is situated west of the girls' dormitory and will accommodate 150 music students and 450 boarders.

No school offers better dormitory facilities than are now offered at L. I. I.

BENEFICIARIES Special attention is called to the provisions of Act No. 158 of 1902, which admits of the appointment by the Police Jury in each parish of one female student to the Industrial Institute at Ruston; and "the City of New Orleans shall have the right to delegate to said institution one female student from each ward of that city." Such beneficiary students are to be appointed upon competitive examination, as directed in this Act, and the Police Juries are authorized to make appropriations not to exceed \$250 per annum to defray the expenses of board and maintenance of such students at the institution attended until graduation.

It is hoped that many of the parishes will avail themselves of this Act to provide for the special and higher practical education of some worthy young student not having the means otherwise to obtain such advantages.

The appropriation should be about \$80 a term for parishes near Ruston, and about \$85 for more distant parishes.

There are no other scholarships offered.

CO-EDUCATION Young men and women are admitted to the institution. The effect of co-education is beneficial. The association of the young of both sexes, which is known to be salutary in the family and in society, is found to have an educative and elevating influence in the life of the school.

DISCIPLINE The regulations of this institution are mild, but firm. Only students of good morals, correct habits, high sense of honor, and who are ambitious and capable, are knowingly admitted to the institution. Every student is put on his or her honor and given every opportunity for self-government. Those who are not disposed to support heartily a discipline of this kind are urged not to apply for admission. Should a student prove deficient in honor or veracity, delinquent in the pursuit of his studies, or in regular and punctual attendance upon his school duties, or should the presence of any student in the institution become demoralizing to the best interests of the student body, parents will be requested to withdraw that pupil from the school. Habitual immorality or any gross violation of discipline will lead to suspension, dismissal or expulsion.

REGULATIONS The regulations are such as experience has shown to be necessary to the good order of such an institution. It is the aim of the management to induce students to act from a sense of honor and propriety, to govern themselves, and to do right from the love of right. Pupils should not forget that their coming to the Institute is not a matter of restraint, and that in entering it they voluntarily assume the obligation of honest conformity to its regulations. Those who can not cheerfully do this are advised not to come.

NO ROOM FOR UNRULY STUDENTS The impression prevails in the minds of a few that this school is a kind of reformatory, a place to send children, who are too unruly to be managed at home. A visit to the school will convince the most skeptical that with but few exceptions the stu-

dents possess force and character, and go about their work with a singleness and seriousness of purpose indicative of self-control. Those who come simply to have a good time, soon discover that they have come to the wrong place, and this finding is early approved by the school authorities. True, some students whom parents find hard to control, turn out to be satisfactory students, but we have no special methods of supplying the deficiencies of home training and of reforming incorrigibles, and such will not be knowingly admitted to, nor retained in the school. Boys and girls beyond the control of parents, and lacking purpose and self-control, should be sent to special schools for such classes of individuals. The school offers its services to worthy boys and girls who earnestly desire to acquire an education and are capable of doing good work. Therefore, it refuses to admit those who cannot furnish certificates of good standing in their studies and satisfactory evidences of good conduct and character.

INFIRMARY To secure quiet and the immediate care of the nurse and physician, all students the least indisposed are required to report immediately to the matron in charge. However slight the ill, every student is required to go to the infirmary. Parents should suffer no alarm on hearing their children are domiciled in sick-quarters. Adequate notice of any serious illness is always promptly sent by the president to parents, and they are kept duly posted. The infirmaries are up-to-date, and every care is given to the ill.

LIFE IN THE DORMITORIES It is not necessary to give here all the regulations governing the school. But to prevent possible misunderstandings on some points, it is perhaps best to state explicitly the following requirements:

The dormitories are governed by the president of the school and receive his personal attention throughout the session. The students are responsible to the matrons in charge of the dormitories. The matrons are ladies of refinement, selected with a special view to their fitness for the positions. It is the aim to surround the boarding students with associations such as are found in our best homes, hence habit and conduct which characterize people of good breeding are insisted upon.

The fare, while not elaborate, is plentiful, and attractively served. Notwithstanding the low charge for board, the tables are supplied with wholesome food in sufficient quantities, and the menus are intelligently planned and are prepared by competent cooks. Pure milk from the school dairy, fresh vegetables, well selected meat, and first-class groceries are used.

Students are not allowed to leave the school grounds to visit or to go home without the permission of the president.

Girl students are not allowed to entertain gentlemen, except with the approval of the president, and in the presence of the matron.

Visitors are not allowed at the dormitories without permission from the president or matron in charge. Sunday visits to the dormitories are not permitted.

No visiting in town by the students is permitted on Sundays.

No provision is made for boarding and lodging visitors in the dormitories, and requests to this effect cannot be granted.

Students are not permitted to spend the night away from the dormitory, and requests to this effect from parents cannot be granted.

Indiscriminate correspondence should not be allowed, and parents are requested to limit the number of their daughters' correspondents.

Dentistry and dressmaking should be attended to before the student leaves home.

Parents should write cheerful letters to their children. Do not encourage them to visit their homes, as it is a positive disadvantage. One visit per term is quite sufficient.

Boxes of eatables should not be sent. The table is well supplied with wholesome food, and we cannot be responsible for the health of students who eat irregularly and without regard to diet. Fresh fruit, however, may be sent.

If students find fault, make complaint, or do not seem to make satisfactory progress, justice to both sides demands that a personal investigation be made. Write to or call on the president.

Teachers are not admitted as boarders to the dormitories, except by special arrangement with the president.

Note—See "Important Directions" on pages 22-23, this catalog.

ARTICLES TO BE SUPPLIED The rooms in the dormitories have been comfortably fitted up and the beds (single, three-quarter size) have good springs and mattresses. Each student is expected to bring the following articles: One pillow, four pillow-cases, four sheets, two blankets, two bedspreads, one dozen towels, half dozen napkins, one napkin ring with name, one clothes bag (about 18"x24", white), one mug or glass, comb, brush, toothbrush, an umbrella or raincoat, one long kimono or bath robe.

LAUNDRY The institution maintains a modern steam laundry, which is in charge of a thorough and capable launderer. All students boarding in the boys' and girls' dormitories are expected to have laundered each week the equivalent of lists given below. Extra charge is made for additional articles. (See charge for board and laundry). The laundry is not operated for profit, but for the service and training of the students.

All teachers, students and white employees living on the Institute grounds are required to patronize the school laundry.

BOYS' LAUN- DRY LIST One laundry bag (about 18''x24'', white), two shirts, two pair cuffs, two undershirts, one night shirt, two pair drawers, four handkerchiefs, two pair socks, four towels, two sheets, two pillow cases, four collars, and two napkins (or equivalent).

GIRLS' LAUN- DRY LIST One laundry bag (about 18''x24'', white), four collars, three waists, two top skirts, two underskirts, one night dress, two corset covers, two pair drawers, four handkerchiefs, two sheets, four towels, two napkins, two pillow cases, two pair stockings, and two vests (or equivalent).

BOOK-ROOM All text-books, stationery and other materials needed for school work are kept in the book-room and sold at publishers' prices.

RELIGIOUS EXERCISES Religious exercises are held every morning in the chapel, at which the faculty and all the students are required to be present. All are urged to attend Sunday School, and expected to attend the church of their choice every Sunday morning. The following church organizations conduct services every Sunday: Methodist, Baptist, Presbyterian, and Episcopalian.

STUDENT ORGANIZATIONS The Course Literary Societies are organized for drill and experience in parliamentary usage, quick thinking, apt expression, etc. All students are required to participate in the exercises and programs of their respective course literary societies.

Two Christian organizations—the Young Women's Christian Association and the Young Men's Christian Association—add to the moral life of the Institute.

The Boys' Glee Club, the Mozart Club for Girls, and the chorus classes are directed by members of the music faculty. Membership in these clubs is free.

LECTURES AND ENTERTAINMENTS It is the intention of the Institute management to provide good lectures, concerts, and other entertainments for the students on suitable occasions during the session. The large

and well appointed auditorium of the school is well adapted to this purpose. It is believed that in this way students may get needed recreation and much profit, and enjoy advantages for general culture unsurpassed at any institution.

CHORUS CLASSES The Mozart Club and the Glee Club consist of students selected from the different singing classes, and the work is required from those selected for membership in these clubs. Instruction is free.

ATHLETICS Athletic organizations for physical development offer ample provisions for necessary exercise. The management believes in encouraging wholesome athletics. A splendid athletic field has been purchased, fenced and provided with a grandstand; also, gymnasiums and natatoriums have been but recently erected and equipped. An experienced coach, gymnasium trainers

and track man are in immediate charge of athletics. The gymnasiums are equipped with practical apparatus, competent directors are in charge, and a certain amount of gymnasium or other athletic work is required of all students.

NO WORK SERVICE FOR STUDENTS The Institute does not provide employment for students who desire to earn part of their expenses. It is often able to put students in touch with opportunities for such work, but assistance of this kind cannot be given in advance of entrance.

POSITIONS While the Institute does not guarantee positions to its graduates, it does afford systematic assistance in this connection, and past experience with the placing of graduates shows that there has been little or no difficulty in securing satisfactory positions.

INFLUENCES This is a State School, and therefore undenominational; but it aims to shrow around the students refined moral influences and to develop high ethical and religious standards of living. Hence students are urged to join the Sunday schools and attend the churches in town, and encouraged to form associations among themselves for mental, moral and spiritual improvement. The exceptional freedom of Ruston from the vices and temptations of town life, and the sound public sentiment of its people, are conducive to the formation of good habits and to the development of a wholesome regard and respect for law and order among all the students of the institution.

LOCATION The school is located in Ruston, in the undulating country of North Louisiana, in the midst of a well-cultivated and prosperous farming section, at the junction of the Vicksburg, Shreveport and Pacific, and Rock Island Railroads, sixty-five miles east of Shreveport and thirty miles west of Monroe. Located as it is at one of the highest points in the State, the climate is ideal and the healthfulness of the country unsurpassed.

The school campus is about one-quarter of a mile from the union depot, and is easily reached by driveways and walks. The grounds, about one hundred acres in all, consist of a beautiful campus of greensward, attractive shrubbery, and stately trees; an athletic field, large and well adapted for athletic exercises and college contests; spacious gardens for demonstration purposes and to supply the school with fresh fruits and vegetables.

FARMS AND GARDENS The school owns about eighty acres of land adjoining the campus. This land is divided into two farms; one is a dairy and truck farm, the other a stock and grain farm. The work, from a very small beginning, has been developed for the past three years by the Department of Agriculture.

Herds of purebred swine are being raised; a well-arranged piggery has been constructed, from which the school gets part of its meat.

The grain and stock farm, just begun, is expected to furnish part of the beef, pork and meat supply. This work is as yet in its first stage. The idea is to have the farms not only to provide wholesome food at a moderate cost, but also to serve as models for the community, and as an educational factor for the Agriculture Course students.

DAIRY Within the past year the school has built and equipped at considerable expense, a dairy barn with feed rooms, silos, milk and laboratory rooms. The construction is modern and sanitary, with concrete floors, iron stanchions, hot and cold water connections, ventilating and drainage systems and other details necessary to insure perfect cleanliness. A herd of thirty cows, part of them purebred, has been secured, and the students are furnished milk produced under sanitary conditions as nearly perfect as possible. A daily record of each cow is kept; and, it is purposed to build up a herd of purebred cows, and to develop a dairy product second to none.

SANITATION Everything that intelligent planning and honest execution can effect has been applied to the healthfulness and general sanitary condition of the buildings and grounds. The school buildings are furnished with an abundant supply of artesian water, the purity of which has been demonstrated by use and chemical analysis. Up-to-date plumbing and a thoroughly efficient underground system of sewerage has been installed and tested; disinfectants and germicides are carefully applied to the class-rooms, floors and all places which might be affected. All of the buildings are equipped with a modern steam heating system, and electric lights are used exclusively.

The health of students is considered a matter of the first importance, and every possible care is taken to secure it. The most scrupulous care is taken to have the premises clean and free from local causes of disease. Sanitary laws are watchfully observed and every attention is paid to the preservation of health.

LIBRARY The library is open during school days from 8 to 12, and from 1:20 to 3:45 o'clock. It has seats for two hundred readers. In the cases around the walls are books for general reading and reference. The room is supplied with the leading newspapers and periodicals. It is the working place of the students during their vacant periods.

EXAMINATIONS Examinations in all subjects are, as a general rule, conducted in writing; partly as a means of testing the student's knowledge, but largely as an important means of training in the habit of careful, accurate, rapid, and condensed statement. Term examinations are not usually given. Students are passed upon their class records.

REPORTS Monthly reports showing class standing, absences and department are not issued to the students, unless unsatisfactory, in which case they are mailed direct to the parents or guardians, who are urged to co-operate with the faculty in having students make the best possible records.

DEMERITS When a student receives 100 demerits during any one term, he will be asked to withdraw (suspended) from the school for the remainder of the term.

GRADES All month and term grades on subjects are estimated on the basis of 100 per cent. as maximum.

The "month grade" on a subject indicates the effort on the part of the student, and is determined by his attendance, recitations, tests, attitudes, etc. A "month grade" of 75, or but little above, implies that the student's effort is fairly satisfactory. A grade below 75 is unsatisfactory.

