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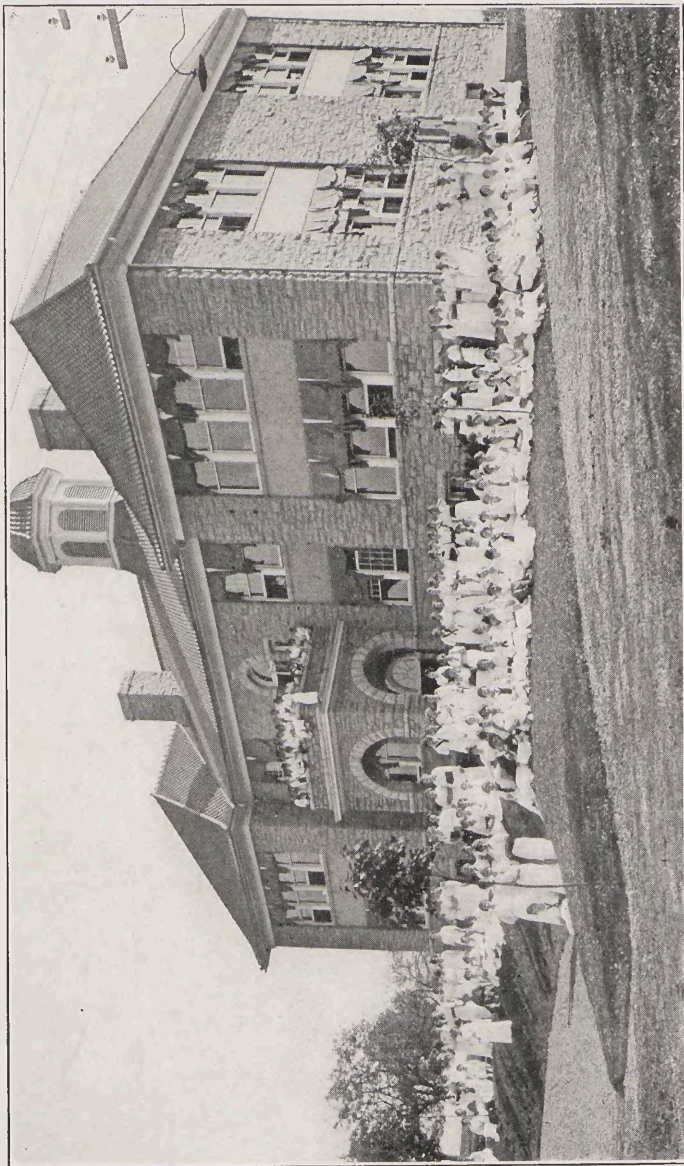
State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

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SCIENCE HALL

Vol. VIII, No. 4

May, 1916

THE NORMAL BULLETIN

State Normal School for
Women

HARRISONBURG, VIRGINIA



*"That our daughters may be as corner-stones, polished after
the similitude of a palace."*

Eighth Year Begins September 20, 1916

THE NORMAL BULLETIN

Published by the State Normal School for Women, at Harrisonburg, Virginia. Issued six times a year. Entered as second-class matter March 2, 1909, at the post-office at Harrisonburg, Virginia, under the Act of July 16, 1894.

CALENDAR FOR 1916-1917

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ACADEMIC CALENDAR FOR THE SESSION

1916-1917

1916. September 20, Wednesday—Fall Quarter, Eighth Year, begins. Registration of students.
September 21, Thursday—Organization of classes.
November 30, Thursday—Thanksgiving Day, Holiday.
December 20, Wednesday, 5 p. m.—Fall Quarter ends.
1917. January 3, Wednesday—Winter Quarter begins.
March 16, Friday—Winter Quarter ends.
March 19, Monday—Spring Quarter begins.
April 6, Friday—Good Friday, Holiday.
June 3, Sunday—Commencement Sermon, Y. W. C. A. Service.
June 4, Monday—Field Day Exercises, Annual Exhibit of Class-work, Annual Meeting of Alumnae Association, President's Reception to Students.
June 5, Tuesday—Commencement Day, Class Day Exercises, Final Exercises. Spring Quarter ends.
June 11, Monday—First Term, Summer Quarter, begins.
July 20, Friday—First Term, Summer Quarter, ends.
July 23, Monday—Second Term, Summer Quarter begins.
August 30, Thursday—Second Term, Summer Quarter, ends.
September 19, Wednesday—Fall Quarter, Ninth Year, begins.

VIRGINIA NORMAL SCHOOL BOARD

HON. RICHARD B. DAVIS.....	<i>Petersburg</i>
MR. W. WAYT KING.....	<i>Staunton</i>
HON. OTHO F. MEARS....	<i>Eastville, Northampton County</i>
HON. MERRITT T. COOKE.....	<i>Norfolk</i>
MR. W. CLYDE LOCKER.....	<i>Richmond</i>
MR. OSCAR L. SHEWMAKE.....	<i>Surry, Surry County</i>
MR. GEORGE B. RUSSELL,	<i>Drakes Branch, Charlotte County</i>
MR. DAVID D. HULL, JR.....	<i>Roanoke</i>
MR. BROCK T. WHITE... .	<i>Keezletown, Rockingham County</i>
MR. VIRGINIUS SHACKELFORD..	<i>Orange, Orange County</i>
HON. JOHN W. PRICE.....	<i>Bristol</i>
HON. ALFRED G. PRESTON..	<i>Amsterdam, Botetourt County</i>
HON. R. C. STEARNES.....	<i>Richmond</i>
	<i>(State Superintendent of Public Instruction, ex-officio)</i>

OFFICERS OF THE BOARD

HON. RICHARD B. DAVIS.....	<i>President</i>
HON. JOHN W. PRICE.....	<i>Vice-President</i>
MR. A. STUART ROBERTSON.....	<i>Secretary-Auditor</i>

All correspondence concerning this school should be addressed to Julian A. Burruss, President of the school, Harrisonburg Virginia, and not to an officer or member of the Virginia Normal School Board.

OFFICERS OF ADMINISTRATION AND INSTRUCTION

ADMINISTRATION

JULIAN A. BURRUSS, B. S., A. M.
President

WILLIAM R. SMITHEY, A. B., A. M.,
Registrar and Director of Extension Work

JOHN W. WAYLAND, B. A., Ph. D.
Secretary of Faculty

MARY I. BELL
Librarian

MRS. R. B. BROOKE
Matron

THOMAS C. FIREBAUGH, M. D.
School Physician

JULIA T. SPRINKEL
Treasurer

AMELIA H. BROOKE
Assistant to Matron

MARY WIENER
Stenographer

ANNIE S. DWYER
Clerk

INSTRUCTION*

JULIAN A. BURRUSS, B. S., A. M.
President

CORNELIUS J. HEATWOLE, B. S., A. M.
Education

JOHN W. WAYLAND, B. A., Ph. D.
History and Social Science

ELIZABETH P. CLEVELAND, A. B.
English

NATALIE LANCASTER, B. S.
Mathematics

S. FRANCES SALE, B. S.
Household Arts and Rural Supervisor

MARGARET G. KING
Geography and Rural Arts

ANNIE V. CLEVELAND
English

JAMES C. JOHNSTON
Natural Science

MARY I. BELL
Physiology and Hygiene

WILLIAM R. SMITHEY, A. B., A. M.
Mathematics

*The faculty arranged in order of appointment.

RHEA C. SCOTT
Rural Education

RUTH S. HUDSON
Physical Education

MARGARET V. HOFFMAN, B. A.
Foreign Languages, English, and Piano Music

JAMES A. HARMAN
Violin Music

RACHEL ELIZABETH GREGG, B. S., A. M.
Primary Education and Supervisor of Training

MARY LOUISE SEEGER, B. S.
Kindergarten Education

RUSSELL B. SHRIVER
Household Arts

BESSIE C. LEFTWICH, B. S.
Household Arts

FRANCES I. MACKEY
Manual Arts

VELMA MOESCHLER
Household Arts

EDNA T. SHAEFFER
Piano, Organ, and School Music

PAULINE ASHMEAD
Assistant in Household Arts

THE TRAINING SCHOOL

WILLIAM H. KEISTER
Principal

RACHEL ELIZABETH GREGG, B. S., A. M.
Supervisor of Training

MARY LOUISE SEEGER, B. S.
Director of Kindergartens

SOPHRONIA B. DYER
Critic, First Grade

ROSE KEY, A. B.
Critic, First Grade

CAROLYN McMULLAN
Critic, Second Grade

JULIA M. CHARLTON
Critic, Third Grade

ADA B. CLARK, A. B.
Critic, Fourth Grade

ORRA L. BOWMAN
Critic, Fifth Grade

VADA I. WHITESEL
Critic, Sixth Grade

ETHEL SPILMAN
Critic, Seventh Grade

ANNIE F. CUMMINS
Critic, Eighth Grade

ETHEL K. SPRINKEL
Kindergarten

STANDING COMMITTEES OF THE FACULTY

Admission, Classification, and Courses: Messrs. SMITHEY, Johnston, and Heatwole, Misses Elizabeth Cleveland, Gregg, Sale, and Seeger.

Literary Societies: Mr. JOHNSTON, Misses Hudson and King.

Public Exercises, Lectures, and Entertainments: Misses HUDSON, Hoffman, Mackey, and Shaeffer.

Publication: Misses BELL, Annie V. Cleveland, and King, Mr. Heatwole.

Student Government Association Advisers: Misses LANCASTER and Sale, Dr. Wayland.

Student Publications: Misses ELIZABETH P. CLEVELAND, Annie V. Cleveland, and Hoffman, Dr. Wayland.

Welfare of Students: Misses GREGG, Lancaster, Bell, and Leftwich.

The President of the school is an *ex-officio* member of all faculty committees.

ORGANIZATION AND ADMINISTRATION

HISTORICAL STATEMENT

March 14, 1908: Act of establishment approved by the General Assembly of Virginia.

September 15, 1908: Plans for the complete plant adopted.

November 25, 1908: Ground broken for Science Hall and First Dormitory.

April 15, 1909: Corner-stone laid.

September 28, 1909: First Quarter of First Year begun.

May 2, 1910: Ground broken for Second Dormitory.

March 1, 1911: Second Dormitory opened.

May 1, 1913: Ground broken for President's Residence.

May 4, 1914: Ground broken for Dining Hall.

IDEALS OF THE SCHOOL

The normal school is a professional institution for the training of teachers. It includes industrial features, which are intended to prepare young women for the duties of the home and for certain gainful occupations.

This institution endeavors to maintain standards of the highest type. The students from the beginning have assisted the faculty in this respect to a marked degree. They early inaugurated an "honor system," and this was later extended in the form of a student government association to cover all phases of school life. As a result of these efforts, the students are doing much to maintain high standards of honesty in their school work and purity and honor in their daily lives.

The following will set forth in a general way some of the principles which the management endeavors to have govern the school:

1. We believe that the building of character is the chief aim of every school; hence, in the training of the teacher,

the development of a strong, noble, womanly character is of first importance.

2. We believe that the personal influence of the teacher is the greatest factor in the education of the young; therefore we must seek to develop those feelings and inspire those thoughts which will function in right conduct throughout life; and we must endeavor to remove blemishes and imperfections in personal conduct and manner of living, however trifling they may seem, which will operate so as to injure the teacher's influence for good.

3. We believe that in every grade of educational work sound scholarship is the basis of success, and we realize that conditions are such that few will come to us with a sufficient foundation in subject-matter; hence it is necessary to combine academic with professional training, and to make this academic drill work thoro and adequate to individual needs.

4. We believe that the greatest aim is not to acquire information simply for the purpose of knowing, but to acquire for the purpose of *teaching* to others what one knows. For this reason it is essential that the subject-matter of education be approached in a professional and critical manner, and taught with emphasis upon the method side. On the part of the normal school students, the attitude to all studies should be one of thinking and knowing rather than of mere acquisition; of interest and appreciation, not the bare performance of superimposed tasks.

5. We believe that it is not the least of our duties to cultivate in our prospective teachers a professional spirit. The teacher should be more than a time-server and a wage-seeker. We must seek a broadening and enriching of the minds of our students, the development of an impelling belief that teaching is the highest and noblest of callings, and a burning zeal to render the largest measure of service in the world.

6. We believe that certain principles of professional

ethics should be adopted by all who enter the teaching profession; that among these are a recognition of the sacredness of contracts, a decided stand against questionable practises, a determination to eliminate petty jealousies and prejudices, a careful guarding of speech and daily conduct, and a constant effort to elevate the moral standards in all the relations of life.

LOCATION

The town of Harrisonburg is situated in the heart of the beautiful Shenandoah Valley about 1,300 feet above the sea level. It is a progressive town with a population of over 5,000. It is the county seat of Rockingham County and is in the richest agricultural section of the Valley of Virginia. It lies about 150 miles southwest of Washington City and about the same distance northwest of Richmond. It is on the Harrisonburg division of the Southern Railway, is the terminus of the Valley Railroad of Virginia (operated by the Baltimore and Ohio), and by means of the Chesapeake Western is in close reach of the Norfolk and Western system *via* Elkton, which is 18 miles distant. At Staunton—26 miles away—connection is made with the main line of the Chesapeake and Ohio Railway, and at Lexington with the James River division of the same road. An automobile bus service for the transportation of passengers is provided between Staunton and Harrisonburg, and between Elkton and Harrisonburg. By these various means Harrisonburg enjoys exceptional transportation facilities to and from all principal points in all the Valley counties north of Roanoke, the Southwestern counties *via* Roanoke, and those of Piedmont and Northern Virginia contiguous to the Chesapeake and Ohio and Southern Railways.

The climate is, with rare exceptions, not subject to extremes of heat and cold, and in point of healthfulness is unsurpassed in Virginia. The town has, for many years,

been a refuge in summer for residents of the tidewater sections and the eastern cities by reason of its complete immunity from malaria; and with its bracing mountain air and pure free-stone water it has for a series of years been exempt from fevers and endemic diseases. Several well-known summer resorts and medicinal springs are not far from the town. The public water supply is brought by pipeline from mountain streams thirteen miles distant.

The school grounds comprize forty-nine acres of land, with a splendid frontage on South Main Street. The site commands a magnificent view of the surrounding valley in every direction, from the Blue Ridge to the Shenandoah Mountains, and adjoins one of the best residential sections of the town. The combination of town and country features makes the situation ideal for the location of an educational institution.

Harrisonburg claims every advantage of location, accessibility, water and sewerage, electric light, mail and telephone facilities, and proximity to white population. It enjoys a combination of healthful environment, sanitary comforts, and a wholesome social and religious atmosphere.

BUILDINGS AND EQUIPMENT

The school plant is being built on a plan adopted at the establishment of the institution. The principal buildings are constructed of native blue-limestone, with red tile roofs, and are substantial in appearance. They are heated thruout by steam and lighted by electricity. Every precaution has been taken against fire, accident, and sickness. All rooms are outside rooms with an abundance of window space, providing excellent light and ventilation. Bedrooms are comfortably furnished, and all beds are single. Telephone connection is established in each building, for both local and long distance service. The school has its own post-office (known as "Normal Station"), and a complete outfit has been installed for it.

Science Hall: This building contains laboratories for physics, chemistry, cooking, dietetics, housewifery, textiles, millinery and dressmaking, drawing and handwork, geography and nature study, together with two class rooms for general work, several offices, music rooms, and storerooms. All departments in this building are provided with modern equipment.

Dining Hall: This building contains a large dining hall, a temporary auditorium, a library, a number of offices, and accommodations for general administrative purposes. The entire equipment has been carefully selected and is of high grade in all respects.

Dormitory No. 1: This building provides twenty-two bedrooms for students, three bedrooms for officials and teachers, and a reception room. Bathrooms with the most approved fittings are placed on each floor. In the basement are several laboratories and classrooms.

Dormitory No. 2: This building includes thirty-six bedrooms for students, three bedrooms for teachers and employees, a small reception room, a gymnasium, and locker and dressing rooms. Both tub and shower baths are provided in abundance. The gymnasium contains the necessary apparatus of the highest grade.

Dormitory No. 3: This building, now being erected, will be ready for occupancy in the spring of the coming year. It will contain thirty-nine bedrooms, with ample bathrooms, and a reception room.

The Cottage: This is an old building refitted and enlarged to fill temporarily several pressing needs. At present it provides several bedrooms for teachers and employees and three temporary class rooms.

In addition to the above buildings the plant includes a residence for the president, a barn, a servants' cottage, and a small temporary laundry. Ample provision is made for school gardens, with the necessary outfit for the work. An

orchard gives facilities for demonstrations in fruit-growing. Equipment for poultry-raising, bee-culture, and canning, provides for practical work along these lines.

LIBRARY

The library consists of about 5,000 carefully selected volumes, and additions are being constantly made on the recommendation of the different instructors. The departments of education, literature, and history are especially well supplied with reference works; and there is a good collection of technical works, particularly in the fields of household and industrial arts. A notable addition has been made recently in the form of a number of the most modern books on the subject of rural life. All the books and pamphlets of permanent value are classified in accordance with the Dewey system. The subscription list of current publications includes fifty of the best magazines in general literature and those representing special departments of school work, as well as a number of daily and weekly newspapers of Virginia.

The library is housed in a commodious room equipped with the most approved and convenient library furniture. It is open all day and in the evening on every day except Sunday. Every effort is made to make it a valuable workshop for the students.

During the school year a series of lessons in library economy is given to the students by the librarian, and in this way they may obtain some ideas in regard to the management of a library in the schools in which they may serve.

TRAINING SCHOOLS

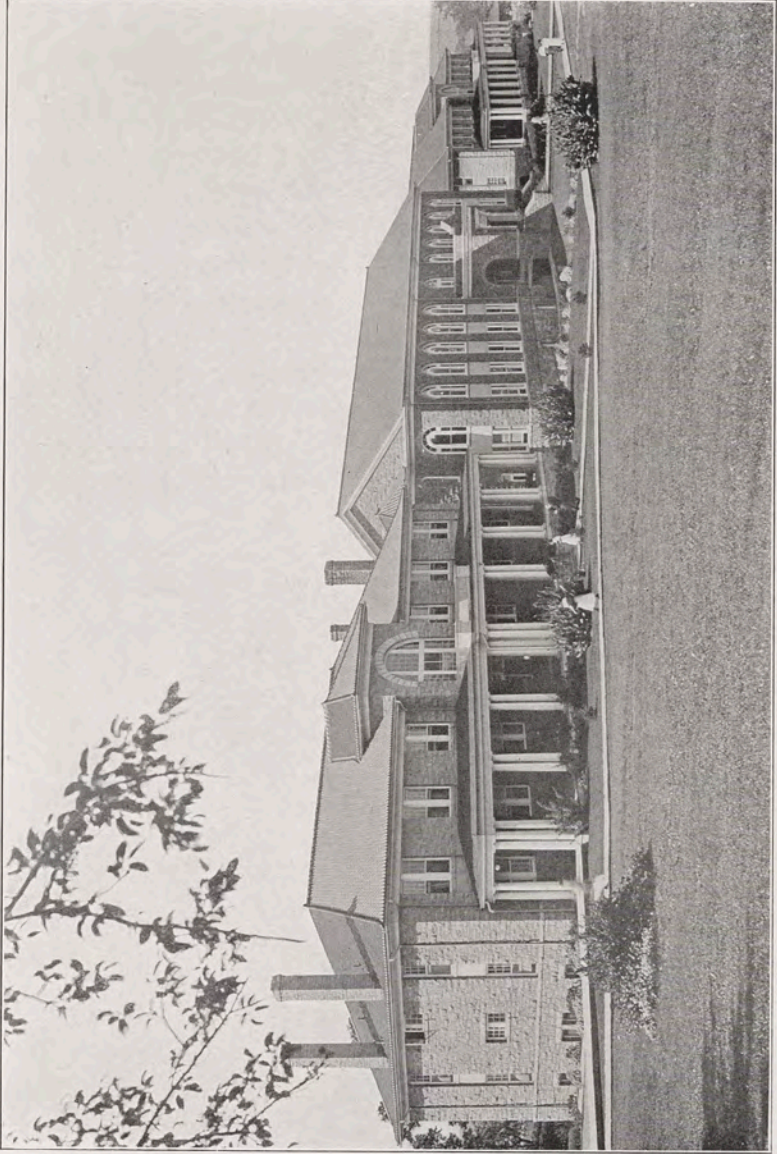
The training school is an important part of the normal school. There the teacher-in-training is given the opportunity of gaining practical experience in solving the various problems which will confront her when she leaves to take charge of a school-room.

It is obvious that the nearer the training school can approach the *actual conditions of the public school*, the better it will serve the purpose of preparing student-teachers for work in the public school. With this in view an arrangement has been made between this State Normal School and the Public Schools, whereby the schools of the town are used as training schools for the students of the Normal School.

The public school system of Harrisonburg has for many years been exceptionally good. The schools embrace a kindergarten, eight primary and grammar grades, and a four-year high school. The pupils in these schools number about 1,000. The buildings have been carefully planned, and are lighted, heated, and ventilated in the most approved manner. The equipment is modern in every respect, including an excellently equipped play-ground.

The value to the State Normal School of thus securing a complete plant for its training work is very great; but the value of being thus enabled to offer its students facilities for observation and practise teaching *under real public school conditions* cannot be overestimated. There are no specially selected classes of pupils and no artificial environment of any sort. The teacher-in-training meets the same conditions that she will face when she takes up her work after graduation.

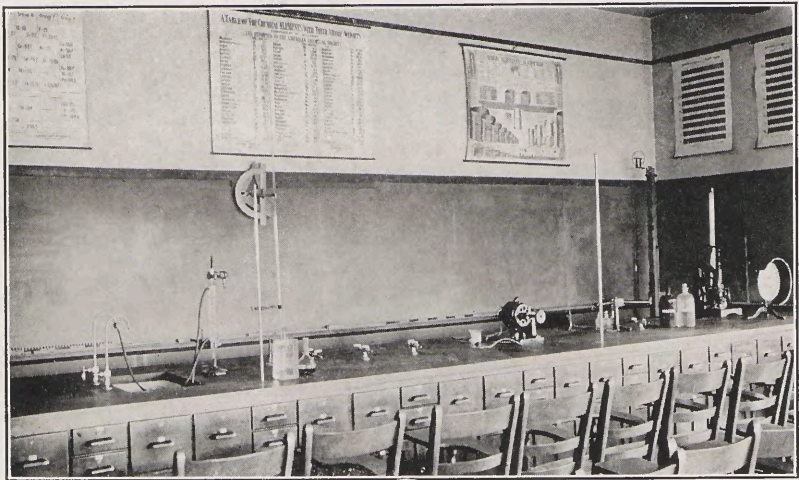
In their training school work the students first observe the work of skilled teachers, and then are placed in charge of a school-room and held responsible for the discipline and instruction, under the supervision of skilled teachers, who observe carefully their work and criticize and direct them in the methods used. Criticisms are helpful and suggestive. The Supervisor of Training assigns to the different grades all students whose courses include practise teaching, and directs them as to their work. Students in the special courses will be given the opportunity of teaching their respective specialties.



DORMITORIES AND LIBRARY



Chemical Laboratory



Physical Laboratory

WHERE THE SCIENTISTS WORK

TRAINING IN RURAL SCHOOLS

Through the kind co-operation of Division Superintendent G. H. Hulvey, the local school boards, and others, this school has been able to select several of the public schools not far from Harrisonburg for demonstration schools. In these schools the Normal students have an opportunity to observe and to do practise teaching under a special supervisor from the Normal School faculty. The work done in household arts and manual arts has been particularly successful.

The work is directed toward the improvement of the schoolhouses, and many schoolrooms have been made more comfortable and more attractive in this way. The interest of the people in the various communities has been awakened and a wholesome reaction in the homes and in the attitude of the patrons toward the schools is noticed. Many of the boys and girls have become intensely interested in the special work, and are being fitted for greater efficiency in life. The school term has been lengthened in some cases, and the schools have been helped in every possible way.

Through this means this Normal School is enabled to offer its students unusual opportunities for becoming familiar with the problems and work of the rural school. This can be done only by *actual experience under real conditions* as they exist in the country schools.

FACULTY

In the selection of instructors the utmost care has been exercised. The faculty is composed of both men and women. Scholarship, character, personality, culture, and ability to teach have been considered. Particular care has been taken to select those who know how to teach others *how to teach*. These men and women are graduates and post-graduates of some of the best universities, colleges, and normal schools in our country, and are teachers of experience. In practically all cases this experience has embraced teach-

ing in the regular graded schools, including rural schools; and this, in addition to their scholastic preparation in the higher institutions and their training in normal methods, enables them to be of the greatest practical value to those who are preparing to be teachers in the public schools.

THE SCHOOL CALENDAR

From the school calendar on a preceding page, it will be noticed that the school is open for work the entire year with the exception of about three weeks in September. The year is divided into four "quarters" of about twelve weeks each. While it is best for some reasons for the student to enter at the beginning of the fall quarter and remain through three consecutive quarters, thus completing the ordinary school session as it is at most schools, yet students are welcomed at the opening of any of the four quarters, and *attendance during any three quarters, whether consecutive or not, is considered as constituting a year's work.*

Spring Quarter: This quarter begins the latter part of March and affords opportunity for teachers whose schools close early in the spring to enter the Normal School and complete three, four-and-a-half, or six months of consecutive work before their schools reopen in the fall. In this quarter a special review course in the subjects required in the state examinations for certificates is arranged for students and teachers who desire to take these examinations. By authority of the State Board of Education these examinations are given at the school at the end of this quarter. The examinations are also given at the usual time in the spring, but it is advised that the June examinations be taken in order that the preparation may be more thoro. A special announcement of the spring quarter is published in January.

Summer Quarter: This quarter is divided into two terms of about six weeks each, and students may enroll for

either or both terms. The work done during these terms is of equal rank with that of any other time of attendance, three full summer *quarters* being taken as the equivalent of a regular school year. Either term of the summer quarter may be considered as the equivalent of other summer normals of six weeks, and receives all possible recognition in the granting of teachers' certificates. A special catalog giving full information of the summer quarter is published in February.

EXTENSION WORK

This school has always done what many institutions call extension work. In its spring and summer courses it has provided means whereby many teachers in service have been able to continue their preparation for their work. The school has also sent its instructors to various points in the state to work with teachers at institutes, to lecture on various occasions to groups of teachers and others, and to conduct demonstrations at gatherings of teachers, farmers, and homekeepers.

In a desire to assist still further those who cannot attend school, a system of instruction by correspondence has been arranged. More than fifty different courses are now offered, in practically all departments of the school. This instruction is given entirely free of charge, under certain conditions, and has already been followed to advantage by a considerable number of students. The courses are intended to meet the needs of teachers and homemakers as well as of students who are preparing for entrance to resident courses at this school. Instruction is offered in all of the subjects required on the state examinations and in the state reading course for the renewal of certificates; and ambitious teachers may take this opportunity for improving their preparation for their work and obtaining a higher grade certificate. It is always best for a student to attend

school, but if she cannot do this she may find the correspondence study work a great advantage in many ways. The plan is fully set forth, together with a description of the courses offered, in a special bulletin published by the department of extension work.

STUDENT GOVERNMENT

It is expected of every young woman who avails herself of the privileges offered so bountifully and freely by the state that she conduct herself at all times in a manner entirely befitting a lady. Nothing short of this can be permitted in any Virginia school for young women preparing to assume the duties and responsibilities of life in the school, in the home, or in the world outside. This involves a consideration of and respect for the rights and feelings of others, and a manifestation under all circumstances of those gentle and refined qualities for which Southern womanhood has always been justly famed.

The school does not have a long list of rules and regulations, but a few general statements covering matters of importance are here given:

1. All students are expected to be present at all regular and general exercises of the school from the first day of the session to the closing day, unless excused for good cause. Students in attendance during the Third (Spring) Quarter will not be permitted to leave until after the Commencement Exercises are concluded, except in case of sickness or serious emergency; and parents are requested not to ask such permission, to prevent the embarrassment of refusal.

2. All students taking their meals in the dormitories are subject to the chaperonage of the Matron, and to all the regulations of the school for the government of the boarding department. It is desired to make the dormitories of the school as nearly as possible a *home* for the students, and the Matron will be "house-mother" to those boarding here. Students who both lodge and take their meals in

town will be under the domestic and social care and control of *the family in which they board*, but the school will prescribe certain rules for the government of such students and will hold the lady in charge of each home responsible for their enforcement. The right is always reserved to refuse permission to students to board in town, or to withdraw such a permission, or to change the boarding-place of a student.

3. No student living in any of the dormitories or rented rooms of the school will be permitted to spend the night in town away from her room, unless a parent of the student sends a written request, or makes a personal verbal request, that permission be granted the daughter to visit a near relative. This regulation will apply to all boarding students who are in Harrisonburg during any of the holidays.

4. Boarding students desiring to leave Harrisonburg for week-end or other brief visits to their homes or elsewhere must submit written requests from their parents, and obtain permission from the President of the school. In case permission is granted and absence from class is occasioned thereby, students must arrange with the instructor of the class to make up the work missed; otherwise it will be counted against them. If a student does not return to school promptly on the first day after any holiday, she will be subject to such penalty as the faculty may decide to impose. Excuses will not be accepted except in cases of sickness or of serious emergency.

5. All of the above regulations will apply to a student as soon as she reaches Harrisonburg and as long as she remains in the town, whether the school is in session or not.

It is presumed that every young woman who decides to attend the school does so with a full knowledge of the foregoing regulations and with a serious purpose to abide by them, and by any other regulations which the faculty may

make, in a complete and cheerful way. It will be the constant effort of the faculty of the school to lead its students to adopt the highest standards of life and conduct; and in the event that any young woman does not display a disposition to be amenable to such treatment, or continually neglects her studies and other school duties without satisfactory excuse, thus becoming a menace to the mental or moral life of the school, she will be subject to admonition and may be dismissed if, in the judgment of the faculty, such is necessary for the protection of others in the school.

The students have inaugurated a student government association, and each student is given a full copy of the regulations at the time she registers and is required to sign a statement that she understands the same and pledges herself to maintain them to the best of her ability.

ADMISSION AND CLASSIFICATION

ENTRANCE REQUIREMENTS

The following general statements will indicate the usual conditions on which a student may be admitted:

1. A young woman to be admitted to this school must be at least fifteen years of age; she must be of good moral character; and she must be able to show satisfactory preparation for the work she proposes to pursue.

2. Applicants, other than teachers, for admission to the regular courses, will be classified on the basis of the number of "units" of secondary school work offered as preparation. *A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.* This definition assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week. It further assumes that two hours of manual training, drawing, or laboratory work is equivalent to one hour of classroom work.

3. The efficiency of the different classes of public high schools in the state makes justifiable that, for young women who have had no experience as teachers, the condition for entrance to this school shall be eight units of work. This preparation entitles the candidate to admission to the Freshman Year. Those who can offer twelve units, representing three years of high school work, will be admitted to the Sophomore Year. Graduates of an approved four-year high school, who can offer not less than fourteen units of work, will be admitted to the Junior Year of any of the courses offered, excepting the Junior Year of the three-year Household-Industrial Arts Course.

