SUGGESTIONS FOR RURAL SCHOOLS
This bulletin contains suggestions for a daily program, for seat work, for school exhibits, and for the teaching of language, reading, sewing, and cooking in rural schools. It has been prepared by Miss Rhea C. Scott, Supervisor of Rural School Work, with special reference to the schools of Rockingham County. However, the suggestions here made will doubtless be of value in all rural schools.

The State Normal and Industrial School at Harrisonburg has always counted among the most important phases of its work the problems of the rural school. A large part of its efforts are in this direction. Through its special spring and summer terms, as well as in its regular sessions, it has already contributed to the training of several hundred rural school teachers; and through its bulletins and the work of its instructors at teachers’ institutes it has influenced hundreds of others. Its work has just begun, much is being planned for the future, and the aim is to make this institution a power for good to the country schools of Virginia.

The publication of this bulletin has been made possible through the generosity of the School Trustees of Rockingham County. The Trustees have shown by many recent acts that they are determined to place the schools of this county on a plane second to none in the State.

Miss Scott desires to acknowledge the aid rendered by the Department of Household Arts in making valuable suggestions in the preparation of a portion of this bulletin and in introducing cooking and sewing into the schools of the county. Much of the teaching in these special branches as well as in other subjects has been done by students of the State Normal and Industrial School.

Copies of this pamphlet and other bulletins of the school will be mailed without charge to any address upon application to the President of the school.

JULIAN A. BURRUSS, President.
The Daily Program

The carpenter might as well go about building a house without a plan as that a teacher should attempt to teach a school, whether graded or ungraded, without the aid of a program. The program is a working plan and governs both teacher and pupil alike.

In order to help the young and inexperienced teacher, a program is given below which has been used successfully in a one-room school.

## THREE SECTIONS

<table>
<thead>
<tr>
<th>TIME</th>
<th>A PRIMER &amp; GRADE I</th>
<th>B GRADES II &amp; III</th>
<th>C GRADES IV &amp; V</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Opening Exercises *</td>
<td>Opening Exercises *</td>
<td>Opening Exercises *</td>
</tr>
<tr>
<td>9:10</td>
<td>Phonics &amp; Primer *</td>
<td>Arithmetic</td>
<td>Arithmetic</td>
</tr>
<tr>
<td>9:20</td>
<td>Numbers (written)</td>
<td>Arithmetic</td>
<td>Arithmetic</td>
</tr>
<tr>
<td>9:35</td>
<td>Silent Reading</td>
<td>Seat Work</td>
<td>Geography</td>
</tr>
<tr>
<td>9:50</td>
<td>Numbers (oral)</td>
<td>Silent Reading II</td>
<td>Geography</td>
</tr>
<tr>
<td>10:00</td>
<td>Seat Work</td>
<td>Geography III</td>
<td>Geography</td>
</tr>
<tr>
<td>10:20</td>
<td>Writing *</td>
<td>Writing *</td>
<td>Writing *</td>
</tr>
<tr>
<td>10:35</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:45</td>
<td>Seat Work</td>
<td>Geography III</td>
<td>Reading</td>
</tr>
<tr>
<td>10:55</td>
<td>Language *</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>11:00</td>
<td>Numbers (written)</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>11:20</td>
<td>Seat Work</td>
<td>Language (written)</td>
<td>History</td>
</tr>
<tr>
<td>11:40</td>
<td>Primer &amp; Nos. *</td>
<td>Dismissed</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