FAILURES AND CONDITIONS All failures are removed by repeating the work in class. A student conditioned on any subject must remove such condition at the next regular term examination. Failing to remove the condition at this time, the condition is regarded as a failure and the student must repeat the class work in the conditioned subject for the term in question. A "condition" includes only those parts of the subject (as indicated by the month grades) in which the student is not thorough and needs further preparation.

PROMOTIONS In recognition of the individuality of students, promotions are made by subjects rather than by classes. For example, a student who does good work in English will be promoted in that subject, even though he or she may fail in others; a student who is proficient in Mathematics may be Sophomore in that subject, although he or she may be only Freshman in History.

RECOMMENDATIONS Official written recommendations certifying to students as teachers can not be granted by the members of the faculty as endorsements by the school. Official statement of the work of students will be sent by the president and by the directors or superintendents of departments to school superintendents, school boards, employers, and parents, on request.

BAND AND STRINGED INSTRUMENTS.

In these courses the work is of the best, and under competent instructors, whose efforts are directed toward building up a legitimate and intelligent desire on the part of the pupil for the better grades of music written for these instruments. Besides the work given in private lessons, each pupil has the opportunity of doing ensemble playing with band and orchestra. (See "Expenses".)

L. I. I. BAND AND ORCHESTRA.

These excellent organizations offer superior advantages to students who play band and orchestra instruments, or desire to learn. Meetings are held five times per week, and tuition is free. These are voluntary organizations, but after a student has been a member of either of them for two weeks he cannot withdraw. Pupils may provide their instruments, or rent same from the Institute at 50 cents per month.

MILITARY TRAINING FOR BOYS.

It is planned with the opening of 1917-1918 session to offer military training to students wishing same. The school will not be under military discipline, as in most A. & M. Colleges, but those students electing military training will be expected to devote three hours per week to military training under the direction of regular army authorities.

There is no intention whatever of turning L. I. I. into a military school. We are simply following the example set by hundreds of public and private schools all over the country by adding military training to the regular course of work for the benefit of the young men who may elect such course of training.

Special Information

DEGREE Upon completion of a full course the degree of Bachelor of Industry (B. I.) is awarded the applicant.

GRADUATES The most gratifying feature of recent years is the large per cent. of enrolled pupils returning each succeeding year, and the large per cent. of graduates each session, notwithstanding the higher entrance requirements and the strengthening of the courses in general.

There is a constant demand for our graduates, and all secure profitable employment in their special lines of preparation, which argues that our courses are practical, and that the work and purposes of the school are appreciated by the public the school is intended to serve.

Our graduates have the required number of unit credits entitling them, under regulations of the State Board of Education, to teach in the Authorized State High Schools.

The following table is interesting and illustrative of the continued efficiency and increasing appreciation of the work of the school:

Year	Graduates	Year	Graduates
1900-01	9	1909-10	41
1901-02	6	1910-11	40
1902-03	11	1911-12	54
1903-04	18	1912-13	64
1904-05	21	1913-14	74
1905-06	26	1914-15	83
1906-07	31	1915-16	84
1907-08	38	1916-17	76
1908-09	31		

TEACHERS' CERTIFICATES AWARDED LOUISIANA INDUSTRIAL INSTITUTE GRADUATES.

Act 120 of 1916, Section 48. Be it further enacted, etc., That educational institutions of this State which are authorized by special acts of the Legislature, or may be so authorized in the future to issue diplomas or confer degrees, shall be required to meet the following standards before graduates of such institutions shall be eligible to teach in the public schools without being required to pass the examination for teachers' certificates:

Section 50. Be it further enacted, etc., That the State Board of Education shall have authority to prescribe teacher-training courses for public or private schools doing work of at least two years in advance of that done by the public high schools, and to issue first grade certificates, without examination, to the graduates of such courses.

RESOLUTIONS OF STATE BOARD OF EDUCATION GRANTING TEACHERS' CERTIFICATES TO GRADUATES FROM TEACHER-TRAINING COURSE OF THE LOUISIANA INDUSTRIAL INSTITUTE.

"The first grade teachers' certificates in harmony with and in the manner indicated in Section 62 of Act 214 of 1912 be issued to the graduates of the Louisiana Industrial Institute, and the * * * * who have pursued successfully the following course of study in addition to the other work required for graduation from these institutions:

"1. A minimum of the equivalent of ninety weeks (five recitations per week) in Education, shall be required of all applicants for first grade teachers' certificates. This work shall consist of general pedagogy, fifteen weeks; principles of teaching, fifteen weeks; special methods, fifteen weeks; educational psychology, nine weeks; school management, six weeks; and observation and practice teaching, thirty weeks.

"2. The courses offered as indicated above must be the equivalent of the following:

"(a) **General Psychology:** A course in psychology from the standpoint of educational theory and practice, including a brief presentation of physiological psychology, a study of the nature and function of mental processes, with special emphasis upon perception, apperception, memory, association, imagination, thought, induction, deduction, feeling, emotion, instinct, interest, attention, will, habit, and character. The equivalent of Read's Introductory Psychology.

"(b) **Principles of Teaching:** A course in the principles of teaching, including the meaning of education, of the school, of the curriculum; the place of instinct, interest, and attention in the teaching process; and principles of teaching based on the laws of association, dissociation, apperception, memory, thought and action. The equivalent of Thorndyke's Principles of Teaching.

"(c) **Special Methods:** A course in special methods, including a study in the application of the general principles of teaching to the various subjects of the public school curriculum in the teaching of these subjects. The equivalent of McMurry's Special Method Series.

"(d) **Educational Psychology:** A course in educational psychology including the main facts concerning the nature and development of the mind during childhood and youth, with special reference to the meaning of these facts to the teacher. The equivalent of Pyle's Outlines of Educational Psychology.

"(e) **School Management:** A course in school management including the aims; the teacher, qualifications and preparations; the course of study; daily program, classification, promotion; incentives, correctives; records and grading; character building; special emphasis upon the rural school in relation to the general rural problem. The equivalent of Colgrove's The Teacher and the School.

"(f) **Observation and Practice Teaching:** A course in observation and practice teaching applying to the principles of method in thoroughly equipped practice school of at least five grades; special attention to the mastery and organization of the subject matter as a prerequisite to the teaching. Observation shall be made in the class of a supervisor or regular teacher, and not in that of a student teacher."

Training in Actual Teaching.

The special province of the Teachers' Training is to train in capability and efficiency as well as to instruct in the knowledge necessary to be acquired. This service is performed in a laboratory called the training-school, where there is developed the proper attitude, spirit and power. In the training school actual teaching, managing and testing is accomplished. Every student completing a course and receiving a diploma has had a specified amount of this practical experience and training as a part of the course outlined. Statements made in reference to the competency of students as teachers are dependent upon the facts shown in scholarship, class-room recitation and examinations, personality attained and adaptability shown in the work of being trained by the actual teaching under criticism and supervision.

Teachers' Reading Circle.

Teachers who have earned teachers' reading circle credits, will be allowed credits on pedagogy subjects to the equivalent number of college hours earned in the teachers' reading circle.

College Hour Credits and First Grade Teachers' Certificates.

L. I. I. graduates completing any one of the courses and the "Teacher-training" subjects listed above (Psychology, Educational Psychology, Special Methods, School Management, Principles of Teaching and Practice Teaching) are granted First Grade Teachers' Certificates by the State Board of Education; and are allowed from forty-four to fifty "College Hour Credits," entitling them to teach in any grade of the public high schools.

Buildings

The Institute Hall is a three-story building containing offices, class-rooms, library, laboratories, auditorium, and apartments for domestic science, agriculture and business courses. The recent repairs and additions have made this building well adapted for the purposes used.

The Mechanic Arts Building is a handsome three-story pressed brick structure originally designed for the departments of art, drawing, mechanics and engineering. This building during the past year was repaired and equipped with modern machinery for the engineering course.

The Girls' Dormitory is a two-story brick and concrete building, capable of accommodating two hundred young ladies. The rooms are supplied with modern dormitory furniture, and the building is equipped with lavatories, bath rooms, steam heat, infirmary, electric lights, and all modern dormitory conveniences.

The Boys' Dormitory is a three-story brick building capable of accommodating two hundred and fifty young men. The rooms are equipped with modern furniture, and the building is equipped with waterworks, bathrooms, infirmary, electric lights and steam heat.

The Music and Dining Hall is a large frame structure ceiled with metal and veneered with brick. There are sixteen rooms for pianos, and a dining room capable of accommodating six hundred students. The kitchen attached is equipped with modern appliances and conveniences.

The Boys' Gymnasium and Natatorium building is built of brick and concrete, L-shaped, with the gymnasium wing 76 feet by 100 feet, the natatorium wing 85 feet by 46 feet, and the corner two-story entrance section 46 feet by 36 feet. The "Gym" is equipped with modern appli-

ances and arranged for numerous forms of indoor athletics. The natatorium contains a swimming pool 26 feet by 65 feet, shower baths and dressing rooms.

The Girls' Gymnasium is a frame structure 36 feet by 80 feet, fitted with practical equipment and appliances.

The Central Power and Heating Plant contains a series of boilers aggregating three hundred horse-power, which supplies the steam for the vacuum heating system in all of the dormitories, and the steam for the 75 horse-power Harrisburg engine and the 50-K. W. Westinghouse generator, which supplies electric lights for the buildings and grounds, and power for the machines and appliances in the laundry and Mechanical and Electrical Engineering Department.

The Foundry and Forge building is a brick structure, specially equipped with modern apparatus for work in these courses.

The Laundry is a concrete building well equipped with modern machinery capable of doing first-class work for students and school.

The President's Cottage is a brick structure, conveniently situated near the dormitories.

The Training School building exemplifies the simplest and yet the most complete, practical and economical architecture for rural or village schools. The building includes or contains as effective facilities for instruction as are found in the best town or country schools.

This model or training school on the campus is an important factor in the preparation of teachers taking the "Teacher-Training Subjects" and the Rural Pedagogy Course.

Important Directions

1. The attention of the student is called to the Institute Calendar. All students are urged to be present on the first day of the term. See extra charge to those entering later.
2. Special attention is called to the paragraphs on "Admission and Expenses." See page 9 for estimate of expenses. Also special attention is called to the "Resolutions of State Board of Education relative to the exemption of our graduates from teachers' examinations, etc." See page 20.
3. All non-resident students should report to the dormitories or the secretary's office immediately upon their arrival in Ruston. Failure to do so will result in refusal of admission to the school. Visiting in and about town is not permitted before reporting to authority from whom such permission is obtained.
4. Students must not arrange to room and board outside of the dormitories without first having secured the approval of the president.
5. Students withdrawing from the school without the approval of the president, and without placing in the hands of the president approved resignations from parents or guardians, will be regarded as having been "expelled" from school. Further, a student's resignation will not be accepted at any time if he or she has more than 75 demerits, or is charged with a serious offense.
6. Communications from parents or guardians with reference to withdrawal, leave of absence, or visiting must be made direct to the president, and not through the medium of the student. All letters concerning financial matters should be sent to the secretary-treasurer. Confidential communications respecting the health of the student, etc., should be addressed to the president, or to a resident physician. All other correspondence should be marked "care L. I. I."
7. Pupils are not permitted to make accounts at stores. All unnecessary expenditures are discouraged. If parents are called on to incur any expense not anticipated, it is best to consult the president. Parents and guardians generally furnish their children and wards too much money for sundries, thus adding unnecessarily to the expense of educating their children.
8. The school treasurer receives deposits from students and pays money drawn against these deposits every day of the week, up to 3:30 o'clock, except Sunday. The school thus becomes responsible for deposits, and losses are impossible.
9. Students are advised to deposit their money with the school treasurer immediately after arriving. The school is responsible for such deposits. Money should not be left in the bedroom at any time. The school will not be responsible for losses sustained in this manner.
10. Money deposited with the treasurer for safe keeping will be held by him subject to check or order of the student or the student's parent or guardian.
11. Parents who may wish the treasurer to prevent the wasteful spending of money by their children must instruct him to that effect, otherwise students will be allowed to draw money from their "deposit account" and spend it at their pleasure.
12. Patrons should not ask the treasurer to advance or lend money to students for any purpose whatever. **Credit will not be given.**

13. Parents should not telephone to their children attending the school, since students are not allowed the use of the school telephone. Necessary messages should be communicated to the president. There are no telephones in the dormitories.
14. It is useless to ask for a place in the "work service" of the school. The work service has been practically discontinued.
15. While successful vaccination is not made a requirement by the school, it is by law, hence it is recommended that students should be vaccinated by their family physician some time before leaving home.
16. Home-going is limited to but one visit each term, excepting in case of illness or extreme urgency.
17. The beginning of a term (first day) is the time for entrance. New students are admitted at other times, but must accommodate themselves to the conditions of the classes at the time of entrance.
18. The charge for less than a week's board will be at the rate of 75 cents a day. The school month is four weeks; the school term is fourteen weeks; and the school session is forty-two weeks.
19. Students not leaving Ruston at close of terms, on dates announced by the president, will not be allowed to return to the school as students.
20. Visitors are not allowed on Sundays nor during "study hours." Visitors are not allowed to take meals nor to room in the dormitories.
21. Parents should not write uncertain letters to their children about illness. Better write nothing about the illness until certain improvement. If illness is such that the student should come home, 'phone or write the president.
22. All students connected with the Institute are required to conduct themselves, at all times and at all places, in such manner as to bring no discredit to themselves or to the institution.
23. Requests for leave of absence must be made directly to the president, who reserves the right to refuse these requests when he deems it best for the interest of all concerned.
24. Hazing in any form is forbidden under penalty of permanent dismissal.
25. Do not ask for special courses. We have provided several special courses. Under no circumstances do we permit students to select a few subjects, but all are required to select one of the courses, and to pursue all of the subjects belonging to the course selected.
26. No uniform required. Students should dress as they would at home.
27. The free and hearty co-operation of parents is very much desired by the management. They are expected to communicate freely with the president regarding their sons and daughters. The Institute management must necessarily assume some features of family life and parental authority. Suggestions and special requests will be observed as far as possible.