4. Applicants coming from schools other than public high schools will be given credit for the work they have ac-

completed, the basis of the allowance being the definition of the standard unit.

5. Graduates of high schools on the state accredited list will be admitted on presentation of their diplomas. All other applicants will be sent a printed form on which the last teacher or principal should state the subjects studied in the high school course, the length of time such studies were pursued, the textbooks used, and the progress made in each. This report is to be forwarded to the school by the principal or teacher, and upon receipt of same the Classification Committee will determine in each case the number of units to be allowed the applicant in admitting her to the school.

6. Applicants who desire to do so may take entrance examinations for admission to the school. Those who desire to apply for admission on this plan should notify the President to this effect before coming, so that proper arrangements may be made for them. Applicants who so desire may prepare for the entrance examinations by correspondence study courses offered in the Department of Extension Work.

7. Entrance will be granted to teachers on the basis of the certificate held by them. The holder of a first grade certificate will be admitted to the Junior Year of any Professional Course. The completion of this year's work will entitle the student to a Professional First Grade Certificate. If, after receiving this certificate, the holder desires to continue her studies here, she must first satisfy the regular high school entrance requirements for admission to the Junior Year before she can enter upon the work of the Senior Year. Holders of the Elementary Professional Certificate (given in former years), who have had only three years of high school work will, when they return to the Normal School, be required to complete the Sophomore Year before entering the Senior Year in any course.

8. In the case of applicants over twenty years of age, who, for good reasons, have not been able to get the preparation required by this school, the faculty will be glad to consider all the circumstances when stated in full, and will grant admission to such as may be found prepared for the work of the school.

9. Students may be admitted to the one-year Household Arts courses and to part-time courses without satisfying the usual entrance requirements. Such students must be of sufficient maturity to profit by the work; and they must satisfy the instructors in charge of the classes they desire to enter as to their preparation for the work they wish to do. Young women who may desire to take work in household arts, with a view to its application in the home, but who do not expect to teach it, and those wishing to prepare for a vocation in this line may be admitted to such courses. Part-time and vocational course students are subject to the same regulations as others.

10. *Exceptions to the entrance requirements* will be made in the Spring and Summer Quarters in the cases of students preparing for the State Examinations. These students are allowed to enter any classes for which they are prepared.

11. Deficiencies in preparation may be made up after coming to the school, in most cases, by taking extra classes; but this will necessarily require a longer time to complete a course. The Summer Quarter and the Department of Extension Work offer opportunities for removing deficiencies.

12. Advanced credit and the omission of any subject included in the schedule of the course being pursued by the student are allowed only with the approval of both the Classification Committee and the head of the department within which the subject to be credited or omitted lies; and all such allowances must be recorded when granted.

13. A student having completed sixteen units of high school work, and *in addition* having completed certain pro-

fessional work, may be allowed an examination on the professional subjects that she may have completed. This examination will cover the course in these subjects as given in the normal school.

14. A student who has completed less than sixteen units of high school work and has completed some professional work, may be admitted to the class to which her high school units entitle her to entrance; and, *after* completing the work of the class in which she is registered, may be given an examination on the professional subjects which it is claimed have been completed before entrance. Such an examination must cover the course in the subject as given at the normal school.

15. Double credit will not be allowed. A student who has offered for entrance credit, or who has completed since coming to this school, any class, or its equivalent, called for by the course outline will be given a substitute of like kind and value by the Classification Committee.

16. Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalog.

GROUPING OF STUDENTS

The students of the school are divided into five groups, as follows:

1. *Seniors*: This group includes all candidates for diplomas who have not more than three quarters of attendance remaining in order to complete the requirements for graduation.

2. *Juniors*: This group includes all students who are not included in group 1 and who are registered in any of the Professional Courses, either of the two-year Household Arts Courses, the Industrial Arts Course, or the Second Year of the Household-Industrial Arts Course.

3. *Sophomores*: This group includes all students who are registered in the Sophomore, or Second, Year of the

Academic Course, and the First Year of the Household-Industrial Arts Course.

4. *Freshmen*: This group includes all students who are registered in the Freshman, or First, Year of the Academic Course.

5. *Part-time and Vocational Course Students*: This group includes all students who are pursuing part-time or vocational courses, and who are not candidates for teachers' certificates or diplomas.

BOARDING STUDENTS

Excellent boarding accommodations for 138 students are provided in the school dormitories, which are in charge of a matron and several members of the faculty who room in the dormitories. The rooms are comfortably furnished with white enameled iron single beds, oak dressers, tables, chairs, rockers, clothes-closets, all necessary bed-clothing, and towels. All are outside rooms, and each has at least two windows. The buildings are lighted by electricity and heated with steam. Numerous conveniently located bath-rooms are provided, with the most modern sanitary equipment, in the proportion of one bath-room to every six students.

Rooms will be assigned in the order of application. Since many applications for places have been already received for the coming session, it is advisable for those desiring to live on the school grounds to *apply early*. Students who do not succeed in securing places in the dormitories will be assigned to boarding-places in the town. These are of two kinds, namely: (1) those furnishing rooms only, and (2) those furnishing both rooms and meals. The school is now renting a number of rooms in excellent private homes in the immediate neighborhood, students rooming in these taking their meals at the school dining-room in the dormitory building and sending their clothing to the school laundry. Students who do not secure places in the school dormitory

may rest assured that they will be assigned to satisfactory places in good private homes in town, and that everything possible will be done for their comfort.

The rate for board, as stated on a following page, includes furnished room, food, light, heat, laundry, and service. The cost of board is the same where students occupy rooms rented by the school and take their meals at the school, and the money for such board is paid to the school. In case a student rooms and also takes her meals away from the dormitories, she must settle all accounts for board, laundry, etc., with the lady with whom she boards, as the school cannot hold itself financially responsible in such cases.

Information with reference to boarding-places may be obtained at the President's office, and the President or Matron must in all cases be consulted *before engaging board*. All students not living in their own homes are classed as "boarding students."

For lack of room, visitors can not be entertained in the dormitories, but rooms may be secured in town, and students may invite relatives or friends to meals at the school by obtaining permission from the Matron and paying the nominal charge of twenty-five cents per meal.

DAY STUDENTS

Students whose homes are in the town or county near enough, live at home and attend the school as "day students." For such students there is, of course, no charge for board. Students who have relatives or friends in the town or near by in the county, and who bring a written request from their parents (if the student is less than twenty-one years of age), may be permitted to live with them with the approval of the President and faculty.

Day students will be subject to all general school regulations and to such special regulations as may be provided by the faculty. While on the school grounds or in school

buildings, day students will be required to conduct themselves properly, whether during class-hours or not; and they are expected to be governed by the same custom as other visitors when they go to the school dormitories. A lunch room, equipped with lockers, tables, and chairs, has been provided for day students in Dormitory No. 2.

SELECTION OF WORK

Before being enrolled in classes, each student must consult a member of the Committee on Classification and have her program approved. Each case will be carefully considered on its merits, and every effort will be made to guide students aright in the selection of their work. This consultation should take place as soon after arrival at the school as possible.

Students are warned against attempting too much work, or trying to shorten unduly the term of their residence at the school. Each student in the school will be put upon her individual merit, hence it is best that she attempt only as much as she can do well.

The attention of students is called to the courses offered for the training of teachers in *special* subjects. The President will be glad to talk with any one considering specialization.

Correspondence from prospective students relative to choice of work will receive careful attention, but this matter *can usually be best settled in a personal interview after the student reaches the school.*

RECORD OF STUDENTS

The school keeps an accurate and complete record of every student's work. The instructors render reports at regular intervals of the work of every student, and reports are sent to the parents of pupils (under age) at the close of every quarter. In the meantime if a student is found to be falling behind in her work, she is notified and given an

opportunity to improve. To be awarded any diploma, a student must have a satisfactory record not only as to grades made in her studies, but also as to faithfulness in the performance of all school duties. No student whose conduct at the school has been unsatisfactory will be awarded a certificate, a diploma, or any other honor. All financial accounts must be settled before the award of such honors. No student notably poor in spelling, writing, or English composition will be permitted to graduate until such deficiency is remedied.

On quarterly reports grades will be recorded in letters (A, B, C, D, E); and no numerical marks will be published. In students' reports A is considered *very good*; B is considered *good*; C is considered *passable*; all being above 75 per cent.—the *standard pass mark*. A student receiving D on any study is *conditioned* in that study and is allowed to take another examination. Examinations to remove conditions are to be taken the next quarter in residence. Otherwise the full course must be repeated. E signifies *failure*, and the entire work of the quarter in this study must be repeated if credit is desired.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. *Read the catalog carefully*, also all other bulletins sent you from the school. Do not hesitate to ask questions. For all information, for copies of the bulletins, for application blanks, etc., write to the President of the Normal School, Harrisonburg, Virginia.

2. It is always best to begin at the opening of a quarter, and at the opening of the *first* quarter, in September, as far as possible.

3. You should not come unless you intend to do thoro, earnest, and conscientious work, and to be subject to the regulations of the school.

4. *Fill out application blank*. Use the one in the back of this catalog, or write to the President of the school for

one. This blank also contains an application for room. After filling out the blank, *mail it to the President of the school at once*. If you do not get a prompt reply, write again.

5. The school session begins Wednesday, September 20, 1916. Be sure to arrive in Harrisonburg not later than the afternoon of this day, if possible. The afternoon of the preceding day is better. Students who have engaged rooms must not expect them to be held for them later than the afternoon of Wednesday, September 20, except in very special cases by previous arrangement. The first meal served at the school will be supper, Tuesday, September 19.

6. Notice on the railroad map, included here, how to reach Harrisonburg from the different sections of the State. A representative of the school will meet all trains arriving on the first two days of the session, and on other days by request.

7. Students who have been assigned to rooms by the school will be sent tags for use in labeling their trunks. *All baggage should be clearly marked with the name of the owner and checked thru to Harrisonburg, if possible. Students should retain their railroad baggage-checks and bring them to the Treasurer's office immediately on arrival.* This will avoid trouble and save time and money, as the school wagon will transfer all baggage.

8. The rooms in the dormitories and boarding-places in the town will be completely furnished, but students may add anything they like in order to make their rooms more attractive. A few well-chosen pictures, a dresser cover, etc., would be very helpful. Table napkins should be brought for use in the dining-room, also a comfart or extra blankets, and two clothes bags.

9. Bring your old text-books for reference, also any other books that you think may help you.

10. Each student should have in her outfit at least one *white* dress, and should not forget an umbrella and a pair

of over-shoes. An inexpensive rain-coat is very desirable. *All clothing should be clearly marked with the student's name in indelible ink*, before sending to the laundry.

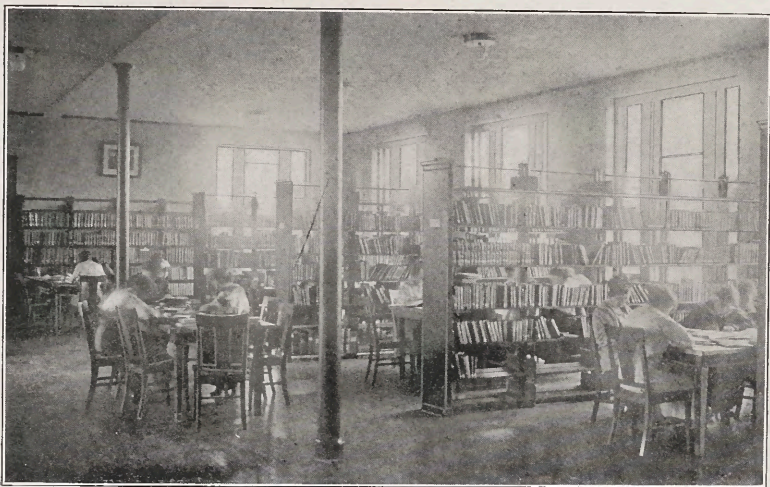
11. Be prepared to pay the registration fee and the quarter's board in advance at the time of enrolment if possible, and also the charge for text-books and any tuition and laboratory fees which may be due.

12. Have your mail addressed "Normal Station, Harrisonburg, Virginia," as the school has its own post-office.

13. *Be present the first day of the school session.*

14. Do not be anxious to enter advanced classes for which you are not fully prepared. On the other hand, remember that the instructors have no desire to keep you back except for your own good, and that you will be allowed to enter the highest class in which you are able to do satisfactory work.

15. If you desire an education and are willing to work for it, but are afraid that you have not sufficient means to pay your way, write to the President and explain the situation fully. *Do not expect too much*, but be assured that everything possible will be done to help you find a way to continue your course to completion.



West End

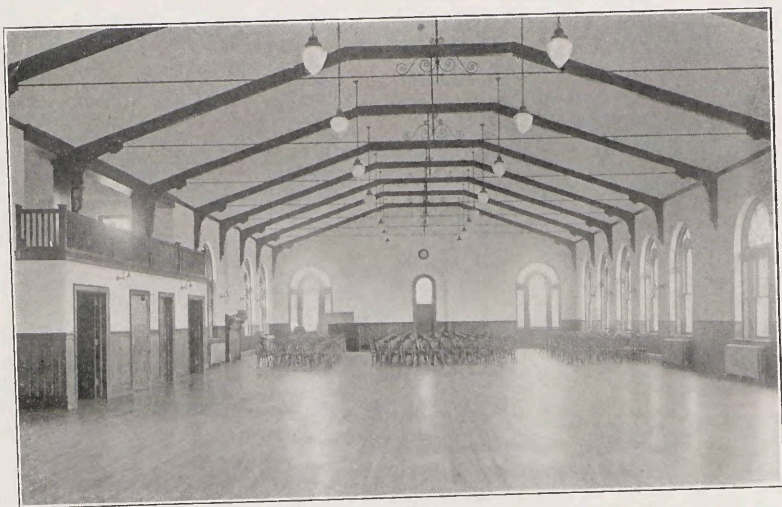


East End

THE LIBRARY



Out-of-doors



In-doors

THE AUDITORIUMS

COURSES OF INSTRUCTION

GENERAL PLAN

These courses have been planned after careful study of the conditions and needs in our State, as well as extensive examination of similar courses offered in the best normal schools in our country, and consultation with a large number of educators. They have been shaped to meet the demands of both rural and city schools. The fact that this is a normal school, and, as such, exists primarily for the professional training of teachers for the public schools of Virginia, has been kept constantly in mind. It is recognized that a good teacher must have an adequate knowledge of the special subject-matter that is to be taught and of related subjects, as well as a thoro understanding of the methods of presentation. This school provides for both these distinct phases of normal school work. This school recognizes also its duty to train young women along industrial lines as special teachers, supervisors, homemakers, and for gainful occupations peculiarly adapted to women. In carrying out these ideas, it is thought advisable to present a considerable variety of courses, as listed below :

I. ACADEMIC COURSE

The work of this course is preparatory and of high school grade. The Freshman Year corresponds to the third year of an accredited four-year high school, and the completion of two years of high school work is pre-requisite for entrance. The Sophomore Year represents the fourth year of a first grade high school.

II. PROFESSIONAL COURSE

KINDERGARTEN AND PRIMARY GRADES

This course is planned to prepare kindergartners and

primary teachers. The work here offered is strictly professional, and the satisfactory completion of it leads to the diploma of graduation. Students who are looking forward to kindergarten positions will do their practise teaching in the kindergarten.

III. PROFESSIONAL COURSE

INTERMEDIATE AND GRAMMAR GRADES

This course permits students to specialize in the work of the intermediate and advanced grades and includes the subjects taught in the public elementary schools above the third grade. The advanced work offered in the various academic branches is taught from the standpoint of *application in teaching* rather than for the acquisition of subject-matter alone. This course leads to the diploma of graduation.

IV. PROFESSIONAL COURSE

HIGH SCHOOL GRADES

The purpose in offering this course is to give students an opportunity to prepare themselves for teaching in the seventh or eighth grades of the elementary school and in the first and second years of the high school. It is offered with a special view to meeting the needs of the rural and small town high schools of the second or third class. The completion of the course leads to the diploma of graduation. Students who desire to continue their preparation for high school teaching by taking one or two more years of advanced work should correspond with the President of the school. See below under "Degrees."

V. HOUSEHOLD ARTS COURSE

SCIENCE GROUP

This course gives special instruction in domestic science and offers excellent preparation to those who wish to specialize as teachers in this practical field. It is also intended for

the training of home-makers. The diploma of graduation is granted for the completion of this course.

VI. HOUSEHOLD ARTS COURSE ARTS GROUP

This course is intended for those who desire special training for the teaching of millinery, dressmaking, and related subjects. The diploma of graduation is given for its completion.

VII. INDUSTRIAL ARTS COURSE

This course includes work in household, manual, and rural arts, the emphasis being placed on the manual arts. It is intended to prepare teachers for positions where a knowledge of a number of special subjects is required, especially in drawing and manual training. It leads to the diploma of graduation.

VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSE

This course is a combination of courses V-VII and is offered for students who desire the most thoro preparation for the special work now taught in the schools. It takes three years to complete the outlined work. This course is open to graduates of accredited three-year high schools, those who can offer twelve units as preparation. Graduates from four-year high schools who wish to become *supervisors* of these special branches should take this course. It is especially arranged for those who wish to prepare for the duties of the home or to become rural school supervisors and community workers. The completion of this course leads to the diploma of graduation.

IX. HOUSEHOLD ARTS COURSE—MILLINERY

This is a short course intended to prepare young women as specialists in millinery. It may be taken in separate quarters or as a full year's course covering the different divisions of the subject. It consists largely of practical work conduct-

ed on a shop basis as nearly as possible. A certificate of proficiency will be given for the completion of a year's work.

X. HOUSEHOLD ARTS COURSE—DRESSMAKING

This is a short course intended to prepare young women as specialists in dressmaking. It may be taken in separate quarters or as a full year's course covering the different divisions of the subject. It consists largely of practical work conducted on a shop basis as nearly as possible. A certificate of proficiency will be given for the completion of a year's work.

XI. HOUSEHOLD ARTS COURSE—HOMEMAKING

This is a short course intended to prepare young women for the various duties of the home. It may be taken in separate quarters, but should be followed for three consecutive quarters where possible. It consists largely of practical work. For the completion of the full year's work a certificate of proficiency will be granted.

XII. PART-TIME COURSES

Grouping of courses, independent of certificate or diploma credit, will be made to meet the desires and needs of students wishing to pursue part-time courses. Selections from the Household Arts and Industrial Arts Courses are especially advised with a view toward preparation for homemaking. Such selection will also meet the needs of teachers of experience who desire to take a year of preparation for special work or supervisory positions. All credits for such courses will be kept on record for use in case the student desires to work for a certificate or diploma at some future time.

The President of the school will be glad to correspond with any young woman who is considering the matter of specializing in the industrial subjects, either for school or home use.

XIII. PREPARATION FOR STATE EXAMINATIONS

This school is authorized by the State Board of Education to give state examinations for First and Second Grade Certificates at the close of the Spring Quarter. For preparation for these examinations special classes are offered, in all of the subjects required for these certificates, in the Spring Quarter.

DEGREES

The last session of the General Assembly authorized the Virginia Normal School Board to grant a suitable degree in Education for the completion of advanced work. It is probable that this degree will be Bachelor of Science in Education, and that it will be given for the completion of four years of normal school work based on a standard four-year high school course of sixteen units at entrance. Such advanced work should be of special interest to students preparing to teach in high schools, and it is probable that provision will be made, as soon as the demand seems to justify it, for students taking Professional Course IV to continue for two more years if they desire to work for the degree. At present two years of such a course are offered, and students interested in more advanced work are invited to correspond with the President.

DIPLOMAS

The diploma is granted upon the completion of the second, or Senior, year of any of the Professional Courses, either of the Household Arts courses, the Industrial Arts Course, or the third, or Senior, year of the Household-Industrial Arts Course. To the holder of this diploma the State Board of Education will grant a State Normal School Certificate, which is practically a life certificate and is the highest grade certificate given in Virginia.

This certificate entitles the holder to teach both high and elementary school branches. The name of the course com-

pleted will be stated on the diploma ; but the diploma and the corresponding state teachers' certificates have the same standing regardless of which of the above courses is completed, and the certificates issued for the completion of the arts courses will be good in any school and have the same recognition as those issued for the professional courses.

CERTIFICATES

Diplomas are given for the completion of full courses, certificates for the completion of certain parts of the courses, or for the completion of the one-year Household Arts Courses.

1. *First Grade High School Certificate*: Granted upon completion of the Sophomore Year. This certificate continues in force for two years and cannot be renewed. This certificate entitles the holder to teach only in the elementary schools.

2. *Junior State Normal Certificate*: Granted upon completion of the Junior Year, except as stated in paragraph 3 below. This certificate continues in force for seven years and may be renewed for a similar period from time to time. This certificate entitles the holder to teach only in the elementary schools.

3. *Professional First Grade Certificate*: Granted upon completion of the Junior Year of any Professional Course, when entrance into that course has been by a First Grade Certificate. This certificate continues in force for seven years and may be renewed for a similar period from time to time. This certificate entitles the holder to teach only in the elementary schools.

4. *First and Second Grade Certificates*: These certificates are obtainable only by state examination. Students may attend the normal school and prepare for these examinations. The school has authority to give the examinations at the end of the spring quarter, the first week in June, and also at the end of the first summer term, the last

of July. It is advised that students attend for a full session where practicable as in this way much better preparation may be obtained for the examinations. In the Spring Quarter a special program of classes is arranged to prepare students for these examinations. The list of subjects required is given on a following page. Further information will be found in "Form E—No. 19," which may be obtained from any county or city superintendent or by writing to the Department of Public Instruction, Richmond, Virginia.

5. *Vocational Certificates*: These certificates are granted by the school for the completion of the short one-year Household Arts courses in millinery, dressmaking, and homemaking. They are given to show proficiency in the subject named on the certificate.

Students who have not completed a course may at any time secure a written statement of the work they have satisfactorily completed.

TIME REQUIREMENTS

Except under the most extraordinary circumstances no one will be permitted to take a *diploma* from this school unless she has been in attendance at least *two years* (six full quarters). Under no circumstances will this school grant a diploma or certificate to a student who has not been in residence at least three full quarters, amounting to not less than thirty-three weeks. These quarters need not be consecutive. A student who is absent from her classes more than ten days during any year of three quarters will be required to do such extra work as the faculty may assign in each case, which may mean a longer period of attendance to complete a course.

SCHEDULES OF COURSES

I. ACADEMIC COURSE

Freshman Year

(For all courses)

Entrance Requirements: The completion of two years of high school work, the *minimum* credits for which must be as follows: English 1½ units, Mathematics 1 unit, History 1 unit, and other credits 2½ units, making a total of 6 units. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up any deficiencies in entrance credits. Entrance may also be had by examination if desired.

PROGRAM OF CLASSES	I	II	III	Units
English 31-32-33—Rhetoric; Composition; Classics	5	5	5	1
Physical Education 31-32-33—Gymnastics	2	2	2	0
<i>*And 3 or 4 units from the following:</i>				
History 31-32-33—Ancient; Medieval; Modern;				
English History	5	5	5	1
Mathematics 31-32-33—Algebra	5	5	5	1
Mathematics 34-35-36—Plane Geometry	5	5	5	1
Manual Arts 34-35-36—Primary Drawing	2	2	2	
Music 37-38-39—School Music	3	3	3	1
Natural Science 31-32—Botany; Zoology	6	6	0	
Rural Arts 33—Elementary Agriculture	0	0	6	1
Natural Science 34-35-36—Physics	7	7	7	1

Total Number of Periods: Not less than 22, not more than 28.

Leads to: The Sophomore Year of all courses. No certificate is awarded for the completion of this year's work. Students who find it necessary to teach at the end of the year are advised to take the State Examinations in order to secure a certificate. These examinations are given at the school at the end of the session—see course XIII on a following page.

*The selections are to be made by the Registrar so as to bring the student's credits up to the following *minimum*: English 2½ units, Mathematics 2 units, History 2 units, Science 1 unit, and other credits 3½ units, making a total of 11 units.

Individual instruction in Music may be taken as an extra for not more than two periods per week, provided the maximum (28 periods) is not exceeded.

I. ACADEMIC COURSE

Sophomore Year

(For all *Professional Courses*)

Entrance Requirements: The completion of the Freshman Year, or of three years of high school work, the *minimum* credits for which must be as follows: English 2½ units, Mathematics 2 units, History 2 units, Science 1 unit, and other credits 3½ units, making a total of 11 units.

Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up any deficiencies in entrance credits. Entrance may also be had by examination if desired.

PROGRAM OF CLASSES	I	II	III	Units
English 41-42-43—Advanced Rhetoric; Composition; English and American Literature	5	5	5	1
Geography 43—Commercial Geography	0	3	0	½
History 42-43—Rural Sociology; Economics	3	0	3	
Household Arts 44-45-46—Housewifery; Nursing	2	2	2	1
Household Arts 47-48-41—Cooking; Sewing	4	4	4	
Physical Education 41-42-43—Gymnastics	2	2	2	0
<i>*And 1½, 2, or 2½ units from the following:</i>				
Education 41-42-43—Educational Psychology	5	5	5	1
Manual Arts 47-48-49—Rural Teachers' Course	4	4	4	½
Manual Arts 54-55-56—Advanced Drawing	2	2	2	½
Mathematics 53-54-55—Solid Geometry; Trigonometry	5	5	5	1
Music 47-48-49—Advanced School Music	3	3	3	½
Natural Science 44-45-46—Chemistry	7	7	7	1

Any subject named in the Freshman list, if not previously completed.

Total Number of Periods: Not less than 23, not more than 28.

Leads to: The Junior Year of either Professional Course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a First Grade High School Certificate, under the regulations of the State Board of Education.

*The selections are to be made by the Registrar so as to bring the student's credits up to the following *minimum*: English 4 units, Mathematics 3 units (or Mathematics 2 units and Education 1 unit), History 2 units, Science 2 units, and other credits 5 units, making a total of 16 units.

Individual instruction in Music may be taken as an extra for not more than two periods per week, provided the maximum (28 periods) is not exceeded.

Students in their first year at this school take Physical Education 31-32-33 instead of 41-42-43.

Note: Students who expect to go into one of the Household or Industrial Arts Courses are advised to take the Sophomore Year of the Household-Industrial Arts Course outlined on a following page. If, however, the course outlined above is completed and the student then decides to go into one of the special courses, she may have her program arranged for her so that she may graduate in two years.

II. PROFESSIONAL COURSE

KINDERGARTEN AND PRIMARY GRADES

Junior Year

Entrance Requirements: The completion of the Sophomore Year, or of four years of high school work, as follows: English 4 units, Mathematics 2 units, History 2 units, Science 2 units, and other credits 6 units, making a total of 16 units. Applicants falling short not more than two units in "other credits" or ½ unit in English will be admitted conditionally. Holders of full First Grade Certificates will be admitted under the conditions stated on page 24. Entrance may also be had by examination if desired. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up deficiencies.

PROGRAM OF CLASSES	I	II	III
Education 41-42—Educational Psychology	5	5	0
Education 51—School Management and Sanitation	0	0	5
Education 53—Principles of Teaching Primary Grades ..	0	0	5
Education 54-55-56—Primary Methods and Observation..	5	5	5
Education 57-58—Kindergarten Methods and Observa- tion	5	5	0
English 56—Language Study	5	0	0
Manual Arts 34-35-36—Drawing for Primary Grades.....	2	2	2
Manual Arts 41-42—Handwork for Primary Grades.....	0	2	2
Music 55-56—School Music for Primary Grades	0	2	2
Natural Science 41—Physiology and Hygiene	0	5	0
Physical Education 51-52-53—Gymnastics	2	2	2
Rural Arts 51—Nature Study	4	0	0
Rural Arts 53—School Gardening	0	0	4
<i>Total Number of Periods</i>	28	28	27

Leads to: The Senior Year of this course. If the student who has completed the foregoing program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate. Teachers entering this course on a full First Grade Certificate will be given a Professional First Grade Certificate.

Substitutes: Students who have completed Education 41-42 take instead Mathematics 56 and English 57. If Natural Science 41 has been completed Geography 57 is to be substituted (in 1916-'17). If Manual Arts 34-35-36 has been completed it may be omitted without substitute; and if Music 37-38-39 has been completed Music 55 may be omitted without substitute. Students in their first year at this school take Physical Education 31-32-33 and those in their second year take 41-42-43 instead of 51-52-53.

Students who are looking forward to kindergarten work must take individual instruction in Piano Music unless they are already proficient. Such students must demonstrate this to the satisfaction of the instructor in piano during the first quarter of their Junior Year.

II. PROFESSIONAL COURSE
KINDERGARTEN AND PRIMARY GRADES
Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

PROGRAM OF CLASSES	I	II	III
Education 60—Practise Teaching	12	0	4
Education 61-62-63—History and Philosophy of Education..	3	3	3
Education 64-65—Kindergarten Principles	5	5	0
Education 66—Child Psychology	0	0	5
Education 67-68-69—Educational Conference	1	1	1
English 62—Literary Epochs	0	0	5
English 64-65-66—Reading	2	2	2
History 61—Sociology	0	5	0
History 62—Ethics	3	0	0
History 63—American Government	0	3	0
Household Arts 46—Home Nursing	0	2	0
Manual Arts 64—Art Appreciation	0	2	0
Music 62—Music Appreciation	0	0	3
Physical Education 61-62—Games	0	2	2
	<hr/>	<hr/>	<hr/>
<i>Total Number of Periods</i>	26	25	25

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

Note: Students taking their practise teaching during the Second Quarter will take History 61—Sociology, Manual Arts 64—Art Appreciation, Household Arts 46—Home Nursing, and Physical Education 61—Games, in the First Quarter, omitting these in the Second Quarter.

Students desiring to teach more advanced grades are advised to take one of the other professional courses: This course is offered to permit students to specialize in the work of the kindergarten, first, second, and third grades.

III. PROFESSIONAL COURSE

INTERMEDIATE AND GRAMMAR GRADES

Junior Year

Entrance Requirements: The completion of the Sophomore Year, or of four years of high school work, as follows: English 4 units, Mathematics 2 units, History 2 units, Science 2 units, and other credits 6 units, making a total of 16 units. Applicants falling short not more than two units in "other credits" or $\frac{1}{2}$ unit in English will be admitted conditionally. Holders of full First Grade Certificates will be admitted under the conditions stated on page 24. Entrance may also be had by examination if desired. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up deficiencies.