DISMISSED

<table>
<thead>
<tr>
<th>TIME</th>
<th>A PRIMER &amp; GRADE I</th>
<th>B GRADES II &amp; III</th>
<th>C GRADES IV &amp; V</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>1:00</td>
<td>Nature Study *</td>
<td>Nature Study *</td>
<td>Nature Study *</td>
</tr>
<tr>
<td></td>
<td>or Drawing</td>
<td>or Drawing</td>
<td>or Drawing</td>
</tr>
<tr>
<td>1:10</td>
<td>Phonics &amp; Reading *</td>
<td>Language</td>
<td>History</td>
</tr>
<tr>
<td>1:20</td>
<td>Numbers (written)</td>
<td>Spelling</td>
<td>Spelling</td>
</tr>
<tr>
<td>1:40</td>
<td>Seat Work</td>
<td>Seat Work</td>
<td>Grammar</td>
</tr>
<tr>
<td>1:55</td>
<td>Copying</td>
<td>Language (oral)</td>
<td>Recess</td>
</tr>
<tr>
<td>2:05</td>
<td>Language *</td>
<td>Spelling *</td>
<td>Hygiene</td>
</tr>
<tr>
<td>2:15</td>
<td>Silent Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>2:30</td>
<td>Recess</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>2:45</td>
<td>Hygiene *</td>
<td>Language (written)</td>
<td>or Language</td>
</tr>
<tr>
<td>2:50</td>
<td>Numbers (oral) *</td>
<td>or Arithmetic</td>
<td>Arithmetic</td>
</tr>
<tr>
<td>3:00</td>
<td>Seat Work</td>
<td>Story Telling *</td>
<td>Story Telling *</td>
</tr>
<tr>
<td>3:20</td>
<td>Spelling</td>
<td>Dismissal</td>
<td>Dismissal</td>
</tr>
<tr>
<td>3:40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:55</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This program provides for all studying to be done in school under the supervision of a teacher. On account of the number of classes to be taught by a rural school teacher, a combination and alternation of the classes is necessary.

Average length of period is ten minutes.

Section A allows for morning and afternoon sessions, thus providing for two different groups of children.

The (*) asterisk indicates the classes reciting.

Language

It is generally admitted that language is the most important subject in the school curriculum, but it is not taught as systematically as the three “R’s”. There are possibly three reasons for this. First, it is harder to teach because it is two-fold—oral and written. Second, it requires knowledge of so many subjects. Third, it is necessary to overcome the bad habits of speech. In other subjects we sow our seed in virgin soil, but in language we sow in soil already choked with the weeds “aint,” “taint,” “don’t know nothing,” etc.

Language came into existence because of the need to express one’s thoughts and emotions. The first step, then, in any successful language teaching is to arouse the best thoughts and feelings in the child and to give him the power to express them.

The following suggestions may help to quicken this response:

1. Conversational lessons should be given frequently on those things of most interest to the child—the home, nature, school, and play.

2. The child’s imagination may be quickened and his vocabulary enriched by the constant use of the best material in literature—the classics, nursery rhymes, fairy stories, fables; tales of adventure, of chivalry, of biography; poetry, song, and the wonderful stories of the Bible.

3. Stories can be told and reproduced by threads and as wholes.
Stories that lend themselves to action should be dramatized when practicable. This helps the child to get the expression which will strengthen his thought-powers and destroy all self-consciousness.


4. Copies of the paintings of the masters may be used for descriptive work. Appropriate pictures may be obtained from the Perry Pictures Co., Malden, Mass., at one penny each, such as “Madonna of the Chair,” “Baby Stuart,” “Feeding Her Birds,” “Spring” (Corot), “Feeding the Hens” (Millet), “Blashfield’s Bells,” “A Helping Hand” (Emile Renouf), “At the Watering Trough” (Bouveret), “The Willows” (Corot).

5. The child’s aesthetic nature demands that poetry be used in his language training. The rhythm and the beauty of thought and of expression ought to be forcibly brought out in the teaching of poems. Some suitable selections are:


6. Dictation should be given often. This will do much toward destroying the habit of making mistakes in composition work.

7. Letter writing should begin with the Santa Claus letter in the first grade and continue through all the grades.

A few suggestions as to correcting composition work:

The best and most effective time to do this work is when it is being
spoken or written. One sentence corrected in this way is worth pages of work corrected at home. It is a good plan to move among the pupils while they are writing, and thus avoid the making of so many mistakes. If it is necessary to take the papers home, group the errors together and give repeated drills on them.