The Courses of Study

Notes on the Courses

1. The organization of the Courses of Study includes closely related courses in academic and industrial subjects, and are so correlated that a student cannot get the one without the other. The entire course of study has been rearranged in harmony with the action of the State Board of Education relative to the teacher-training subjects, and the higher entrance requirements.
2. There are seven distinct courses of study, and their scope is wide. All are planned to meet a definite need. All the courses combine good general education, good technical education, and good education in the rights and duties of citizenship, to the end that a graduate in any one of the courses is equipped for "self-support and the means of progressive efficiency and responsibility."
3. Every student is required to pursue one industrial subject as long as he remains in the school, and the academic and industrial training are so correlated that a student cannot get the one without the other.
4. No student is allowed to pursue any industrial course without pursuing all of the academic subjects belonging to the course. No special courses are offered or permitted. (See pages 26-39 for the required subjects in the different courses). It will be useless to make requests for deviations from these courses. The seven courses are special courses, and no subject belonging to any one of the courses will be permitted to be omitted, nor substitutions made therefor. See "Electives." However, while students must pursue and complete all of the subjects in course selected, they may elect additional subjects; such as, Latin, Piano, or any industrial belonging to any other course. It will require longer time, however, to complete the selected course and the additional subjects.
5. Upon the completion of a full course the degree of Bachelor of Industry (B. I.) is awarded the applicant.
7. Other practical courses (industrial and academic) will be added as are found necessary to meet the demands of an up-to-date industrial school.
8. In the following Outlines of the Subjects of Study the Arabic numerals, 2, 3, 5, etc., to the left of the subjects, indicate the number of recitation periods given to the subject per week. The Roman numerals, I, II, etc., to the right of the subjects, are the course designations by terms given in the accounts of departmental work.
9. Two periods of laboratory, shop, or field work on an industrial subject are considered equivalent to one recitation on academic subjects.

10. The school year is divided into three terms averaging fourteen weeks each. The ten terms of work indicated are offered each term, an arrangement which enables the student to begin a course at the commencement of any term.
11. Every student is required to take regularly some approved form of physical exercise. See "Military Training for Boys."
12. Every student is required to do the work of his course literary society, and his chorus class.
13. A student completing his or her selected course, and having elected and completed the five courses (subjects) in "Teacher-Training" (Educational Psychology, General Psychology, Special Methods, School Management, Principles of Teaching and Practice Teaching) offered as "Senior Subjects," will be granted the regular diploma (Bachelor of Industry); and in addition thereto will be granted by the Louisiana State Board of Education, a First Grade Teachers' Certificate, good for five years, subject to renewal for an additional five years.
14. **Pupils from outside of Ruston are not admitted to the training school.**

ESTIMATE OF TIME REQUIRED TO COMPLETE A COURSE.

1. There are three terms in the school year or session.
2. The average student completes six five-hour subjects of work per term.
3. There is an average of forty-eight subjects of work in each course.
4. Hence a student entering Freshman class should complete a course in eight terms (two and two-third years); provided, he or she enters the Freshman class with all the subjects to complete. See additional "Preparatory (High School) Subjects."
5. High school graduates should complete a course in about six terms, depending upon the number of industrial credits earned in the high school from which the student graduated.
6. A new student is credited with such subjects in the course selected as have been completed in accredited schools or by taking entrance examination.
7. When teachers apply for admission to L. I. I., they are credited with work completed in the "Teachers' Reading Circle."

Home Economics Course

The aim of the Home Economics Course is both specific and general. Technically it is an application of the science of bacteriology to the study of home sanitation and hygiene, of physiology and chemistry to the composition of foods and their effect, of physics as applied to heating and lighting. These sciences necessarily, therefore, underlie the successful and intelligent conduct of the home, whether it be large or small, and must be included in any well arranged course of domestic science. In the kitchen laboratory a standard system of measurement is taught, and constant emphasis is placed upon neatness, accuracy and economy in the handling of the material and utensils. The instruction in domestic art includes all the various kinds of hand sewing, the making of plain garments, a complete system of dressmaking, and millinery.

While the Home Economics Course emphasizes, primarily, the practical and material side of life, it does not stop there. To the end that well-rounded culture may be secured, the following studies are offered in this course: English, history, economics, physiology, the theory and art of teaching, etc.

The young women are constantly reminded that life is not all drudgery: that technical knowledge and scientific skill, even, fail to include the full meaning of education in its highest sense. They are taught that anything that fails to develop, harmoniously, body, mind and spirit is inadequate and incomplete. They are brought face to face with ideals as well as with actualities; and are made to see that, while skillful labor is the crowning dignity of life, grace, refinement and self-poise are the highest ingredients of true service.

The course is recommended for all who desire to teach domestic science or domestic art. It is with difficulty that the industrial school meets the demand for well-prepared teachers, a demand that is increasing more rapidly each year.

Students wishing to earn a teachers' certificate and a diploma should elect the five subjects in "Teacher-training" (Educational Psychology, Special Methods, School Management, Principles of Teaching and Practice Teaching), offered as "Senior Subjects."

Students wishing to earn the diploma only, should elect the alternate subjects offered as "Senior Subjects."

Home Economics Course

Note—See opposite page for required subjects.

PREPARATORY (HIGH SCHOOL) SUBJECTS

(Three terms.)

5 English I	5 English II	5 English III
5 Algebra I	5 Algebra II	5 Zoology
5 Ancient History	5 Medieval and Modern History	5 Physics //
5 Botany	5 Chemistry I	5 Solid Geometry
5 Physics I	5 Geometry II	5 Chemistry II
5 Geometry I		

FRESHMAN SUBJECTS

(Two terms.)

5 English IV	5 Drawing and Pattern Making
5 Algebra III	5 Trigonometry I
5 Drawing I	5 Food Study
5 English History	5 History and Government
10 Sewing I	10 Sewing II

SOPHOMORE SUBJECTS

(Two terms.)

5 English V	5 Psychology
5 Physiology and Hygiene	5 Political Economy
5 Laboratory Chemistry III	5 Textiles and Clothing
5 Vegetable Botany and Bacteriology	5 Analytical Chemistry IV
10 Cooking I	10 Sewing III

JUNIOR SUBJECTS

(Two terms.)

5 English VI	5 English VII
5 Chemistry of Nutrition	5 Food Analysis
5 Ethics	5 Sociology
5 Sanitation and Home Decoration	5 Rural Economics
10 Cooking II	10 Cooking and Serving III

SENIOR SUBJECTS

(Two terms.)

5 Organic Chemistry	5 School Management or Laundry and Round Table
5 Principles of Teaching or Costume Design	5 Special Methods or Institutional Management
5 Educational Psychology or Home Management	5 Practice Teaching II, or English VIII
5 Practice Teaching I, or Geology	5 Invalid Cooking and Home Nursing
10 Tailoring and Millinery	10 Sewing VI

Note 1—Each of the above groups indicates the work of a term.

Note 2—The school year (session) has three terms.

Mechanical and Electrical Engineering Course

The essential elements underlying the training in the Mechanical and Electrical Engineering Course are based upon a thorough study of mathematics and the physical sciences. General culture subjects are offered during the entire course for the purpose of providing a broad general training, so necessary to ultimate success in engineering.

Emphasis is placed upon training to deal with forces and matter according to scientific principles, rather than in the accumulation of facts. The department laboratories are well equipped with the various measuring instruments, standardizing apparatus, and the different types of general machinery.

The course has been laid out with the aim of securing a judicious mixture of theory and practice, such as will give the subject not only the technical skill required for engineering operations, but also a broad grasp of the fundamental principles of his profession. The advantages of combining a practical application of principles with theoretical instruction at the time these principles are being impressed by classroom work is well known. The shop work, being purely educational in its character, is so arranged that each student can make as rapid advancement as possible. Instruction is given by skilled workmen, and the work carried on is of a practical character, being, in fact, the building of engines, lathes, machinery, etc.

In connection with the regular work of the classroom and laboratory, extensive references are given to leading books on technical engineering. In connection with the laboratory work a certain amount of library work is also required.

Students wishing to earn a teachers' certificate and a diploma should elect the five subjects in "Teacher-training" (Educational Psychology, Special Methods, School Management, Principles of Teaching and Practice Teaching), offered as "Senior Subjects."

Students wishing to earn the diploma only, should elect the alternate subjects offered as "Senior Subjects."

Mechanical and Electrical Engineering Course

Note—See opposite page for required subjects.

PREPARATORY (HIGH SCHOOL) SUBJECTS

(Three terms.)

5 English I	5 English II	5 English III
5 Algebra I	5 Algebra II	5 Zoology
5 Ancient History	5 Medieval and Modern History	5 Physics II
5 Botany	5 Chemistry I	5 Solid Geometry
5 Physics I	5 Geometry II	5 Chemistry II
5 Geometry I		

FRESHMAN SUBJECTS

(Two terms.)

5 English IV	5 Mechanical Drawing II
5 Mechanical Drawing I	5 Mechanical Drawing III
5 Freehand Drawing (M)	5 Descriptive Geometry
5 Algebra III	5 Trigonometry I
10 Carpentry and Furniture Making	10 Wood Turning and Pattern Making

SOPHOMORE SUBJECTS

(Two terms.)

5 English V	5 Psychology
5 Mechanical Drawing IV	5 Analytical Geometry
5 Elementary Mechanics	5 Kinematics
5 Chemistry of Metals III	5 Metallurgy IV
10 Forging	10 Foundry

JUNIOR SUBJECTS

(Two terms.)

5 English VI	5 English VII
5 Elementary Electricity	5 Machine Design I
5 Applied Mechanics	5 Engine and Boiler
5 Ethics	5 Dynamos and Motors
10 Machine Shop I	10 Machine Shop II

SENIOR SUBJECTS

(Two terms.)

5 Graphic Statics	5 Power Plant and Electrical Design
5 Machine Design II	5 Hydraulics and Gas Engines
5 Alternating Current Machines or Principles of Teaching	5 Typewriting and Photography or Special Methods
5 Surveying or Educational Psychology	5 Heating, Ventilating and Steam Turbines or School Management
10 Machine Shop III (Laboratory) or (5) Practice Teaching I	10 Machine Shop IV (Thesis) or (5) Practice Teaching II

Note 1—Each of the above groups indicates the work of a term.

Note 2—The school year (session) has three terms.

Business Course

The course is designed to meet the requirements of those who seek to obtain a sound, liberal and practical education. It provides a thorough training in mathematics, a broad foundation in the leading branches of natural science, the study of mental, moral, political and historical science, an extensive course in English and English usage, and thorough courses in bookkeeping, stenography, typewriting, Latin and general college preparatory subjects.

It is believed that this course will be found adapted to the requirements of both young men and young women who desire a broad and thorough course of training. (See electives for stenography and typewriting).

No student can thoroughly complete this course without having acquired an amount of knowledge and a degree of intellectual training which will furnish an effective equipment for the duties of American life and citizenship, qualify him to enter successfully upon a business course, or fit him for more advanced college work.

The business course is further designed to teach the students (1) practical bookkeeping, and to use such commercial papers and business forms as are needed by every business man; (2) to operate the typewriter, which has come into such general use; (3) to write shorthand, which will be of great benefit to the students in their college work; (4) to become self-supporting, if necessary, by the use of shorthand or bookkeeping; (5) to prepare students for business life; (6) to prepare students for further study in a college offering more advanced academic or special studies than is offered at this institution; and (7) to prepare students to teach commercial subjects.

Students wishing to earn a teachers' certificate and a diploma should elect the five subjects in "Teacher-training" (Educational Psychology, Special Methods, School Management, Principles of Teaching and Practice Teaching), offered as "Senior Subjects."

Students wishing to earn the diploma only, should elect the alternate subjects offered as "Senior Subjects."

Business Course

Note--See opposite page for required subjects.

PREPARATORY (HIGH SCHOOL) SUBJECTS

(Three terms.)

5 English I	5 English II	5 English III
5 Algebra I	5 Algebra II	5 Physics II
5 Ancient History	5 Medieval and Modern History	5 Solid Geometry
5 Botany	5 Chemistry I	5 Chemistry II
5 Physics I	5 Geometry II	5 Zoology
5 Geometry I		

FRESHMAN SUBJECTS

(Two terms.)