PROGRAM OF CLASSES	I	II	III
Education 41-42—Educational Psychology	5	5	0
Education 50—Observation	2	2	2
Education 51—School Management and Sanitation	5	0	0
Education 53—Principles of Teaching Grammar Grades .	0	0	5
English 57-58—Language Study and Methods	0	5	5
Geography 58—Geography and Methods	5	0	0
History 58—History and Methods	0	0	5
Manual Arts 54-55-56—Drawing for Grammar Grades ...	2	2	2
Mathematics 57-58—Advanced Arithmetic and Methods....	0	5	5
Music 57-58-59—Public School Music and Methods	2	2	2
Natural Science 41—Physiology and Hygiene	0	5	0
Physical Education 51-52-53—Gymnastics	2	2	2
Rural Arts 51—Nature Study	4	0	0
	<hr/>	<hr/>	<hr/>
<i>Total Number of Periods</i>	27	28	28

Leads to: The Senior Year of this course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate. Teachers entering this course on a full First Grade Certificate will be given a Professional First Grade Certificate

Substitutes: Students who have completed Education 41-42 take instead Mathematics 56 and Education 55. If Natural Science 41 has been completed Geography 57 is to be substituted (in 1916-'17). Students without any previous instruction in Drawing will take Manual Arts 34-35-36 instead if 54-55-56. If Manual Arts 54-55-56 has been completed it may be omitted without substitute, and if Music 37-38-39 has been completed Music 57-58 may be omitted without substitute. Students in their first year at this school take Physical Education 31-32-33 and those in their second year take 41-42-43 instead of 51-52-53.

III. PROFESSIONAL COURSE INTERMEDIATE AND GRAMMAR GRADES

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

PROGRAM OF CLASSES	I	II	III
Education 60—Practise Teaching	12	0	4
Education 61-62-63—History and Philosophy of Education..	3	3	3
Education 66—Child Psychology	0	0	5
Education 67-68-69—Educational Conference	1	1	1
English 61-62—Literary Epochs	0	5	5
English 64-65-66—Reading	2	2	2
History 61—Sociology	0	5	0
History 62—Ethics	3	0	0
History 63—American Government	0	3	0
Manual Arts 51-52-53—Handwork for Grammar Grades..	2	2	2
Manual Arts 64—Art Appreciation	0	2	0
Music 62—Music Appreciation	0	0	3
Physical Education 61-62—Games	2	2	0
	<hr/>	<hr/>	<hr/>
<i>Total Number of Periods</i>	25	25	25

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

Note: Students taking their practise teaching in the Second Quarter will take English 61—Literary Epochs, History 61—Sociology, and Manual Arts 64—Art Appreciation, in the First Quarter, omitting these in the Second Quarter.

Students desiring to teach in the grades below the fourth grade or above the sixth grade are advised to take one of the other professional courses. This course is offered to permit students to specialize in the work of the fourth, fifth, and sixth grades.

IV. PROFESSIONAL COURSE

HIGH SCHOOL GRADES

Junior Year

Entrance Requirements: The completion of the Sophomore Year, or of four years of high school work, representing sixteen units, distributed as follows: English 4 units, Mathematics 3 units, History 2 units, Science 2 units, and other credits 5 units. Students electing Latin must have 4 units of Latin at entrance, and those electing French or German must have 2 units in the language chosen. Holders of full First Grade Certificates will be admitted under the conditions stated on page 24. Entrance may also be had by examination if desired. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up deficiencies.

PROGRAM OF CLASSES	I	II	III
Education 41-42—Educational Psychology	5	5	0
Education 50—Observation	2	2	2
Education 51—School Management and Sanitation	0	0	5
English 58—Language Study and Methods	0	0	5
Geography 58—Geography and Methods	5	0	0
History 58—History and Methods	0	5	0
Manual Arts 54-55-56—Advanced Drawing	2	2	2
Mathematics 57-58—Arithmetic and Methods	5	5	0
Natural Science 41—Physiology and Hygiene	0	0	5
Physical Education 51-52-53—Gymnastics	2	2	2
*One of the following:			
Foreign Languages 51-52-53—Advanced Latin	5	5	5
Foreign Languages 54-55-56—Advanced French	5	5	5
Foreign Languages 57-58-59—Advanced German	5	5	5
Household Arts 47-48-41—Cooking; Sewing	} 8	8	8
Manual Arts 47-48-49—Rural Teachers' Course			
Mathematics 53-54-55—Solid Geometry and Trigonometry	5	5	5

Total Number of Periods: Not less than 26, not more than 29.

Leads to: The Senior Year of this course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate. Teachers entering this course on a full First Grade Certificate will be given a Professional First Grade Certificate.

Substitutes: Students who have completed Education 41-42 take instead English 56-57. If Natural Science 41 has been completed Education 53 is to be substituted (in 1916-'17). Students without any previous instruction in Drawing will take Manual Arts 34-35-36 instead of 54-55-56. If Manual Arts 54-55-56 has been completed it may be omitted without substitute. Students in their first year at this school take Physical Education 31-32-33 and those in their second year take 41-42-43 instead of 51-52-53.

*No subject which has been previously completed may be chosen here. Advanced German is not offered in 1916-'17.

IV. PROFESSIONAL COURSE

HIGH SCHOOL GRADES

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

PROGRAM OF CLASSES	I	II	III
Education 60—Practise Teaching	4	4	4
Education 61-62-63—History and Philosophy of Education	3	3	3
Education 67-68-69—Educational Conference	1	1	1
Education 71—Principles of Teaching in High Schools ...	0	4	0
English 61-62—Literary Epochs	5	0	5
English 64-65-66—Reading	2	2	2
English 67—High School English Methods	0	5	0
History 61-63—Sociology; American Government.....	5	3	0
Natural Science 61—General Science Methods	0	0	5
Physical Education 61-62—Games	2	0	2
*One of the following:			
Foreign Languages 61-62-63—Latin and Methods	4	4	4
Foreign Languages 64-65-66—French and Methods	4	4	4
Foreign Languages 67-68-69—German and Methods	4	4	4
Household Arts 57-58-59—Advanced Cooking	} 6	6	6
Household Arts 44-45-46—Housewifery; Nursing			
Mathematics 61-62-63—Advanced Algebra and Methods:			
Geometry Methods	4	4	4

Total Number of Periods: Not less than 26, not more than 28.

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

*The subject chosen in the Senior Year must be in the same department as the subject chosen in the Junior Year. Senior courses in Foreign Languages are not offered in 1916-17.

Students desiring to teach in the grades below the seventh grade are advised to take one of the other professional courses.

See statement on page 37 relating to more advanced work.

V. VI. HOUSEHOLD ARTS COURSES

VII. INDUSTRIAL ARTS COURSE

Junior Year

(For all *two*-year courses in Household and Industrial Arts.)

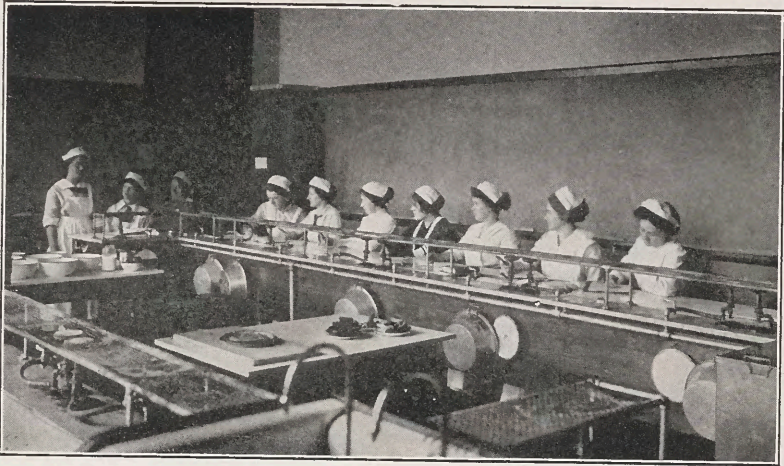
Entrance Requirements: The completion of the Sophomore Year or of four years of high school work, as follows: English 4 units, Mathematics 2 units, History 2 units, Science 1 unit, and other credits 7 units, making a total of 16 units. Applicants falling short not more than two units in "other credits" or one-half unit in English will be admitted conditionally. Entrance may also be had by examination if desired. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up deficiencies.

PROGRAM OF CLASSES	I	II	III
Education 41-42—Educational Psychology	5	5	0
English 51—Practical Composition	3	0	0
History 41—Industrial History	0	3	0
Household Arts 41-42-43—Sewing and Textiles	4	4	4
Household Arts 44-45-46—Housewifery; Home Nursing ..	0	2	4
Household Arts 47-48—Cooking	0	4	4
Household Arts 50—Methods and Observation	0	0	3
Manual Arts 34-35-36—Drawing for Primary Grades	2	2	2
Manual Arts 47-48-49—Rural Teachers' Course	4	4	4
Natural Science 41—Physiology and Hygiene	5	0	0
Natural Science 44-45-46—Inorganic and Analytical Chem- istry	7	7	7
Rural Arts 53—School Gardening	0	0	4
<i>Total Number of Periods</i>	30	31	32

Leads to: The Senior Year of any of the *two*-year courses in Household or Industrial Arts. If the student who has completed the above program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate.

Graduates of four-year high schools who find it possible to do so are advised to take the full *three*-year course in Household and Industrial Arts as it gives a much better all-around training in these special branches. This is especially advisable if the student is looking forward to work as a *supervisor*.

Students who complete the regular Sophomore Year and then desire to change to one of the special courses will have their program arranged in such a way as to permit them to graduate in two years; but it is much more desirable for such students to take the special Sophomore Year of the three-year course.



Cooking



Canning

THE PRACTICAL SIDE



Dressmaking and Millinery



Sewing

THE WAY WE MAKE OUR CLOTHES

V. HOUSEHOLD ARTS COURSE
SCIENCE GROUP
Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

PROGRAM OF CLASSES	I	II	III
Education 61-62-63—History and Philosophy of Education .	2	2	2
Education 67-68-69—Educational Conference	1	1	1
History 42—Rural Sociology	0	0	3
Household Arts 57-58-59—Advanced Cooking.....	4	4	4
Household Arts 60—Practise Teaching	4	4	4
Household Arts 63-64—Laundering	2	2	0
Household Arts 65—Household Management	0	0	2
Household Arts 67-68—Dietetics	0	6	6
Household Arts 69-70—Theory and Practise	3	3	0
Natural Science 57-58-59—Household Chemistry	6	6	6
Natural Science 66—Chemistry of Nutrition	6	0	0
<i>Total Number of Periods</i>	28	28	28

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

VI. HOUSEHOLD ARTS COURSE

ARTS GROUP

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

PROGRAM OF CLASSES	I	II	III
Education 61-62-63—History and Philosophy of Education	2	2	2
Education 67-68-69—Educational Conference	1	1	1
History 42—Rural Sociology	0	0	3
Household Arts 51-52-53—Art Needlework	2	2	2
Household Arts 54-55-56—Advanced Textiles	2	2	2
Household Arts 60—Practise Teaching	4	4	4
Household Arts 63-64-65—Laundering; Household Management	2	2	2
Household Arts 69-70—Theory and Practise	3	3	0
Household Arts 71-72-73—Millinery	2	2	2
Household Arts 74-75-76—Dressmaking	4	4	4
Household Arts 77-78-79—Household Arts Design.....	6	6	6
Manual Arts 54-55-56—Drawing for Grammar Grades...	2	2	2
<i>Total Number of Periods</i>	30	30	30

Leads to: Diploma, and a State Normal School Certificate, issued by the State Board of Education, as described under the head of "Diplomas."

VII. INDUSTRIAL ARTS COURSE

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

PROGRAM OF CLASSES			
	I	II	III
Education 61-62-63—History and Philosophy of Education	2	2	2
Education 67-68-69—Educational Conference	1	1	1
History 42—Rural Sociology	0	0	3
Household Arts 51—Art Needlework	2	0	0
Household Arts 69-70—Theory and Practise	3	3	0
Household Arts 71-72-73—Millinery	2	2	2
Manual Arts 41-42—Handwork for Primary Grades.....	0	2	2
Manual Arts 51-52-53—Advanced Handwork	2	2	2
Manual Arts 54-55-56—Drawing for Grammar Grades...	2	2	2
Manual Arts 57-58-59—Applied Design	4	4	4
Manual Arts 60—Practise Teaching	4	4	4
Manual Arts 67-68-69—Woodworking	4	4	4
Rural Arts 54-55—Agriculture	4	4	0
Rural Arts 56—Poultry-raising and Bee-culture	0	0	4
<i>Total Number of Periods</i>	30	30	30

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSE FOR SUPERVISORS

(A three-year combination course.)

Sophomore Year

Entrance Requirements: The completion of the Freshman Year, or of three years of high school work, the *minimum* credits for which must be as follows: English 2½ units, Mathematics 2 units, History 2 units, Science 1 unit, and other credits 3½ units making a total of 11 units. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up deficiencies. Four-year high school graduates are advised to take this three-year course if they desire the best all-around preparation for this special work, or if they are looking forward to becoming supervisors of these branches. Entrance may also be had by examination if desired.

PROGRAM OF CLASSES	I	II	III
Education 41-42—Educational Psychology	5	5	0
English 41-42-43—Rhetoric and Composition; Literature ..	5	5	5
History 42—Rural Sociology	0	0	3
Household Arts 41-42-43—Sewing and Textiles	4	4	4
Household Arts 47-48—Cooking	4	4	0
Manual Arts 34-35-36—Drawing for Primary Grades	2	2	2
Manual Arts 47-48-49—Rural Teachers' Course.....	4	4	4
Natural Science 44-45-46—Inorganic and Analytical Chem- istry	7	7	7
Rural Arts 53—School Gardening	0	0	4
<i>Total Number of Periods</i>	31	31	29

Leads to: The Junior Year of this course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a First Grade High School Certificate, under the regulations of the State Board of Education.

Note: Students who have completed Manual Arts 34-35-36 substitute for it Physical Education 41-42-43.

VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSE

Junior Year

Entrance Requirements: The completion of the Sophomore Year of *this* course. (Four-year high school graduates and students who have completed the Sophomore Year of the Academic Course should take one of the *two-year* courses.)

PROGRAM OF CLASSES	I	II	III
History 41—Industrial History	0	3	0
Household Arts 44-45-46—Housewifery; Nursing	2	2	2
Household Arts 50—Methods and Observation	0	0	3
Household Arts 51-52-53—Art Needlework	2	2	2
Household Arts 57-58-59—Advanced Cooking	4	4	4
Household Arts 63-64—Laundering	2	2	0
Household Arts 65—Household Management	0	0	2
Manual Arts 41-42—Primary Handwork	0	2	2
Manual Arts 51-52-53—Advanced Handwork	2	2	2
Manual Arts 54-55-56—Drawing for Grammar Grades... ..	2	2	2
Manual Arts 57-58-59—Applied Design.....	4	4	4
Natural Science 41—Physiology and Hygiene	5	0	0
Natural Science 57-58-59—Household Chemistry	6	6	6
Rural Arts 54-55—Agriculture	4	4	0
Rural Arts 56—Poultry-raising and Bee-culture	0	0	4
<i>Total Number of Periods</i>	33	33	33

Leads to: The Senior Year of this course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate.

VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSE

Senior Year

Entrance Requirements: The completion of the Junior Year of *this* course. (Students who have completed the Junior Year of any other course must continue in the Senior Year of the corresponding course and will not be permitted to change to this.)

PROGRAM OF CLASSES	I	II	III
Education 61-62-63—History and Philosophy of Education	2	2	2
Education 67-68-69—Educational Conference	1	1	1
Household Arts 54-55-56—Advanced Textiles	2	2	2
Household Arts 60 or Manual Arts 60—Practise Teaching	4	4	4
Household Arts 67-68—Dietetics	0	6	6
Household Arts 69-70—Theory and Practise	3	3	0
Household Arts 71-72—Millinery	2	2	0
Household Arts 74-75-76—Dressmaking	4	4	4
Household Arts 77-78-79—Household Arts Design	6	6	6
Manual Arts 69—Woodworking	0	0	4
Natural Science 66—Chemistry of Nutrition	6	0	0
<i>Total Number of Periods</i>	30	30	29

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

IX. HOUSEHOLD ARTS COURSE—MILLINERY

Entrance Requirements: A sufficient maturity and definiteness of purpose to profit by the work of the course, together with the ability to do simple plain sewing.

PROGRAM OF CLASSES	I	II	III
Household Arts 51-52-53—Art Needlework	2	2	2
Household Arts 54-55-56—Advanced Textiles	2	2	2
Household Arts 77-78-79—Household Arts Design.....	6	6	6
Household Arts 91-92-93—Trade Millinery	25	25	25
	—	—	—
<i>Total Number of Periods</i>	35	35	35

Leads to: Certificate of Proficiency (in Millinery.)

Note: Students who desire to teach household arts subjects should take one of the two-year or three-year courses in Household Arts, as this one-year program is intended for the preparation of specialists in millinery.

X. HOUSEHOLD ARTS COURSE—DRESSMAKING

Entrance Requirements: A sufficient maturity and definiteness of purpose to profit by the work of the course, together with a fair ability to do plain hand and machine sewing.

PROGRAM OF CLASSES	I	II	III
Household Arts 51-52-53—Art Needlework.....	2	2	2
Household Arts 54-55-56—Advanced Textiles	2	2	2
Household Arts 77-78-79—Household Arts Design.....	6	6	6
Household Arts 94-95-96—Trade Dressmaking.....	25	25	25
	—	—	—
<i>Total Number of Periods</i>	35	35	35

Leads to: Certificate of Proficiency (in Dressmaking.)

Note: Students who desire to teach household arts subjects should take one of the two-year or three-year courses in Household Arts, as this one-year program is intended for the preparation of specialists in dressmaking.

XI. HOUSEHOLD ARTS COURSE—HOMEMAKING

Entrance Requirements: A sufficient maturity and definiteness of purpose to profit by the work of the course.

PROGRAM OF CLASSES	I	II	III
Education 58—Juvenile Literature; Story telling.....	0	5	0
Education 66—Development of Childhood and Youth.....	0	0	5
Household Arts 41-42-43—Sewing and Textiles.....	4	4	4
Household Arts 44-45-46—Housewifery; Home Nursing..	2	2	2
Household Arts 47-48—Cooking	4	4	0
Household Arts 63-64—Laundering	2	2	0
Household Arts 65—Household Management	0	0	2
Household Arts 81—Nutrition	6	0	0
Household Arts 82-83—Home Cookery; Table Service ...	0	6	6
Household Arts 84-85—Marketing	2	2	0
Household Arts 87-88—Household Accounts	2	2	0
Manual Arts 57-58-59—Applied Design.....	4	4	4
Natural Science 41—Physiology and Hygiene	5	0	0
Rural Arts 53—Gardening	0	0	4
Rural Arts 56—Poultry-raising; Bee-culture.....	0	0	4
<i>Total Number of Periods</i>	31	31	31

Leads to: Certificate of Proficiency (in Homemaking.)

Note: Students who desire to teach household arts subjects should take one of the two-year or three-year courses in Household Arts, as this one-year program is intended for the preparation of specialists in homemaking.

XII. PART-TIME COURSES

Entrance Requirements: A sufficient maturity and definiteness of purpose to profit by the work chosen; sufficient preparation to enter these particular classes; and reasons satisfactory to the faculty for not taking one of the regular programs.

PROGRAM OF CLASSES

The class or classes to be taken must be selected with the approval of the Registrar.

Lead to: No certificate; but the record of work satisfactorily completed will be kept for future use in case the student should later decide to follow a regular course. A written statement of work successfully performed will be given to students, at any time, upon request.

Teachers of experience desiring to take a one-year course for preparation for special work or supervisory positions will be permitted to make selections along the line in which they are interested.

XIII. STATE EXAMINATION COURSES

(Given in Third, or Spring, Quarter only.)

Entrance Requirements: Regular entrance requirements will not be enforced in the case of students entering simply to prepare for the State Examinations. Anyone who is not less than eighteen years old at the time of the examinations may take them.

PROGRAM OF CLASSES

III

For Second Grade Certificate

Education 21—Theory and Practise of Teaching	3
Education 56—Reading, etc.	5
English 1—Spelling and Elementary Composition	2
English 31—Grammar and Composition	5
Geography 11—General Geography	3
History 11—Virginia History and Civics	3
History 14—United States History	3
Manual Arts 34—Drawing	2
Mathematics 57—Arithmetic	5
Natural Science 41—Physiology and Hygiene	5

For First Grade Certificate

All of the above and also the following:

Geography 12—Physical Geography	3
History 33—English History	5
Rural Arts 33—Elementary Agriculture	6

Lead to: No school credit for classes numbered under 20; school credit will be given under certain conditions for satisfactory work in the other classes. Students may take the State Examinations in April, June, or July. It is advisable to take them at the close of the quarter about the first of June.

Selection of Classes: Students may take any number of periods of classwork up to thirty periods per week. The classes should be chosen so as to meet the needs of each individual case. It is usually advisable to divide the examinations taking seven subjects on the first examination and the remainder at another examination. The Registrar will advise students as to their selection of classes. Further information concerning the State Examinations will be given upon request.

DEPARTMENTS OF INSTRUCTION

I. EDUCATION

The Department of Education is the most characteristic and perhaps the most important department of a normal school. It has to deal with the distinctly professional side of the training of teachers.

It is the purpose of this department to give the best possible professional preparation to young women for the work of teaching and supervising in the public schools of Virginia. The good teacher must know the subjects she has to teach and also the pupil to whom her instruction is given; hence in addition to sound scholarship she must have a good knowledge of the nature and growth of the child's mind.

The courses include a study of the principles and history of education, of the elements of school management and school economy, and of the methods of teaching the different branches in the school. Every-day schoolroom problems are considered, and every effort is made to apply theory to practise.

The department aims to impress upon the teacher the importance of the work she is about to undertake, the honor and nobility of the profession, the responsibility of the teacher as a member of society, and her duty to her pupils, patrons and fellow-teachers.

21. THEORY AND PRACTISE.—*3d quarter; 3 periods per week.*—Professor Heatwole.

This course will deal with practical schoolroom problems, and will follow closely the requirements for the State Examinations. Text-book: White's *The Art of Teaching*.

41-42. EDUCATIONAL PSYCHOLOGY.—*1st and 2d quarters; 5 periods per week.*—Professor Heatwole.

The purpose of this course is, first, to make a study of the elements of psychology in order to give an understanding of what mental processes are, and how the mind is developed. Such an understanding will make the future teacher more proficient in developing the minds of her pupils, and will enable her to understand psychological terms which often occur in educational literature. Its second purpose is to apply principles of psychology to the teaching process. Text-books: Colvin and Bagley's *Human Behavior*, and Betts's *The Mind and its Education*.

43. PRINCIPLES OF ELEMENTARY EDUCATION.—3*d* quarter; 5 periods per week.—Professor Heatwole.

This is an introductory course intended to give a general foundation for more specialized work to follow. It will consider some of the most important phases of modern education. Text-book: Thorndike's *Education*.

47-48-49. SUNDAY SCHOOL METHODS.—1*st*, 2*d*, and 3*d* quarters; 2 periods per week.—Professors Smithey and Johnston, Misses Annie V. Cleveland and Lancaster.

The purpose of this course is to prepare students to teach in Sunday Schools and to that end one period per week is devoted to a careful study of the Bible from the literary and historical standpoint and one period is given to a discussion of the methods of presenting Bible lessons to children of various ages in the Sunday School. The latter period of work is conducted on Sunday morning in the Sunday Schools of the several churches of the community. Some attention is paid to the organization and general management of Sunday Schools. The students are for the most part divided into groups according to denomination, each group using the course and literature prepared by its denomination.

50. OBSERVATION.—1*st*, 2*d*, and 3*d* quarters; periods per week as directed.—Miss Gregg, with other members of the faculty.

Students will observe the teaching of the different branches in the various grades of the elementary and high school, the assignments being made in accordance with the courses being followed by them. Discussions of observations will be held with the supervisor and critic teachers; and the work will be planned to give an opportunity for understanding the best methods of instruction and discipline.

51. SCHOOL MANAGEMENT AND SANITATION.—1*st* quarter; 5 periods per week; repeated in 3*d* quarter.—Professor Heatwole.

This course is especially adapted to the needs of teachers who must manage schools without the help of a principal, and of those who may become principals of schools. The chief aim is to develop in future teachers ability to take charge of a school, enroll pupils, organize and classify them, and manage the school properly and successfully. Many teachers of excellent scholarship fail in their work because of a lack of knowledge as to what to do when various problems of management arise, and

this course endeavors to give help in this direction. It also helps the teacher to understand certain routine matters, as the keeping of records, the making of reports, and the planning of school buildings, light, heat, and ventilation; the improvement of school grounds; sanitary equipment; selection of desks and patent appliances; arrangement of programs, recesses, etc.; detection of physical defects in children and their treatment in the school-room. Text-books: Bagley's *Classroom Management*; Dresslar's *School Sanitation*.

53. PRINCIPLES OF TEACHING AND HOW TO STUDY.—
3d quarter; 5 periods per week.—Miss Gregg and Miss Seeger.

This course includes a study of the underlying principles of the science of education and the art of teaching. In addition to the work in general method, attention is given to the relation of the different subjects of the public school course. The work is made as practical as possible, and seeks to help the future teacher solve the many problems that will confront her in the schoolroom. Consideration is given to the nature, importance, and methods of study, in order to lead students to economize in their own use of time and to give them help in teaching children to form correct habits of study. Study assignments are made. One section of the class will pay special attention to the primary grades, while the other will consider particularly the advanced grades. Text-books: Strayer's *A Brief Course in the Teaching Process*; McMurry's *How to Study*.

54-55-56. PRIMARY EDUCATION AND OBSERVATION.—
1st, 2d, and 3d quarters; 5 periods per week.—Miss Gregg.

This course aims to make clear the guiding principles that determine what the primary program in general should include. The child's interests are considered in the light of his future needs and the course of study planned accordingly. Methods of teaching the various branches of the primary curriculum are considered, and the relations of these branches to each other are studied with a view to formulating a proper program. Attention is given to sources of materials, and to the use of games, songs, and story-telling in the primary grades. Weekly observation of class-work in the Training School forms an important part of this course. The observations are carried on from the kindergarten, thru the first three grades. Careful class discussion later brings out the *essentials* of good classroom work *in all its details*. Consideration is given to reviews of texts and references.

1st quarter.—History and number. Text-book: Suzzallo's *Teaching of Primary Arithmetic*. Organization of the primary curriculum and daily program.

2d quarter.—Geography and methods, social and industrial life. This work revolves around the problems of food, clothing, and shelter, and includes present day aspects, primitive aspects, and the geographic conditions that affect the solving of these problems in other lands. The work will be practical; the constructive aspects will be worked out as needed, and this will form a basis for the unification of the primary program.

3d quarter.—Reading and the related subjects, phonics, spelling, penmanship.

57-58. KINDERGARTEN METHODS AND OBSERVATION.—*1st and 2d quarters; 5 periods per week*—Miss Seeger.

1st quarter.—Kindergarten materials. Practical application with blocks and other materials including clay, sand, paper, etc.

2d quarter.—Literature for kindergarten and primary grades. This includes a study of sources and classification of materials and practise in story-telling. Language. Text-book: Chubb's *The Teaching of English, Primary Edition.*

60. PRACTISE TEACHING.—*1st, 2d, and 3d quarters; periods per week as directed.*—Miss Gregg, with other members of the faculty.

Students in this course are assigned to work under the direction of skilled and experienced supervisors, and they are held responsible for management and teaching. Helpful criticisms are made by the supervisors, and individual conferences are held by the grade critics and the Supervisor of Training. The student gains experience in planning lessons, in teaching them, and in managing classes. Once every week the entire *practise-teaching* body meets with the Supervisor of Training to discuss the various problems that arise with regard to successful work and the making of a successful teacher. A summary of educational work is given in the third quarter when the seniors observe typical class programs in the eight elementary grades. Students in the special courses, Kindergarten, Primary, Advanced grades, Domestic Science, Domestic Arts, Industrial Arts, do practise teaching in their special field under the general supervision of the head of the special department. Opportunities are offered for practise teaching in rural schools as well as in the town schools. All practise teaching is done under real public school conditions.

61-62-63. HISTORY AND PHILOSOPHY OF EDUCATION.—*1st, 2d, and 3d quarters; 3 periods per week (2 periods per week for Household and Industrial Arts courses).*—Professor Heatwole.

The work of this course includes the systematic study of the progress of educational theory and practise from the earliest times down to modern education as exemplified in America, England, France, and Germany. The most important topics in Greek and Roman education are considered, and some attention is paid to education during the Middle Ages; but the greatest portion of the time is given to the great educational reformers and to the historical development of the education of our own times. The value of such a course in giving a perspective to the study of educational theory and practise, in giving balance to the judgment of the future teacher, and in shaping her educational ideals is certainly very great. By studying what has been aimed at and what has been accomplished in education by various peoples in the past, the student may gain some idea of what education should reasonably expect to accomplish in the future. The 3d quarter will be given to a course in advanced educational theory, which seeks the foundations of education in biology, physiology, sociology, psychology, and philosophy, and endeavors to inter-

pret the nature, place, and meaning of education in the world. The purpose of the course is to give a broader view of education as a whole, and especially to interpret the progress and development of educational thought and practise in the light of the social life of peoples in different ages, with a view to determining the form of education demanded by our own age. The larger aims of modern education and the duty of the school to society are emphasized. Text-books: Graves's *Students' History of Education*; Betts's *Social Principles of Education* and Horne's *Idealism in Education*.

64-65. KINDERGARTEN PRINCIPLES.—*1st and 2d quarters; 5 periods per week.*—Miss Seeger.

1st quarter.—The methods and subject matter of the kindergarten are considered. A study is made of the kindergarten materials with a view to the formulation and arrangement of the kindergarten program.

2d quarter.—Practical problems including the furnishing of the kindergarten, discipline of the kindergarten, and the relation of the kindergarten to the community are considered. The place of the kindergarten as a part of the primary school and its connection with the primary grades is stressed.

66. THE DEVELOPMENT OF CHILDHOOD AND YOUTH.—*3d quarter; 5 periods per week.*—Miss Seeger.

The purpose of this course is to give the student a better knowledge of the child's nature, so that she may be better able to interpret his actions and to make use of his instincts and interests at the proper time. The work is carried on thru the study of tests, discussions and observation of children. Text-books: Kirkpatrick's *Fundamentals of Child Study*; Thorndike's *Notes on Child Study*.

67-68-69. EDUCATIONAL CONFERENCE.—*1st, 2d, and 3d quarters; 1 period per week.*—Professor Heatwole, Misses Gregg, Seeger, Sale, and other members of the faculty.

This conference is a meeting of the instructors and advanced students to discuss important educational topics, chiefly those of current interest. The more important articles appearing in educational periodicals are considered and new books are reviewed and discussed as far as time will allow. Students are required to work in the form of papers such as would be read at teachers' institutes and educational gatherings. Methods of organizing material for discussion are emphasized. Studies are made, by groups of students, in modern educational problems and educational statistics. A critique is conducted for practise-teaching students.

71. PRINCIPLES OF TEACHING IN HIGH SCHOOLS.—*2d quarter; 4 periods per week.*—Professor Heatwole.

This course includes a study of the underlying principles of the science of education and the art of teaching as applied to secondary schools. Attention is given to the relation of the different subjects of the high school curriculum to one another and to life; and the effort is made to work out

a program for secondary instruction which shall meet the demands of present life conditions. Practical problems connected with high school teaching and management will be given much of the time of the course.