The successful language teacher must not depend on books for material but must draw her subject matter from all sources which will enrich the teaching of language.

**Reading**

The purpose of teaching reading is to enable the child to get the thought from the printed page so that he may be able to convey it to others in an intelligent way.

"If this habit fail of initiation in the first year, there is, for the average child, but slender chance of its afterward being introduced with real vigor and power."—Laing.

Reading is one of the most important subjects to be taught during the first three years of the child's school life. If he once masters the art of reading, all literature is within his reach.

There are several methods of teaching reading—the alphabet method, the word method, the phonic method, and the sentence method. Every teacher should be acquainted with these, but if she is to make a success of her work, she must select the best from each and be able to make a combination adapted to her children and to their environment.

**Sources of Material for Reading Lessons for Beginners:**

The child of the rural districts enters school rich in ideas gathered from his environment—ideas of the home; of playthings and games; of nature study—birds, animals, insects, trees, flowers; of stories; of occupations and productions common to the locality. This material should furnish the basis for the reading lessons for a month or six weeks.

Some authorities advocate taking that which is new and almost foreign to the interests of the child as the basis for the reading lessons—as pictures, stories, and poems. But the average child is naturally
timid and shrinking when he enters school. In order to overcome this feeling rapidly, it seems best to appeal to him through the things that he knows best.

**Lessons on Flowers:**

I. Distribute flowers among the children. Call each child by name and get the statement from each, "I have a flower," in answer to your questions. In the same way, get answers to other questions about the flowers.

II. Give the flowers out in a different order. Recall the sentences given in a previous lesson, and say, "Now, see Mr. Chalk write what you said on the board." Have some child read what you have written. In this way write several sentences on the board. As a review, call for a certain word, give some child the pointer and tell him to find the word and erase it. So on, until all the words are erased except the words that are least familiar to the children. Leave these on the board for a drill lesson.

III. A lesson in action with the same material: Have each child perform the act when called on orally or when Mr. Chalk writes, "Give me the flower, Mary." The child reads silently what is written and acts accordingly. In the same way, teach the verbs—look, shut, open, take, throw, drop, hide, bring, and show.

Defective articulation and errors in pronunciation can be largely overcome by the use of phonics. This work can be best introduced by pronouncing a word very slowly and by calling attention to the sound only. The child will soon associate the sound with the letters. The first few weeks of school life are so full of new things that care must be taken not to introduce phonics too early in the session.

To cultivate a natural expression in reading, a child must not only understand the words and phrases and get the thought but he must be in sympathy with what he is to read.

A great deal of supplementary reading must be done throughout the grades. This will help the child to recognize words readily and to pronounce distinctly, and will make him more efficient in gathering thought from the printed page.
If additional readers are not available for supplementary work, original stories made by the teacher and pupils will furnish interesting blackboard lessons. An abundance of material will also be found in educational magazines and journals.

Suggestions for the First Three Grades:

GRADE I.

1. To be memorized:
   Why do Bells for Christmas Ring? (Eugene Field)
   Bed in Summer (Stevenson)

2. To be read or told to the children:
   A visit from St. Nicholas
   Just So Stories (Kipling)
   The Snow Queen (Andersen)

3. To be read by the children:
   Sunbonnet Babies and Overall Boys (Rand, McNally & Co., New York)
   Folk-Lore Reader (Atkinson, Mentzer & Grover, Chicago)
   Rain, Rain, Go Away and One, Two, Buckle my Shoe (Mother Goose Rhymes)
   The Wind; The Cow (Stevenson)

GRADE II.

1. To be memorized:
   Dutch Lullaby (Field)
   Seven Times One (Jean Ingelow)
   Song Sparrow (Van Dyke)

2. To be read or told to the children:
   The Ugly Duckling (Andersen)
   The Last Dream of the Old Oak (Andersen)

3. To be read by the children:
   Bow-wow and Mew-mew (Craik)
   Aesop's Fables
   Grimm's Fairy Tales
   Andersen's Fairy Tales

GRADE III.