5 English IV	5 Commercial Arithmetic
5 Commercial Arithmetic	5 Penmanship and Spelling
5 Algebra III	5 Trigonometry I
5 English History	5 History and Government
10 Bookkeeping I	20 Bookkeeping II and III

SOPHOMORE SUBJECTS

(Two terms.)

5 English V	5 Commercial Geography
5 Physiology and Hygiene	5 Analytical Chemistry IV
5 Etymology or Latin I	5 Psychology
5 Laboratory Chemistry III	5 Political Economy
10 Bookkeeping IV	10 Office Practice or (5) Latin II

JUNIOR SUBJECTS

(Two terms.)

5 English VI	5 English VII
5 Analytic Geometry	5 Sociology
5 Commercial Usage	5 Commercial Law
5 Ethics	5 Commerce
10 Stenography and Typewriting I, or (5) Latin III	10 Stenography and Typewriting II, or (5) Latin IV

SENIOR SUBJECTS

(Two terms.)

5 Civics	5 English Usage and Parliamentary Law
5 Educational Psychology or Banking and Finance	5 Special Methods or Business Systems
5 Principles of Teaching or Expert Accounting	5 School Management or Insurance
5 Practice Teaching I, or Geology	5 Practice Teaching II, or English VIII
10 Stenography and Typewriting III, or (5) Latin V	10 Stenography and Typewriting or (5) Latin VI

Note 1—Each of the above groups indicates the work of a term.

Note 2—The school year (session) has three terms.

Agriculture Course

Students completing the Agriculture Course will not only be well prepared successfully to carry on various lines of farming for themselves, but will be competent to act as foremen; and, after some experience, as managers and superintendents of large farms. The graduate from the Agriculture Course will be a strong and influential citizen as well as a skillful producer, because, while the studies of the Agriculture Course are primarily practical, emphasizing the business side of life, yet enough "culture" studies are offered to give the student a well-balanced and well-rounded education. The course offers practical work in bench-work, carpentry, turning, pattern-making, elementary agriculture, farm crops, dairying, bacteriology, stock feeding, breeding, stock judging, animal diseases, horticulture, soils, fertilizers, poultry, gardening, crop production and grading, farm management, farm mechanics, foundry, mechanical drawing, soil physics, rural engineering, agriculture, mathematics, history and other supplementary studies to sustain both scientific and practical agriculture and to develop the agricultural students to the level of the educated in any vocation. Special attention is given to the improved methods in all of the various operations of farming, farm buildings, use of tools and machinery, and management of all kinds of stock and crops. The instruction embraces not only the principles but also the practices of agriculture.

The motto of the Agriculture Course is "practice with science." This does not mean, however, that the agriculture course student is put to work on the farm. The agriculture course is a course of study, not manual labor. Some manual labor is required as practice work in the field and laboratory. The student is taught to handle tools in carpentry and blacksmithing; he is given some practice in handling livestock, grafting, tree-planting, and general farm management. He is occasionally sent into the fields to plow, harrow or cultivate, and he has an opportunity to observe the best methods of farm practice and become acquainted with the great principles of agriculture which apply everywhere and upon which crop-production, stock-breeding and stock-raising depend.

Students wishing to earn a teachers' certificate and a diploma should elect the five subjects in "Teacher-training" (Educational Psychology, Special Methods, School Management, Principles of Teaching and Practice Teaching), offered as "Senior Subjects."

Students wishing to earn the diploma only, should elect the alternate subjects offered as "Senior Subjects."

Agriculture Course

Note—See opposite page for required subjects.

PREPARATORY (HIGH SCHOOL) SUBJECTS

(Three terms.)

5 English I	5 English II	5 English III
5 Algebra I	5 Algebra II	5 Zoology
5 Ancient History	5 Medieval and Modern History	5 Physics II
5 Botany	5 Chemistry I	5 Solid Geometry
5 Physics I	5 Geometry II	5 Chemistry II
5 Geometry I		

FRESHMAN SUBJECTS

(Two terms.)

5 English IV	5 Mechanical Drawing II
5 Freehand Drawing (M)	5 Economic Zoology
5 Mechanical Drawing I	5 Farm Crops
5 Algebra III	5 Laboratory Botany I
5 Elementary Agriculture	5 Trigonometry I
10 Carpentry and Furniture Making	10 Turning and Pattern Making

SOPHOMORE SUBJECTS

(Two terms.)

5 English V	5 Psychology
5 Forage Crops	5 Analytical Chemistry IV
5 Entomology	5 Political Economy
5 Laboratory Chemistry III	10 Rural Engineering and Farm Mechanics
5 Laboratory Botany II	10 Forging
5 Bookkeeping I	

JUNIOR SUBJECTS

(Two terms.)

5 English VI	5 English VII
5 Dairying	5 Geology
5 Stock Judging	5 Horticulture
5 Stock Feeding	3 Poultry
5 Ethics	2 Animal Diseases
	10 Soil Physics

SENIOR SUBJECTS

(Two terms.)

5 Vegetable Gardening and Forestry	5 Farm Management and Field
5 Agricultural Chemistry	5 Principles of Breeding
5 Educational Psychology or Civics	5 Special Methods or Business Systems
5 Principles of Teaching or Surveying	5 School Management or Commercial Law
5 Practice Teaching I, or Insurance	5 Practice Teaching II, or English VIII

Note 1—Each of the above groups indicates the work of a term.

Note 2—The school year (session) has three terms.

Music Course

The Music Course offers superior advantages for pursuing the study of piano, voice and violin, in connection with complete and related courses in theory, harmony, musical history, vocal music, grammar, composition, rhetoric, literature, arithmetic, algebra, plane, solid and analytic geometry, trigonometry, United States history, civics, constitutional history, general history, English history, ethics, sociology, political economy, physiology, geology, chemistry, physics, freehand drawing, psychology, principles of teaching, and Latin. (See "Expenses").

In the piano course the object is to secure a thorough and systematic training for the pupil, whereby one may prepare for teaching or concert work. Particular attention is given to developing a perfect musical touch in all its phases. Exercises and compositions from the best masters are used to develop and broaden the touch.

In the voice course the efforts are mainly directed to building up the voice and giving strength and purity of tone, and at the same time freedom and clearness in enunciation. Pupils are prepared for church, oratorio and concert work, as well as for teaching, in such manner as gradually to develop and broaden the voice and the intellect. All lessons are given privately, as better results are obtained in this manner than in the class system. The instructor can thus give all attention to the individual needs.

In the violin course the instruction is based upon the best schools for the instrument, particular attention being given to correct position, intonation and bowing. Advanced students have the further advantage of playing in the institute orchestra.

Recognizing the importance of music in our daily life, its power, culture, inspiration, comfort, and the necessity of musical knowledge for those who aim at the profession of teaching, this course offers to the earnest student a good opportunity for the study of music.

Students wishing to earn a teachers' certificate and a diploma should elect the five subjects in "Teacher-Training" (Educational Psychology, Special Methods, School Management, Principles of Teaching and Practice Teaching), offered as "Senior Subjects."

Students wishing to earn the diploma only, should elect the alternate subjects offered as "Senior Subjects."

Music Course

Note—See opposite page for required subjects.

PREPARATORY (HIGH SCHOOL) SUBJECTS

(Three terms.)

5 English I	5 English II	5 English III
5 Algebra I	5 Algebra II	5 Zoology
5 Ancient History	5 Medieval and Modern History	5 Solid Geometry
5 Botany	5 Chemistry I	5 Chemistry II
5 Physics I	5 Geometry II	5 Physics II
5 Geometry I		

FRESHMAN SUBJECTS

(Two terms.)

5 English IV	5 Drawing II
5 Drawing I	5 Singing II
5 Singing I	5 Trigonometry I
5 Algebra III	5 History and Government
5 English History	10 Piano, Voice or Violin II
10 Piano, Voice or Violin I	

SOPHOMORE SUBJECTS

(Two terms.)

5 English V	5 Latin II
5 Singing III	5 Singing IV
5 Drawing III	5 Analytical Chemistry IV
5 Latin I	5 Psychology
5 Laboratory Chemistry III	5 Political Economy
10 Piano, Voice or Violin III	10 Piano, Voice or Violin IV

JUNIOR SUBJECTS

(Two terms.)

5 English VI	5 English VII
5 Singing V	5 Sociology
5 Latin III	5 Latin IV
5 Ethics	5 Physiology and Hygiene
5 History of Music	10 Piano, Voice or Violin VI
10 Piano, Voice or Violin V	

SENIOR SUBJECTS

(Two terms.)

5 Latin V	5 Latin VI
5 Principles of Teaching or (5) Singing VI and (5) Drawing IV	5 School Management or (5) Draw- ing V and (5) Singing VII
5 Educational Psychology or Civics	5 Special Methods or (5) Singing VIII and (5) Drawing VI
5 Practice Teaching I, or Geology	5 Practice Teaching II, or English VIII
10 Piano, Voice or Violin VII	10 Piano, Voice or Violin VIII

Note 1—Each of the above groups indicates the work of a term.

Note 2—The school year (session) has three terms.

Rural Pedagogy Course

Modern educational thought has centered about the city school; social and economic forces have developed the city more rapidly than the country, which has resulted in a drift of population from the country to the city, thereby retarding the growth of the country school and country life in general.

It is our purpose in offering the Rural Pedagogy Course, to help in adjusting the rural school to the agricultural and domestic life of the country; to demonstrate ways in which a rural school may be the social center of community life; to adjust the course of study to rural conditions and interests; to study the problem of the consolidation of schools, and to show what may be done in carrying out a practical course of study in the rural communities.

L. I. I. offers the following special advantages to those students wishing to pursue the work offered in the Rural Pedagogy Course:

1. The literary courses meet the requirements of the State Board of Education relative to required units for teachers of any of the grades in the public schools.
2. For training in practice teaching and observation, the model practice school offers superior advantages.
3. Students in this course have the advantages of our industrial courses which are not equalled by any other institution in Louisiana.
4. A first grade teachers' certificate good for five years (renewable for an additional five years) is awarded graduates from the Rural Pedagogy Course.

The following requirements are made of students pursuing the Rural Pedagogy Course:

- (a) All students in the course are required to complete the equivalent of four terms of work in industrial subjects selected from the industrial courses offered in the other six departments.
- (b) Students must have completed the equivalent of the work prior to the senior subjects before they are allowed to do practice teaching.

Rural Pedagogy Course

Note—See opposite page for required subjects.

PREPARATORY (HIGH SCHOOL) SUBJECTS

(Three terms.)

5 English I	5 English II	5 English III
5 Algebra I	5 Algebra II	5 Zoology
5 Ancient History	5 Medieval and Modern History	5 Physics II
5 Botany	5 Chemistry I	5 Solid Geometry
5 Physics I	5 Geometry II	5 Chemistry II
5 Geometry I		

FRESHMAN SUBJECTS

(Two terms.)

5 English IV	5 Trigonometry I
5 Algebra III	5 History and Government
5 English History	5 Civics
5 Commercial Arithmetic or Freehand Drawing, or Textiles and Clothing, or Singing I	5 Penmanship and Spelling or Mechanical Drawing I, or Singing II, or Drawing and Pattern Making II
10 Bookkeeping I, or Bench Work, or Sewing I, or Piano I	10 Bookkeeping II, or Turning, or Sewing II, or Piano II

SOPHOMORE SUBJECTS

(Two terms.)

5 English V	5 Psychology
5 Rural Economics	5 Political Economy
5 Latin I	5 Business Systems or Mechanical Drawing III, or Farm Crops, or Singing IV or Sanitation and Home Decoration
5 Laboratory Chemistry III	10 Bookkeeping IV, or Foundry, or Soil Physics or Sewing III or Piano IV
5 Commercial Geography or Elementary Agriculture or Mechanical Drawing II or Food Study or Singing III	
10 Bookkeeping III, or Forging or Cooking I or Piano III	

JUNIOR SUBJECTS

(Two terms.)

5 English VI	5 English VII
5 Latin III	5 Sociology
5 Analytic Geometry	5 Latin IV
5 Ethics	5 Geology
5 Reviews of Common School Subjects or Applied Psychology	5 Physiology and Hygiene

SENIOR SUBJECTS

(Two terms.)

5 Latin V	5 English VIII
5 Principles of Teaching	5 School Management
5 Educational Psychology	5 Special Methods
5 Practice Teaching I	5 Latin VI
5 History of Education	5 Practice Teaching II

Note 1—Each of the above groups indicates the work of a term.

Note 2—The school year (session) has three terms.

Applied Art Course

The Applied Art Course is designed to meet the demand for teachers of drawing and art in the public schools. The course includes: Freehand drawing, composition, designing, historical ornament, metal work, painting in water color and pastel or oil, and china painting. The original designs are applied to lamp shades, desk sets, and candlesticks in the metals; to stenciling on window curtains and other household decorations; to cut leather in making belts, sofa pillows, etc.; to embroidery on garments; and, to tooled leather in making book-covers, card-cases, bags, etc.