II. ENGLISH LANGUAGE AND LITERATURE

This department should always be considered of prime importance in the academic work of every institution.

It is of the greatest consequence that our teachers be well grounded in their mother tongue; and it is better that the study of other branches be neglected than that anything be lacking in the training in English. This school recognizes this fact, and has provided courses in the English language in every schedule of work open to its students. In the work of this department the objects sought are:

(1) To give the student a ready command of good English and the ability to use it in a practical way; (2) to give the student the power to appreciate and enjoy the best in English and American literature; (3) to give the future teacher a fund of subject-matter and a training in the best methods of teaching the English branches in the schools.

In the work of the department reference is made to many books which may be obtained in the school library, and much collateral reading is required in general literature and also in pedagogical literature referring to the teaching of English.

Every effort is made in all the departments of the school to develop good habits in the use of English, whether oral or written. No student is allowed to omit the required work in English for the year in which she is entered, except under most extraordinary circumstances; and any student found notably deficient in English may be required to do extra work in the department until such deficiency is removed.

1. SPELLING AND THE MECHANICS OF WRITING.—*1st, 2d, and 3d quarters; twice a week during assembly period.*
—Miss Elizabeth Cleveland and Miss Annie Cleveland.

This is a special course in spelling, dictation, and composition, de-

signed to help students who have not had sufficient foundation work in these branches. The assembly period on two mornings of each week is used to give the whole school a drill in spelling or in writing short compositions. This practise is found to be of considerable value in improving the written work of the students in the regular English courses, as well as in other departments. Students notably poor in spelling and English composition will not be permitted to graduate until such deficiency is remedied. Text-books: Sandwick and Bacon's *Word Book*; Thomas's *Spelling Blank*, No. 2; Woolley's *Handbook of Composition*.

31-32-33. GRAMMAR; RHETORIC AND COMPOSITION; CLASSICS.—1st, 2d, and 3d quarters; 5 periods per week; 31 repeated in 3d quarter.—Miss Hoffman and Miss Elizabeth Cleveland.

This course makes a study of grammar, rhetoric, and specimens of literature, with a view to giving the student additional subject-matter for teaching purposes and for her own improvement. Text-books: Buehler's *A Modern English Grammar, Revised*; Frank's *Exercises in Grammar*; Brooks's *English Composition, Book II*; selections from American and English classics.

41. ADVANCED RHETORIC AND COMPOSITION.—1st quarter; 5 periods per week.—Miss Hoffman.

This course makes a study of diction, the forms and properties of style, metre, and poetry. Prose composition is emphasized, and much practise is given in the writing of paragraphs, outlines, reports, descriptions, stories, and original composition on a variety of subjects. Attention is given to oral as well as to written composition. Supplementary reading of literary masterpieces is required. Much practical work and many illustrative examples are included, and the actual needs of the prospective teacher are kept in mind. Text-books: Canby and Opdycke's *Elements of Composition*; Woolley's *Handbook of Composition*.

42. ENGLISH LITERATURE.—2d quarter; 5 periods per week.—Miss Hoffman.

It is the aim of this course to acquaint the student with the best literary creations, with those men and women who have contributed largely to the growth of literature, and with the conditions under which literature has been created in the different ages, since the life and spirit of an age is reflected in its literature. A general view of the whole field of English literature is given, and an outline is made to show the great literary movements and epochs. Thru such a study not only will the student be put in possession of a valuable fund of literary material, but also her mind will be enriched, and she will gain increased power of expression. Text-books: Halleck's *History of English Literature (Revised)*; Manly's *English Poetry*; special editions of classics to be selected during the course.

43. AMERICAN LITERATURE.—3d quarter; 5 periods per week.—Miss Hoffman.

It is the aim of this course to study the development of American lit-



Stratford Literary Society



Handwork Exhibit

NOT ALTOGETHER BOOKS



Cooking Exhibit



Alumnæ Banquet

GOOD FOOD AND GOOD FELLOWSHIP

erature, and to acquaint the student with its best productions, their authors, and the conditions that have produced them. The early formation periods, the New England renaissance, and more recent productions receive attention. Special study is given to Southern literature. Text-books: Halleck's *History of American Literature*; Watkins's *Primer of American Literature*, and special editions of classics to be selected during the course.

51. PRACTICAL COMPOSITION.—1st quarter, 3 periods per week.—Miss Elizabeth Cleveland.

The object of this course is to drill in the fundamentals of English composition to the end that the student's written work and incidentally her speech, may be improved. It is intended particularly for students taking the technical courses. Text-book: Woolley's *Written English*.

56-57-58. LANGUAGE STUDY AND METHODS.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Elizabeth Cleveland.

This course contains a brief review of higher grammar, devotes much time to poems and prose works—especially to those of heroic, or epic, quality—and considers at some length the teaching of reading, spelling, language, grammar, writing, and composition in the elementary school. Its object is to give to students who are preparing to teach in elementary schools additional drill in the subject-matter of the elementary curriculum, and the essentials of method in the teaching of the English branches. The course pre-supposes a good knowledge of these branches and the ability to use it. Text-books: Kittredge and Farley's *Advanced English Grammar*; Baldwin's *How to Write*; Chubb's *The Teaching of English*; Goldwasser's *Method and Methods in the Teaching of English*; poems and prose selections.

61-62. LITERARY EPOCHS AND CRITICISM.—1st and 3d quarters; 5 periods per week; 61 repeated in 2d quarter.—Miss Elizabeth Cleveland.

This is an advanced course in literature and theme-writing. The aim is to make a careful and systematic study of a few of the more important literary periods. A portion of the course is given to a study of the English drama, and of Shakespeare as the great dramatic artist, student of the human heart, and teacher of ethics. Stress is laid upon the period of Romanticism, with Wordsworth as a center, and upon Tennyson and Browning as representative poets of the Victorian age. The course includes a study of the main principles of literary criticism, and specimens of literature are studied as illustrations of these principles.

64-65-66. READING.—1st, 2d, and 3d quarters; 2 periods per week.—Miss Hudson.

The purpose of this course is to develop in the student, by means of constant practise, the power to read aloud at sight in a simple and appreciative manner, so as to interpret the author's meaning and to convey his feeling.

67. HIGH SCHOOL ENGLISH METHODS.—*2d quarter; 5 periods per week.*—Miss Elizabeth Cleveland.

The purpose of this course is to give a more definite training with reference to teaching English in the high school. Besides the basal texts, specimen studies in advanced grammar, composition, and literary masterpieces will be taken up in class. Some attention will be given to the College Entrance Board examinations of recent years as a means of judging what kind of knowledge and what powers of organization the country at large expects of high school students. The opportunities afforded for frequent observation in one of the very best high schools in the state will be found of great value. Text-books: Chubb's *The Teaching of English in High Schools*; Thomas's *How to Teach the English Classics*.

III. FOREIGN LANGUAGES

The courses in this department are all above high school grade, and no student will be admitted to them unless she has completed full work in the corresponding high school subject. To enter courses in Latin a student must have completed an accepted high school course including four years of Latin (four units); to enter courses in French a student must have completed an accepted high school course including two years of French (two units); and to enter courses in German a student must have completed an accepted high school course including two years of German (two units).

51-52-53. ADVANCED LATIN.—*1st, 2d, and 3d quarters; 5 periods per week.*—Miss Hoffman.

Selections from Livy will be read, and special attention will be paid to the character and value of Livy's history. Exercises in prose composition will be required, and with this will be a study of lyric poetry. The course will also include the reading of some of the odes of Horace. Text-books: to be selected.

54-55-56. ADVANCED FRENCH.—*1st, 2d, and 3d quarters; 5 periods per week.*—Miss Hoffman.

Translation into French of selections from good English writers; translation into English of modern French poetry and prose; sight-reading and parallel work required. Text-books: Corneille's *Le Cid*; Moliere's *Le Misanthrope*; Racine's *Athalie*; and others.

57-58-59. ADVANCED GERMAN.—*1st, 2d, and 3d quarters; 5 periods per week.* (Not given in 1916-17.)

61-62-63. LATIN AND METHODS.—1st, 2d, and 3d quarters; 4 periods per week. (Not given in 1916-17.)

A review will be made of high school Latin, and a study will be made of the best methods of teaching the subject. Careful attention will be given to pronunciation; declensions; conjugations; sentence structure; and the writing of English into Latin. The review will include Cæsar's Gallic Wars, Cicero's Orations, and Virgil's *Æneid*. Text-books: to be selected.

64-65-66. FRENCH AND METHODS.—1st, 2d, and 3d quarters; 4 periods per week. (Not given in 1916-17.)

In addition to further practise in the reading of French literature and a careful review of the usual high school French course, a study will be made of the best methods of teaching the language in the high school. Text-books: to be selected.

67-68-69. GERMAN AND METHODS.—1st, 2d, and 3d quarters; 4 periods per week. (Not given in 1916-17.)

IV. GEOGRAPHY

Geography is one of the most valuable branches of the school curriculum, as it brings the school into contact with the world and the life and work of people in the various sections of the world, and thus relates the pupil to society at large. It brings the unknown into the experience of the pupil thru the medium of the known; and it cultivates habits of observation and comparison.

The laboratory method is used, as far as possible, in teaching this subject.

11. GENERAL GEOGRAPHY.—3d quarter; 3 periods per week.—Miss King.

This course will give a survey of common and political geography, following closely the requirements of the State Examination. Text-book: Fry's *Advanced Geography*.

12. PHYSICAL GEOGRAPHY.—3d quarter; 3 periods per week.—Miss King.

In this course a study will be made of land forms, the atmosphere, the sea, coast lines, water, ice, and wind sculpture, etc., following closely the requirements of the State Examination. Text-books: Tarr's *New Physical Geography* and Snyder's *First Year Science*.

43. INDUSTRIAL AND COMMERCIAL GEOGRAPHY.—2d quarter; 3 periods per week.—Miss King.

The emphasis in this course is upon the social and industrial rather than the political and physical environments of man. The earth is considered as the home of man, the scene of his work, and the theater of his actions. Sections are studied with reference to their productions of raw materials and manufactured goods. Reference is made to the natural conditions that affect commerce, as climate, soils, winds, and currents. The location and growth of cities, transportation, exports and imports, food materials, textiles and manufactures, metals and minerals, forestry, immigration, and related topics are included in the course. The industrial life of our own state is considered at length. Thruout the course it is pointed out how social and economic conditions, habits, and customs are resultant from the geographic conditions of the environment. The future teacher is shown how to use this material in the schoolroom. Text-book: Redway's *Commercial Geography*.

57. GEOGRAPHY REVIEW.—2d quarter; 5 periods per week.—Miss King.

In this course a review will be made of political geography and physical geography, and an advanced study will be made of certain sections. Text-books: Dodge's *Advanced Geography* and others to be selected later.

58. ADVANCED GEOGRAPHY AND METHODS.—1st quarter; 5 periods per week.—Miss King.

This course pays special attention to "home geography." It reviews certain portions of general geography and deals with methods of teaching it in the different grades. Simple apparatus is planned and made by the students, field lessons are arranged, and courses mapped out. Attention is paid to map-reading and map-making. Pedagogical literature is studied, and a sound foundation for teaching the subject is sought. The work is made practical and is illustrated by lessons in the training schools. Text-books: Southerland's *Teaching of Geography*; Dodge's *Elementary and Advanced Geographies*.

V. HISTORY AND SOCIAL SCIENCES

In the work in history the aim is to enable the student to interpret the society of which she is herself a part, and her part in the social whole. To do this the development of civilization must be traced from the early historical ages to the present. History is studied as a connected story of man's life on the earth rather than as a jumble of disconnected facts. Together with the courses in ethics and sociology, the work in civics gives the student a conception of

society and government and the relation of man to his fellow-men.

The school library contains a large number of carefully chosen historical works, and frequent references to these are given.

In addition to the courses indicated below, talks on ethics and on matters of current significance are made by members of the faculty and outsiders at the daily assembly. Current events are brought up for discussion in the different classes from time to time.

11. VIRGINIA HISTORY AND CIVICS.—3d quarter; 3 periods per week.—Doctor Wayland.

This combination course will cover the main points in the history of Virginia and will study government, national and state, following closely the outline for preparation for the State Examinations on these two subjects. Text-books: Smithey's *History of Virginia* and McBain's *How We are Governed*.

14. UNITED STATES HISTORY.—3d quarter; 3 periods per week.—Doctor Wayland.

This course will endeavor to put the student into possession of the essentials of the subject by reviewing the history of the graded school, following closely the outline for preparation for the State Examination. Text-book: Riley and Chandler's *Our Republic*.

31-32. ANCIENT, MEDIEVAL, AND MODERN HISTORY.—1st and 2d quarters; 5 periods per week.—Doctor Wayland.

This course begins with a general survey of the history of the ancient world, particularly Greece and Rome, and covers medieval history and modern history. The medieval period is considered with the constant aim of showing in a concise way the development of the barbaric nations into the cultured peoples of modern Europe. In the modern period attention is directed especially to the growth and development of present institutions, and to the marvelous progress of the last century. Special attention is given to the history of England, France, and Germany. Text-books: Robinson & Breasted's *Outlines of European History, Parts I and II*, and Ogg's *Source Book of Mediaeval History*.

33. ENGLISH HISTORY.—3d quarter; 5 periods per week.—Doctor Wayland.

This is a general course in English history from the earliest times to the present, but special emphasis is placed on those portions which

refer to constitutional development and those portions which have the most direct bearing on American history and institutions. The military history of England and her relations to foreign powers receive less attention than the social and industrial development of the nation and the political progress of the people. The course is valuable to all future teachers as furnishing a background for the teaching of United States history and civics. Text-books: Cheyney's *Readings in English History*; and Andrews's *A Short History of England*.

41. SOCIAL, ECONOMIC, AND INDUSTRIAL HISTORY.—
2d quarter; 3 periods per week.—Doctor Wayland.

This course makes a rapid survey of the chief topics in the history of our country which relate to its social, economic, and industrial progress. The development of other great commercial and industrial nations also receives some attention. The economic motives behind great historical events are pointed out. The great inventions and their part in the industrial revolution; modern factory and machine methods of production; modern transportation; modern methods of farming, and related topics are discussed. The position of the United States among commercial and industrial nations, and the place of our own state in the United States, are shown by comparisons. The course is of considerable help to teachers of geography and history in the graded or high school. Text-book: Bogart's *Economic History of the United States*; etc.

42. RURAL SOCIOLOGY.—*1st quarter; repeated in 3d quarter; 3 periods per week.*—Doctor Wayland.

The object of this course is to present in a brief and practical way some of the most significant facts as to the conditions of life in the country and the relations of the rural population as a whole, and especially as regards their work, their business welfare and interests, the character of their homes, and the social influences of community life in rural sections. The various agencies which may be made to contribute to the improvement of the means of communication, the homes, the schools, and the general well-being, are pointed out and discussed. The aim of the course is to give prospective teachers in rural communities a right understanding of country life and a proper attitude towards it, so that they may arouse in the minds of their pupils a love and respect for such life, and a keener appreciation of its great and varied possibilities. Text-books: Gillette's *Constructive Rural Sociology*; Eggleston and Bruère's *The Work of the Rural School*; etc.

43. ECONOMICS.—*3d quarter; 3 periods per week.*—
Doctor Wayland.

This is an elementary course in economics intended for beginners. It will consider the production, exchange, distribution, and consumption of wealth, with special reference to American conditions. The standard of living will be given attention. Special emphasis will be put upon agricultural production and the rural phase of the entire subject. Text-book: Burch and Nearing's *Elements of Economics*.

58. AMERICAN HISTORY AND METHODS.—2d quarter; repeated in 3d quarter; 5 periods per week.—Doctor Wayland.

The purpose of this course is to review and extend the study of American history, and to study the methods of teaching it in the grades of the elementary school. Additional materials are drawn from general history and English history. References are given to the best pedagogical literature on the subject. The work is made practical and is illustrated by lessons in the training schools. Text-books: Bassett's *The Plain Story of American History*; MacDonald's *Documentary Source Book of American History*; Wayland's *How to Teach American History*.

61. SOCIOLOGY.—1st quarter; repeated in 2d quarter; 5 periods per week.—Doctor Wayland.

This course includes an analysis of the present social structure and conditions in the United States, of the more important elements in the existing form of industrial organization and the stages thru which it has been developed, of the needs of the different classes that have developed in America, and efforts that are being made to better their condition. The possibilities of education of the proper type in the direction of social betterment and the demands of sociology upon education, are dwelt upon. The work of the course enables the student to understand more clearly the spirit of the new education, and the reasons for the changes in the school curriculum. It also points out her duty to society and to the child in training him for a place in society. Text-book: Hayes's *Introduction to the Study of Sociology*.

62. ETHICS.—1st quarter; 3 periods per week.—Doctor Wayland.

This course makes a brief and elementary study of moral principles, the vital moral questions involved in human life and conduct, both as regards the individual himself and society; and an outline and examination of ideals for future guidance in right living is sought. Practical applications are made, and the work should result in giving the student a better comprehension of her relations to others and a working plan for teaching morals and manners in the school. Text-book: Myers's *History as Past Ethics*; Cabot's *A Course in Citizenship*.

63. AMERICAN GOVERNMENT.—2d quarter; 3 periods per week.—Doctor Wayland.

In this course an effort will be made to give the student an intelligent consciousness of civic duties and opportunities, together with some definite notions about the actual processes of everyday citizenship. The aim thruout will be practical, and the methods employed will approximate as nearly as possible the various experiences of civic life. Text-books: Beard's *American Citizenship*; etc.

VI. HOUSEHOLD ARTS

From practical, economic, and cultural standpoints the

household arts may be considered liberal, since they open up to the student vast fields of knowledge and experience. Three fundamental needs of man have led to his commercial and social activities—namely, food, shelter, and clothing. The household arts deal with all three of these. The production, selection, and preparation of food; the planning, building, furnishing, decorating, and care of the home; the planning and making of articles of clothing, and the care of the same are all included under this head. This will involve the development of an æsthetic appreciation for the beautiful in architecture, in art, in textiles, etc. It will also lead to the acquisition of skill in the work of the home.

The general aim of the work of the department is to teach the art of right living, thru the elevation of the ideals of the home and thru the application of scientific principles to the management and work of the household. It is hoped that this very desirable instruction may be spread among the people of the state by sending out from our normal school young women trained in these subjects, to teach them to the children of the public schools and to influence the homes in the communities where they teach. Better, more attractive, and more sanitary homes will make better citizens and more efficient workers; and wholesome, well-prepared food will lessen intemperance and other evils.

Attention is called to the *Special Courses in Household Arts*, which have been arranged for those who wish to prepare themselves for supervisors or special teachers of these branches of school work, or who wish to prepare themselves for the work of the home as home-makers, house-keepers, etc., or as milliners and dressmakers.

41-42-43. SEWING AND TEXTILES.—1st, 2d, and 3d quarters; 4 periods per week; 41 repeated in 3d quarter.—Miss Moeschler.

This course is for beginners, but some knowledge of sewing is presupposed. It includes needle-work, simple machine-sewing, simple pattern-drafting, and garment-making. The students make working plans for typical problems in constructive sewing, learning the various hand-stitches and simple forms of machine-sewing directly on useful articles, in-

cluding undergarments. All the fundamental principles of sewing are taught, and each problem is considered as it may be taught to children in public school work. Special attention is given to garment-mending and darning, with the idea that while in school the student will not only learn how to sew and how to teach sewing, but also will be able to apply her knowledge in properly repairing and caring for her own clothing. Topics in textiles such as the following are included: the manufacture of cotton, wool, silk, and linen, and manufacturing conditions which affect the hygienic, economic, and esthetic value of the material; such tests as can be given for the recognition of admixtures and adulteration; the dyeing of textile fabrics and its relation to value; estimates for clothing for children and adults according to various standards. Laboratory fee: 50 cents per quarter.

44-45. HOUSEWIFERY.—*1st and 2d quarters; repeated in 2d and 3d quarters; 2 periods per week.*—Miss Leftwich.

This course is very practical and contains much of value to teachers and homemakers. Among the topics studied are: the planning and construction of the house; sanitation; selection and cost of furnishings; labor-saving devices in and around the home; household service; organization; systematic methods of housekeeping; cost of living; cleaning processes and appliances; the cleaning and care of rooms, of furniture, and of metals. The students are expected to apply their knowledge to the care of their own rooms. Laboratory fee: 25 cents in the second quarter.

46. HOME NURSING.—*1st quarter; 2 periods per week; repeated in 2d and 3d quarters.*—Miss Leftwich.

The course includes work in home nursing, emergencies, and the care of children. Its purpose is to give a knowledge of what to do in cases of accident or other emergencies in the absence of a physician, to give ability to nurse cases of sickness in the home in an intelligent manner, and to prepare food for the sick in the home. This theoretical instruction is accompanied by practical demonstrations, and is valuable to the teacher in caring for her pupils in school as well as in the home. This course does not in any way aim to prepare young women as *trained nurses*. Text-book: *Red Cross Abridged Text on First Aid*. Laboratory fee: 25 cents.

47-48. COOKING.—*1st and 2d quarters; 4 periods per week; repeated in 2d and 3d quarters.*—Miss Moeschler and Miss Leftwich.

This is an elementary course in cooking, including the study of foods as to their general composition and nutritive value, the effect of heat upon foods and their preparation, cooking processes, food preservation, the management of utensils and stoves, and the planning, preparation, and serving of meals. Typical ways of cooking are studied, and common processes best suited to the material to be cooked are used. The selection, purchase, and cost of foods are also studied. It is the aim of the course to develop skill, efficiency, neatness, and definiteness in handling materials and apparatus. Students in this course must be provided with the uniform apron and cap, which are very inexpensive and may be made by the stu-

dent before coming to the school or in the sewing class at the school. Directions for making the same may be obtained from the instructor. Text-book: Kinne and Cooley's *Foods and Household Management*. Bulletins issued by the United States Department of Agriculture are freely used. These are obtained free of charge. Laboratory fee: \$1.00 per quarter.

50. METHODS AND OBSERVATION.—*3d quarter; 3 periods per week.*—Miss Sale.

This course is designed to present the methods of teaching the subjects of this department in schools of all grades. It includes the planning and presentation of lessons, and considers certain topics in theory and principles which cannot be included in other courses.

51-52-53. ART NEEDLEWORK.—*1st, 2d, and 3d quarters; 2 periods per week.*—Professor Shriver.

This course includes practise in various kinds of embroidery and decorative stitches used in clothing and household articles. Materials to be furnished by the student after consultation with the instructor.

54-55-56. ADVANCED TEXTILES.—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Moeschler.

This course continues the study of the textile fibers from the point of view of the purchaser. It includes a study of the manufacturing conditions which affect the hygienic, economic, and esthetic value of material; laboratory work with textile fabrics; microscopic and chemical tests. Estimates will be made for the cost of clothing.

57-58-59. ADVANCED COOKING.—*1st, 2d, and 3d quarters; 4 periods per week.*—Miss Leftwich.

This course pre-supposes course 47-48, or its equivalent, and advances on the work given in it. It includes class demonstrations of the principles and processes in cooking; the principles and practise of canning, preserving, jelly-making, and jam-making; the arrangement of menus with reference to special occasions; the combination of foods and the cost of same; the preparation and serving of meals. Special attention is given to the preparation of simple, as well as of more elaborate, dishes. The work is very practical, students being required to assume in turn the duties of hostess, guest, and waitress, as well as to prepare the food. The principles involved in the cooking of foods are studied and experiments made to illustrate them. The study of proportions, nutritive value, and cost, is also included, and flour-mixing and baking receive much attention. Laboratory fee: \$1.50 per quarter.

60. PRACTISE WORK IN HOUSEHOLD ARTS.—*1st, 2d, and 3d quarters; periods per week as directed.*—Miss Sale.

This work consists in assisting the head of the department in teaching, in taking charge of classes in the subjects of the department in the training schools, and in the performance of such duties of assistance in the management of the school housekeeping as may be assigned to the student from time to time. All practise teaching is preceded by observation of the

work of the instructor, in order to familiarize the student with the methods of presenting the subject.

63-64. LAUNDERING.—*1st and 2d quarters; 2 periods per week.*—Miss Leftwich.

This course presents the principles and processes included in laundering work; space, equipment, and materials required for the work in the home; cost of equipment, care, and uses; the process of laundering: sorting, soaking, removal of stains, disinfecting; the best method of handling cotton, linen, silk and woolen garments; colored materials. Experiments with soaps, bluing, starches, etc., in general use in homes; a study of the home laundry *vs.* steam laundry. Laboratory fee: 25 cents per quarter.

65. HOUSEHOLD MANAGEMENT.—*3d quarter; 2 periods per week.*—Miss Leftwich.

This course includes the study of such home problems as household accounts; household service; apportionment of time; house furniture; maintenance, cleaning, repairs; the menu.

67-68. DIETETICS.—*2d and 3d quarters; 6 periods per week.*—Miss Leftwich.

This course includes the planning of well-balanced dietaries for persons of different ages, occupations, and financial circumstances; a careful consideration of the nutritive value of foods in health and disease; a review of the chemistry and physiology of digestion; the nutritive functions of protein, fats, and carbohydrates; the discussion of modern dietary standards and their application to practical problems with especial reference to limitation of cost. Text-books: Conley's *Nutrition and Diet*; Rose's *Laboratory Manual of Dietetics*. Laboratory fee: \$1.00 per quarter.

69-70. THEORY AND PRACTISE OF TEACHING THE INDUSTRIAL AND HOUSEHOLD ARTS.—*1st and 2d quarters; 3 periods per week.*—Miss Sale.

This course is designed to continue the methods of teaching the subjects of this department in schools of all grades as begun in 50. It includes the consideration of courses of study; their relation to the school curriculum, the pupils, and the school conditions; the planning and presentation of lessons; the planning of equipment, etc. It also considers certain topics in theory and principles which cannot be included in other courses.

71-72-73. MILLINERY.—*1st, 2d, and 3d quarters; 2 periods per week.*—Professor Shriver.

This course includes the planning, construction, and trimming of hats, beginning with the use of foundation materials. The designing and drafting of paper patterns is followed by making hat frames from buckram to be cut and wired and covered and trimmed in various styles. Wire frames are constructed by given dimensions and from approved models and fashion plates. These are covered and completed in various ways. The renovation of old material and remodeling of old hats is

also considered. This course is useful to those who wish to teach domestic art or to obtain such training for personal use. Students provide, subject to the approval of the instructor, suitable materials, the finished work being the property of the students after the annual exhibition.

74-75-76. DRESSMAKING.—*1st, 2d, and 3d quarters; 4 periods per week.*—Professor Shriver.

This course pre-supposes the work of course 41-42-43. It includes the fundamental principles of dressmaking, the drafting, making, and adjusting of patterns to measurement, the fitting of garments, etc. Students provide, subject to the approval of the instructor, suitable materials for the work, the finished work being the property of the students after the annual exhibition. Laboratory fee: 50 cents per quarter.

77-78-79. HOUSEHOLD ARTS DESIGN.—*1st, 2d, and 3d quarters; 6 periods per week.*—Professor Shriver.

In this course instruction will be given in the fundamental principles of design and applications made to textiles and costumes. Color harmony will receive much attention. Many patterns and illustrations in leading fashion magazines will be studied. Problems of costume design for the individual will be worked out. This course also includes a study of house decoration. Laboratory fee: 50 cents per quarter.

81. NUTRITION.—*1st quarter; 6 periods per week.*—Miss Leftwich.

This is an elementary course in food economics. It will consider in a practical manner the functions and nutritive values of foods, the nutritive requirements of the human body, the feeding of families, and the cost of food as related to other family expenditures. The laboratory method will be used as far as possible. Laboratory fee: \$1.00 per quarter.

82-83. HOME COOKERY AND TABLE SERVICE.—*2d and 3d quarters; 6 periods per week.*—Miss Leftwich.

This is a practical course with laboratory work thruout. It will include the planning of breakfasts, luncheons, dinners, and suppers; the purchasing of the necessary supplies; the preparation of the materials for cooking and serving; the cooking of the food; the preparation of the table and dining-room; the serving of the meal; the management of kitchen and dining-room service; and the preservation and use of left-over materials. Considerations of economy, attractiveness, and nutritive value, will receive constant attention. In addition to the study of home meals; some attention will be given to the preparation of children's school lunches; to the feeding of the sick and of infants, and to the planning and management of social functions, where comparatively large numbers are to be served. The large number of social occasions in the student life at the school give ample opportunity for practise beyond that of the regular laboratory work. Laboratory fee: \$1.50 per quarter.

84-85. MARKETING.—*1st and 2d quarters; 2 periods per week.*—Miss Leftwich and Miss Moeschler.

In this course will be taken up problems connected with the purchas-

ing of food and other household supplies, such as linen, furnishings of various sorts, utensils and appliances. In addition to a consideration of the sources of supply, seasons, and prices, a study will be made of methods of selection, quality tests, and proper quantities for various purposes. Avoidance of waste and buying to the best advantage will be the constant aim.

87-88. HOUSEHOLD ACCOUNTS.—*1st and 2d quarters; 2 periods per week.*—Miss Leftwich.

This course will consider the family revenue and its proper use, with practise in the keeping of accounts showing income and expenditures for all household purposes. The making of a family budget, the regulation of expenditures, the relation of expenditures to standards of living, methods of saving and of protection, will be included.

91-92-93. TRADE MILLINERY.—*1st, 2d, and 3d quarters; 10 periods per week, with 15 additional periods per week for laboratory practise.*—Professor Shriver.

The purpose of this course is to train young women for the milliner's trade, and the work will be conducted along lines followed in the commercial shop as far as practicable. The entire process of the fashioning, making, and trimming of hats will be followed; and sufficient practise will be had thruout to give skill in the work. Hats suitable for various seasons and occasions, both simple and elaborate, will be completely finished in the work. Students will furnish their own materials with the advice and approval of the instructor. Either quarter of this course may be taken separately, but inasmuch as the different seasons will be considered in different quarters it is advisable for all students to pursue the course thru three quarters to its completion.

94-95-96. TRADE DRESSMAKING.—*1st, 2d, and 3d quarters; 10 periods per week, with 15 additional periods per week for laboratory practise.*—Professor Shriver.

The purpose of this course is to train young women for the sewing and dressmaking trade, and the work will be conducted along lines followed in commercial practise as far as possible. The designing, cutting, and making of garments; fitting, modelling, draping, and handling of materials; and selection of goods, will be carefully studied and sufficient practise will be had thruout to give skill in the work. Costumes suitable for various seasons and occasions, both simple and elaborate, will be finished in the work. Students will furnish their own materials with the advice and approval of the instructor. Either quarter of this course may be taken separately, but inasmuch as the different seasons and different grades will be considered in different quarters it is advisable for all students to pursue the course thru three quarters to its completion.

97. HOME DRESSMAKING.—*1st, 2d, and 3d quarters; 4 periods per week.*—Professor Shriver.

This course provides instruction for special students, and the hours and plan of work are arranged to suit the needs of those registering for it. Applicants should consult the instructor.