1. To be memorized:
   Good Morning (Robert Browning)
   O, Little Town of Bethlehem (Phillips Brooks)
2. To be read or told to the children:
   Peggy's Garden (Celia Thaxter)
   The Great Stone Face (Hawthorne)
   Uncle Remus Stories (J. C. Harris)
   Seven Little Sisters (Jane Andrews)
   Three Little Boys (Alice Cary)

3. To be read by the children:
   Heart of Oak, II
   Child's Garden of Verse (Stevenson)
   The King of the Golden River (Ruskin)

Helpful Books for Teachers of Reading:

I. First Year Only: Primary Reading (price $1), Educational Publishing Company, New York; Suggestions to Teachers in the Holton Primer, Teachers' Edition ($0.25), Rand, McNally & Co., Chicago; Suggestions to Teachers in the Thought Reader, by Summers ($0.35), Ginn & Co., New York.

   II. All Grades: Preface to the Sprague Classic Readers; Reading: How to Teach it, Arnold ($1.00), Silver, Burdett & Co., New York.

   III. Advanced Reading Only: How to Teach Reading in the Public Schools, S. H. Clark ($1.00), Scott, Foresman & Co., Chicago.
Seat Work

One of the greatest problems of the rural school teacher is how to keep the children busy when they are not reciting. The seat work is the most neglected part of the daily program. This phase of the daily work of the school room should require as much preparation on the part of the teacher as any other part of the day’s work.

In providing for this work the following precautions are necessary:

1. The seat work must be related to the class work, or it is of no educational value.

2. The materials must be distributed in a systematic way.

3. The work must be constantly changed. Remember that “Variety’s the very spice of life.”

4. A task which will not end in a finished product must never be assigned to the children. They must see the results.

5. This work must be closely supervised, or the children become careless and indifferent about it.

SUGGESTIONS FOR SEAT WORK

I. Measuring:

1. Measure and rule lines one inch apart.
2. Measure and rule a picture frame.
3. Measure and rule a yard measure.
4. Measure and rule a paste board loom.
   a. Make rugs for doll house.
   b. Make blankets for doll bed.

II. Cutting:

1. Cut pictures from magazines and old seed catalogues which relate to literature and to nature.
2. Cut squares of colored paper and assort them.
3. Cut strips for chains.
III. Construction:

Figures made with toothpicks on desk—stove, chair, table, broom, couch, sail boats, etc.

IV. Folding:

1. Book—Then cut pictures and paste in the book, or write in it the reading lesson.
2. Box.
3. Envelope.
4. Puritan Hat.
5. Lantern.

V. Sentence Building:

Written or printed sentences are cut into separate words and placed in an envelope. On the outside of the envelope write or print five or six sentences. The children find the words of the sentences and place them on the desk in the order indicated on the outside of the envelope.

VI. Assorted Words:

Paste printed pages on card-board, and cut into words.

VII. Word-building:

Card-board letters.

VIII. Language:

Cut and mount pictures. Give each child a picture and some letters. After studying the picture carefully, he must make sentences about it.

IX. Cut clippings from papers and magazines and have children underline all known words.

X. Original sentences:

Give each child a definite number of words on a card. Let him copy these words and put them into sentences.

Note: Ends of different colored paper may be obtained in any printing office at a small cost. Many helpful suggestions as to practical seat work will be found in “Plans for Busy Work,” by Miss Arnold, published by Silver, Burdett & Co., New York, and in “Seat Work and Industrial Occupations,” by Gilman & Williams, Published by the MacMillan Co., New York.
Household Arts

COOKING

It is not necessary to have much equipment in order to teach cooking. A definite time can be set apart to discuss problems pertaining to the comforts of the home. During this time a recipe may be placed on the blackboard, the girls may copy it and do "demonstration" work at home. Samples of the results of their experiments may be brought to school and discussed at the next meeting of the class. The children should be required to keep note books. This phase of the work will strengthen the composition work of the school. Occasionally the girls might bring recipes from home.