The course offers, in addition to above drawing and art subjects, complete and related courses in grammar, rhetoric, composition, literature, United States history, general history, English history, constitutional history, civics, sociology, political economy, ethics, arithmetic, algebra, plane and solid geometry, trigonometry, physiology, freehand drawing, biology, physics, psychology, and chemistry.

Students wishing to earn a teachers' certificate and a diploma should elect the five subjects in "Teacher-training" (Educational Psychology, Special Methods, School Management, Principles of Teaching and Practice Teaching), offered as "Senior Subjects."

Students wishing to earn the diploma only, should elect the alternate subjects offered as "Senior Subjects."

Applied Art Course

Note—See opposite page for required subjects.

PREPARATORY (HIGH SCHOOL) SUBJECTS

(Three terms.)

5 English I	5 English II	5 English III
5 Algebra I	5 Algebra II	5 Zoology
5 Ancient History	5 Medieval and Modern History	5 Physics II
5 Botany	5 Chemistry I	5 Solid Geometry
5 Physics I	5 Geometry II	5 Chemistry II
5 Geometry I		

FRESHMAN SUBJECTS

(Two Terms.)

5 English IV	5 Singing /
5 Drawing I	5 Drawing II
5 English History	5 Trigonometry I
5 Algebra III	5 History and Government
10 Art Laboratory	10 Art Laboratory II

SOPHOMORE SUBJECTS

(Two Terms.)

5 English V	5 Drawing IV
5 Industrial History	5 Analytical Chemistry IV
5 Drawing III	5 Psychology
5 Penmanship and Spelling	5 Political Economy
5 Laboratory Chemistry III	5 English VI
10 Art Laboratory III	10 Art Laboratory IV

JUNIOR SUBJECTS

(Two Terms.)

5 English VI	5 English VII
5 Drawing V	5 Physiology and Hygiene
5 History of Art	5 Drawing VI
5 Ethics	5 Sociology
10 Art Laboratory V	10 Art Laboratory VI

SENIOR SUBJECTS

(Two Terms.)

5 Drawing VII	5 English Usage
5 Principles of Training or Analytic Geometry	5 School Management or Drawing VIII
5 Educational Psychology or Civics	5 Special Methods or Costume De- sign
5 Practice Teaching I, or Geology	5 Practice Teaching II or English VIII
10 Art Laboratory VII	10 Art Laboratory VIII

Note 1—Each of the above groups indicates the work of a term.

Note 2—The school year (session) has three terms.

General Description of Courses

ENGLISH LANGUAGE AND LITERATURE.

ENGLISH I.

Language — (a) Applied English Grammar (three hours): Elements of the sentence and forms of words, spelling, punctuation, etc. Text: Kittredge & Farley's Advanced English Grammar.

(b) Composition (one hour): Description. Text: Clippinger, Composition and Rhetoric, Chaps. I and II.

Literature—(a) Reading in class (one hour).

One from each of the following groups:

- I. Hawthorne's Tanglewood Tales.
Irving's Sketch Book.
Dickens' A Tale of Two Cities.
- II. Scott's Lady of the Lake.
Poe's Poems (selected).
Tennyson's The Princess.

ENGLISH II.

Language (two hours)—(a) Rhetoric and Composition (two hours): Narration and Exposition. Text: Clippinger, Composition and Rhetoric, Chaps. III and IV.

(b) Grammar (one hour): Garig's Drill in English, Chap. I.

Literature—(a) In class (two hours): Milton's Comus, Lycidas, L'Allegro, Il Penseroso; and Shakespeare's As You Like It.

(b) Home Reading: Shakespeare's King Lear; Macaulay's Lays of Ancient Rome.

ENGLISH III.

Language—(a) Rhetoric and Composition (one hour): Argument. Text: Clippinger, Composition and Rhetoric, Chaps. V and VI.

(b) Grammar (two hours): Garig's Drill in English, completed.

Literature — (a) In class (two hours): Blount's Intensive Studies in American Literature, Part I. Also, Chaucer's Prologue, or Tennyson's Idylls of the King.

(b) Home Reading (two of the following): Byron's Prisoner of Chillon and Mazeppa, Scott's Talisman, and Shakespeare's Merchant of Venice.

ENGLISH IV.

Language (three hours)—(a) Rhetoric and Composition (three hours): Oral Composition; practice in oration and debate. Text: Clippinger, Composition and Rhetoric, completed.

Literature (three hours) — (a) In class (two hours): Blount's Intensive Studies in American Literature, Part II. Also, Webster's First Bunker Hill Oration.

(b) Home reading (two of the following): Thackeray's Vanity Fair; Washington's Farewell Address; Thackeray's English Humorists.

ENGLISH V.

Language — (a) Grammar (two hours): Review of technical grammar—special study of analysis and general English usage. Text: Lessons and Exercises in English; Bartlett & McBain's Elements of English Grammar.

(b) Rhetoric and Composition (two hours): Description and Narration. Text: Lewis, Specimens of the Forms of Discourse, Chaps. I, II and III.

Literature—(a) In class (one hour): Emerson's Essays (selected); Southern Poets (selected).

(b) Home reading (two of the following): Hawthorne's Marble Faun; Homer's Iliad; DeQuincey's Revolt of the Tartars.

ENGLISH VI.

Language—(a) Rhetoric and Composition (three hours): Literary criticism. Text: Lewis, Specimens of the Forms of Discourse, completed.

Literature—(a) American Literature (two hours): A brief survey of the development and tendencies of American literature in general, and an intensive study of some one typical writer or some typical group of writers or masterpieces. Text: Heydrick's English and American Literature.

ENGLISH VII.

A brief survey of English Literature, stressing a study of the life and works of Shakespeare, in their influence, both moral and intellectual, upon the lives of readers in every country. Text: Heydrick's English and American Literature.

A comparative study of Macbeth and Hamlet; first, emphasizing the Supernatural Element, and the absolute Moral Lesson; second, critical study of characters of Macbeth and Hamlet.

ENGLISH VIII.

A critical study of English Romanticism, and its effect upon latter-day writers. Selections from Burns—Wordsworth—Bryant—Irving.

Text: Beginnings of the English Romantic Movement, by Phelps.

Lectures upon Shakespearean philosophy will be given, correlated with the study of Richard the Third.

SPELLING.

Drill to promote efficiency. Text: Cody, Word Study for Schools.

PENMANSHIP.

Palmer System. Drill to promote efficiency.

ETYMOLOGY.

Word-analysis or etymology of English derivative words; practical exercises in spelling, analyzing, defining, synonyms and use of words. Text: Swinton's School Etymology.

ENGLISH USAGE.

This course will treat of English usage and principles of English composition as they are involved in oral and written expression. It will discuss questions of grammar—provincial, national, and present usage, good usage and precision in the choice of words, the structure of the sentence, the paragraph, distinction of words, distinction between oral and written usage, etc.

EDUCATION—"TEACHER-TRAINING."

General Psychology—A course in psychology from the standpoint of educational theory and practice including a brief presentation of physiological psychology, a brief study of the nature and function of mental processes, with special emphasis upon perception, apperception, memory, association, imagination, thought, induction, deduction, feeling, emotion, instinct, interest, attention, will, habit and character. Text: The equivalent of Read's Introductory Psychology.

Principles of Teaching.—A course in the principles of teaching including the meaning of education, of the school, of the curriculum; the place of instinct, in-

terest, and attention in the teaching process; and principles of teaching based on the laws of association, disassociation, apperception, memory, thought and action. Text: The equivalent of Thorndyke's Principles of Teaching.

Special Methods.—A course in special methods including a study in the application of the general principles of teaching to the various subjects of the public school curriculum in the teaching of these subjects. Text: The equivalent of McMurry's Special Method Series.

Educational Psychology.—A course in educational psychology including the main facts concerning the nature and develop-

ment of the mind during childhood and youth with special reference to the meaning of these facts to the teacher. Text: The equivalent of Pyle's Outlines of Educational Psychology.

School Management.—1. A course in school management, including the aims; the teacher, qualifications and preparations; the course of study; daily program, classification, promotion; incentives, correctives; records and grading; character building; special emphasis upon the rural school in relation to the general rural problems. Text: The equivalent of Colgrove's *The Teacher and the School*.

2. The latter half of this course is devoted to a special study of how to organize the work in the industrial course pursued by the different students, and includes the following: The relation of the industrial subjects to the other subjects of study in elementary and secondary schools; the selection of subjects, subject matter, materials and equipment; special problems in organization and management; study and criticism of typical courses of study; planning courses of work and study for different types of schools; illustrative material to be used in teaching; study of cost; etc.

History of Education.—Systematic study of the great educational movements, with greater emphasis upon the more recent tendencies of modern times as exem-

plified in America, France and Germany. Text: Monroe's *History of Education*.

Applied Psychology.—A brief course in applying the principles of psychology to the art of teaching. Text: *Psychology in the Schoolroom*, Garleck and Dexter.

Practice Teaching I.—In this course the foundations of teaching as studied in Psychology, and in School Management, are reviewed from the standpoint of making teaching plans, and the aim is to enable the prospective teachers to advance one more step toward actual teaching. The work consists mainly of discussions and observations of illustrative lessons, plan writing, and lectures.

Practice Teaching II.—The students work in groups as to the grade in which they teach, and in couples as to the period during which they work. Each group works up the subject-matter assigned to it and this matter is taught out before the group is given another grade. Each couple is assigned definite topics out of the subject-matter, writes out the lesson plans and submits for correction. At the close of the teaching period, each teacher is handed a criticism of her work.

At a weekly consultation period the entire class of practice teachers meets with the training-teacher in order to discuss subject-matter, children, or anything else relative to the work.

PHYSICS AND PHOTOGRAPHY.

Physics I.—Elementary ideas about Matter; Fluid Pressure; Heat, Sound and Light. Text: Carhart and Chule's *Physics*.

Physics II.—Matter; Motion; Energy, Magnetism and Electricity. Text: Carhart and Chute's *Physics*.

Soil Physics.—Required of students in all courses in agriculture. It comprises a study of subjects as follows: The origin of soils and their formation; soil texture as influencing aeration, capillary and diffusion; soil moisture and means of conservation; the washing of soils and means of prevention; the effects of spring and

fall plowing upon the liberation of plant food, conservation of soil moisture and temperature of the soil; and the implements of tillage and their effects on the physical condition of the soil. Text-book: Lyon and Tippin's *Soils*; Moiser and Gustafson's *Soil Physics*.

Photography.—Status as to the progress of engineering work and for future reference as to the many details that go to make up present day engineering problems, has made the use of the camera imperative. The course is designed to give each student the fundamental principles

ECONOMICS, ETHICS AND SOCIOLOGY.

Rural Economics.—Purposes: (1) to give a simple safe background to thinking about our home state, our home people, and communities, and their problems; (2) to arouse our students to an intelligent study of home-life conditions, causes, and consequences; (3) to quicken in them a sturdy civic and social conscience and concern; and (4) to bring all our thinking to bear at last upon education as a curative and reparative agency in social progress.

The authorities of the school believe that we ought thoroughly to know the state that the school was created to serve; and that students while learning about Greece and Rome, ought also to become lovingly familiar with their mother State and their home parishes. Text: Carver's Principles of Rural Economics.

Political Economy.—An introductory course in economics, including the study of fundamental laws relating to consumption, production, distribution, and of business organizations and the mechanism of exchange. The work in the text is supplemented by lectures. Each student is required to read and make a critical analysis in writing, of at least four books,

treating economic subjects, books to be selected from a list submitted by the teacher in charge.

Sociology.—A course in the development, organization and activities of society, including the theories and laws based thereon. The course is fundamental, and is intended to lay a foundation for advanced work. In connection with a textbook study of theory and lectures on the social traits, organization and welfare of the American people at various stages of their history, students are required to analyze and classify sociological material of live interest obtained from newspapers, reviews and official reports. This course is the proper preparation for statistical sociology, or for historical sociology. Text: Fairbank.

Ethics.—In this course the student acquires a knowledge of the nature of ethics, its relation to other organized bodies of thought, its relation to morality, how affecting and how affected by the varying idealism of peoples, its relation to individual, gregarian, and institutional life, its place in and value of systematic thought, and its effect upon impulse and purpose, knowledge and act, standard and conduct.

COMMERCE, ETC.

Commerce.—A general survey of ancient and medieval commerce, tracing the origin of modern commerce and studying the struggle for supremacy among the nations of Europe; the effect of the introduction of steam power upon the commerce of the nations; the age of electricity; and the discussion of elementary problems leading to political economy. Text: Webster's General History of Commerce.

Commercial Usage.—A course in general office and commercial practices in banking, loan and trust companies, building and loan associations, monetary sys-

tems of the United States, partnership, agency, corporations, insurance, mortgages, bankruptcy law, postal laws, etc.

Commercial Law.—The following subjects, illustrated by practical examples, are studied: Contracts in general, commercial paper, agency, partnership, corporations, insurance, fixtures, real property; bailments, and common carrier. Text: Richardson.

Expert Accounting.—The errors made by the students in the lower classes are the basis of a course in expert accounting for the advanced classes. The practical work of searching out and correcting

these errors is accompanied by lectures and text-book studies in higher accounting.

Commercial Geography.—The United States—commerce, trade and trade relations with the world.