VII. MANUAL ARTS

Educators discovered long ago the value of the manual activities as a medium of expression for children, and as a means of acquiring a large body of experience and information in a natural and effective way. It is now generally accepted that handwork leads children to think more for themselves and to express more clearly what they think; that it makes them more self-reliant; that it develops individuality; and that it trains to habits of accuracy, neatness, attention, perseverance, industry, economy, etc. In addition to these desirable elements in personal character, it has been demonstrated that such training enables the individual to get a better understanding of the world and his place in it, and prepares him to become a productive unit in society. It brings the school into closer touch with the world outside, and it permits the pupil to take a part in the life and work of the world, and also helps to a better understanding of the various branches of the school curriculum.

The demand for instruction in the manual arts has been steadily increasing thruout the South in recent years, and the need of suitably prepared teachers has been felt very strongly.

With this end in view the courses of this department are arranged to give to teachers of all grades in rural as well as in city schools an opportunity to prepare themselves to teach the subject in a practical and economical way—using native materials and simple and inexpensive equipment.

The *Special Course in Industrial Arts* is offered for those who wish to prepare themselves for positions as supervisors or special teachers of these branches.

34-35-36. DRAWING FOR PRIMARY GRADES.—1st, 2d, and 3d quarters; 2 periods per week; 3d repeated in 3d quarter.—Miss Mackey.

The work of this course is planned to cover the drawing suitable for the first four years of the elementary school. It includes work in

pencil, chalk, water color, crayons, and brush and ink. Students furnish their own materials, which are very inexpensive.

41-42. **HANDWORK FOR PRIMARY GRADES.**—*2d and 3d quarters; 2 periods per week.*—Miss Mackey.

This course includes the processes and materials suitable for use in the handwork of the first four grades, such as raffia, cord, paper, cardboard, clay, etc. Correlation with drawing and other branches of the primary grades is noted. Laboratory fee: 50 cents per quarter.

47-48-49. **RURAL TEACHERS' COURSE.**—*1st, 2d, and 3d quarters; 4 periods per week.*—Miss Sale and Miss Mackey.

This course is a combination of practical work in wood, basketry, and other hand work especially suited to the rural school. Some of the problems will be as follows: chair mending, caning, putting in seats of shuck, rush, split, and cord; furniture mending; restaining; making of shuck mats, baskets, etc.; use of whiteoak splints for baskets of all sizes; honey-suckle baskets, mats, and jardinières; cat-tail rushes for trays, chair- and stool-seats; willow baskets; grass baskets and trays; cutting, dyeing and weaving of rugs on hand looms made from box lumber and twigs; booklet making; work in wood from dry goods boxes and other wood easily obtained for rural schools—articles to be useful in school and home. Laboratory fee: 50 cents per quarter.

51-52-53. **ADVANCED HANDWORK.**—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Mackey.

This course includes a further study of materials used in handwork, how much needed, where obtained; useful reference books, magazines; correlation possible or desirable in the public schools; more difficult problems in basketry, clay, leather, metals, and wood; book making; book binding; a study of courses of study. Laboratory fee: 50 cents per quarter.

54-55-56. **DRAWING FOR GRAMMAR GRADES.**—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Mackey.

In this course the student continues still-life drawing and the study of the principles of perspective. Some attention is given to simple landscape work in charcoal and color. Students furnish their own materials, which are very inexpensive. Course 34-35-36 is pre-requisite to this course.

57-58-59. **APPLIED DESIGN.**—*1st, 2d, and 3d quarters; 4 periods per week.*—Professor Shriver.

In this course a study will be made of the application of the principles of design to projects in wood, metal, cloth, leather, and clay. The chief aim of the work will be to teach the importance of design in the selection of articles for the home, to develop a taste for attractive and artistic furnishings, and to give some practical experience in the making and decorating of articles to be used in the home.

60. PRACTISE TEACHING IN MANUAL ARTS.—1st, 2d, and 3d quarters; periods per week as directed.—Miss Sale.

This includes practise teaching of lessons in manual arts branches in the training schools, or in the elementary classes of the department. Students teach under supervision and subject to the criticism of the instructors of the department; they plan lessons and discuss lessons, before and after giving them, with the instructors. All practise teaching is preceded by observation of the work of the instructors in order to familiarize the student with the methods of presenting the subject.

64. ART APPRECIATION AND HISTORY.—1st quarter; 2 periods per week; repeated in 2d quarter.—Miss Hudson.

This course has for its aim the development of an appreciation for the best works of art and a knowledge of the leading facts in the history of art. To this end a study is made of the chief characteristics of ancient, mediæval, and modern painting, sculpture, and architecture, and the lives of the masters. The lectures are illustrated with the electric lantern and reproductions and pictures of fine examples of art.

67-68-69. WOOD WORKING.—1st, 2d, and 3d quarters; 4 periods per week.—Miss Mackey.

This course pre-supposes course 47-48-49, or its equivalent, and in it larger projects in bench-work in wood are attempted. Special attention is given to constructive design. Laboratory fee: \$1.00 per quarter. This fee does not cover the cost of materials for special pieces of wood-work made for the individual use of the student; in such cases the student pays for the material, the article becoming her property after the annual exhibition.

VIII. MATHEMATICS

The subject of mathematics has always occupied an important place in the curriculum; and, on account of its direct practical value, it is not likely that it will ever lose its place. In whatever grade the teacher may be called upon to work she will need a knowledge of mathematics and of how it should be taught. Students are found deficient in this subject perhaps more frequently than in any other of the regular branches. The aim of this department is first to make up any deficiencies that may appear in the previous preparation of the student, and then to give her a knowledge of the best methods, together with a more extended study of the subject-matter. Many teachers fail in teaching because they are ignorant of business methods and practises; and so they fail to command the respect of patrons and pupils. This



The Training School



The Senior Class

THE MAY SPIRIT



The Coburn Woodland Players



The Senior Class

THE DRAMA

is particularly true as regards mathematics. Therefore the department gives special attention to business forms and methods and to the application of the branches of mathematics to practical purposes.

In addition to making students familiar with the principles and processes that are directly applicable to practical questions, the work in mathematics cultivates habits of clear and logical thought and expression. The effort is also made to develop a spirit of original and independent work, as far as practicable. The unity of the subject of mathematics thru all its branches is shown, and the thorough grounding of the student in the underlying principles is sought.

31-32-33. ALGEBRA.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Lancaster.

This is a general course covering the entire field of high school algebra. The fundamental operations are thoroughly taught, after which the class is advanced as rapidly as is consistent with good work. The course connects algebra and arithmetic, generalizing and broadening the mathematical truths and principles found in the latter, and is found useful by the prospective teacher of arithmetic, as it makes clearer its more abstract processes. This course is a pre-requisite for advanced mathematics. Text-book: Wells's *Essentials of Algebra*.

34-35-36. PLANE GEOMETRY.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Lancaster.

This course covers the work as usually given in the high school and much emphasis is placed on original propositions. This work is correlated with arithmetic and algebra. Text-book: Wells and Hart's *Plane Geometry*.

53-54-55. SOLID GEOMETRY AND TRIGONOMETRY.—1st, 2d, and 3d quarters; 5 periods per week.—Professor Smithey.

Solid Geometry: The work in solid geometry covers the first half of the session, and includes the usual theorems and exercises of standard texts. A large number of original exercises are required. Text-book: Wells & Hart's *Solid Geometry*.

Trigonometry: The last half of the session is devoted to the study of trigonometry. The work includes definitions and relations of the six trigonometric functions as ratios, circular measure of angles, proofs of the principal formulas, solution of trigonometric equations, theory and use of logarithms, and the solution of right and oblique triangles with practical applications. Text-book: Lyman & Goddard's *Plane Trigonometry*.

56. ARITHMETIC REVIEW.—1st quarter; 5 periods per week.—Miss Lancaster.

In this course a review is made of the arithmetic of the elementary grades, special drill being given in the fundamental operations of integers, common and decimal fractions and the simple business applications of percentage. Text-book: Wentworth-Smith's *Complete Arithmetic*.

57-58. ADVANCED ARITHMETIC AND METHODS.—2d and 3d quarters; 57 repeated in 3d quarter; 5 periods per week.—Miss Lancaster.

This course aims in the work given in 57 to make a thoro study of arithmetic so that the future teacher may know the subject and its applications to business, and in the work given in 58 to trace briefly the historical development of the subject and to present the essential methods of teaching arithmetic in the elementary grades, beginning with the fourth. Observations, illustrating the work of the grades, are made in the training school, for class-room discussion. Text-books: Lyman's *Advanced Arithmetic*; Brown & Coffman's *The Teaching of Arithmetic*.

61. ADVANCED ALGEBRA AND METHODS.—1st quarter; 4 periods per week.—Professor Smithey.

This course includes the following topics: inequalities, variation, complex numbers, series, undetermined coefficients, permutations and combinations, probability, binomial theorem for any exponent, determinants. Text-book: Hall & Knight's *Algebra for Colleges and Schools*.

62. ANALYTIC GEOMETRY.—2d quarter; 4 periods per week.—Professor Smithey.

The conception of a locus having been established, the straight line, the circle, the parabola, the ellipse, the hyperbola, the polar equation of the conic, and the general equation of the second degree, are successively taken up. Text-book: Tanner & Allen's *Brief Course in Analytic Geometry*.

63. ALGEBRA AND GEOMETRY METHODS.—3d quarter; 4 periods per week.—Professor Smithey.

This course includes (1) the teaching of algebra in secondary schools, special attention being given to approved methods; and (2) teaching of geometry. An effort is made to show the relationship between algebra and geometry. Text-books: Smith's *The Teaching of Geometry*; *The Teaching of Algebra* (to be selected).

IX. MUSIC

It is important that the ear be trained, even if only to a limited extent, in order that the individual may be capable of appreciating to some degree the beauties of sound. It is important that the voice be trained so that the individual may be better able to express his feelings. We must recog-

nize also the value of music in bringing individuals together into sympathetic companionship and co-operation, it being one of the most potent social influences in this respect. Not less important is its refining, cultural influence, and the good effect of the right kind of singing upon the speaking voice.

Educators agree that music is a real means of growth towards the deeper appreciations of life, and it should be the duty of every teacher, through song and music, to awaken in her pupils these appreciations of the beautiful. To do this, she herself must love and know the vast number of beautiful child songs,—the nature songs, those of the child's activities, those of the home and affections. These belong to the child rightfully, and with their wealth of poetic fancy and melody can be made a positive means of expression of the beautiful.

31. VOCAL MUSIC.—*Individual Instruction.*—Miss Shaeffer.

Students who desire to take individual lessons in vocal music may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$12.00 per quarter, for two lessons per week.

32. PIANO MUSIC.—*Individual Instruction.*—Misses Shaeffer and Hoffman.

Students who desire to take individual lessons in piano music may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$12.00 per quarter, for two lessons per week.

33. STRINGED INSTRUMENTS.—*Individual Instruction.*—Professor Harmon.

Instruction is provided for the violin, guitar, banjo, mandolin, and harp. Students who desire to take individual lessons in any of these instruments may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$12.00 per quarter, for two lessons per week.

34. PIPE ORGAN.—*Individual Instruction.*—Miss Shaeffer.

Students who desire to take individual lessons on the pipe organ

may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$12.00 per quarter.

37-38-39. SIGHT SINGING.—*1st, 2d, and 3d quarters; 3 periods per week.*—Miss Shaeffer.

This course seeks to give the student independence in learning songs, and the ability to sing them with accuracy and true musical feeling. It includes development of the sense of rhythm; mastery of the major and minor scales, and their common chords; and the study of intervals. The songs studied form a valuable repertoire for use in the schoolroom. No knowledge of music, musical experience, or even ability to carry a tune is required for entrance.

47-48-49. ADVANCED VOCAL MUSIC.—*1st, 2d, and 3d quarters; 3 periods per week.*—Miss Shaeffer.

This is a continuation of the preceding course. The work consists of voice-training, development of the sense of difficult rhythm, study of the construction of the major, minor, and chromatic scales, free reading of new music, and ear-training work. Emphasis is placed on song-interpretation.

55-56. SCHOOL MUSIC FOR PRIMARY GRADES.—*2d and 3d quarters; 2 periods per week.*—Miss Shaeffer.

The work of this course is largely collective. The members of the class select the best primary songs from every available source, learn to sing them, and to teach them, by actual experience in teaching the class as a whole. The course also provides excellent methods for leading the child thru experience to a realization of the fundamental elements in music—rhythm and pitch.

57-58-59. SCHOOL MUSIC FOR ADVANCED GRADES.—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Shaeffer.

This course is similar in nature to course 55-56, but is adapted to the needs of the advanced grades.

62. MUSIC APPRECIATION AND HISTORY.—*3d quarter; 3 periods per week.*—Miss Shaeffer.

This course seeks to give the student some knowledge of the musical masterpieces, so that she may recognize them when heard and learn to appreciate the best in musical art. A brief study is made of the history of musical development so as to familiarize the student in a general way with the various schools and their chief representatives.

X. NATURAL SCIENCE

This department embraces at present the courses in physiology and hygiene, botany, zoölogy and geology, physics,

and chemistry. Courses in nature study and agriculture may be found under the head of "Rural Arts."

The work of the department tends to develop the student's power of observation and judgment; it acquaints her with natural objects and phenomena and enables her to appreciate more fully the wonders of nature. The aim is not to turn out scientists or experts in any division of science, but to give a general scientific knowledge, elementary, but valuable. The work is adapted to the needs of teachers in the elementary and high schools, and attention is paid to methods of teaching elementary science under ordinary school conditions with little or no equipment.

31. BOTANY.—1st quarter; 6 periods per week.—Miss King.

This course studies plants, their form, structure, habits, and environment. Typical specimens are chosen for detailed study. Special attention is paid to the common domestic plants and to the economy of plant life. Field and laboratory work are included, and students will be given the opportunity to collect sets of specimens for use in teaching elementary science in the grades of the public schools. Methods of procuring and preserving materials, of conducting simple experiments and demonstrations, and of presenting lessons under ordinary public school conditions are considered. Text-book: Andrews's *Practical Course in Botany*.

32. ZOOLOGY.—2d quarter; 6 periods per week.—Miss King.

This course studies animals, including birds and insects, their structure, habits, and environment. Some attention is given to classification and determination of species, but the briefness of the course prevents detailed work in this direction. The course takes the same general direction as course 31 above. Text-book: Linville and Kelley's *Zoölogy*.

34-35-36.—HOUSEHOLD PHYSICS.—1st, 2d, and 3d quarters; 7 periods per week.—Professor Johnston.

This course includes text-book work, lectures, and recitations, demonstrations and individual experiments. It differs, however, from the usual type of physics study, in that its object is to present those phases of the subject which enter into the daily household life. Each important principle is introduced by means of some well known application; it is then carefully explained; and larger applications are sought as a means of clinching it. The pedagogical principle of going from the known to the unknown, and illustrating the unknown by means of the known is strictly followed thruout the year's work. Individual experimentation is required from the class, but the problem to be worked out is always a prac-

tical one, such only as closely touches the life of the student. The mechanical appliances of the home; heat in the home; electric heating, cooking, and lighting appliances; optical and musical instruments; and other topics that may increase the efficiency of the home-maker, are made the basis of individual study and investigation. The sewing machine becomes, thus, a center for the discussion of a large number of mechanical principles; and the student's experiments are directed to the determination of the laws of physics as exemplified in this household necessity. In such a treatment of the subject there is no loss to one who wishes a general knowledge of physics; but there is a decided gain to the exponents of this subject as a pre-eminently practical branch that should furnish ideas for daily application. Text-book: Lynde's *Physics of the Household*; for experimental work, the National Education Association monographs, and other special "studies" for this purpose.

41. PHYSIOLOGY AND HYGIENE.—1st quarter, 5 periods per week; repeated in 2d and 3d quarters.—Miss Bell.

The aim of this course is (1) to give a brief but comprehensive survey of the subject in such a way as to induce in the student an understanding of the vital importance of the right conduct of physical life in herself as a teacher, and a knowledge of how to care intelligently for the bodily welfare of the pupils entrusted to her; (2) to show teachers how the subject may be made more interesting and personally helpful to children, and what parts to select for emphasis in the different grades. Charts, drawings, and anatomical models are used to assist in the instruction, and lectures are given from time to time by physicians of the town of Harrisonburg on practical subjects, such as how to detect diseases of children, dental hygiene, bacterial diseases, etc. Text-book: Martin's *Human Body, Briefer Course*.

44-45. INORGANIC CHEMISTRY.—1st and 2d quarters; 7 periods per week.—Professor Johnston and Miss Moeschler.

This course includes text-book work, lectures and recitations, demonstrations and individual experiments, arranged to develop, in an elementary way, the subject of inorganic chemistry. While one aim of the course is to suit the needs of those who will not later continue the study of the subject, yet, as the foundation work is rational in method, the same plan fulfils perfectly the requirements of those who are making it introductory to a more advanced course. Effort is constantly made to awaken interest by calling attention to materials and processes used in the household and in commerce; a basis is afforded for interpreting new phenomena and understanding new applications as they are met with in everyday life; and the role of chemistry in the prevention of industrial waste is dwelt upon sufficiently to emphasize the practical value of a knowledge of the science. The especial interests and needs of the sex for which the course is intended determine to a large degree the emphasis laid upon the various phases of the subject. Text-book: Alexander Smith's *Elementary Chemistry* and the *Laboratory Outline* designed to accompany this text. Laboratory fee: \$1.00 per quarter. A deposit of \$2.00, to ensure against breakage of equipment, is required at the beginning of the session, and is returnable at the end of the course.

46. ANALYTICAL CHEMISTRY.—3*d* quarter; 7 periods per week.—Professor Johnston and Miss Moeschler.

The work of this quarter is intended, not to make analytical chemists, but to supply a sufficiently complete treatment of qualitative analysis to serve as a basis of much practical work in general household chemistry. A foundation is laid, also, in this study of the metals for a more effective handling of general chemical analysis. The work is conducted for the greater part by laboratory methods; frequent oral examinations, written tests, and discussions aid in bringing out the essential points connected with the work; reference reading and written reports are required in special phases of the subject. A careful laboratory record of individual experimentation is kept. Text-books: Newell's *Inorganic Chemistry* and Dennis and Whittelsey's *Qualitative Analysis*. Laboratory fee: \$1.00 per quarter. A deposit of \$2.00, to ensure against breakage of equipment, is required at the beginning of the quarter, and is returnable at the end.

57-58-59. HOUSEHOLD CHEMISTRY.—1*st*, 2*d*, and 3*d* quarters; 6 periods per week.—Professor Johnston and Miss Moeschler.

This includes a study of such chemistry as finds application to everyday life. The analysis of textiles, soils, plant-foods, water, milk, and foods of all types; the testing of food preservatives, paints and oils; the determination of food values; the detection of coal-tar dyes; the identification of vegetable colors; examinations of such substances as tooth-powders, headache powders; a study of adulterations, raffia dyeing, and the chemistry of stains,—suggest the general character of the work of this course. The preparation of a large number of typical chemical compounds of value to the intelligent householder, and the economic phase of a practical knowledge of the subject in relation to the home, are important points of emphasis. Text-books: Allyn's *Elementary Applied Chemistry* and Snell's *Household Chemistry*. Laboratory fee: \$1.00 per quarter. A deposit of \$2.00, to ensure against breakage of equipment, is required at the beginning of the course, and is returnable at the end.

61. GENERAL SCIENCE METHODS.—3*d* quarter; 5 periods per week.—Professor Johnston.

This course will review the science of the first year high school course, and will consider the best methods of handling the subject in the high schools. Various helps, reference material, and simple apparatus will be used in the work, in order to put the student in possession of the resources usually available in the public high schools. Text-books: Snyder's *First Year Science* and Clark's *General Science*.

66. CHEMISTRY OF NUTRITION.—1*st* quarter; 6 periods per week.—Miss Leftwich.

This is an advanced course in chemistry with relation to foods, as an introduction to the study of dietetics.

XI. PHYSICAL EDUCATION

An all-around development of the individual requires careful attention to the physical as well as to the mental side. Among the qualifications of a good teacher is good health, and upon this are dependent in large degree certain other important qualifications, as pleasing personality and good disposition. Attainments in scholarship are dependent, in large measure, upon physical strength and freedom from disease.

The department of physical education has been established for the accomplishment of two aims: (1) to give every student the opportunity to acquire physical health and vigor, so far as possible, in a recreative and pleasant manner, thus freeing her from the constant strain of study; (2) to give future teachers proficiency in exercises suitable for use in the different grades of the public schools for developing bodily vigor in the children under their care.

The necessary apparatus for healthful physical exercise indoors is provided; and tennis courts, basket-ball and hockey fields, running-track, etc., are laid out in suitable locations on the school grounds.

Students are required to attend classes for systematic instruction twice each week, as stated in the Schedules of Courses. No student will be excused except by the *School Physician*. The gymnasium uniform suit and shoes are required of all students who have work in physical education.

30. EXPRESSION.—*Individual Instruction*.—Miss Hudson.

Students who desire to take individual lessons in expression, reading, literary and dramatic interpretation, may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$12.00 per quarter, for two lessons per week.

31-32-33. GYMNASTICS FOR BEGINNERS.—*1st, 2d, and 3d quarters; 2 periods per week; 31 repeated in 3d quarter.*
—Miss Hudson.

This course includes tactics, light apparatus work, indoor games, and



Racket Club



Field Hockey Teams

FRESH AIR AND EXERCISE



Winter



Spring

THE CHANGING SEASONS

instruction in personal hygiene. In the tactics are included plain and fancy marching, class evolutions and floor formations, which are not only helpful in the personal development of the student, but also suitable for use in public school work with children. In the light apparatus work dumb-bells, Indian clubs, wands, etc., are used in various drills. The instruction in personal hygiene considers the body as an organic machine, and considers the means of preserving and improving the health and efficiency of the human mechanism.

41-42-43. GYMNASTICS.—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Hudson.

This is in general the same as course 31-32-33, but is intended for second year students and others who have had some instruction in the use of hand apparatus, in drills and tactics. Beginners should take course 31-32-33.

51-52-53. ADVANCED GYMNASTICS.—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Hudson.

This course is in general the same as course 41-42-43, but is intended for third year students. Beginners should take course 31-32-33, and those with only one year's instruction should take course 41-42-43.

60. ATHLETICS.—*1st, 2d, and 3d quarters; periods per week as directed.*—Miss Hudson.

This includes outdoor exercise of various kinds, such as walking, running, lawn tennis, basket-ball, field hockey, etc. Students are encouraged to participate in these outdoor exercises, under the direction and advice of the instructor, and teams are organized for competitive games.

61-62. GAMES AND PLAYS.—*1st and 2d quarters; 2 periods per week; repeated in 2d and 3d quarters.*—Miss Hudson.

This course considers certain exercises suitable for pupils of the various grades of the schools. Students are made familiar with a varied list of games and plays suitable for both indoor and outdoor use, and with exercises which may be given to the children in the public schools without the use of apparatus and under ordinary schoolroom conditions. The needs of the different grades of school work are considered. The place of physical culture in the education of the child, the principles underlying physical culture, and methods of teaching it in the schools, are considered. Attention is also given to the arrangement of play-grounds and their supervision. Text-book: Johnson's *Education by Plays and Games*.

XII. RURAL ARTS

Our state is destined to remain largely an agricultural state, and if our public schools are to serve the people in the largest measure, they must not neglect the branches which

lie nearest the life and interests of so large a proportion of the people.

Young women who go into the rural communities to teach must adjust themselves to the life of the community; they must take a sympathetic interest in its welfare. They must be intelligent and appreciative participants in the work and interests of the people with whom they come in social and business contact. Teachers should understand the environment of their pupils, and their instruction should be influenced by this environment.

Country boys and girls must be taught that country life has its advantages, its honors, and its rewards as well as city life. The country school should be a center from which radiate influences making for the enrichment of country life. It should interest its pupils in the life, the work, and the interests of the farm and the home, for it should give an appreciation for such things and an intelligent knowledge of them.

This school endeavors to give its students the training of mind and heart and hand which will fit them for efficient service in rural schools, and for intelligent and appreciative participation in the life of rural communities. It does not attempt to train farmers; it cannot be expected to turn out agricultural experts. Its work is limited to those phases of farm life in which women usually, or frequently, or may properly, participate, and to that portion of agricultural instruction which may be given in elementary and high schools.

The school is located in the midst of one of the finest agricultural and fruit-producing sections of the state, and fine facilities are at hand for the observation of farming and fruit-growing operations on a large scale.

33. ELEMENTARY AGRICULTURE.—*3d quarter; 6 periods per week.*—Miss King.

This course is intended to serve as an introduction to the study of agriculture and at the same time cover the requirements of the State Examination on this subject. It will be conducted in a practical way,

with observations and experiments as far as practicable. Text-book: Warren's *Elements of Agriculture*.

51. NATURE STUDY.—1st quarter; 4 periods per week.—Miss King.

This course is designed to make the student a nature lover and to acquaint her with some of the elementary facts of all the sciences in the phases that appeal to children, and to discuss the spirit, aims, and methods of nature study in the schools. The immediate aims of the work are to learn how plants grow; how to help them to grow; how animals, birds, insects, and worms help or hinder them in growing; and the value and use of plants. Field trips for observation and collection of specimens are made from time to time. Laboratory work supplements the outdoor work. Text-book: Hodge's *Nature Study and Life*.

53. SCHOOL GARDENING.—3d quarter; 4 periods per week.—Miss King.

This is a course in nature study in which almost the entire time is given to actual work in school-gardening, in which are treated such topics as laying off a garden, how it should be dug, cultivated, and fertilized, what vegetables and what flowers may be raised to mature during the school session, the effect of certain insects for good or for bad, and other interesting questions arising during the process of cultivation.

54-55. AGRICULTURE.—1st and 2d quarters; 4 periods per week.—Miss King.

The purpose of this course is to acquaint the student with the general field of elementary agriculture. It combines the descriptive and the experimental. It includes a consideration of the working and fertilizing of the soil; the planting of seeds; the cultivation of crops; the rotation of crops; descriptions of different varieties and breeds of domestic plants and animals; plant propagation and culture; combating insects, fungus, and weed enemies of the garden; corn judging; elementary stock judging; the home garden; the school garden; elementary questions of farm economy; the location of barns, stock-pens, etc. The work includes lectures, reading of references, observation and experiments in the laboratory and outdoors. Special attention is given to the needs of teachers. Making collections for school use and outlining the teaching of agriculture under ordinary school conditions, receive careful consideration. Text-book: Benson and Betts's *Agriculture*.

56. POULTRY-RAISING AND BEE-CULTURE.—3d quarter; 4 periods per week.—Miss King.

This is a brief practical course especially for students who expect to specialize in Rural Arts or Household Arts, with a view to teaching these subjects, or to taking charge of country households. It considers: (1) Poultry-raising, the varieties of fowls, their care, the location and construction of houses and yards, sanitation, incubation, brooding, feeding, improvement of stock, eggs and their uses as food. (2) Bee-culture, location and arrangement of hives, manipulation of bees and hives, gathering and caring for honey, etc. Text-book: Lewis's *Poultry Keeping*.

INFORMATIONAL AND STATISTICAL

SOME SPECIAL FEATURES OF THIS SCHOOL

1. It is a practical, vocational school, established by the state for the training of Virginia girls for teaching, for home-making, and for gainful occupations. Its work is officially recognized by the granting of state teachers' certificates for the completion of its courses.

2. The school is open practically the *entire year*. Any three quarters of work will constitute a full year for credit, whether they are consecutive or not.

3. A number of different courses are offered, to meet varying needs. The length of time required to complete a course varies from one to four years.

4. The courses are planned to accomplish *definite results in each year*. This arrangement enables the student to take a short and intensive course or a continued and extensive one, as fits her particular needs.

5. This school offers work in the industrial subjects in addition to the regular normal branches. Special courses and unusually fine facilities are offered for preparation to teach, or supervise, these special subjects.

6. This school is the first institution in the state, and the only one at present, to offer courses for the preparation of young women for vocations other than teaching. It is now giving courses of training for the millinery and dress-making trades and for homemaking.

7. Special attention is paid to training for work in the *rural schools*, and for this special facilities are provided.

8. The location is unsurpassed for healthfulness. The grounds are extensive. The entire scheme for the complete school plant was planned in the beginning.

9. Everything is up-to-date and progressive. Being

a new school, it is bound by no tradition; and being unbiased by questions of the past, it can be made to fit our own time and the conditions and needs of the present.

10. A student government and honor system ensures the highest standards of student life and gives the moral benefits of a democracy.

11. *Those who intend to teach are charged no tuition. Text-books may be bought at minimum prices. Board is furnished at cost. All expenses are thus made very low.* Opportunity will be offered, as far as possible, for worthy students to "work their way thru school."

12. The school has a large faculty of specialists.

RELIGIOUS WELFARE OF STUDENTS

Being a state institution, this school is, of course, strictly undenominational. Each morning during the school session an assembly is held and chapel exercises conducted, but the greatest care is taken to make the exercises thoroly non-sectarian. The ministers of the town churches are asked, from time to time, to speak to the students and to take part in these chapel services.

Harrisonburg is a church-going community. There are eleven white churches in the town, representing the following denominations: Baptist, Church of the Brethren, Church of Christ, Episcopal, Hebrew, Lutheran, Methodist, Presbyterian, Reformed, Roman Catholic, United Brethren in Christ. These churches and the Sabbath Schools connected with them are doing active work, and all students are cordially welcomed in them. At the beginning of a student's connection with the school, she is asked to state the church which she is in the habit of attending at home, and she will be expected to attend regularly the services of the same denomination in Harrisonburg while a student of the school. Compulsory attendance on such services will not be enforced, but all students will be urged to attend some church as far as possible. Most of the denominations are represented in the school faculty.

A system of Bible study and Sunday School teacher-training classes has been arranged in co-operation with the different Sunday Schools of the community. School credit is allowed for such work under certain carefully prescribed conditions. The initiation of these classes has resulted in a greatly increased interest on the part of the students in the Bible, which has been studied in a serious and systematic manner by a large proportion of them. It is believed that this will mean much to the various communities in the state when these young women begin their work as teachers.

Early in the history of the school the students organized a branch of the Young Women's Christian Association, which holds a weekly devotional meeting, the exercises being conducted by its members, with occasional talks made by members of the faculty and other invited speakers. There are weekly classes in Bible study and missions. This organization contributes to the social life of the school by welcoming new students and giving informal entertainments during the year.

PHYSICAL WELFARE OF STUDENTS

One of the strongest points in favor of the location of this school at Harrisonburg is the situation with reference to health conditions. The pure and bracing mountain air, the abundant supply of clear, sparkling water from pure mountain springs, the excellent drainage and sewerage system, the beauty of the surrounding valley and mountain scenery, the absence on the one hand of the noise and dirt of the city, and on the other hand of the seclusion of the country, make the situation as nearly ideal as one could wish. Such surroundings must certainly contribute to right thinking and noble living and to sound minds in sound bodies.

The students are *required* to take some form of physical exercise daily during the sessions of the school unless excused by the *School Physician*. The required exercise is not

violent in any way and is very beneficial. Equipment for physical culture is provided and is used under the direction of a trained specialist. In inclement weather such exercise is performed indoors, and in fair and warm weather, outdoors as far as practicable.