On account of the increasing demand for instruction in household arts in Rockingham County, I have been asked to suggest a course of study and to give a list of the equipment required to teach cooking in any rural school. It might be interesting to know that this equipment and course of study has been for some time used successfully in a one-room school in Rockingham County. In this school the children furnish the materials for their cooking lessons. The success of the work in household arts in the schools of Rockingham County is largely due to the members of the Household Arts Department of the State Normal School at Harrisonburg, Va.

Cooking Equipment

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-burner blue flame oil stove</td>
<td>$6.00</td>
</tr>
<tr>
<td>One kettle</td>
<td>.25</td>
</tr>
<tr>
<td>One coffee pot</td>
<td>.25</td>
</tr>
<tr>
<td>One bread board</td>
<td>.30</td>
</tr>
<tr>
<td>One roller</td>
<td>.10</td>
</tr>
<tr>
<td>Two dish pans at 15c each</td>
<td>.30</td>
</tr>
<tr>
<td>Two dish mops at 5c each</td>
<td>.10</td>
</tr>
<tr>
<td>One wire sieve</td>
<td>.15</td>
</tr>
<tr>
<td>One frying pan</td>
<td>.25</td>
</tr>
<tr>
<td>One stew pan</td>
<td>.25</td>
</tr>
<tr>
<td>Two egg beaters</td>
<td>.30</td>
</tr>
<tr>
<td>One dust pan</td>
<td>.10</td>
</tr>
<tr>
<td>One baking dish</td>
<td>.15</td>
</tr>
</tbody>
</table>
Two measuring cups .......................... .10
One square tin pan ........................... .20
One cake bowl .................................. .20
Two pie plates ................................. .10
\( \frac{1}{2} \) doz. teaspoons ........................ .10
\( \frac{1}{2} \) doz. table spoons ....................... .25
\( \frac{1}{2} \) doz. forks and knives ................. .50
\( \frac{1}{2} \) doz. cups and saucers ............ .45
One china pitcher ............................. .30
\( \frac{1}{2} \) doz. plates .............................. .40
One sugar bowl ................................. .10
One butter plate ............................... .10
Two muffin tins ................................. .20
Two kitchen spoons ......................... .20
One double boiler ............................. .50
One biscuit cutter ............................. .05
One sifter ...................................... .15
One scrubbing brush ........................ .10
One grater ..................................... .05
\( \frac{1}{2} \) doz. glasses ............................ .30

Total ........................................... $ 12.85

Course of Study in Cooking

Baked apple
Cereals
Potatoes—starch experiments
Eggs—study of albumen
Combination of milk and egg—custards
Study of batters—pan cakes
Study of batters—muffins
Study of yeast
Study of dough—biscuit
Use of left-over bread—bread pudding
Study of meat—broiled steak
Study of meat—soups
Left-over meat—pie
Pastry—lemon pie
Cake—plain
Tea—lesson in serving from tray
Vegetables—emphasizing their importance as food
Candy
Lesson in setting table and serving a simple luncheon
Canning
Preserving
Pickling
Making jelly
Macaroni and rice with cheese
Plum cake without egg

SEWING

Sewing is not so hard to introduce into the rural schools as is cooking, for it is not handicapped by the problem of equipment. It does not, however, appeal to the average child as much as cooking because the results are too far removed.

Course of Study in Sewing

Work bags
Table cloth and napkins made of Indian head material
Stove lifters
Cooking aprons and caps
Underwaists
Buttonholes
Underskirts
Shirtwaists
Hemstitching
Embroidery

Practical suggestions for sewing and cooking lessons may be had from the following bulletins:


There is no expense attached to getting these bulletins except where price is stated.
The Rural School Exhibition

It is planned to have an exhibit of school work in each town in the county next spring. These exhibits will then be kept until next fall when they will be brought to Harrisonburg to be exhibited at the County School Fair.