Business Systems.—A course aimed to increase personal efficiency in business. Some of the subjects considered are as follows: Imitation, competition, loyalty, concentration, wages, experience, etc. Text: Efficiency in Business, by Scott.

Banking and Finance.—A brief course on money, banking and finance. Text: Balles' Money, Banking and Finance.

Office Practice.—The student is given a position in the bank, railroad office, or commercial exchange, and is passed from one position to another as rapidly as he shows proficiency in each, and the demands of the department permit.

Insurance.—The aim of this course is to present such information as to transactions in insurance, annuities, loans, and investment securities, as may be of interest to the general student.

CHEMISTRY.

Chemistry I.—A brief course in inorganic chemistry, including a study of the non-metals and metals, chemical laws, chemical arithmetic, etc. Instructor's notes, etc. Text: Brownlee's Descriptive Chemistry.

Chemistry II.—Continuation of previous term's work.

Laboratory Chemistry III.—Laboratory work to accompany Chem. I and II. A systematic study of chemical reactions, based on the elements and compounds of Inorganic Chemistry, by means of individual experiments, and designed to impart a working knowledge of the care and manipulation of chemical apparatus. Text: Dewing's Laboratory Notebook.

Chemistry of Metals.—A careful study of the properties and chemical action of the metals, including both theoretical and experimental work, and those metals essential to mechanical and electrical training. Text: Kastle's Chemistry of Metals, Laboratory Work.

Metallurgy.—Designed to give to students in mechanic arts a working knowledge of the standard methods used in the manufacture of the irons and steels. The work also covers a study of the important method of working metals, and the chemistry of the steel and iron processes. It is accompanied by a short laboratory course

in blowpipe analysis. Text: Metallurgy of Iron and Steel, by Stoughton.

Analytic Chemistry IV.—A practical course in qualitative analysis, in which the students devote their entire time to identifying metals, alloys, acids, salts, etc., by standard processes. Systematic notemaking is required. Text: Irish.

Organic Chemistry V.—This course is intended for advanced students in special domestic science work. Such portions of organic chemistry are selected for study as are necessary for the understanding of foods and nutrition, which are as follows: The hydrocarbons of paraffin series, the alcohols, ethers, aldehydes, acids, esters, ketones, and hydro-acids. The fats, fatty acids, glycerin and soaps. Carbohydrates—Monosaccharides, glucose, fructose, and galactose. Disaccharides, sucrose, lactose, maltose. Poly-saccharides, cellulose, gums, dextrines, starches. Nitrogen compounds, amines, acid amids, amino-acids, creatine and proteins.

Agricultural Chemistry.—This term's work is devoted to the chemical study of soils, fertilizers, plants and their by-products. The work is divided between lectures, recitations and laboratory work, the latter being of both qualitative and quantitative character. Text: Hart and Gotheringham's General Agricultural Chemistry.

Chemistry of Nutrition.—Recitation supplemented by laboratory work and reference reading on points of chemistry that suggest themselves in the practical work in the kitchen laboratory, including a study of the physical and chemical properties, the food value and the occurrence in nature of fats, oils, cereals, flours, sugars, breakfast foods, meats, dairy products; the organic minerals, soda, cream of tartar, baking powder, vinegar, tea, coffee, cocoa, and alcoholic beverages.

The processes of preserving foods for future use; as, drying, smoking, canning,

salting, preserving with sugar and the use of chemical preservatives, are considered; also the common adulterations and substitutes for food. Text: *Human Foods and Their Nutritive Value*, Snyder.

Food Analysis.—A study of the chemical composition of foods through individual laboratory experiments, including the methods for detection of adulterants, and household sanitary analysis. Texts: Snyder's *Human Foods*, *Laboratory Experiments*; Allyn's *Applied Chemistry*; Alsen's *Pure Foods*.

L A T I N .

LATIN I AND II.

The constant drill of the first two terms tends towards the acquirement of (1) facility in the use of inflected terms, (2) a knowledge of the chief rules of syntax, (3) appreciation of the Latin order and arrangement of words, (4) a vocabulary of 1000 words, (5) translation of simple exercises. The Roman method of pronunciation is used. Text: *Latin for Beginners*, by D'Ooge, and Collar's *The New Gradatim*.

LATIN III.

Caesar: Selections from first four books of the Gallic War, and from D'Ooge's *Viri Romae*.

Prose composition based on selections from Caesar.

Continue drills in forms and enlargement of vocabulary. Text: *Gunnison & Harley*.

LATIN IV.

Cicero: Selections from the orations against Catiline, and the Manillian Law. Text: Allen & Greenough.

Prose composition based on text read.

LATIN V.

Ovid: Ovid's *Metamorphosis*, Books I and II (Peck), is taken up, and Virgil's *Aeneid* (Comstock) is begun.

Study of Roman Political Institutions.

LATIN VI.

Virgil: Study of Virgil's *Aeneid* (Comstock) continued.

An effort is made not only to study this great epic as a literary work, but also to understand Virgil's Fatalism, Mythology, Roman Customs, Figures, Noted Passages, Character of Aeneas, and Virgil's influence in literature.

Selections are studied with regard to style.

STENOGRAPHY AND TYPEWRITING.

Stenography I.—Principles of Phonography as contained in the Phonographic Amanuensis, to lesson XXII; use of Phonographic Copy Book for pen and ink practice in class work on alternate exercises; dictation of exercises and sentences at slow rate of speed.

Typewriting I.—The work during this term consists of writing, filing and binding into books, lessons from Smith's Typewriting Lessons, Parts I and II. Correct use and care of the different parts of machine. (Forty Remington machines are in use in this department).

Stenography II.—Continuation of Phonographic Amanuensis from Lesson XXII to Lesson XLV; use of double-ruled reporting paper with pen and ink class work on alternate exercises; dictation and transcription of letters contained in Amanuensis. "Progressive Dictation Exercises" begun.

Typewriting II.—Writing, filing and binding into books, lessons in Smith's Typewriting Lessons, Part III; weekly ten-minute speed tests; use of carbon, billing, tabulated work, etc. Cleaning and oiling of typewriter.

Stenography III. — Completion of Amanuensis. Speed practice from familiar matter; "Progressive Dictation Exercises,"

completed; daily dictation and transcription of new matter consisting of business letters carefully selected for this stage of the work. Ten-minute talks upon punctuation, capitalization, errors in spelling or faulty construction of sentences; explanation of technical business terms; meaning and usage of various words; and with hints upon dress, deportment, character and qualifications necessary to a successful amanuensis. Pupils are required to make correct transcript of new matter dictated at a slow rate of speed, and to reach a speed of one hundred (100) words a minute on practice at end of term.

Typewriting III. — Continuation of speed tests until a speed of fifty words per minute is reached; transcription of notes; duplicating of all kinds; letterpress copies, filing and indexing; instruction upon postal rates, expressage, money orders, and everything relative to business correspondence; ornamental work.

Stenography IV.—Transcription of letters, together with legal documents. Required speed for graduation, one hundred (100) words a minute, new matter, with correct transcript at thirty (30) words a minute.

Typewriting IV.—Smith's Typewriting Lessons, Part IV. Transcribing.

BOOKKEEPING.

Note—The "Twentieth Century Envelope System" is used in the first four terms; advanced original work is given in the fifth term, or office practice.

Bookkeeping I.—An elementary set is given illustrating the principles of double entry bookkeeping, and transactions being recorded in the journal and ledger. Business papers are received and filed; and bills, notes, drafts, checks, receipts, etc., are made out by the student. The details of posting, checking and making trial bal-

ances and balance sheets, and closing the ledger must be mastered, and the entire set must be worked up neatly and accurately before the student is allowed to begin the work of the next term.

Bookkeeping II.—The work in double entry is continued in a set consisting of the sales-book, invoice-book, journal, cash-book, and ledger, with auxiliary books. The transactions are those of a retail coal and grain business, and the student handles invoices, checks, notes,

drafts, and other business papers, which are fac-similes of those used in actual business, and makes the entries and prepares the business papers which would be required of him if he were really keeping the accounts of such a business. Each student is given a separate price list and required to make his own calculations and entries. In addition to the work in this set, there are frequent drills in making statements, trial balances, balance sheets, closing ledgers, and supplementary problems in accounting and practice in business forms.

Bookkeeping III.—Is a wholesale grocery business introducing the order file, loose leaf sales-book, bills receivable book and bills payable book, and auxiliary accounts, such as merchandise account, freight and drayage, collection and exchange, merchandise sales, and merchandise purchases, etc., illustrating the use of special columns in the cash-book, and the recapitulation sheet for daily sales.

Bookkeeping IV.—This is a continuation of the previous term, with the business being incorporated, and the introduction of more complex transactions. The stock ledger, salesman's sales sheet, abstract of daily sales and abstract of daily purchases files, and the center column journal are introduced here. A branch house, a commission business, an agency and a retail department are added, and the accounting system is altered to meet the changed conditions.

Office Practice V.—This course is an office practice set, the students representing merchants and trading among themselves and filling some position in the office. Financial statements, and trading and profit and loss statements, and entries illustrating the method of changing single entry books to double entry are made. Three sets are given to illustrate the use of special columns in books of original entry.

MATHEMATICS.

Commercial Arithmetic.—A course in rapid reckoning, balancing accounts, cash balance, discount and exchange, etc. Drill in writing bills, notes, drafts, receipts, letters, etc.

Algebra I.—Begin with review of fractional equations; ratio, proportion, variation, simultaneous simple equations. Text: Wentworth-Smith's Academic Algebra.

Algebra II.—Graphs, powers and roots, and quadratic equations to Simultaneous Quadratic Equations. Text: Wentworth-Smith's Academic Algebra.

Algebra III.—The equivalent of Wentworth-Smith's Academic Algebra, completed. Simultaneous quadratic equations, progressions, series, logarithms, binomial theorem, detached coefficients and cumulative review.

Plane Geometry I.—Beginning plane geometry, the work is carried through the equivalent of the first two books of Wentworth-Smith's Plane Geometry.

Plane Geometry II.—Equivalent of Wentworth-Smith's Plane Geometry, com-

pleted. In this course in geometry much attention is given to the demonstration of original theorems and the solution of original problems.

Solid Geometry.—Complete the equivalent of Wentworth-Smith's Solid Geometry. Enough of plane and solid geometry is given to lay a good foundation for the study of advanced mathematics.

Analytic Geometry.—In the main the course treats of the plane curves. Emphasis is everywhere put upon the analytic side; that is, the student is taught to start from the equation. At the same time graphs are used as guides and to illustrate every step of the work. Text: Wentworth-Smith's Analytic Geometry.

Plane Trigonometry I.—Functions—represented by lines, computed relations of the functions, extension of formulas, functions of the sum and difference of angles, of twice an angle, of half an angle, sum and differences of functions; solutions of the right and the oblique triangle with and without logarithms. Considerable attention is given to the use of logarithms. Text: Wentworth-Smith's Plane Trigonometry.

HISTORY AND GOVERNMENT.

Medieval and Modern History.—A survey of the general field of history emphasizing the epochal events. The purpose of this course is to furnish a substantial preparation for the course in commerce, economics, sociology, and advanced history, and to give those who have not time for the advanced work in this department an acquaintance with the essential facts of history and an understanding of the continuity and interrelation of cause and effect in the history of human development. Text: Colby.

English History.—This course develops the narrative of English History from the beginning of the Tudor period to the present. The text is supplemented by extensive library work on the more important lines of development. The influence of English History upon that of America; England as a sea power and her part as an agent of civilization; the industrial revolution; and the rise of democracy, receive especial attention. Text: Short History of England, Cheney.

American History Since 1763. — This course includes the industrial and constitutional history of the United States, and is also designed to be a study of the great public questions involved in the interpretation of the Federal Constitution, and in the application of the organic law to the national growth of the United States within the period mentioned. Prescribed readings and source work.

Government.—A discussion of the forms of political organization and the methods of governmental action, designed to make the students acquainted with the theories and practice of government, and the proper relation of the individual citizen to the State. (Coman's Industrial History of the United States; The Colonies, by Thwaites; Hart's Formation of the Union; Wilson's Division and Reunion.

Civics.—The state—its nature, purposes and forms. Kinds and functions of government. Local, state, and national governments analyzed and compared; rights and duties of citizenship under each. Especial attention to local and state government, and to the responsibility of citizenship as regards safety, health, morality, intelligence, prosperity, and progress in municipality, county, and state.

History of Art.—The development of art in architecture, sculpture and painting is traced from the earliest times, the effort being made to show the relationship to the art of the present time, and to cultivate an appreciation of the best things in art. Pictures, lantern slides and casts are used to illustrate the lessons.

History of Music.—The history of music is traced from the earliest records to modern times. The lectures and recitations are illustrated by musical works of the period under consideration.

PIANOFORTE.

Note—A course of four terms in Harmony is required of all pupils before graduation.

Piano I.—A course in touch and technic—position of hands, wrists, and body. Some of the various muscles of the arm and hands and the part they have in piano playing. This course in technic extends throughout the entire course, and is varied

to meet the needs of the different pupils. Sartoria, Book I, Mathews I.

Piano II.—Duvernoy, op. 120; Mathews II begun; Kohler, op. 30.