The school has been remarkably free from sickness, especially that of a contagious type. In cases of sickness the students are given every needed attention by the Matron and the School Physician. A modern hospital has been erected on a lot adjoining the Normal School grounds. In case of serious illness the best medical attention may be secured thru this institution. Parents are immediately informed if their daughters are sick. All students taking their meals at the school dormitory will receive necessary medical attention from the regularly appointed School Physician, and all such work is under his personal direction.

In connection with the work in Physical Education two tennis clubs, four basketball teams, and two hockey teams, are organized. The athletic events are managed by the Athletic Association.

SOCIAL WELFARE OF STUDENTS

The people of Harrisonburg socially are cordial and hospitable. Many cultured homes are open to the young ladies of the school. The churches, thru their Sunday Schools, young peoples' societies, and ladies' organizations offer opportunities for social intercourse. Wholesome development of the social side of student life is necessary and valuable, and organizations for promoting the social welfare of the students are encouraged. Receptions and social evenings are held; and entertainments, public lectures, and musicals are given from time to time.

Three literary societies have been organized, the Lee, the Lanier, and the Stratford, each gaining thru the emphasis of a special phase of literature work the splendid advantages of well-conducted associations for this purpose.

The schedule of meetings provides for a program from one of the societies each week; these programs are of a highly interesting and helpful nature, including debates, special papers of all kinds, music, and dramatic productions. These societies are well-attended by an enthusiastic group of young ladies, keenly alive to the opportunities that may come through organization for self-improvement and the mastery of many of the practical things of life.

Under the auspices of the department of music, a chorus has been organized; and the departments of industrial arts, household arts, and kindergarten training have organized clubs.

Care is taken that all social affairs be kept within the bounds of propriety for young ladies, suitable chaperonage being provided at all times; and they are not allowed to interfere with the progress of the student's work in the school.

EXCURSIONS AND ENTERTAINMENTS

The Valley of Virginia is replete with historical interests and natural curiosities. Excursions can be readily arranged to Weyer's Cave, Luray Cave, the battlefields made famous during the Valley Campaign, and many other points of interest.

Owing to the great agricultural wealth of this section of the state, the various industrial activities, and the natural formations of the surrounding country, the classes in history, rural arts, and the sciences have many opportunities for practical observation.

During the year the students hear excellent lectures, recitals, and concerts. During the past year the entertainment course has included The Saslavsky String Quartette, The New York Artists' Concert Company, Walter Bradley Tripp, Jules Falk, The Devereux Company in a production of the "Comedy of Errors," and the Coburn Players in three plays given in the out-door auditorium—"The

Yellow Jacket," "The Rivals," and "Richard III." The students have rendered, with the assistance of friends in town, the popular opera "Pinafore," and have given a number of recitals, dramatic and musical entertainments. An elaborate pageant was presented in honor of the Shakespeare Tercentenary. Students of the school are admitted free to almost all of these entertainments.

PUBLICATIONS

The Normal Bulletin is published by the school six times a year. One of these numbers is the Annual Catalog, one is the Summer Session Announcement, and the other four are special magazine numbers.

The following numbers contain some practical suggestions for the teacher, especially in rural schools, and will be sent free upon request, as long as the supply lasts:

January, 1912—Suggestions for Rural Schools.

November, 1912—Course of Study of the Training School.

January, 1913—Leisure for Farm Women—A Study in Rural Sociology.

January, 1914—Practical Work for Rural Schools.

January, 1915—The Shenandoah Valley in History and Literature.

November, 1915—Home Demonstration Work.

The students publish each June an annual, *The School-ma'am*, which contains much matter of interest to themselves and their friends. The book is abundantly illustrated, and vividly reflects the student life of the session.

TEXT BOOKS

The books to be used in the various classes are selected by the instructors, and are, for the most part, named in connection with the courses on the foregoing pages. They may be brought from home or may be purchased at the school supply room. New books will be sold at cost plus the expense of handling, and second-hand books may usually be purchased very reasonably. Many of the textbooks may be re-sold to the supply room at the close of the term, provided they are in good order. Stationery, postage, and other supplies may be purchased at the supply room. *Only cash sales will be made at the supply room, and positively no credit accounts will be kept.*

In some of the classes the work is largely reference work, and the references may be found in the school library. Students will not be asked to purchase any more books than are absolutely necessary in their class-work.

APPOINTMENT COMMITTEE

A record is kept of every student who attends the school. This includes (1) a statement of the student's preparation and teaching experience, if any, before she enters the school; (2) a record of her work during her attendance; and (3) a record of her work after leaving. The Committee aims to be of service in bringing students of the school who are being trained for positions as teachers to the attention of educational authorities who are seeking such aid.

Great care is taken to recommend for any position only such as are considered entirely competent and well suited for the particular work. The management of the school cannot bind itself to procure positions, still it is ready to do everything possible to see that its students are located where they can be of service to the state. The services of the school rendered in this way are offered entirely free of charge to all parties concerned.

Division Superintendents, School Boards, and others desiring competent teachers, are urged to write to the President of the school, giving information about the positions to be filled. Correspondence is invited at all times concerning the work of persons who are in attendance at the school.

ALUMNÆ ASSOCIATION

The purpose of this Association is to keep the school in touch with its graduates; to acquaint them with its work, its plans, and its needs; to further their interests in all possible ways; and to promote fellowship and association among them by providing opportunity for annual reunions. The Association is now organized on a permanent basis, and is in a flourishing condition. Some of its activities are the observance of Alumnae Day during Commencement, the

keeping of an accurate list of the names and addresses of the graduates of the school, and the support and direction of the Alumnae Senior Aid Fund.

EXPENSES

Tuition: In the Fall, Winter, and Spring Quarters, for students who obtain state scholarships, or for those who have taught in the public schools of Virginia, NO TUITION is charged; but for Virginia students who have not taught and who do not expect to teach, and for all students from other states than Virginia, a tuition fee of ten dollars (\$10.00) per quarter, or thirty dollars (\$30.00) for the ordinary school session of nine months, is charged in regular courses.

In the first term of the Summer Quarter no tuition is charged; but in the second term of the Summer Quarter a tuition fee of six dollars (\$6.00) is charged every one.

For private lessons in music, vocal, piano, or violin, a tuition fee of twelve dollars (\$12.00) per quarter is charged. This covers two thirty-minute lessons per week. No charge is made for music taken in classes.

For part-time courses tuition is charged on the basis of the foregoing statements and in accordance with the number of classes taken, the amount to be arranged in each case at the time of registration.

Registration: Each student is required to pay a registration fee of three dollars (\$3.00) per quarter, except in the Summer Quarter. This fee admits her to all lectures, recitals, and entertainments given under the auspices of the school, but does not include entertainments given by the students. In the First Term of the Summer Quarter a registration fee of one dollar and a half (\$1.50) is charged by the State Department of Public Instruction.

Board: For students living in the school dormitories, or in rooms rented by the school and taking their meals in the school dining-room, the charge for board is forty-

five dollars (\$45.00) per quarter in the Fall, Winter, and Spring Quarters, or one hundred and thirty-five dollars (\$135.00) for the nine months' session. In the first term of the Summer Quarter the charge for board is twenty-four dollars (\$24.00), and for the second term of the Summer Quarter it is twenty-two dollars (\$22.00). This covers furnished room, food, heat, light, laundry, and service—all *necessary living expenses*.

Board may be paid in three monthly installments of fifteen dollars (\$15.00) each, if preferred; but it must be positively understood that all board must be paid at the *beginning* of the month—three months being counted in each quarter, regardless of the number of weeks or days in the quarter.

In the Summer Quarter the full amount of board must be paid at the beginning of each term. No dormitory rooms will be reserved for less than a full term or quarter.

The rate of board by the week is five dollars (\$5.00), and by the day is one dollar (\$1.00). If any one who pays in advance finds it necessary to leave before the end of the term for which the board has been paid, a rebate will be issued for the difference (if any) calculated at the monthly, weekly, or daily rate, as the case may be.

Students cannot be permitted to occupy rooms in the boarding department of the school unless their board is paid promptly. The boarding department is conducted on a strictly cash basis, in order to give the best board possible at the lowest cost. No bills are sent out.

No reduction or rebate will be allowed for board for an absence of less than two weeks, and then only in case of sickness or for some equally good reason. Students entering late in a quarter will be charged from the beginning of the quarter, unless they are as late as two weeks, in which case, if the reason for late entrance is satisfactory to the management, they will be charged for the remainder

of the month in which they enter at the weekly rate, and for the remainder of the quarter at the rate of fifteen dollars (\$15.00) per month.

Board outside the dormitories can be obtained at practically the same rates, but students must make settlements with the ladies with whom they board.

Books and Supplies: The cost of text-books varies from six dollars (\$6.00) to fifteen dollars (\$15.00) for the year according to the classes in which the student is registered, but this amount may be greatly reduced by re-selling the books.

Regulation suits are required for use in physical education and are furnished by the school at cost. This suit, with shoes, costs six dollars (\$6) and will last thruout an entire course of several years.

In certain laboratory courses, fees will be charged for the use of materials, as stated in connection with the description of courses in the foregoing pages.

For students taking private instruction in piano music a fee of one dollar and a half (\$1.50) per quarter will be charged for the use of a piano for daily practice.

A fee of seventy-five cents (\$.75) will be charged for a certificate and one dollar and a half (\$1.50) for a diploma.

All fees of every character are payable invariably *in advance* at the beginning of the quarter, and no payments except those for board are subject to rebate or refund in case the student leaves before the end of the term.

SUMMARY OF EXPENSES FOR A SESSION OF NINE MONTHS

For students holding State Scholarships or having taught in the public schools of the State, and taking regular courses:

Registration at \$3 per quarter	\$ 9.00
Board at \$45 per quarter	135.00
Suit for Physical Education .....	.00 to \$ 6.00
Fees for Laboratory Materials (estimated).....	.00 to 3.00
Books (estimated)	6.00 to 15.00
Total for the session.....	\$150.00 to \$168.00

FINANCIAL AID TO STUDENTS

Tuition in this school is free to those who hold state scholarships, and also to those who have taught in the public schools. Board and other necessary expenses are kept at minimum figures. In Harrisonburg there are few calls upon the student for extra expenses. Simplicity and neatness of dress without extravagance are encouraged, and our Matron and other lady members of the faculty will cooperate with students and advise them on points of economy and help them to do necessary shopping to the best advantage.

While all students should have, at entrance, some money for necessary living expenses, the sum need not be very large. The management of the school will endeavor to provide means whereby no student who does faithful work will ever be forced to leave the school simply because of lack of means.

Employment: A number of opportunities for remunerative employment are open to those who need financial assistance. These positions require work in the school office, library, and dining-room. On account of the nature of the duties to be performed new students are not eligible for positions in the office and library. All the employees in our dining-room are students, and many young women have worked their way thru their entire course in this way. In view of the large number of applicants for these positions, the school cannot promise that such a place will be available in every case, but applications will be received and positions given wherever possible. While the effort is made to prevent these positions from interfering with the school work of the students holding them, it is not possible to excuse student employees from any school requirements, and in most cases it will be necessary for such students to take slightly less than the full amount of class-work, which

may necessitate attendance for a somewhat longer period than would otherwise be required.

State Scholarships: The Act of Legislature establishing the school provides for the attendance, without charge for tuition, of a certain number of students, said students to be nominated for the scholarships by the Division Superintendents of Schools in their respective counties and cities. Any young lady desiring an appointment as a state student should apply to the President of this school for an application blank upon which full directions are given. An application blank may be found at the end of this catalog. All students applying for scholarships must fulfil the requirements for admission as stated herein. The scholarship entitles the holder to *free tuition* (not board) during her residence at the school. Persons who have taught in the public schools of Virginia will also be given scholarships.

State Loan Fund: The State Legislature has made provision for the establishment of a students' loan fund, from which sums not to exceed \$100 annually may be lent to worthy students on proper security at four per cent. interest. Applications for the use of this fund should be made to the President of the school.

Alumnæ Fund: The graduating class of 1911 established an aid fund for the use of worthy students who find it impossible to meet all their expenses in completing their courses. The classes of subsequent years have added a considerable sum to the original amount. For the present the use of this fund will be limited to Seniors, and application should be made to the President of the school.

Caroline Sherman Fund: The Fairfax County Chapter of the Daughters of the American Revolution has very generously placed at the disposal of the school an aid fund for the use of members of the graduating class who find it impossible to meet their entire expenses in completing their

work. This fund has been named in honor of Mrs. Caroline C. A. Sherman, who as an officer and member of the Fairfax County Chapter has been an untiring worker for the advancement of public education. Applications for assistance from this fund should be presented to the President of the school.

Lynn Normal Scholarship: A scholarship valued at \$150 per year has been established by Mr. R. Lee Lynn, of the S. H. Heironimus Company, Roanoke, Virginia, for which graduates of the Roanoke City High School are eligible. Application should be made to the Superintendent of Public Schools, Roanoke, Virginia.

Daughters of the Confederacy Scholarship: A scholarship valued at \$135 per year has been established by the Virginia Division of the United Daughters of the Confederacy. Applicants must be lineal descendants of Confederate veterans and must be endorsed by the president of the division and chairman of the committee on education. Application should be made to Mrs. Yates McAlpine Wilson, Portsmouth, Virginia, before May 3 each year.

Franklin Sherman Loan Fund: On August 9, 1915, four months after the death of Captain Franklin Sherman, a fund was established by members of his family for the aid of worthy students, as a memorial to this distinguished and beloved citizen who for thirty years served on the School Board of Fairfax County. Applications for assistance from this fund should be made to the President of the school.

Aid Funds: The foregoing scholarships have been of very great assistance to a number of worthy young women; and it is hoped that other friends of education will provide in the near future "aid funds" for the students of this school. Sums from such funds can be lent to worthy students, to be returned after they have begun teaching and have had time to earn enough to reimburse

the fund. This should appeal to persons of means as a most worthy manner in which to invest money and reap a manifold return in the influence which a trained mind may exert on the rising generation. Any sum, large or small, contributed to the school for this purpose, will be faithfully used and greatly appreciated by the management and by students. *A scholarship to cover all of a student's expenses for one year may be provided for only \$150. Scholarships covering all or a part of a student's expenses and bearing a name designated by the donor will be established upon receipt of the necessary sum.* The President of the school will be pleased to correspond with any person on this subject.

GRADUATES AWARDED DIPLOMAS

June 8, 1915

REGULAR NORMAL COURSE

Mary Clelia Austen	Fincastle, Va.
Mary Christian Bosserman	Mint Spring, Va.
Ruth Mae Brown	Stanley, Va.
Frances Rappelye Cole	Chester, Va.
Mabel Virginia Hickman	Lovettsville, Va.
Frieda George Johnson	Lovettsville, Va.
Laura Lee Jones	Doe Hill, Va.
Susie Lavinia Maloy	McDowell, Va.
Edith Virginia Martz	Unison, Va.
Mary Lillian Millner	Norfolk, Va.
Sara Agnes Monroe	Unison, Va.
Mary Tacy Shamburg	Mount Jackson, Va.
Nan Ellen Wiley	Crozet, Va.

PROFESSIONAL COURSE

Mary Shields Alexander	Chase City, Va.
Emma Elizabeth Arnold	Franktown, Va.
Hildegard Mary Barton	Norfolk, Va.
Lillian McGruder Chalkley	Drakes Branch, Va.
Marjorie Cooper	Norfolk, Va.
Eleanor Mae Dillon	Petersburg, Va.
Ruth Addison Fisher	Eastville, Va.
Eva Funkhouser	Waynesboro, Va.
Lilla Marie Gerow	Petersburg, Va.
Virginia Willcox Hatcher	Bedford, Va.
Helen Louise Houseman	Fincastle, Va.
Rowena Julia Lacy	Oak Park, Va.
Audrey Wilhoit Lauck	Shenandoah, Va.
Marian Caroline Lockard	Bedford, Va.
Edna Lavina Milby	Smithfield, Va.
Marcia Wade Morris	Culpeper, Va.
Hazel Leota Oldaker	Culpeper, Va.
Susie Rabey	Suffolk, Va.
Elise Emogen Ryals	Wilmington, Va.
Agness Browne Stribling	Petersburg, Va.
Ruth Taliaferro	Elkton, Va.
Mary Elizabeth Tardy	Lexington, Va.
Joe Beam Warren	Durham, N. C.

KINDERGARTEN TRAINING COURSE

Emma Catherine Beard	Amherst, Va.
Esther Mitchell Coulbourn	Roanoke, Va.
Virginia Honaker	Wytheville, Va.

Corinne Snowden Jones Harrisonburg, Va.
 Evelyn Margaret Koogler Harrisonburg, Va.
 Edith Juliette Lacy Scottsburg, Va.
 Elizabeth Chambers Pettus Drakes Branch, Va.
 Mary Virginia Wheatley Danville, Va.

HOUSEHOLD ARTS COURSE

Pauline Ashmead Crisfield, Md.
 Reba Lizzette Beard Harrisonburg, Va.
 Alice Sears Gilliam Pamplin, Va.
 Kate Marie Johnson Norfolk, Va.
 Margaret Campbell Kinnear Lexington, Va.
 Velma Moeschler Salem, Va.
 Maria Catherine Cecelia Murphy Staunton, Va.
 Anna Marie Purcell Harrisonburg, Va.
 Ruth Adele Sanders Catharpin, Va.

INDUSTRIAL ARTS COURSE

Mary Joseph Davis Richmond, Va.
 Columbia Isabelle Johnson Lovettsville, Va.
 Frances Parlette Selby Somerset, Va.

July 23, 1915

REGULAR NORMAL COURSE

Althea Lee Adams Charlottesville, Va.

PROFESSIONAL COURSE

Helen Harris Scottsville, Va.

HOUSEHOLD ARTS COURSE

Zena Wallace Crone Hampton, Va.

August 30, 1915

REGULAR NORMAL COURSE

Tenney Sanger Cline Harrisonburg, Va.
 Mary Virginia Maloy McDowell, Va.
 Bessie Swartz Mount Jackson, Va.

PROFESSIONAL COURSE

Harriet Leah Brown Harrisonburg, Va.
 Josie Chappelle Ellis Lumberton, Va.
 Martha Melissa Folk Harrisonburg, Va.

REGISTER OF STUDENTS

FOURTH, OR SUMMER, QUARTER, 1915

<i>Name</i>	<i>*County or City</i>
Abbott, Kathleen	Craig
Adams, Althea Lee	Albemarle
Adams, Sallie Frances	Halifax
Alexander, Anna A.	Augusta
Alexander, Mary Ella	Albemarle
Alexander, Ruth E.	Augusta
Allgood, Helen	Petersburg
Anderson, Beulah Gladys	Smyth
Anderson, Daisy Irene	Staunton
Anderson, Lucy M.	Alexandria
Anderson, Mattie A.	Warren
Armentrout, Nora Ethel	Rockingham
Armstrong, Myrtle	Rockingham
Arnold, Georgia	Washington
Artz, Sidney M.	Shenandoah
Ashby, Lettie Frances	Newport News
Ashmead, Pauline	Maryland
Ayres, Sarah Etta	Fluvanna
Baker, Ressie Margaret	Rockingham
Ball, Ruth Marshall	Fauquier
Ballard, Annie Elizabeth	Charlottesville
Barber, Gladys	Ohio
Barnes, Dorothy Fee	Southampton
Barnhill, Novella Dora	Nansemond
Bateman, Isabelle Merriwether	Alleghany
Batten, Mittie Porter	Isle of Wight
Bauserman, Myrtle Sale	Rockingham
Bauserman, Ruth Mae	Shenandoah
Beahm, Sallie E.	Bedford
Bealle, Vera Ellen	Loudoun
Beck, Pricie Sarah	Pittsylvania
Benson, Myrtle	Petersburg
Berrey, Ada Lee	Madison
Berrey, Claude Cleveland	Rockingham
Berrey, Eva Mae	Madison
Berrey, Grace Woodward	Rockingham
Berrey, Marie A.	Madison
Biddlecomb, Florence Mae	Northumberland
Bidgood, Ella D.	Norfolk
Billhimer, Louise Iva	Rockingham
Bishop, Gertha Lane	Albemarle
Blackwell, Juliette Galt	Isle of Wight
Blake, Helen Rhea	Alexandria
Bohannon, E. P. (Miss)	Richmond (City)
Bodmer, Minnie Lake	Warren
Bonts, Mae Lee	Rockingham
Borum, Alice	Mathews
Boston, Ida Leftwich	Orange
Boswell, Eliza Coleman	Charlotte
Boteler, Mabel Harland	Fauquier

Bowers, Ervie Ellen	Shenandoah
Bowman, Bertha Irene	Rockingham
Bowman, Callie Rebecca	Rockingham
Bowman, Helen Louise	Petersburg
Bowman, Iva Mae	Rockingham
Bowman, Minnie Moore	Rockingham
Bowman, Miriam	Warren
Bowman, Otis	Warren
Brand, Marion Seeley	Texas
Bratten, Emma	Princess Anne
Bratten, Kate Augusta	Princess Anne
Brewer, Daisy May	Clarke
Brinkley, Florence	Nansemond
Brown, Bessie	Tazewell
Brown, Bessie Florence	Danville
Brown, Elsie Campbell	Roanoke (City)
Brown, Evelyn Glenmore	Hanover
Brown, Fannie	Fauquier
Brown, Harriet	Rockingham
Brown, Lois Virginia	Fairfax
Brown, Mary Augusta	Buckingham
Brown, Sadie Virginia	Hanover
Bruce, Mary Browning	Rappahannock
Brunk, Anna Mary	Rockingham
Brunk, Mattie Virginia	Rockingham
Bryant, Nettie M.	Highland
Burges, Estelle Josephine	Fauquier
Burke, Rubie Irene	Warren
Butler, Nina	Rockingham
Byers, Catherine	Rockingham
Caldwell, Odessa Virginia	Botetourt
Callender, Bessie Wills	Petersburg
Campbell, Jessie V.	Mathews
Carpenter, Margaret	Rockingham
Carpenter, Margaret Callie	Shenandoah
Carper, Glenna Florence	Augusta
Carper, Reba Gertrude	Augusta
Carrier, Gertrude	Rockingham
Carter, Irene Ripley	Clarke
Catlin, Ruth A.	Bedford
Cauley, Lula May	Bath
Chapman, Gladys	Nottoway
Chapman, Hilda Lewis	Clarke
Chauncey, Nettie Helena	Fairfax
Cheatham, Mary Lucile	Nansemond
Childrey, Mary Archen	Richmond (City)
Chockley, Myrtle Virginia	Powhatan
Christian, Janie	Buckingham
Clark, Rosa Elsie	Madison
Clements, Mary Forte	Pittsylvania
Cline, Laura	Augusta
Cline, Pearl	Augusta
Cline, Tenney Sanger	Rockingham
Clinedinst, Janie Ellen	Rockingham
Clutter, Hazel Stuart	Pittsylvania
Cole, Lena Maude	Rockingham
Collins, Annie J.	Caroline

Collins, Kate Merryman	Augusta
Conrad, Jessie	Rockingham
Conrad, Mary	Rockingham
Coope, Leona Elizabeth	Augusta
Cooper, Sallie Virginia	Prince William
Cox, Sarah Bowie	Alexandria
Crabill, Sarah Irene	Shenandoah
Crawford, Bessie Virginia	Augusta
Crewe, Sara Virginia	Prince William
Crews, Frances Sydnor	Pittsylvania
Crews, Louise B.	Pittsylvania
Crone, Zena Wallace	Elizabeth City
Cullen, Mary	Augusta
Curtis, Azeele	Culpeper
Curtis, Eudora Leize	Culpeper
Custer, Nannie Savannah	Rockingham
Daugherty, Marguerite	Frederick
Daughtrey, Jennie Josie	Nansemond
Davis, Alma R.	Fairfax
Davis, Hazel Louise	Fairfax
Davis, Lena Blanche	Rockingham
Davis, Winnie Clarke	Cumberland
Davis, Winnie Keys	Fairfax
Dean, Anna Ruth	Shenandoah
Dedrick, Nora I.	Rockingham
Dellinger, Beulah May	Shenandoah
Dellinger, Joyce Augusta	Shenandoah
Dellinger, Stanley H.	Shenandoah
Derflinger, Julia Russell	Warren
Deter, Mattie Ola	Rockingham
Dillon, Leta W.	Prince Edward
Dixon, Odessa Agnes	Rockbridge
Dodd, Lena Sallie	Nelson
Dodson, Vivien Gertrude	Pittsylvania
Dorsey, Frances L.	Clarke
Dorsey, Mary Garland	Halifax
Dove, Effie Ethel	Rockingham
Driver, Anna Arlene	Rockingham
Driver, Effie Woodward	Rockingham
Dunivin, Kate May	Rockingham
Duvall, Eva	Fairfax
Duvall, Helen B.	Fairfax
Eakin, Sue	Botetourt
Early, Eunice Estelle	Rockingham
Early, Leah Ruth	Rockingham
Eastham, Virginia	Rappahannock
Eaton, Ruth	Rockingham
Edwards, (Mrs.) Lily D.	Petersburg
Effinger, Elvie	Montgomery
Eisenberg, Lillian	Augusta
Eley, Ethel Edith	Nansemond
Elliott, Lillian Long	Page
Ellis, Josie Chappell	Sussex
Engleman, Ellen Elizabeth	Rockbridge
Eppes, Virginia Pegram	Petersburg
Estes, Anna	Rockingham

Estes, Sara WillieMecklenburg
 Estes, Victoria HortenseGreene
 Evans, DorothyHalifax
 Evans, Mary W.Newport News

Fansler, Shirley E.Frederick
 Fauber, Ethel B.Nelson
 Faulkner, Mary DorseyHalifax
 Fawley, G. C.Rockingham
 Fawley, James E.Rockingham
 Fentress, NellieNorfolk (City)
 Ferebee, Sarah CasonNorfolk (City)
 Field, Caroline WaltonNorfolk (City)
 Fielder, (Mrs.) Florence L.Staunton
 Finch, Helen PretlowNansemond
 Firebaugh, Bettie ReileyBotetourt
 Fix, SallieAugusta
 Flake, DaisyNorth Carolina
 Flick, Beulah CatherineRockingham
 Foik, Martha M.Rockingham
 Folks, Esta ClaraHighland
 Ford, Mary LeeMadison
 Fore, (Mrs.) Walter L.Lynchburg
 Foreman, Georgie EttaNorfolk
 Fowlkes, AnnaAmelia
 Fowlkes, LucyAmelia
 Fox, Katie MalindaShenandoah
 Fox, Leslie A.Warren
 Frazier, Mary KatherineRoanoke (City)
 Freed, Annie ElizaAugusta
 Frye, William FranklinFrederick
 Fuller, Idora DiantheSussex
 Fulton, MyrtleDanville

Garber, Clara MargaretRockingham
 Garber, Eva R.Augusta
 Garber, Janie BakerAugusta
 Garber, MaryAugusta
 Garrett, Elizabeth H.Halifax
 Garrett, Harrietta ClarkRichmond (City)
 Garrett, Mary E.Bedford
 Gatling, Azzie QueldahNansemond
 Gibbs, Ida BlancheBedford
 Glascock, DoraFauquier
 Glasgow, Flora EstelleAlexandria
 Good, Annie E.Shenandoah
 Good, Edna RebeccaRockingham
 Goodson, Ruth LeeNorfolk (City)
 Gowl, Nora VirginiaRockingham
 Gravett, Nonie StephenHalifax
 Greene, Eula A.Stafford
 Greene, Ocie M.Stafford
 Griffin, Hazel LeePetersburg
 Griffiths, Mattie ElizabethTazewell
 Grigsby, Edna W.King George
 Gulick, HazelLoudoun

Haight, Helen Hill	Fairfax
Haines, Blanche Eliza	Fairfax
Haines, Clarice Veven	Fairfax
Hall, Sadie Lee	Fauquier
Halstead, Annie F.	Princess Anne
Hammer, Goldie E.	Rockingham
Hammer, Nina A.	Rockingham
Hardaway, Frances	Nottoway
Hardy, Annie Belle	Bedford
Hardy, Pearl	Nottoway
Harman, Amy Ray	Augusta
Harman, Mary Louise	Rockingham
Harris, Helen	Albemarle
Harris, Marguerite	Rockingham
Harvey, Lester B.	Appomattox
Haskins, Mary Edward	Mecklenburg
Havens, Lucie A.	Dinwiddie
Hawkins, Ertha Virginia	Rappanhannock
Head, Alice R.	Albemarle
Heath, Emily Gee	Prince George
Helbert, Altie Irene	Rockingham
Henderson, Mabel Almedia	Albemarle
Hensley, Ora Lee	Augusta
Henson, Martha Clarice	Louisa
Henton, Ethel Florence	Rockingham
Herndon, Mamie Sonora	Greene
Higginbotham, Eliza A.	Amherst
Hildebrand, Vernie Ione	Rockingham
Hill, Sallie Lewis	Nelson
Hisey, Bertha C.	Shenandoah
Hisey, Evelyn Amelia	Shenandoah
Hite, Mary Louise	Amherst
Hodsden, Bruce	Isle of Wight
Hogan, Bessie	Loudoun
Holler, Lena Mae	Shenandoah
Hollingsworth, Mattie P.	Shenandoah
Hollingsworth, Nena H.	Shenandoah
Holman, Bessie	Buckingham
Holsinger, Lelia C.	Rockingham
Holt, Mattie Gaines	Prince Edward
Holtzman, Mary Marguerite	Shenandoah
Homes, Marion	Mecklenburg
Hopkins, Sadie B.	Rockingham
Hopkins, Williette E.	Rockingham
Hottel, Grace Marie	Shenandoah
Hottel, Julia Maria	Shenandoah
House, Fannie Mae	Prince William
Hudgens, Nannie Sue	Buckingham
Hudgins, Jennie Emory	Mathews
Hudlow, Bertha	Rockingham
Hufford, Nancy Caroline	Wythe
Hughes, (Mrs.) Marguerite B.	Albemarle
Hulvey, Lena Lee	Rockingham
Hulvey, Sallie Machen	Rockingham
Hulvey, Stella Agnes	Rockingham
Hupman, Mabel Overton	Augusta
Hurdle, Lula Grizzelle	Norfolk
Hurst, Grace	Northumberland