Some prizes will be given for:
- Specimens of penmanship
- Specimens of drawing
- Specimens of map drawing
- Specimens of composition
- Specimens of spelling blank books
- Specimens of written work in geography, history, arithmetic, etc.
- Pictures showing an improvement of school grounds, etc.
- Specimens of hand-work

Bulletins and Books

The following list of bulletins and books in addition to those named above will be found helpful. The bulletins will be furnished free of charge by the Department of Agriculture, Washington, D. C. Order by number and title.

<table>
<thead>
<tr>
<th>Nos.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Weeds and How to Kill Them</td>
</tr>
<tr>
<td>81</td>
<td>Corn Culture in the South</td>
</tr>
<tr>
<td>99</td>
<td>Insect Enemies of Shade Trees</td>
</tr>
<tr>
<td>134</td>
<td>Tree Planting on Rural School Grounds</td>
</tr>
<tr>
<td>218</td>
<td>The School Garden</td>
</tr>
<tr>
<td>185</td>
<td>Beautifying the Home Grounds</td>
</tr>
<tr>
<td>220</td>
<td>Tomatoes</td>
</tr>
<tr>
<td>229</td>
<td>The Production of Good Seed Corn</td>
</tr>
<tr>
<td>253</td>
<td>The Germination of Seed Corn</td>
</tr>
<tr>
<td>255</td>
<td>The Home Vegetable Garden</td>
</tr>
<tr>
<td>256</td>
<td>Preparation of Vegetables for the Table</td>
</tr>
<tr>
<td>257</td>
<td>Soil Fertility</td>
</tr>
<tr>
<td>266</td>
<td>Management of Soils to Conserve Moisture</td>
</tr>
<tr>
<td>270</td>
<td>Modern Conveniences for the Farm Home</td>
</tr>
</tbody>
</table>
Harvesting and Storing Corn ........................................ 313
Some Common Disinfectants ........................................ 345
Bacteria in Milk ....................................................... 348
The Dairy Industry in the South .................................. 349
School Lessons on Corn ............................................ 409
School Exercises in Plant Production ............................ 408
Canning Vegetables in the Home .................................. 359
Bread and Bread Making ............................................ 389

The following books may be ordered from any book store or from
the publishers named:

Bagley—Classroom Management—The MacMillan Co., New
York.
Bender—The Teacher at Work—A. Flanagan & Co., Chicago.
Burrag & Bailey—School Sanitation and Decoration—D . C.
Heath & Co., Boston.
Barry—Hygiene of the School Room—Silver, Burdett & Co., New
York.
Dinsmore—Teaching a District School—American Book Co., New
York.
Foght—The American Rural School—The MacMillan Co., New
York.
Briggs & Coffman—Reading in Public Schools—Row, Peterson &
Co., Chicago.
Bryant—How to Tell Stories to Children—Houghton, Mifflin &
Co., Boston.
Bryant—Stories to Tell Children—Houghton, Mifflin & Co.,
Boston.
Mabie—Stories Every Child Should Know—Doubleday, Page &
Co., New York.
Bancroft—Games for the Playground, Home and School—The

Seegmiller—Primary Hand Work—Atkinson, Mentzer & Grover, Chicago.

Hunt—Home Problems from a New Standpoint—Whitcomb & Barrows, Boston.

Dodd—The Healthful Farmhouse—Whitcomb & Barrows, Boston.
State Normal School
Harrisonburg, Va.

ANNOUNCEMENT OF SPRING QUARTER
Preliminary Announcement of Summer Quarter

Spring Quarter---March 25 to June 11, 1912

The school year is divided into four quarters of about twelve weeks each, any three of these, whether consecutive or not, counting as one full year. Students are admitted at any time during the quarter, but it is best to begin at the opening, March 25. The arrangement for spring and summer work enables a teacher to attend the school three, four-and-a-half, or six months, consecutively, between her school terms. Full credit is allowed on courses for certificates and diplomas for satisfactory work completed in the spring and summer. An excellent opportunity is offered for thorough preparation for the State Examinations, more time can be devoted to the work than in the ordinary short term summer school, the classes are smaller, the equipment is better, and regular Normal School methods are followed.