Piano III.—Mathews II, completed; Heller, op. 47; selections from Sonatine Album.

Piano IV.—Heller, op. 46; School of Embellishments, Lebert & Stark; Sonatine Album.

Album, completed; selections from Mendelssohn's Songs without Words.

Piano V.—Before beginning this term's work, pupils must be able to play ordinary Sunday school songs, hymns and folk songs at sight. Heller, op. 45; Czerny, op. 299 begun; Kullak School of Octaves, begun; selections from Mendelssohn's Songs without Words.

Piano VI.—Kullak School of Octaves, completed; Czerny, op. 299, continued; Bach's Two-Part Inventions, begun; Sonatas, selected by instructor.

Piano VII.—To begin the work of this term, pupils must be prepared to read simple accompaniments to song and piano music of the third grade at sight. Bach's Two-Part Inventions, completed; Gradus ad Parnassum, begun; selections from the works of Mozart, Chopin, Schumann, Liszt, and Brahms.

Piano VIII.—Bach's Three-Part Inventions; Gradus ad Parnassum, continued; selections from the works of masters mentioned in Piano VII.

VOICE

Voice I and II.—Voice placing; study of the scale; Concone, 50 lessons.

Voice III and IV.—Concone, 25 lessons; method of Italian singing, Vaccai; 36 Vocalists, Sieber; songs by the best composers.

Voice V and VI.—Concone, 15 lessons; 24 Vocalises, Henri Panofka; Vocalization, Fr. Bonoldi; songs and selections from light opera.

Voice VII and VIII.—Advanced study in flexibility; the study of oratorio; Arias from German and Italian operas.

BACTERIOLOGY AND BOTANY.

Bacteriology.—This course consists of text-book and microscopic study of yeast and bacterial ferments in general. Text: Conn.

Vegetable Botany.—Lectures and laboratory work on propagation, life history and separate parts of plants used for food, together with their food and economic value, and their relation to other plants.

Laboratory Botany I.—Elementary work in the structure and physiology of

common flowering plants; as corn, cotton, potato, grain crops, etc.

Laboratory Botany II.—Continuation of Laboratory Botany I, and preparatory studies connecting the work in botany with a systematic study of representative fungi with special reference to the life history of species parasitic on economic plants. Symptoms, causes, and means of prevention of the important fungous, bacterial, and physiological diseases of plants are carefully considered. Lectures, recitations, and laboratory work.

ZOOLOGY, GEOLOGY AND PHYSIOLOGY.

Zoology.—The principles of zoology as illustrated by types of animals from the Protozoa to Vertebrata, followed by the study of human structure and function, with special reference to hygiene and sanitation.

Geology.—A study of the general principles and processes of this science. In this course the appeal is made to the judgment rather than to the memory, consequently stress is placed on the dynamic and biologic phases of the science.

Economic Zoology.—This course consists of a study, by means of lectures, recitations, and laboratory work, of the anatomy and development of the more common insects, birds and mammals. Lectures treat of the application of Entomology and Ornithology and their interrelation to each other, the preparation and application of insecticides, and other means of controlling insect ravages. Collection of insects and classification of both insects and birds are undertaken. Opportunity is offered for breeding and determining the life histories of the more common forms of injurious insects.

Two hours of recitation and three of laboratory per week.

Entomology.—This is a study of general structure and physiology of insect life, with special attention to classification, to the life-economy and remedial measures for the great insect pests. The class work consists of five recitations per week, and is abundantly illustrated by pictures and museum material. The laboratory work will consist of four hours per week study of elementary anatomy and physiology of insect life, and of classification to families of a set of insects representing the important orders.

Physiology and Hygiene.—This course is intended to give the student a practical knowledge of the structure motivation for the application of the principles of personal hygiene. Special stress is laid on the mechanism and functions of the nervous, nutritive, and secretory systems, also upon abnormalities in bones and the special senses due to unhygienic conditions. Text: Pyle's Manual of Personal Hygiene.

AGRONOMY.

Farm Crops.—A study of farm crops as to the preparation of the seed-bed, planting, root systems, maintenance of soil fertility, rotation of crops, manures and fertilizers, noxious weeds, injurious insects and diseases, and their remedies. Each of the staple crops will be taken up in order, its history, characteristics, methods of culture, uses, etc., noted. Seed selection and the storing, feeding and the marketing of crops will also receive attention.

Crops will be studied in classes as to their special purposes or uses as hay, silage, pasture, soiling, green manure, and cover crops. Text: Duggar's Southern Field Crops.

Farm Management.—Includes the study of the following subjects: Selection of a farm, as to location, soil, climate, etc.; relation of farming to other occupations; the farm equipment; different systems of farming; field and crop management; keeping farm accounts, necessity, method and kind of accounts. Questions of farm economy are carefully studied; such as, the care of farm buildings and works, management and care of stock, fencing, ditching, etc. Some study will be made of rural laws relating to property, deeds and conveyances, water rights, highways, legal fences, contracts, liabilities of employer and employee; notes, mortgages, bills of sale, etc. Text: Warren's Farm Management.

Laboratory and Field.—This course includes laboratory and field work supplementing the different field and laboratory courses throughout the last two years of the Agriculture Course.

Rural Engineering and Farm Mechanics.—Farm machinery; cement construction; drainage and irrigation; farm water supply, and sanitation, are the general subjects considered in this course. Text: Davidson's Agriculture Engineering.

Elementary Agriculture.—It is aimed in teaching this subject to cover the elementary principles governing soils, plant development and their relationship. The work will treat in an elementary manner

the effects of sunlight, climate, plant food, physical conditions of soils and the different methods of treatment. The sources of food and the rotation of crops will be given due consideration. The laboratory work will consist of plant work in the garden, seed germination and determining the percentage of purity in farm seeds. Text: Warren's Elements of Agriculture.

Forage Crops.—Lectures, recitations and field practice in identifying and comparing different forage plants, including soy beans, cow-peas, clovers, alfalfa, vetches, etc. The plants are treated both with reference to their use as forage plants and as a means of improving the soil. Text: Voorhie's Forage Crops.

ANIMAL INDUSTRY.

Stock Feeding.—Lectures and recitations on the principles and practice of feeding, including the function of food, physiology of digestion, and feeding for different purposes, with practice in compounding rations and mixing foods. Text: Smith's Profitable Stock Feeding.

Stock Judging.—This course consists of score card and comparative practice in judging horses, cattle, sheep and swine. Also, a study of types and breeds of farm animals. Upon completion of the course the student is equipped to select first-class stock with certainty. Text: Craig's Judging Livestock.

Principles of Breeding.—Lectures and recitations on heredity, variation, environment, inbreeding, crossing, and grading as applied to the improvement of plants and animals, with practice in tracing pedigrees and keeping records. Text: Davenport's Principles of Breeding.

Dairying.—A study of the breeds of dairy cattle, their management, and milk production. A study of creamery practice, including cream ripening and churning, Babcock, acid and adulterant tests, etc. Composite sampling, testing of herds and individual cows. Texts: Eckle's Dairy Cattle and Milk Production; Wing's Milk and Its Products.

Poultry.—Lectures and recitations on the different breeds of domestic fowls and their handling, feeding, housing, etc., with practice in judging and scoring fowls for utility and show purposes. Text: Robinson's Principles and Practices of Poultry Culture.

Diseases of Farm Animals.—The common ailments of farm animals are discussed, their causes and symptoms explained, and preventives and remedies suggested. Text: Mayo's Diseases of Animals.

HORTICULTURE AND FORESTRY.

Forestry.—In this course is given a discussion of the elementary principles involved in forest management; a discussion of the distribution, nature and value of the principal forest trees of Louisiana, including lectures on the uses to which the various woods are adaptable; reforestation and forest production. A study will also be made of the distribution and character of the cut-over lands of Louisiana and the uses that possibly may be made of them. Texts: Pinchot's Primer and Roth's First Book of Forestry.

Horticulture (fruit-growing).—A detailed consideration of the propagation of plants, including laboratory and field work in budding, grafting and pruning; also a general discussion of fruit-growing, embodying selection of sites, cultural methods, etc. Text: Barley's Fruit Growing.

Vegetable Gardening.—A practical and applicable treatment of Southern gardening methods. The course includes both recitation and garden work. Text: Newman's Southern Gardener's Practical Manual.

FREEHAND DRAWING.

Drawing I.—Pencil exercises; getting proportion by unit measure; study of bi-symmetric ornament from cast; cards for special days.

Drawing II.—Pencil drawing of natural objects, from cast, also fruit and flowers; simple shading; paper cutting; sample work with colored crayons.

Drawing III.—Clay modeling; designing by unit; stick printing.

Drawing IV.—First principles of perspective; foreshortened surfaces; land-

scape drawing, flat shading; water color theorem.

Drawing V.—Conventionalizing natural forms; designs applying to wall-paper, curtains and rugs; card illumination; printing.

Drawing VI.—Figure drawing by parts; painting still-life poster effect; study of pictorial composition in pictures.

Drawing VII.—Pictorial composition in water colors, and charcoal lesson chart.

Drawing VIII.—Character sketching; story illustration.

INDUSTRIAL ART.

Art Laboratory I.—Conventionalization of natural forms; original design and its application to cotton prints. Designing of plaids; water-color theorem.

Art Laboratory II.—Breaking of space in black and white; drawing and coloring designs for cretons; designing cutting and applying stencils.

Art Laboratory III.—Elementary Art Metal Craft; making of desk-sets, plates, and bowls of copper and brass.

Art Laboratory IV.—Drawing from still-life and antique in charcoal. Painting still-life in water-colors.

Art Laboratory V.—Advanced perspective; still-life and landscape in tempera colors. History of Architecture. Text: Goodyear.

Art Laboratory VI.—Designing and saw piercing; soldering and relief work in metal. First principles of jewelry. History of Sculpture. Text: Goodyear.

Art Laboratory VII.—Still-life and landscape in oils. History of Painting. Text: Goodyear.

Art Laboratory VIII.—Original design applied to china painting. History of American Art; graduating thesis.

VIOLIN.

Violin I and II.—Violin School (Mettner). Pieces by Weiss, Greenwald, Sitt, DeBeriot, Wolferman, Weidig, Althaus, Dancla, etc. Duos by Pleyel, Herrmann, Mazas, etc.

Violin III and IV.—Etudes by Kayser, David, Mazas. Pieces by Weidig, Dancla, David, Hauser, Schumann, Bohm, Alard, etc.

Violin V and VI.—Etudes by Mazas, Kruetzer. Pieces by Sitt, Ries, Spohr, Handel, Raff, Artot, Wieniawski, etc.

Violin VII and VIII.—Etudes by Rode and Fiorillo; Sonatas by Beethoven; Concertos and Concert Pieces by DeBeriot, David, Spohr, Raff, Ernst, Vieuxtemps, Wieniawski, etc.

SINGING.

Singing I.—Principles of music; the scale as a whole, its intervals, exercises on intervals; exercises for ear training; exercises for accurate tone production; daily practice in note reading; rhythm and movement; easy exercises in part singing.

Singing II.—Review and continuation of the work of the preceding term. Two, three and four-part singing. Introduction of various time difficulties; the divided beat; the beat and the half-beat; production of intermediate tones by use of sharps and flats; note singing; reading on bass clef; the study of minor and chromatic scales and exercises, with additional intervals.

Singing III.—Tests in sight singing;

study of standard choruses; writing of simple melodies; writing of melodies from dictation.

Singing IV.—Study of choruses; study of First Year Harmony, by Thos. Tapper.

Singing V.—Study of breathing and tone placing; "The Elements of Voice Culture," by D. A. Clippinger; Vaccai and easy solos.

Singing VI.—Review and continuation of work of preceding term; Concone, 25 lessons.

Singing VII.—Study of Concone, 50 lessons in connection with solo work.

Singing VIII.—Study of solos; history of music and methods of teaching.

DOMESTIC SCIENCE.

Cooking I.— Practical application of food study to cookery; study of simple carbohydrate and protein foods and the underlying principles of cooking, manipulation of utensils and materials and the care of the school kitchen.

Cooking II.—(a) This is a laboratory course giving instruction in cooking in the sequence of formal meals covering detailed work in each course.

Original recipe work is done to develop independent thinking and working by the student.

(b) Practical work is done in different methods of canning, preserving, pickling, jelly making, etc., with special emphasis on the use of tin cans and the steam canner. Training is given in demonstrating with two objects in view,—to fit the students for public service in that line, and to make them more efficient as teachers.

Cooking III.— Work in dietetics is given, consisting of recitation and laboratory work. A study of the quality and amount of food necessary for the best

possible health and development of the body under different conditions of age, sex, disease and climate. Different standards are considered as to the amount of each class of food required, and the analyses of foods from the United States Government bulletins are used in working out dietetic problems. The economic side of the subject is strongly emphasized, the relation of the food value to the money value being considered. Balanced menus are prepared and served by each student.

Cooking for Invalids, and Home Nursing IV.—A practical course in invalid cookery and home nursing; the planning, cooking and serving of meals, and demonstrations by the students.