Hurt, Bess Estelle	Russell
Hurt, Eddie Larceny	Russell
Irby, Ella M.	Nottoway
Jarrett, Mary Lucinda	Shenandoah
Jefferson, Susie Amelia	Franklin
Jobe, Belle Carroll	Frederick
Johnson, Charles C.	Rockingham
Johnson, Lillie Maude	Rappahannock
Jones, Erthyl Simmers	Rockingham
Jones, (Mrs.) Katheryn Whiting	Elizabeth City
Jones, Mariam Agnew	Nottoway
Jones, Martha Iris	Wythe
Jones, Mary Newman	Hanover
Jones, Nellie B.	Nottoway
Jones, Virginia	Roanoke (City)
Jordon, Elizabeth	Isle of Wight
Jordan, Katherine B.	Warren
Kanost, Nettie May	Augusta
Kanost, Ressie A.	Augusta
Keller, Lula White	Washington
Keller, Neva Agnes	Augusta
Kelley, Inez Rebecca	Shenandoah
Kent, Emily W.	Wythe
King, Ruth Gertrude	Nansemond
Kinnear, Margaret	Rockbridge
Kipps, Laura Alice	Shenandoah
Kiracofe, Wilmer W.	Rockingham
Knupp, Anna Catherine	Rockingham
Koontz, Anita West	Rockingham
Koontz, Effie I.	Rockingham
Kuyk, Annie O.	Richmond (City)
Lake, Minerva Virginia	Fauquier
Lam, G. Elizabeth	Rockbridge
Landis, Mary Elizabeth	Richmond (City)
Landstreet, Margaret M.	Fairfax
Lane, Ella May	Rockingham
Larrick, Elizabeth Ann	Frederick
Larrick, Frances Belle	Frederick
Lauck, Lula	Frederick
Laughon, Etta Camm	Amherst
Lawson, Nellie A.	Loudoun
Lea, Fay Belle	Danville
Lea, Susie	Danville
Leatherman, Lena	Fairfax
Lee, Carrie Higgs	Prince William
Lee, Minnie Florence	Rockingham
Leffel, Ada A.	Tazewell
LeHew, (Mrs.) William G.	Alexandria
Lewin, Alice Mae	Warren
Lewin, Bessie Harper	Staunton
Lewin, Etta Elmira	Warren
Lewis, Alice Gertrude	Mathews
Life, Lessie Lee	Rockingham
Life, Mildred C.	Rockingham

Lindsay, Ruth	Montgomery
Lindsay, Ruth E.	Rockbridge
Litten, Mary Virginia	Shenandoah
Livesay, Lucetta Courtney	Albemarle
Lloyd, Elizabeth Rhodes	Craig
Lobban, Mabel Pearl	Nelson
Lockard, William Edison	Bedford
Loewner, Elise Augusta	Rockingham
Long, Elnora Perlette	Roanoke (City)
Long, O. E.	Nottoway
Louderback, Fannie E.	Page
McAllister, Salabel	Surry
McAlpin, Nancy	Rockbridge
McCaleb, Mary Catherine	Petersburg
McCaleb, Mildred Helen	Petersburg
McCarthy, Anna Agnes	Shenandoah
McCormick, (Mrs.) Edna Houff	Rockbridge
McCormick, Louise Massie	Pittsylvania
McCune, Cora Virginia	Bath
MacFadden, Mary Louise	Rockingham
McGuffin, Grace Gertrude	Rockbridge
McIlwaine, Mary Plummer	Petersburg
McIntire, John Clifton	West Virginia
McInturff, Grace O.	Shenandoah
McLaurin, Charlton	South Carolina
McLean, Mary T.	Rockbridge
Maiden, Alda Lee	Rockingham
Maloy, Mary Virginia	Highland
Marshall, Minnie Lynne	Loudoun
Marshall, Ruth	Pittsylvania
Martin, Agnes	Roanoke (City)
Martin, Dewey Stickley	Montgomery
Martin, Esther Elizabeth	Henry
Massie, Lula Belle	Nelson
Mattox, Lucy Minnie	Franklin
Maupin, Nellie Elizabeth	Albemarle
Mays, Mary Vivienne	Nelson
Mercer, Nelle A.	Rockingham
Mercer, Vada I.	Rockingham
Miley, Beatrice M.	Rockbridge
Miley, Elizabeth Catherine	Loudoun
Miller, Barbara Jane	Loudoun
Miller, Claudia Sallie	Fairfax
Miller, Eulalia Lois	Rockingham
Miller, Hattie Z.	Prince William
Miller, Katie Lee	Rockingham
Miller, Lottie Elizabeth	Rockingham
Miller, Mareta Olive	Rockingham
Miller, Valley Virginia	Rockingham
Miller, (Mrs.) Winona	Wisconsin
Minnick, Emory Newton	Rockingham
Mitchell, Hester Flay	Augusta
Mitchell, Maud Beatrice	Campbell
Modena, Addie Hopkins	Orange
Modena, Eda Lee	Orange
Monroe, Lucy May	Campbell

Monroe, Mary Grey	Fairfax
Monroe, Sadie Chancellor	Fairfax
Moore, Bessie	Rockbridge
Moore, Margaret Virginia	Augusta
Moore, Nannie	York
Morgan, Bethel	Roanoke
Morris, Ethel Lee	Loudoun
Morrison, Frances Page	Albemarle
Morton, Clara C.	Richmond (City)
Motley, Louise G.	Richmond (City)
Mullin, Annie Vicie	Tazewell
Mundy, Bertie Abbott	Rockingham
Nash, Leafy Lillian	Amherst
Naylor, Bertha E.	Rockingham
Naylor, Leila	Rockingham
Neatherly, Zula	Pittsylvania
Neff, Ruth	Rockingham
Neff, Zella Myers	Fairfax
Norris, Annie Louise	Princess Anne
Nunnally, Nettie Mae	Chesterfield
Osborne, Edna Myrtle	Pittsylvania
Otley, Orra Lenora	Loudoun
Ours, Elmer	Rockingham
Panemaker, Anna E.	Maryland
Parlett, Preston C.	Frederick
Parrish, Fanny Wray	Fluvanna
Patterson, Daisy	Rockbridge
Paxton, Helen Ervine	Rockbridge
Payne, Alice Emory	Goochland
Payne, Effie Maude	Goochland
Payne, Katherine Irvine	Fauquier
Payne, Lula Ward	Fauquier
Payne, Nellie Scott	Richmond (City)
Payne, Zola Blair	Fairfax
Pearcy, John Hardy	Nansemond
Peffer, Ola Lee	Shenandoah
Perkins, Linda Graham	Bedford
Perkinson, Lottie Evelyn	Charlotte
Peters, Mae	Botetourt
Pidgeon, Cassie	Clarke
Pierce, Thomas	Clarke
Plank, Dora Devora	Frederick
Plank, Grace	Botetourt
Ponton, Mary Eliza	Charlotte
Powell, Elizabeth	Rockingham
Powell, Lacuta Ethel	Page
Powell, Mary Ruth	Pittsylvania
Pretlow, Juliet Caroline	Nansemond
Price, Nellie Christiana	Montgomery
Pultz, Ella J.	Rockbridge
Quidor, Ida Gray	Highland
Radford, (Mrs.) Lucy R.	Albemarle

Rainey, Ethel Josephine	Mecklenburg
Ramey, Sue Elizabeth	Rappahannock
Rauhof, Mabel Schley	Rockingham
Reddish, Elizabeth	Madison
Reddish, Fannie Virginia	Madison
Reid, Kathryn W.	Loudoun
Reubush, Myrl Rebecca	Rockingham
Rexrode, Annie Estelle	Prince William
Rhodes, Grace Anna	Rockingham
Rhodes, Nellie Gertrude	Rockingham
Rhodes, Verdie C.	Rockingham
Rice, Frances W.	Fairfax
Riddell, Susie Lee	Augusta
Riely, Mary Virginia	Fairfax
Rinker, Carl Leeman	Frederick
Ritchie, Georgia Lee	Rockingham
Ritchie, Marion J.	Rockingham
Ritchie, Mary Virginia	Rockingham
Rodeffer, Edna Frances	Rockingham
Rodeffer, Pearle Elizabeth	Rockingham
Rodgers, Clara	Rockingham
Rodgers, McKinley B.	Rockingham
Rodgers, Leta Martha	West Virginia
Rohr, Eunice Wren	Rockingham
Roller, John Mitchell	Rockingham
Roller, Kathryn Brown	Rockingham
Ross, Marie Victoria	Botetourt
Rothgeb, Edith	Rockingham
Rouzie, (Mrs.) Annie Exall	Essex
Rubush, Alberta Freed	Augusta
Rucker, Arie Estelle	Prince Edward
Rudasill, Lillian	Rappahannock
Rudasill, Mabel Claire	Rappahannock
Ruebush, Leona Ed	Rockingham
Sandy, M. Louise	Essex
Sawyer, Addie Brown	Princess Anne
Scaff, Alice Clyde	Princess Anne
Schneider, Mamie	Frederick
Scott, Mary Emma	Warren
Scott, Ora Anna	Rockingham
Seaman, Rachel H.	Nelson
Shiflett, Nettie Lee	Augusta
Shipe, Mary Catherine	Shenandoah
Shiplott, Beatrice	Rockingham
Shoemaker, Lucile Virginia	Rockingham
Short, Maria Elizabeth	Rockingham
Showalter, Effie V.	Rockingham
Showalter, Mary Etta	Rockingham
Showalter, Rhoda Adeline	Augusta
Shultz, Mildred Virginia	Augusta
Simmons, Annie Jeffress	Mecklenburg
Simmons, Mary	Botetourt
Simmons, Mollie	Franklin
Simms, Mildred Eleanor	Culpeper
Slater, Fannie L.	Norfolk
Sledd, Elizabeth	Powhatan

Slusser, Myra Irene	Montgomery
Smallwood, Kathleen Settle	Clarke
Smallwood, Violet Marguerite	Clarke
Smith, Dorothy Ennis	Chesterfield
Smith, Grover	Rockingham
Smith, (Mrs.) John A.	Pittsylvania
Smith, Mary Elizabeth	Newport News
Smoot, Osie Leroy	Shenandoah
Snead, Cornelia May	Lunenburg
Snead, Mary Miller	Fluvanna
Solmon, Dorothy Dodson	Halifax
Speirs, Anna Fletcher	Newport News
Spencer, Annie Louise	Prince Edward
Spilman, Ethel	Rockingham
Spilman, Lona Hill	Westmoreland
Spitler, Charles Cunningham	Rockingham
Spitzer, Nora Lelia	Rockingham
Stanton, Christine	Rockingham
Stanton, Louise	Rockingham
Staples, Julia Tapscott	Rockingham
Stikeleather, Pauline	Pulaski
Stinebuck, Clara Victoria	Rockingham
Stoneburner, Mabel Coe	Shenandoah
Story, Verlie Parry	Madison
Stottlemeyer, Belva Ruth	Maryland
Stoutamyer, Lena Alise	Augusta
Strosnider, Floyd Spencer	Shenandoah
Stuart, Louise Burch	Alexandria
Sublett, Frances	Rockingham
Sublett, Judith Eleanor	Rockingham
Summers, Mamie	Rockingham
Swartz, Bessie	Shenandoah
Swecker, Ora E.	Rockingham
Swift, Robbie Thomas	Louisa
Taliaferro, George W.	Rockingham
Tanquary, Mamie Scott	Frederick
Taylor, Annie Hinton	North Carolina
Taylor, Fannie Louise	Brunswick
Tetter, Bertha Harrison	Buckingham
Terry, (Mrs.) Mamie McL.	Pittsylvania
Thacker, Charles Ernest	Rockingham
Thomas, Gertrude Elizabeth	Augusta
Thomas, Matilda	Roanoke (City)
Thompson, Bessie L.	Buckingham
Thompson, Bluma Olivine	Augusta
Thornhill, Virginia Elizabeth	Rappahannock
Tinder, Rosa May	Orange
Tolley, Agness Virginia	Rockbridge
Tracey, Mary Florence	Loudoun
Traylor, Carrie May	Chesterfield
Trumbo, Mary W.	Warren
Turner, Ethel Logan	Rockbridge
Utz, Judith Virginia	Warren
Vaiden, Ruth Gale	Norfolk (City)

Wagner, Verta Camilla	Rockingham
Waldron, Gertrude Delmont	Norfolk (City)
Ware, Mary Blanche	Goochland
Ware, Sallie Rebecca	Goochland
Warren, Elizabeth Alice	Loudoun
Watson, Kathleen	Alexandria
Wayland, E. Maude	Madison
Wenger, Lydia Florence	Rockingham
Wenger, Ruth Ethel	Rockingham
Wheatley, Mary Virginia	Danville
Whetzel, Lizzie Catherine	Shenandoah
Whissen, Mary Amelia	Shenandoah
White, Mabel Lewin	Rockingham
Whitefield, Stella Hunter	Pittsylvania
Whitmore, Maud Mae	Rockingham
Wightman, Carrie Bragg	Shenandoah
Will, Jackson Linden	Shenandoah
Williams, Ottie May	Bath
Wine, Elsy M.	Rockingham
Wine, Ottie Ola	Rockingham
Winston, Arabelle	Norfolk (City)
Wise, Myrtle Alma	Augusta
Wisman, Fannie Louise	Shenandoah
Wolfrey, William Thomas	Rockingham
Womeldorf, Letty	Rockbridge
Wood, Lily	Norfolk (City)
Woolf, Catharine Andrea	Fauquier
Wright, Miriam Elizabeth	Pittsylvania
Yates, Florence Minerva	Rockingham
Yates, Grace M.	Shenandoah
Young, Delphia Cleo	Rockingham
Zigler, Mary Pauline	Rockingham
Zirkle, Bertie V.	Fauquier
Zirkle, Gertrude	Rockingham
Zirkle, Louise O.	Frederick
Zirkle, Margaret	Rockingham

*All are from Virginia unless state is named.

REGISTER OF STUDENTS

FIRST, SECOND, AND THIRD QUARTERS

1915-1916

<i>Name</i>	<i>Quarter</i>	<i>*County or City</i>
Alderson, Mattie Belle	2	....Russell
Alexander, Angelyn Eliza	1, 2, 3	....Mecklenburg
Alexander, Florence Evelyn	1, 2, 3	....Hanover
Anderson, Ruth	1	....Warren
Anderton, Edna Ernestine	1, 2, 3	....Accomac
Armstrong, Roberta	1, 2, 3	....Fluvanna
Ashmead, Pauline	1, 2,	....Marvland
Bagley, Frances Lee	1, 2, 3	....Nottoway
Baird Marie Bingham	1, 2, 3	....Sussex
Barton, Clara May	2, 3	....Franklin
Barton, Hildegarde Mary	1, 2, 3	....Norfolk (City)
Bendall, Mary Helen	1, 2, 3	....Danville
Bennett, Mary Clifford	3	....North Carolina
Berlin, Mary Lee	1, 2	....Rockingham
Berry, Linda Sparks	1	....Madison
Billhimer, Louise Iva	1, 2, 3	....Rockingham
Bishop, Carrie Elizabeth	1, 2, 3	....Albemarle
Black, Nannie	1	....Rockingham
Blankenkaker, Lucy Belle	1, 2, 3	....Madison
Bowman, Dick Alma	1, 2, 3	....Shenandoah
Bowman, Ellen Kay	1, 2, 3	....Roanoke (City)
Brand, Marian Seeley	1	....Texas
Brent, Sarah Randolph	1, 2, 3	....Northumberland
Brock, Rosalie Teresa	1, 2, 3	....Rockingham
Broughman, Thelma Gertrude	1, 2, 3	....Alleghany
Brown, Catherine	1, 2, 3	....South Carolina
Brown, Zelle Quinland	1, 2, 3	....Lynchburg
Brunk, Anna Mary	1, 2, 3	....Rockingham
Brunk, Mattie Virginia	1, 2, 3	....Rockingham
Bryan, Margaret Amanda	1, 2, 3	....Elizabeth City
Buckley, Esther	1, 2, 3	....Fairfax
Buckley, Miriam	1, 2, 3	....Fairfax
Bulifant, Josephine Christian	1, 2, 3	....Elizabeth City
Burford, Virginia (Mrs.)	1	....Rockingham
Burnley, Nannie Lee	1, 2, 3	....Culpeper
Burns, Stella	1, 2, 3	....Russell
Burton, Josephine	1, 2, 3	....Sussex
Butner, Clara	1, 2, 3	....Wythe
Byrd, Emma Elizabeth	1, 2, 3	....Rockingham
Callender, Pauline Harbine	1, 2, 3	....Rockingham
Carter, Linda Louise	1, 2, 3	....Norfolk (City)
Chalkley, Marian Elliott	1, 2, 3	....Charlotte
Cheek, Missouri Marvin	3	....Bedford
Clarke, Bradley Dora	1, 2, 3	....Sussex
Clarkson, Nannie May	1, 2, 3	....Nelson
Clary, Kate Edwena	1, 2, 3	....Richmond (City)
Clement, Mary Womack	1, 2, 3	....Danville
Cole, Hazel Dorothy	1, 2, 3	....Chesterfield

Coleman, Beatrice Marie	1, 2, 3	.....Petersburg
Coman, Evelyn Gabbert	1, 2, 3	.....Rockbridge
Constable, Mary Grice	1, 2, 3	.....Norfolk (City)
Coverstone, Elsie Ellwyn	1, 2, 3	.....Page
Cox, Althea Mae	3	.....Henry
Crawford, Annie Lee	1, 2, 3	.....Staunton
Custer, Nan S.	1	.....Rockingham
Darling, Grace Marian	1, 2, 3	.....Norfolk (City)
Davidson, Hope	1, 2	.....Wythe
Davies, Nellie Loomis	1, 2, 3	.....Mecklenburg
Davis, Hazel L.	1, 2, 3	.....Fairfax
Dechert, Edna Imogene	1, 2, 3	.....Rockingham
Dodson, Lucy Elise	1, 2, 3	.....Pittsylvania
Douglass, Annie Jennings	1, 2, 3	.....Greene
Doyle, Mabel Irene	1, 2, 3	.....Highland
Dunlap, Sadie A.	1, 2, 3	.....North Carolina
Dunn, Annie Helen	1, 2, 3	.....Mecklenburg
Dunn, Madeline	1, 2, 3	.....Mecklenburg
Early, Mary Annie	1, 2, 3	.....Greene
Early, Sarah Lucile	1, 2, 3	.....Greene
Eastham, Mamie Maxfield	3	.....Rappahannock
Eisenberg, Mary Caroline	1, 2, 3	.....Staunton
Elderkin, Lucretia Irene	1, 2, 3	.....Norfolk
Eley, Emily Gay	1, 2, 3	.....Isle of Wight
Elliott, Lillian Long	1, 2, 3	.....Page
Engleman, Ellen Elizabeth	1, 2, 3	.....Rockbridge
Eppes, Virginia Pegram	1, 2, 3	.....Petersburg
Everett, Ruth	1, 2, 3	.....Nelson
Ewers, Lucile Johnson	2, 3	.....West Virginia
Farrar, Garland Hope	1, 2, 3	.....Nansemond
Felty, Lola Annette	1, 2, 3	.....Wythe
Ferebee, Annie Adelia	1	.....Norfolk (City)
Ferebee, Sarah Cason	1, 2, 3	.....Norfolk (City)
Fitzpatrick, Annie May	1, 2, 3	.....Buckingham
Fletcher, Sarah Delucia	1, 2, 3	.....Rockingham
Flick, Beulah Catherine	3	.....Rockingham
Fritch, Saga Hulton (Mrs.)	1, 2, 3	.....Maryland
Fuller, Ellen Clair	3	.....Pittsylvania
Garden, Mary Elizabeth	1, 2, 3	.....Prince Edward
Gatling, Lucy Spottswood	1, 2, 3	.....Norfolk (City)
Gay, Vera	2, 3	.....Isle of Wight
Glenn, Ammie Elizabeth	1, 2, 3	.....Augusta
Glick, Vada Virginia	1, 2, 3	.....Rockingham
Gongwer, Dorothy Lenora	3	.....Fairfax
Gound, Mary Margaret	1, 2, 3	.....Rockbridge
Grant, Flossie Belle	1, 2, 3	.....Amherst
Greaves, Elizabeth Agnes Rush	1, 2, 3	.....Albemarle
Greenawalt, Mary Elizabeth	1, 2, 3	.....Frederick
Grove, Lula Ruth	1, 2, 3	.....Augusta
Guthrie, Clarice	1, 2, 3	.....Charlotte
Haldeman, Emily Margaret	1, 2, 3	.....Frederick
Hankins, Mary Coles	1, 2, 3	.....Halifax
Harman, Margaret	1, 2	.....Rockingham

Harner, Mary Arbutus	1, 2, 3	Rockingham
Harnsberger, Anne Virginia	1, 2, 3	Rockingham
Harris, Jessie Taylor	3	Rappahannock
Hauch, Martha A.	1, 2, 3	Culpeper
Henkel, Kathleen Hazel	1, 2, 3	Augusta
Henley, Laura Methena	1, 2, 3	Norfolk (City)
Herndon, Mamie S.	1, 2, 3	Greene
Hess, Grace Viola	3	Augusta
Heyl, Helen Hay	1, 2, 3	Charlottesville
Hindle, Selina Howarth	1, 2, 3	Amelia
Hitt, Mamie Russell	1, 2, 3	Madison
Hoffman, Ruth	2, 3	Prince William
Hogshead, Olgie Mae	3	Augusta
Holmes, Xenia	1	Page
Hubbard, Esther Jane	1, 2, 3	Roanoke (City)
Hubbard, Zola Y.	1, 2, 3	Pittsylvania
Huddle, Hilda	3	Wythe
Hudgins, Rose Rebecca	1, 2, 3	Dinwiddie
Huffman, Kathleen	1, 2, 3	Craig
Hufford, Nancy	1, 2, 3	Wythe
Hutton, Ethel B.	1, 2, 3	Augusta
James, Bettie Gladys	1, 2, 3	Princess Anne
Jarman, Lizzie Miller	1, 2, 3	Rockingham
Jasper, Annie Mary	1, 2, 3	Culpeper
Jennings, Clarita G.	1, 2, 3	Culpeper
Johnson, Annie Susan	1, 2, 3	Halifax
Johnson, Daisy Wealthia	1, 2, 3	Fluvanna
Jones, Ann Walker Carter	1, 2, 3	Gloucester
Jones, Bessie Lee	1, 2, 3	Fairfax
Jordan, Margaret Irvine	1, 2, 3	Norfolk (City)
Jordan, Mary Green	1, 2, 3	Richmond (City)
Judy, Nell Mae	1	West Virginia
Kabler, Elizabeth Leftwich	1, 2, 3	Campbell
Kahmer, Edyth Marie	1, 2, 3	Rockingham
Kean, Elsie Catherine	1, 2, 3	Orange
Kean, Thelma Leah	1, 2, 3	Orange
Keeton, Bessie Reid	1, 2, 3	Brunswick
Kemper, Frances Hopkins	1, 2, 3	Rockingham
Kendig, Mabel Long	1, 2, 3	Augusta
Kiracofe, Mabel R.	1, 2, 3	Augusta
Lam, Grace Elizabeth	1, 2, 3	Rockbridge
Lane, Ella May	1, 2, 3	Rockingham
Leavell, Lucie Louise	1, 2, 3	Culpeper
Lee, Carrie Higgs	2, 3	Prince William
Lee, Clara Elizabeth	1, 2, 3	Sussex
Lewis, Anna Page	1, 2, 3	Rockingham
Lewis, Katherine Stuart	1, 2, 3	Rockingham
Lifsey, Mary Claiborne	1, 2, 3	Greensville
Livesay, Mary Virginia	1, 2, 3	Albemarle
Lockstampfer, Bessie	1, 2, 3	Shenandoah
Loewner, Clara (Mrs.)	3	Rockingham
Loewner, Sara (Mrs.)	1, 2, 3	Rockingham
Loftis, Bertie	1, 2, 3	Halifax
Logan, Margaret Diana	1	Rockingham
Loving, Jennie Perkins	1, 2, 3	Fluvanna

Lowman, Blanche Elizabeth 1, 2, 3....Pulaski
 Luttrell, Mary Elizabeth 1, 2, 3....Rappahannock

 McClung, Mary Katherine 1, 2, 3....Rockbridge
 McCown, Margaret Jean 1Rockbridge
 McNair, Myrtle Ruth 1, 2, 3....Rockbridge
 Magruder, Margaret Vance 1, 2, 3....Shenandoah
 Maloy, Stella Layne 1, 2, 3....Highland
 Marable, Eleanor Beatrice 1, 2, 3....Richmond (City)
 Marshall, Ruth 1, 2, 3....Pittsylvania
 Massey, Lillie Galle 1, 2, 3....Clarke
 Maurer, Winifred 1, 2, 3....Loudoun
 Mays, Margaret Harvey 1, 2Nelson
 Mays, Zelma Vernelle 2, 3....Nelson
 Meisel, Marie 1, 2, 3....Richmond (City)
 Michlem, Caroline 1, 3....Nelson
 Millender, Alice 1, 3....Norfolk
 Miller, Elsie Rebecca 1, 2, 3....Rockingham
 Mitchell, Annie Virginia 1, 2, 3....Rappahannock
 Moomaw, Salome F. 1, 2Roanoke (City)
 Moore, Geneva Gertrude 1, 2, 3....Isle of Wight
 Moore, Irene Muriel 1, 2, 3....Wythe
 Mowbray, Anne Elizabeth 1, 2, 3....Tazewell
 Murphy, Anna Margaret 1, 2, 3....Staunton

 Nicol, Elizabeth Henderson 1, 2, 3....Maryland
 Norfleet, Hontas Zuliem 1, 2, 3....Norfolk (City)
 Norwood, Irene Inez 1, 2, 3....Halifax

 Orndorff, Rachel 1, 2, 3....Rockbridge
 Otley, Myra Louise 1, 2, 3....Loudoun

 Pace, Nellie 1, 2, 3....Henry
 Palmer, Mary Elizabeth 1, 2, 3....Brunswick
 Parrish, Edna Earle 1, 2, 3....Fluvanna
 Parrish, Kate Taylor 1, 2, 3....Fluvanna
 Parrish, Lucy Anderson 1, 2, 3....Nelson
 Patterson, Helen Blackwood 1, 2, 3....Augusta
 Payne, Nellie Scott 1, 2, 3....Richmond (City)
 Perry, Kathleen Dickinson 1, 2, 3....Lunenburg
 Phillips, Eva Lillian 1, 2, 3....West Virginia
 Pierce, Mary Gertrude 1, 2, 3....Buckingham
 Ponton, Frances Sarah 1, 2, 3....Charlotte
 Ponton, Mary Eliza 1, 2Charlotte
 Pruden, Sarah Katherine 1, 2, 3....Nansemond
 Pugh, Virginia Edith 1, 2, 3....Albemarle

 Quigg, Mary Elizabeth 1, 2, 3....Fairfax

 Rawles, Willa 1Nansemond
 Rawles, Sarah Antionette 2, 3....Nansemond
 Reames, Willie Anna 1, 2, 3....Dinwiddie
 Richardson, Dorothy Evans 1, 2, 3....Fairfax
 Ridenour, Virginia Clare 1, 2, 3....Petersburg
 Ritchie, Annie Elizabeth 1, 2, 3....Augusta
 Ritchie, Ethel 1, 2, 3....Augusta
 Rohr, Eunice Wren 3....Rockingham

Roller, Kathryn	1, 2, 3	Rockingham
Rolston, Frances	1, 2, 3	Augusta
Ropp, Margaret Vance	1, 2, 3	Page
Rothgeb, Lucille Early	1, 2, 3	Rockingham
Rowbotham, Margaret May	1, 2, 3	Roanoke (City)
Saunders, Lucie Ellen	1, 2, 3	Essex
Saunders, Luna Ellen	1, 2, 3	Halifax
Schwartz, Mary Charlotte		Botetourt
Scott, Mary Emma	1, 2, 3	Clarke
Settle, Julia Barke	2	Rappahannock
Shafer, Dora McCorkle	1, 2, 3	Rockbridge
Shafer, Lillian	1, 2, 3	Rockbridge
Shenk, Marguerite Spitler	1, 2, 3	Lynchburg
Sherman, Louise	1, 2, 3	Augusta
Shifflett, Nettie Lee		Augusta
Shumadine, Edith Elizabeth	1, 2, 3	Norfolk
Shumadine, Florence	1, 2, 3	Norfolk
Sibert, Irene Crim	1, 2, 3	Rockbridge
Silvey, Julia Singleton	1, 2, 3	Rappahannock
Sims, Frances Lee	1, 2, 3	Greene
Smith, Ann Elizabeth	1, 2, 3	Pittsylvania
Snead, Helen Rebecca	1	Fluvanna
Snedeger, Annie Grace	1, 2, 3	Roanoke (City)
Snider, Lemma Gertrude	1, 2, 3	Rockbridge
Sowers, Ruby Lee		Floyd
Speas, Rachel Josephine	1, 2, 3	North Carolina
Spitzer, Lucie Elton	1, 2, 3	Rockingham
Spitzer, Nora L.	1,	Rockingham
Spooner, Dorothy	1, 2, 3	Danville
Sprinkle, Elsie	1, 2,	North Carolina
Stagg, Sarah Gordon	2, 3	Warwick
Stanton, Christine	1, 2, 3	Rockingham
Stanton, Louise	1, 2, 3	Rockingham
Sterling, Irene Elizabeth	1	Maryland
Story, Verlie Parry	1, 2, 3	Madison
Stubbs, Rebecca Robins	1, 2, 3	Gloucester
Thompson, Emma Virginia	1, 2, 3	Fluvanna
Thompson, Jeanette Ashby	1	Fluvanna
Thompson, Margaret	1, 2, 3	Fluvanna
Thompson, Stella May	1, 2, 3	Loudoun
Tinder, Rosa May		Wise
Vaiden, Ruth Gale	1, 2, 3	Norfolk (City)
Vance, Lillian Virginia		Augusta
Wachsman, Otelia Beatrice	1, 2, 3	Sussex
Waldron, Gertrude Delmont	1, 2, 3	Norfolk (City)
Wallace, Ruth Bagley	1, 2, 3	Bath
Walters, Mary Josephine	1, 2, 3	Augusta
Ward, Helen Grace	1, 2, 3	Chesterfield
Warner, Kathleen	1, 2, 3	Augusta
Warren, Mary Jarman	1, 2, 3	Accomac
Watkins, Shannie A.	1	Rockingham
Watson, Margaret	1, 2, 3	Roanoke

Weems, Rachel Fletcher	1, 2, 3....	Halifax
White, Edith Christian	1, 2, 3....	Albemarle
White, Hattie Wood	1, 2, 3....	Accomac
White, Sallie Thomas	1, 2, 3....	Accomac
Williams, Ernestine	1, 2, 3....	Lynchburg
Wilson, Molina Del Calvert	2	South Carolina
Winborne, Flossie Wahneeta	1, 2, 3....	Isle of Wight
Winn, Emma Virginia Willard	1, 2, 3....	Fluvanna
Wise, Helen (Mrs.)	1, 2, 3....	Rockingham
Witt, Ruth	1, 2, 3....	Roanoke (City)
Worley, Ruby Alma	1, 2, 3....	Rockbridge
Yancey, Lois	1, 2, 3....	Rockingham
Yancey, Mary Virginia	1, 2, 3....	Rockingham
Zirkle, Virginia	1, 2, 3....	Rockingham

*All are from Virginia, unless state is named.