Institutional Management.—The purpose of the course is to acquaint women interested in the housekeeping activities of public institutions, dormitories, luncheon rooms, cafeterias, and hospitals, with the fundamental principles and correct prac-

tices involved in the theory and art of managing such institutions, so as to obtain the best aesthetic, sanitary and economic results, within the sphere of the organization, for the groups of individuals concerned.

The practical side of the course includes the purchasing and examining of foodstuffs; testing different brands of foods; planning weekly menus of food in large quantities; serving of food; visits to local institutions; examination of different kinds and types of furnishing and equipment, such as rugs, bedding, silver, linen, china, cooking utensils, ovens, steam cookers, steam tables, dishwashers, baking and laundry equipment.

Food Study.—The study of food principles and food materials as found on the market with regard to their production or manufacture, physical characteristics, seasonableness, cost, adulterations, chemical composition, nutritive value, preparation and proper combination with other foods.

DOMESTIC ART.

Textiles and Clothing.—This course includes a study of the nature and characteristics of textile fabrics, laboratory work for the testing of materials, dyeing and cleansing; process of laundering textile fabrics and the making of a textile chart. The subject matter is treated from the standpoint of the purchaser for the home.

Sewing I and II.—The stitches used in plain sewing are taught; patterns are drafted from the students' measures and garments fitted and made from these. Lessons are given in waist designing and drafting and the making of tailored shirt-waists and wash dresses. Lessons are given also on the use and care of sewing machines.

Sewing III.—a. Dressmaking. This course offers more technical work in clothing with emphasis on the principles of construction underlying elementary dress-making, studying especially (1) design as

applied to the selection of styles and color; (2) textiles suitable to design used; to be applied in the making of a wool or silk dress.

b. Art Needlework: French embroidery, Danish embroidery, Hardanger, cross stitch, darning stitch, plain and Irish crochet or cut work in felt. Lace, tatting and drawn work may be elected.

Tailoring IV.—The work of this term includes instruction in tailor finish as applied to dresses, jackets and coats. Instruction is also given in designing and making clothing for small boys.

Millinery V.—The work consists of hat designing and construction. Seasonable hats are planned, made and trimmed by each girl.

Sewing VI.—In this course a study is made of (1) the materials to be used, as to cost, quality, width, durability, and suitability to occasion; (2) design, as to

becomingness, practicability, good taste, etc.; (3) patterns, drafted, modeled and commercial. Emphasis of technique is required in various sewing methods as applied on (1) a three-piece undersuit, (2) a graduation dress.

Dress forms are made by each student by stuffing a drafted fitted lining and mounting on a simple wooden stand. These are used in the making of their garments. The work of the course in costume design is applied in this course.

Laundering.—Discussions, demonstrations, and laboratory work. This course presents the principles and processes of laundry work; space, equipment and materials required for work in the home; machinery for domestic work, its cost, care and use; the process of laundering; sorting, removal of stains, disinfecting; methods of handling cotton, linen, woolen, silk; special precautions with colored materials; rinsing, blueing, wringing, drying, starching, dampening, folding, ironing, rough-drying; care of fine work, embroidery, laces; system in the domestic laundry; the household and the commercial laundry.

Drawing and Pattern Making.—A study of the theory and principles of design as developed from the straight line, curved line and combinations to the conventionalizing of natural and geometric forms. Such designs are studied as may be applied to art needlework, garments, millinery and household decorations. Historic ornament is studied in its relation to design, also color harmony and suitability of color are considered. The course includes designs for borders (in cross stitch, darning, French embroidery, etc.), stencils, block printing, menu cards, table decorations, etc. The designs made in this course are presented as an entrance requirement to sewing courses in which they are developed.

Costume Design.—A study of the art principles as expressed in the harmonious adaptation of costume to material, to form, and of line and mass in relation to form, as follows:

1. Standard of bodily proportions, (a) ideal measurements, (b) variations and corrective methods.

2. Relation of art principles to dress; (a) proportion through line, dark and light, etc.; (b) harmony in color (1) contrasting harmonies, (2) analogous harmonies; (c) type of human coloring, (1) relation of color to type, (2) color tests demonstrating reactions on human coloring—complexion, hair, eyes.

3. Application of present-day styles to designs for the individual types. The practical work will consist of modeling and draping with paper on forms.

Household Sanitation and Decoration.

(a) Study of the best location for the home, its most sanitary finishing and furnishing; the care of the house, cold and hot water supplies, fixtures, plumbing, ventilating, lighting, heating; the construction and care of the cellar, refrigerator, sink, etc.; the use of antiseptics and disinfectants for cleaning purposes; and the disposal of garbage and sewage by public and private means.

Tenement-house construction and laws controlling the ventilation of these, and school equipment, are considered. Text: *The House*, by Bevier.

(b) Decoration of the house with regard to color, materials, design and workmanship; making and decoration of draperies, screens, rugs, pillow cases, table covers, etc., in heavy embroidery, stenciling and cut work in felt and leather. Text: *Household Hygiene*, by Elliott.

Home Management.—This course takes up the problems of the modern household; considers its organization and management, in relation to income and other factors; the essentials for maintenance of a well-ordered home and the qualifications of the home-maker. It deals with principles of good housekeeping, foresight, system, supervision, accounts, the management of household service, true and false economy in the control of expenditure, and the relation of the housekeeper to civic problems. This course treats of the kind of service needed in the various parts of the household and the systematic planning of the daily routine; care of kitchen and pantries, of dining-room, as to glass, linen, etc.; of bedrooms as to ventilation; bedmaking, care of clothing; of bathroom, its ventilation, cleaning and care.

Round Table.—A discussion of the following topics: Cultivation of self, eugenics, etiquette, law as applied to women, hygiene, exercise, sleep, bathing, moral thinking, friendship, love, etc.

MECHANIC ARTS.

Bench Work.—Young men entering the Freshman class who intend taking the engineering course or the agriculture course, are required to take bench work for one term. The object of this work is not to produce the finished mechanic, but to give the student that preparatory training of the hand, the eye, and the mind which will insure his progress and efficiency in his advanced courses of mechanical engineering. The student is advanced according to his aptness and proficiency and is not held back with others who may not, from some cause, progress so satisfactorily.

The general outline of the work is as follows:

(a) Use and care of tools; practice in the reading of shop drawings; elementary work with plane, saw, chisel and measuring tools. Work pertaining to the different kinds of joints for fastening timbers, and those commonly used in cabinet work; such as splice joint, mortise and tenon, mitre, dovetail, etc.

(b) Notes and shop talks are given on the properties of wood, mechanics of carpentry, strength of beams, speed of pulleys and gears.

Carpentry. — Recitations from textbooks on general carpentry, foundation and framing of houses, length and angles of rafters, construction of window and door frames.

Furniture.—The student is given the privilege of selecting and making attractive and useful pieces of furniture for the home. Instruction in the art of polishing, staining and finishing different kinds of wood.

Pattern Making and Wood Turning.—

(a) Elementary set of cylinders suited for mastering the turning tools, followed by rolling pins, potato masher, vase forms, card trays, goblet, dumb-bells, Indian clubs, curtain and napkin rings.

(b) Making of patterns and core boxes, tool rests, pulleys, face plates, flange couplings, journals, gears, hand wheels,

engine details; principles of draft, cores and partings.

Forging.—(a) Nature of materials used—wrought iron, machine steel and tool steel.

(c) Building and keeping clean fires. Exercises will be given in the following: Drawing-out, up-setting, bending, forming, welding, tool-making, hardening and tempering. Individual instruction is given to each student.

Foundry.—The work for the most part consists of small articles, such as the light machine parts and the stock pieces used for the exercise work in the machine shop. Moulding of patterns made in the pattern shop is given special attention, bringing pattern shop and foundry practice in touch as much as possible. It is aimed to give a good general knowledge of the most practical methods and appliances used in light foundry work. Most of the work is in green sand in two-part flasks, but some core work and more complicated work is introduced to illustrate the processes, and also to furnish the castings for the advanced work in the machine shop. Special practical instruction is given in operating the cupola, and lectures are given and recitations held on the metallurgy and working of the metals used in the industrial arts.

Freehand Drawing (M).—Pencil work in both outline and shading, dealing principally with methods of sketching machine parts.

Mechanical Drawing I. — Lettering, geometrical drawing and elementary projection.

Mechanical Drawing II.—Intersections of solids and development of surfaces; Isometric Drawing.

Mechanical Drawing III.—Continuation of mechanical drawing II.

Mechanical Drawing IV. — Conventional methods of representing standard materials; designing of fastenings and machine parts.

Machine Shop I.—Laying out work; chipping plane and curved surfaces to line; filing plane and parallel surfaces; key-way cutting; scraping and finishing simple lathe and shaper work. Tools required: 6-inch scale, 6-inch inside and outside calipers, and 6-inch dividers.

Machine Shop II.—Lathe, drill-press, and shaper work, teaching principles of screw cutting; straight and taper turning, turning parallel surfaces; boring, counter-boring and reaming; planing plane and parallel surfaces.

ENGINEERING.

Machine Design I.—Instruction is given in the designing of stuffing boxes, bearings, hangers, etc.

Machine Design II.—The designing of shop machines; such as drill-press, lathes, shapers, etc.

Graphic Statics. — Computation of stresses in beams, and common styles of roof and bridge trusses; analysis of stress by graphic methods; designing trusses, proportioning details and preparation of working designs.

Descriptive Geometry. — Elementary principles; notations in four quadrants; problems relating to points, lines, planes and solids, and development and intersection of solids.

Machine Shop (Laboratory) III.—A course in power laboratory practice, offering practical engine and steam boiler operation; valve setting; efficiency of the dynamo and motor, gas engine and other power plant equipment.

Machine Shop (Thesis Work) IV.—Preparation of graduating thesis—correlating work with course under **Dynamos and Motors**.

Elementary Mechanics.—Principles of elementary mechanics, dealing with motions and rest, composition and resolution of velocities and forces; dynamos, work, energy, statics, centers of gravity, and machines.

Kinematics of Machinery.—Link mechanisms, gearing, gear, trains, cams, pulleys, belting.

Applied Mechanics.—A course in the resistance and properties of engineering materials, including the mechanics of beams, columns, shafts, and machines.

Electrical Design.—The design of lifting magnets and a direct current machine, motor or generator.

Dynamos and Motors.—Dynamo-electric machine, armatures, direct current dynamos, direct current motors, electric lighting, and alternating currents. Some laboratory work will be given under this head.

Gas Engines. — Principles of the gas engine, electric ignition devices, troubles and remedies, power determination and management of the gas engine.

Hydraulics.—Flow of water, energy of a mass of water, velocity, head, flow through tubes, flow of gases, hydraulic machines, and motors.

Power Plant Design.—The layout of a power plant, the selection of the machinery, and the design of the building.

Engines and Boilers.—(a) Under the head of boilers is presented a study of various types of stationery, locomotive and marine boilers; fuels and combustion; corrosion and incrustation; setting furnaces and chimneys; power of boilers; staying and other details.

(b) Under the head of engines is presented a study of thermal capacities, the two laws of thermodynamics; application to perfect gases, saturated and superheated vapor; the steam engine, and valve gearing.

Elementary Electricity.—Lessons in practical electricity—taking up magnetism, magnetic fields, theory of magnetism, magnetic induction, magnetic circuits, earth's magnetism, voltaic electricity, batteries, electrolysis, measurements of current strength, resistance, Ohm's Law, circuits and their resistance, electro-magnetism, galvanometers, electro-magnets, ammeters, electrical work and power, measurement of pressure, measurement of resistance, electrical development of heat and the induction coil.

Heating and Ventilating.—This subject will present the direct and indirect systems of ventilating, heating by live and exhaust steam, hot water and hot air, size of air ducts, radiators and total heating surface required for different systems; layout of plants.

Alternating Current Machines.—Properties of alternating currents, self-induction, capacity, alternating current circuits, alternators, induction motors, synchronous motors, single-phase commutator motors, converters, the transformer, and power plants.

Steam Turbines.—The elementary theory of the steam turbine is first covered, followed by a study of the design and construction of the most important parts. The selection of prime movers for power plants for given operating conditions, superheat, vacuum, pressure and boiler-feed temperatures, are fully discussed.

Surveying.—The course for the term consists of field work in chain, compass, and transit surveying; leveling; and drainage, with special reference to farm work.

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INSTITUTE CALENDAR

Session 1917-1918

Fall term begins Wednesday, September 12, 1917.

Fall term closes Thursday, December 20, 1917.

Christmas holidays begin 3:20 p.m., December 20, 1917.

and end at 9:00 a.m., Wednesday, January 2, 1918.

Winter term begins Wednesday, January 2, 1918.

Winter term closes Wednesday, April 10, 1918.

Spring term begins Tuesday, April 16, 1918.

Spring term closes Wednesday, July 24, 1918.

Commencement sermon, 11:00 a.m., Sunday, July 21, 1918.

Course contests, 8:00 p.m., Tuesday, July 23, 1918.

Industrial exhibit, 8:00 p.m., Wednesday, July 24, 1918.

Meeting Board of Trustees, 1:00 p.m., Wednesday, July 24, 1918.

Class day exercises, 10:00 a.m., Wednesday, July 24, 1918.

Commencement exercises, 2:00 p.m., Wednesday, July 24, 1918.