ALUMNÆ

- Adams, Althea Lee (R. Normal, 1915)....Teacher, Shenandoah Collegiate
Institute, Dayton, Va.
- Alexander, Mary Shields (Prof., 1915)....Grade Teacher, Palmer
Springs, Va.
- Allen, Anna Rachel (H. Arts, 1914).....Domestic Science Teacher,
Middletown, Va.
- Allen, Florence Esther (H. Arts, 1914)...Grade Teacher, Clear Brook,
Va.
- Anderson, Katherine C. (H. Arts, 1912)..Rural Teacher, Staunton, Va.
- Arnold, Emma Elizabeth (Prof., 1915)....Grade Teacher, Willis Wharf,
Va.
- Ashmead, Pauline (H. Arts, 1915).....Industrial Supervisor, Bruns-
wick County, Va.
- Austin, Mary Clelia (R. Normal, 1915)....Grade Teacher, Lick Run, Va.
- *Baker, Eunice (Kgn., 1912).....
- Baker, Susie Vaughan (Prof., 1914).....Grade Teacher, Charlottesville,
Va.
- Barton, Hildegard Mary (Prof., 1915)....Post-Graduate Student, State
Normal School, Harrison-
burg, Va.
- Beard, Emma Catherine (Kgn., 1915).....Carysbrook, Va.
- Beard, Reba Lizzette (H. Arts, 1915).....Student, Cornell University,
Ithaca, New York.
- Bell, Wilma Ione (Prof., 1913).....Grade Teacher, Harrisonburg,
Va.
- Benson, Hilda Mae (Prof., 1912).....Grade Teacher, Manassas, Va.
- Bosserman, Mary Christian (R. Normal,
1915)Grade Teacher, Mint Springs,
Va.
- Bowers, Ruth Irma (R. Normal, 1913)....Grade Teacher, McGaheysville,
Va.
- Bowman, Corinne (R. Normal, 1914)....Primary Teacher, Hamilton,
Va.
- Bradshaw, Josephine Bland (R. Normal,
1914)Grade Teacher, Waynesboro,
Va.
- Brooke, Amelia Harrison (Prof., 1911)....Assistant to Matron, State
Normal School, Harrison-
burg, Va.
- Brown, Dorothy Lothrop (Prof., 1913)....Militia Department, Ottawa,
Canada
- Brown, Harriet Leah (Prof., 1915).....Grade Teacher, Harrisonburg,
Va.
- Brown, Ruth Mae (R. Normal, 1915)....Grade Teacher, Broadway, Va.
- Brown, Sarah Virginia (H. Arts, 1914)...Grade Teacher, Wytheville,
Va.
- Buchanan, Virginia Ruth (Kgn., 1914)....Governess, Brandy, Va.
- Buck, Mary Wallace (Prof., 1914).....Student, Randolph-Macon
Woman's College, Lynch-
burg, Va.
- Buckner, Mary Carter (H. Arts, 1914)....Cartersville, Va.

- Burke, Margaret Anderson (R. Normal, 1914) ... Teacher, Indian Reservation School, Lester Manor, Va.
- Burtner, Tracie Etelka (R. Normal, 1914) .. Primary Teacher, Jennings, La.
- Caldwell, Mary Juliet (Prof., 1914) .. Grade Teacher, New Castle, Va.
- Campbell, Winifred Elizabeth (Kgn., 1914) Hagerstown, Md.
- Carpenter, Frances White (Prof., 1914) .. Grade Teacher, Curdsville, Va.
- Chalkley, Lillian McGruder (Prof., 1915) .. Grade Teacher, Tazewell County, Va.
- Clarke, Veva Clifton (Prof., 1914) .. Rural School Teacher, Culpeper, Va.
- Cline, Erma Eiler (R. Normal, 1914) .. Grade Teacher, Chatham, Va.
- Cline, Tenney Sanger (R. Normal, 1915) .. Primary Teacher, Elkton, Va.
- Cole, Frances Rappelle (R. Normal, 1915) .. Primary Teacher, Low Moor, Va.
- Conn, Ruth Randolph (R. Normal, 1912) .. Grade Teacher, Training School, Williamsburg, Va.
- Cook, Mary Abbot (Prof., 1914) .. Primary Teacher, Danville, Va.
- Cooper, Marjorie (Prof., 1915) .. Grade Teacher, Norfolk, Va.
- Cooper, Marie Shirley (Prof., 1913), Mrs. Kenna Eastham .. Ft. Ethan Allen, Vermont
- Corr, Susie Houseworth (Kgn., 1912) .. Primary Teacher, Roanoke, Va.
- Coulbourn, Esther Mitchell (Kgn., 1915) .. Primary Teacher, Roanoke, Va.
- Cox, Nannie Aurelia (Prof., 1913) .. Grade Teacher, Berwind, W. Va.
- Coyner, Inez Eakle (Prof., 1912) .. Primary Teacher, Roanoke, Va.
- Crikenberger, Nora (Prof., 1912) .. Principal, High School, McDowell, Va.
- Crone, Zena Wallace (H. Arts, 1915) .. Grade Teacher, Fox Hill, Va.
- Davies, Sadie Virginia (H. Arts, 1912) .. High School Teacher, Mt. Jackson, Va.
- Davis, Annie Lillian (H. Arts, 1911), Mrs. S. A. Steger .. Richmond, Va.
- Davis, Mary Joseph (Ind. Arts, 1915) .. Supervisor of Manual Arts, Richmond, Va.
- Diedrich, Minnie Caroline (Prof., 1911) .. Grade Teacher, Waverly, Va.
- Dillon, Eleanor Mae (Prof., 1915) .. Grade Teacher, Petersburg, Va.
- Dogan, Mary Neville (H. Arts, 1914), Mrs. C. C. Lynn .. Bristow, Va.
- Drummond, Helen (M. Arts, 1911) .. Stenographer, State Highway Commission, Richmond, Va.
- Dudley, Mary Margaret (Ind. Arts, 1914) Mrs. Jno. McCue .. Ft. Defiance, Va.
- Dudley, Virginia Trevey (H. Arts, 1912) .. Mossy Creek, Va.
- Dunn, Virginia Scott (M. Arts, 1911), Mrs. Wm. Powell .. Free Union, Va.
- Earman, Virginia Oler (Kgn., 1912) .. Kindergarten Teacher, Pittsburgh, Pa.
- Edwards, Virginia Mason (I. Arts, 1913) .. Supervisor of Home Economics, Booker, Va.
- Ellis, Josie Chappelle (Prof., 1915) .. Grade Teacher, Homeville, Va.
- Ellis, Mary Jennette (Prof., 1914) .. Grade Teacher, Stony Creek, Va.
- Farrar, Janet Garland (Kgn., 1913) .. Primary Teacher, Clifton Forge, Va.
- Fisher, Ruth Addison (Prof., 1915) .. Primary Teacher, Eastville, Va.

- Folk, Martha Melissa (Prof., 1915).....High School Teacher, New Hope, Va.
- Fox, Margaret Eleanor (Prof., 1912) (Mrs. MinderElizabeth City, N. C.
- Fox, Mary Hart (Kgn., 1913).....Primary Teacher, Earleysville, Va.
- Funkhouser, Eva (Prof., 1915).....Grade Teacher, Waynesboro, Va.
- Garland, Effie Virginia (Prof., 1913).....Rural Teacher, Brandy, Va.
- Garrett, Marguerite (Kgn., 1913).....Primary Teacher, Norfolk, Va.
- Gatling Alpine Douglas (Prof., 1912).....Grade Teacher, Norfolk, Va.
- Gatling Marceline A. (R. Normal, 1913)..Special Teacher, Norfolk, Va.
- Gay, Margaret Porter (Kgn., 1913).....Grade Teacher, Norfolk, Va.
- Gerow, Lilla Marie (Prof., 1915).....Principal, High School, Church Road, Va.
- Gilbert, Lillian V. (I. Arts, 1913—R. Normal, 1914)Assistant Superintendent, Vance County, North Carolina.
- Gilliam, Alice Sears (H. Arts, 1915).....Grade Teacher, Greensboro, N. C.
- Gish, Juliet Barclay (Prof., 1913).....Rural Supervisor, Bedford, Va.
- Goode, Octavia Ernestine (R. Normal, 1912)Mosley's Junction, Va.
- Grasty, Cecile Audrey (R. Normal, 1914)..Assistant Principal, High School, Gordonsville, Va.
- Green, Janet Claramond (M. Arts, 1911)..Grade Teacher, Clio, S. C.
- Greenawalt, Clara Louise (M. Arts, and H. Arts 1912).....Rural Teacher, Winchester, Va.
- Greer, Mary Virginia (H. Arts, 1912)....Rural Supervisor, Richmond, Va.
- Grizzard, Marjorie Lee (Kgn., 1913).....Primary Teacher, Ebony, Va.
- Haldeman, Anna Pearl (Kgn., 1912).....Principal, Clear Brook, Va.
- Hardaway, Virginia Etna (Prof., 1913)..Rural Teacher, Roanoke, Va.
- Harless, Kathleen Chevallie (R. Normal, 1914)High School Teacher, Christiansburg, Va.
- Harman, Ethel (H. Arts, 1912)Primary Teacher, Concord, Va.
- Harnsberger, Kathleen Bell (Kgn., 1911)..Grade Teacher, Free Union, Va.
- Harper, Alma Ross (M. Arts, 1911), Mrs. Henry JohnsonDraper, Va.
- Harris, Helen (Prof., 1915).....Domestic Science Teacher, Centenary College, Cleveland, Tenn.
- Hatcher, Virginia Willcox (Prof., 1915)....Grade Teacher, Middlebourne, W. Va.
- Heatwole, Ella Catherine (Prof., 1912)..Grade Teacher, Clintwood, Va.
- Heavener, Mabel Lankford (Prof., 1913)..Rural Teacher, Merrimac, Va.
- Heflin, Margaret W. (H. Arts, 1913).....Instructor in Household Arts, Agricultural High School, Burkeville, Va.
- Heysler, Susan Fechtig (H. Arts, 1914)....High School Teacher, Clay, W. Va.
- Hickman, Mabel Virginia (R. Normal, 1915)Lovettsville, Va.
- Higgins, Selina Cecil (Prof., 1914).....Grade Teacher, I. O. O. F. Home, Goldsboro, N. C.
- Hitt, Mabel Lewis (Prof., 1913).....High School Teacher, Beaverdam, Va.

- Holbrook, Annie Laura (Prof., 1913).....Grade Teacher, Graham, Va.
 Holcombe, Alpha Vane (Prof., 1914)..... Primary Teacher, Portsmouth,
 Va.
 Holland, Mary Louise (Prof., 1913).....Grade Teacher, Pulaski, Va.
 Honaker, Virginia (Kgn., 1915)..... Grade Teacher, Chatham Hill,
 Va.
 Hopcroft, Lydia Inez (Prof., 1911).....Grade Teacher, Roanoke, Va.
 Hughes, Hallie Lee (Ind. Arts, 1912).....Agent, Home Demonstration
 Work, U. S. Department of
 Agriculture, Lincoln, Va.
 Jennings, Nancy Wise (Prof., 1912).....Grade Teacher, Roanoke, Va.
 Johnson, Columbia Isabelle (Ind. Arts,
 1915)Grade Teacher, Lovettsville,
 Va.
 Johnson, Frieda George (R. Normal, 1915)
 Grade Teacher, Luckett's Va.
 Johnson, Kate Marie (H. Arts, 1915)..... Domestic Science Teacher, Nor-
 folk, Va.
 Jones, Annie Lee (Prof., 1913).....Grade Teacher, Petersburg, Va.
 Jones, Corinne Snowden (Kgn., 1915).....Primary Teacher, Broadway,
 Va.
 Jones, Laura Lee (R. Normal, 1915).....High School Teacher, Kerr's
 Creek, Va.
 Jones, Lydia Audrey (R. Normal, 1914)..Rural School, Goshen, Va.
 Keezell, Florence Arabelle (R. Normal,
 1914)High School Teacher, Mt. Clin-
 ton, Va.
 Kelley, Elizabeth M. (Kgn., 1913), Mrs.
 DavisBedford, Va.
 Keys, Ruth Isabella (Prof., 1913).....Grade Teacher, Hampton, Va.
 Kinnear, Margaret Campbell (H. Arts,
 1915)Grade Teacher, Rockbridge
 County, Va.
 Koogler, Evelyn Margaret (Kgn., 1915)..Grade Teacher, Newport News,
 Va.
 Lacy, Edith Juliette (Kgn., 1915).....Kindergarten Teacher, McDon-
 ough School, McDonough,
 Md.
 Lacy, Rowena Julia (Prof., 1915)Grade Teacher, Elkton, Va.
 Lake, Agnes Martin (Prof., 1914).....Primary Teacher, Hume, Va.
 Lancaster, Louise Ely (Kgn., 1912).....Primary Teacher, Florence,
 S. C.
 Lauck, Audrey Wilhoit (Prof., 1915).....Grade Teacher, Shenandoah,
 Va.
 Law, Aurie Edna (Prof., 1912).....Rural Teacher, Glade Hill,
 Va.
 Lawson, Charlotte Henry (Prof., 1911)....Departmental Teacher, Lynch-
 burg, Va.
 Leach, Virginia Fisher (Prof., 1914).....Normal Training Teacher,
 Front Royal, Va.
 Leftwich, Bessie Marie (Prof., 1913).....Grade Teacher, Charlottes-
 ville, Va.
 Lewis, Mary Gertrude (Prof., 1913).....Grade Teacher, Charlottes-
 ville, Va.
 Liggett, Mary Coffman (Kgn, 1913).....Kindergarten Teacher, Spar-
 tanburg, S. C.
 Livick, Mamie Olive (H. Arts, 1914).....High School Teacher, Basic,
 Va.

- Lockard, Marian Caroline (Prof., 1915)...Grade Teacher, Elkton, Va.
- Lyle, Mary Lacy (H. Arts, 1912)...Student, Peabody College for
Teachers, Nashville, Tenn.
- MacCorkle, Ruth Bouldin (Prof., 1911)...Harrisonburg, Va.
- McCown, Agnes Stuart (Prof., 1914)...Grade Teacher, Mountain View,
Va.
- McCown, Mary Wilson (Prof., 1914)...High School Teacher, Glasgow,
Va.
- McGahey, Lizzie Stern (R. Normal, 1912)..Grade Teacher, Training
School, Williamsburg, Va.
- McLeod, Mary Lucile (R. Normal, 1913)..Grade Teacher, Bridgewater,
Va.
- Mackey, Frances Isabelle (I. Arts, 1913)..Instructor of Manual Arts,
State Normal School, Har-
risonburg, Va.
- Macmillan, Mamie Evelyn (R. Normal,
1912)Rural Teacher, Mouth of Wil-
son, Va.
- Madison, Lucy Hiden (Prof., 1912).....Teacher, Ivor, Va.
- Madison, Susie Daniel (H. Arts, 1912).....Supervisor in Domestic Science,
Southampton County, Va.
- Maloy, Mary Virginia (R. Normal, 1915)..Grade Teacher, McGaheysville,
Va.
- Maloy, Susie Lavinia (R. Normal, 1915)..Grade Teacher, McDowell, Va.
- Markham, Eddy Christine (Kgn., 1914)...Primary Teacher, Chesterfield
Co., Va.
- Marshall, Leila Guy (R. Normal, 1914)...Primary Teacher, McDowell,
Va.
- Marshall, Mary Elizabeth (R. Normal,
1914)Primary Teacher, News Ferry,
Va.
- Martz, Edith Virginia (R. Normal, 1915)..High School Teacher, Unison,
Va.
- Massey, Eva Douglass (R. Normal, 1912)..Rural Teacher, Stone Bridge,
Va.
- Maupin, Rosa Lee (R. Normal, 1914).....Grade Teacher, Turbeville,
Va.
- Menefee, Frances Eleanor (Kgn., 1913)...Primary Teacher, Waynesboro,
Va.
- Meserole, Irene Vincent (H. Arts, 1914)..Domestic Science Teacher,
Agricultural High School,
Chester, Va.
- Meserole, Mary Stella (Prof., 1911).....Grade Teacher, Charlottesville
- Milby, Edna Lavina (Prof., 1915)...Primary Teacher, Chuckatuck,
Va.
- Miller, Annie (Prof., 1914).....Harrisonburg, Va.
- Miller, Janet (Kgn., 1911), Mrs. Jas. J.
KingStaunton, Va.
- Miller, Martha (Ind. Arts, 113).....Teacher of Open Air Class,
Madison School, Richmond,
Va.
- Millner, Bessie Price (Prof., 1913).....Grade Teacher, Schoolfield, Va.
- Millner, Mary Lillian (R. Normal, 1915)..High School Teacher, Broad-
way, Va.
- Mitchell, Elizabeth Lewis (H. Arts, 1914)..Bedford, Va.
- Moeschler, Velma (H. Arts, 1915).....Instructor, Household Arts De-
partment, State Normal
School, Harrisonburg, Va.

- Moffett, Mary Ledger (H. Arts, 1911).....Instructor in Household Arts,
State Normal School, East
Radford, Va.
- Moffett, Sarah Achsah (Prof., 1913).....Primary Teacher, Roanoke, Va.
- Monroe, Sara Agnes (R. Normal, 1915)..Primary Teacher, Round Hill,
Va.
- Morris, Marcia Wade, (Prof., 1915).....Grade Teacher, Charlottes-
ville, Va.
- Morrison, Nan (R. Normal, 1912).....Grade Teacher, Martinsville,
Va.
- de Moss, Sarah Watts (Kgn. 1913).....Teacher, Burlington, N. C.
- Murphy, Maria Catherine Cecelia (H. Arts,
1915)Teacher, Rock Castle, Va.
- Noell, Pearl (Prof., 1912).....Grade Teacher, Clintwood, Va.
- Oldaker, Hazel Leota (Prof., 1915).....Grade Teacher, Lynchburg Fe-
male Orphan Asylum,
Lynchburg, Va.
- Orndorff, Irene (Prof., 1911).....Grade Teacher, Buena Vista,
Va.
- Otley, Orra Lenora (R. Normal, 1912)....Grade Teacher, Strasburg, Va.
- Patterson, Maurine (Kgn., 1912), Mrs.
Horace PattersonHarriston, Va.
- Pettus, Elizabeth Chambers (Kgn., 1915)..Grade Teacher, Portsmouth,
Va.
- Phaup, Patty Goode (R. Normal, 1914)...Primary Teacher, Green Bay,
Va.
- Procter, Mary Wilma (R. Normal, 1914)..Student, Peabody College for
Teachers, Nashville, Tenn.
- Puller, Pattie Leigh (R. Normal, 1913)....Grade Teacher, Richmond, Va.
- Pulliam, Lucy Russell (Kgn., 1912).....Primary Teacher, Culpeper,
Va.
- Purcell, Anna Marie (H. Arts, 1915).....Student, Providence Hospital,
Washington, D. C.
- Rabey, Susie (Prof., 1915).....High School Teacher, Whaley-
ville, Va.
- Reaves, Leone Irene (I. Arts, 1914).....Industrial Supervisor, Turbe-
ville, Va.
- Reid, Emma Idell (Prof., 1913).....Principal, High School, Mar-
shall, Va.
- Reiter, Alma Lucretia (R. Normal, 1913)...Grade Teacher, Harrisonburg,
Va.
- Rhodes, Emma Grace (Prof., 1912).....Grade Teacher, Pulaski, Va.
- Roane, Richie Avice (Prof., 1914).....Grade Teacher, Staunton, Va.
- Roller, Sarah Virginia (R. Normal 1912)..Grade Teacher, Winston-Sa-
lem, N. C.
- Rome, Sallie Florence (Prof., 1914).....Principal, High School, Lloyds,
Va.
- Round, Ruth Althea (Kgn., 1912).....High School Teacher, Rich-
mond, Va.
- Royce, Katherine (Prof. 1911), Mrs. N. G.
PayneMadison, Va.
- Ruan Carolyn Rebecca (Prof., 1914).....Primary Teacher, Petersburg,
Va.
- Rubush, Margaret Virginia (Prof., 1914)..Primary Teacher, Buena Vista,
Va.
- Rucker, Bessie Katherine (Prof., 1912)....Teacher, Darlington Heights,
Va.

- Ruebush, Mary Virginia (Kgn., 1913).....Primary Teacher, Coeburn, Va.
Runciman, Olivine Virginia (Kgn., 1913).Primary Teacher, Waynesboro, Va.
Ryals, Elise Emogen (Prof., 1915).....Rural Teacher, Brunswick County, Va.
Sadler, Mary Emma (R. Normal, 1912),
Mrs. E. D. PollardPagosa Springs, Colo.
Sadler, Vergilia Pendleton (Prof., 1911)..High School Teacher, Turbeville, Va.
Sale, Annie Elizabeth (H. Arts, 1913).....Agent, Home Demonstration Work, U. S. Department of Agriculture, Denbigh, Va.
Sale, Susan Estaline (Prof., 1914).....Grade Teacher, Lowmoor, Va.
Sanders, Ruth Adele (H. Arts, 1915).....Domestic Science Teacher, Virginia Industrial School, Bon Air, Va.
Saville, Elizabeth Frances (Prof., 1914)...Primary Teacher, Cedar Bluff, Va.
Sayers, Carrie Lee (R. Normal, 1913).....Grade Teacher, Narrows, Va.
Scates, Carrie Lena (I. Arts, 1913).....Teacher, Sandy River, Va.
Scates, Fannie Hundley (Prof., 1911) Mrs. O. HarfieldMartinsville, Va.
Scoggin, Bessie Wilson (Prof., 1914).....Grade Teacher, Petersburg, Va.
Selby, Frances Parlette (Ind. Arts, 1915)..Drawing Teacher, Bristol, Va.
Selby, Katherine Kemp (Prof., 1913).....Grade Teacher, Port Chester, N. Y.
Settle, Mary Beckham (R. Normal, 1913)...First Assistant, High School, Hume, Va.
Shamburg, Mary Tacy (R. Normal, 1915)..Grade Teacher, Mt. Jackson, Va.
Shapleigh, Beulah Maude (Prof., 1913)..Primary Teacher, Bristol, Va.
Shepperson, Edmonia Blair (M. Arts, 1912)Supervisor of Manual Arts, Richmond, Va.
Shickel, Elsie Naomi (Prof., 1911; I. Arts, 1914)Instructor, Daleville College, Daleville, Va.
Shields, Sarah Humphrey, (Prof., 1911; H. Arts, 1912)Domestic Science Teacher, Cincinnati, O.
Silvey, Mary Lewis (R. Normal, 1914)....Grade Teacher, Chatham, Va.
Simmons, Lillian Lavinia (M. Arts, 1911).Instructor in Manual Arts, State Normal School, East Radford, Va.
Smith, Mary Lancaster (H. Arts, 1914)...Educational Secretary, Y. W. C. A., Richmond, Va.
Spitzer, Atha May (Prof., 1914).....Teacher, Rockingham Co., Va.
Sprinkel, Ethel Katherine (Kgn., 1911)...Kindergarten Teacher, Harrisonburg, Va.
Staples, Julia Tapscott (Prof., 1913).....Grade Teacher, Lenoir, North Carolina.
Steger, Eva Waugh (Prof., 1914).....Grade Teacher, Bristol, Va.
Stephens, Mary Duvall (Prof., 1913)....Student, Peabody College for Teachers, Nashville, Tenn.
Stone, Mary Jordan (Prof., 1914).....Teacher, Henrico County, Va.
Stribling, Agness Browne (Prof., 1915)....Grade Teacher, Dinwiddie County, Va.

- Suter, Edith Virginia (Kgn., 1913).....Instructor in Brandon Institute, Basic City, Va.
- Swartz, Bessie (R. Normal, 1915).....Grade Teacher, Mt. Clinton, Va.
- Taliaferro, Ruth (Prof., 1915).....Teacher, Rockingham County, Va.
- Tardy, Margaret Virginia (Prof., 1914)...Grade Teacher, Rockbridge Baths, Va.
- Tardy, Mary Elizabeth (Prof., 1915).....Grade Teacher, Ruffner School, Rockbridge County, Va.
- Taylor, Kate Hanger (Prof., 1912).....Primary Teacher, Hampton, Va.
- Tench, Annie Ferris (Prof., 1912)Grade Teacher, Petersburg, Va.
- Thom, Mary Sheldon (Kgn., 1912).....Kindergarten Teacher, Miami, Florida
- Thompson, Clara Mae (Prof., 1914).....Grade Teacher, Iron Gate, Va.
- Turner, Bessie Sue (Kgn., 1914).....Primary Teacher, Iron Gate, Va.
- Via, Ida Belle (R. Normal, 1914).....Grade Teacher, Red Hill, Va.
- Ward, Anna Howard (R. Normal, 1913)..High School Teacher, Chester, Va.
- Warren, Joe Beam (Prof., 1915).....Grade Teacher, Elway, Va.
- Werner, Janie Katherine (Prof., 1913)....Grade Teacher, Charlottesville, Va.
- Wescott, Maude Tyson (Prof., 1911).....Grade Teacher, Belle Haven, Va.
- Wheatley, Mary Virginia (Kgn., 1915)...Grade Teacher, Danville, Va.
- White, Willye (Kgn., 1912).....Kindergarten Teacher, Boykins, Va.
- Whitesel, Vada (Prof., 1912)Critic Teacher, Harrisonburg, Va.
- Wiley, Nan Ellen (R. Normal, 1915).....High School Teacher, Healing Springs, Va.
- Williamson, Janet Adelia (H. Arts, 1914)..Grade Teacher, Suffolk, Va.
- Wilson, Mary Gamble (Ind. Arts, 1913),
Mrs. TurnbullClifton Forge, Va.
- Wilson, Mary Inez (H. Arts, 1914).....Domestic Science Teacher, Guilford College, N. C.
- Wine, Helen Bowman (Prof., 1914).....Rural Teacher, Staunton, Va.
- Winfrey, Katy Virginia (Prof., 1912).....Grade Teacher, Culpeper, Va.
- Wise Annie Thomas (Kgn., 1912).....Student, Teachers College, N. Y. City.
- Yowell, Mary Almira (R. Normal, 1914)..High School Teacher, Church View, Va.

*Deceased.

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THE MCCLURE CO. INC., PRINTERS, STAUNTON, VA.

The following form may be filled out by applicants and forwarded to the President of the school, from whom other blanks may be obtained if desired.

APPLICATION FOR ADMISSION

STATE NORMAL SCHOOL FOR WOMEN
HARRISONBURG, VA.

1. Each applicant will please fill in the following blank in her own handwriting.

2. Upon receipt of this application the President will send the applicant another blank form, upon which it will be requested that the principal or teacher of the school last attended by the applicant shall state the studies pursued and the advancement made in each.

3. After filling in this blank, *mail it in a sealed envelope to*

JULIAN A. BURRUSS, *President,*
HARRISONBURG, VIRGINIA

Date.....191....

1. Name

2. Postoffice

3. County 4. Age.....

5. Name of Parent or Guardian
(if you are not 21 years of age.)

6. Home Address

7. What school did you last attend?

.....

8. Have you completed the course in your home high school?.....

9. How many years in this course?

10 If you have not completed the high school course at your home school,
how much high school work have you done?

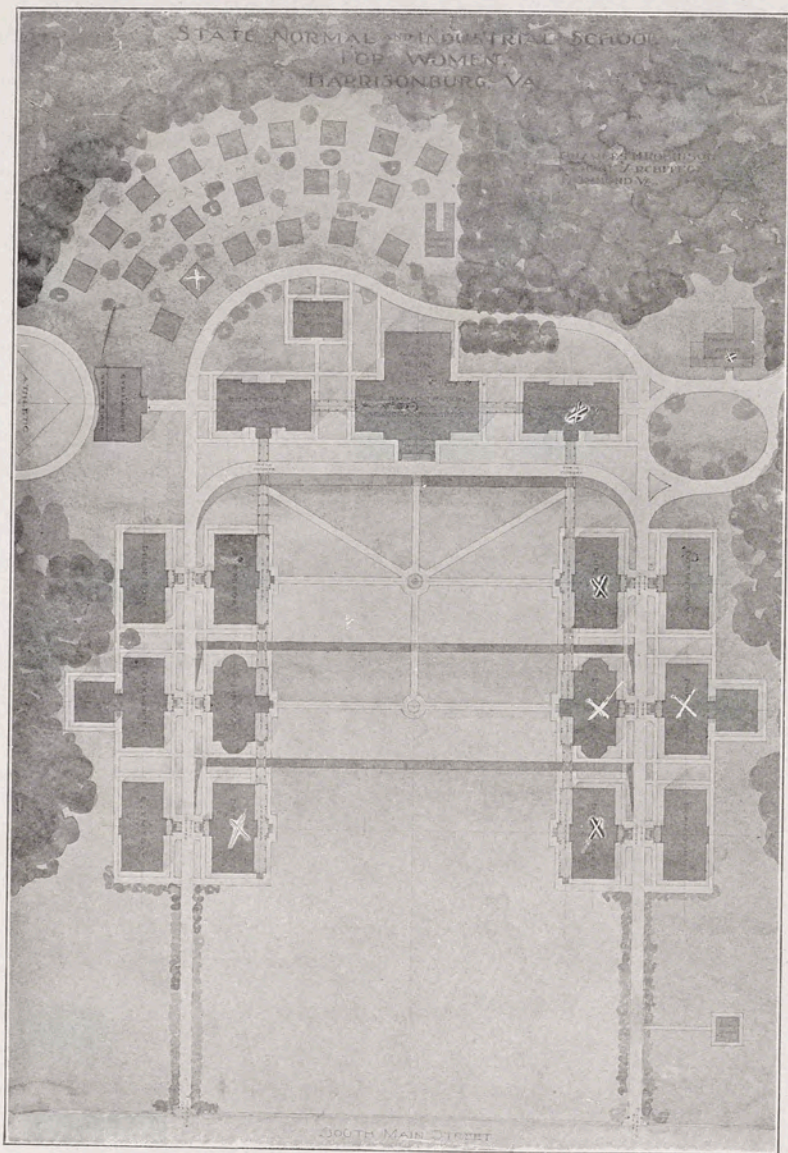
.....

(OVER)

11. Do you hold a teacher's certificate?..... 12. What grade?.....

13. Have you taught?..... 14. Where?.....

15. How long?
16. When do you expect to enter?
17. What course do you expect to take?
-
18. What year of this course do you think you can enter?
19. How long do you expect to attend this school?
20. Are you in sound health so far as you know?
- (If not, explain in letter why not.)
21. Do you prefer to be in one of the dormitories?
22. If you do not secure a dormitory room, do you prefer to take your meals
 at the school or at the home where you room?
-
23. Do you wish to apply for a State Scholarship entitling you to free
 tuition?..... 24. If so, is it your intention to teach in the public
 schools of Virginia in accordance with the law granting free tuition to
 students?
- (Sign your name here).....



GROUND PLAN OF COMPLETE PLANT
Buildings now in place or being erected marked with X.

MAP OF VIRGINIA

Showing Railroad Connections to Harrisonburg, Southern, B. & O., and C. W. Railroads direct; N. & W. via Elkton, and C. & O. via Staunton and Lexington.
 Circles are fifty miles apart, showing distance of any part of the State from Harrisonburg.