Instruction will be offered in the spring quarter in all of the subjects required in the State Examinations, and in numerous other branches. A number of special classes will be formed for students entering at this time. Students will be allowed to enter any classes in which they may profit by the instruction, no entrance examination being required. A special effort will be made to meet the needs of rural school teachers and of those who need a better knowledge of the fundamentals in the various branches of public school work, with a view to taking the State Examinations or preparing for better work in the schoolroom.

Expenses

No Tuition.

Board, including completely furnished room, lights, heat, food, laundry, etc., $42.00 for the entire spring quarter, March 25 to
June 11, inclusive; or by the week at $4.00 per week, for room, food, laundry, etc.—all necessary living expenses.

Students should bring text-books which they now have, and other text-books needed can be had at the school for a very small charge, as books are bought back at the end of the term.

Students living at home or making their own living arrangements, attending as day students only, pay nothing to the school, as all instruction is offered free.

Living Arrangements

On account of the large number of students already in attendance, no places are available in the dormitories on the school grounds, but the school has rented a considerable number of rooms in private homes in the immediate neighborhood, where students may lodge and take their meals in the school dining-room. All rooms are completely furnished, and the rate for board is the same as for students rooming on the grounds. In some cases rooms and meals may be obtained in the same home. Every effort is made to place students in comfortable and congenial locations, and a faculty committee looks after their welfare. Prospective students are advised to write for room reservations at once, in order that we may know beforehand how many to expect.

Courses Offered

The different departments of the school will offer the following courses during the Spring Quarter. The numbers refer to the descriptions of the courses as given in the Annual Catalogue, which also contains full information concerning certificates, diplomas, equipment, instructors, text-books, etc. A copy of the catalogue will be promptly mailed upon request. The numbers in parentheses indicate the number of periods per week the classes meet.

Classes not named below may be formed if a sufficient number of applications are received. If less than five students apply for any of the following courses it will not be given.

1. Education

By Professor Heatwole:

42. School Hygiene (3)
43. School Management (5)
63. Philosophy of Education (5)
64. Principles and Methods of Teaching (5)
69. Educational Conference (1)
By Miss Shoninger:

50. Observation (1)
56. Primary Methods—Nature Study, Stories and Story-telling, Juvenile Literature (4)
60. Practice Teaching
65. Child Psychology (5)

By Miss Harrington:

33. Kindergarten Methods for Primary Teachers (2)
36. Kindergarten Materials (3)
59. Theory and Practice of Kindergarten Teaching (5)

By Miss Scott:

44. Rural School Problems (5)

II. English

By Miss E. P. Cleveland and assistant:

1. Spelling and Composition (2)
33. Language Study (3)
48. Methods of Teaching Language (5)
53. American Literature (5)
63. Literary Epochs and Criticism (5)

By Miss Hoffman:

13. Elementary Language Study—Grammar, etc. (5)

By Miss Scott:

3. Reading, writing, etc. (5)
11. Elementary Language Study—a review course (5)

III. Expression

By Miss Hudson:

33. Reading (2)
46. Vocal Expression (2)

IV. Foreign Languages

By Miss Hoffman:

13. Introductory Latin (4)
33. Elementary Latin—Caesar (4)
39. Elementary German (4)
43. Intermediate Latin—Cicero (4)
53. Advanced Latin—Virgil (4)

By Miss A. V. Cleveland:

36. Elementary French (4)

V. Geography

By Miss King:

33. Industrial and Commercial Geography (5)
47. Methods of Teaching Geography (5)
By Miss Scott:
11. General Geography—a review course (5)

VI. History and Social Sciences
By Dr. Wayland:
11. Elementary United States History, Virginia History
and Civics—a review course (5)
33. English History (5)
48. American History and Methods of Teaching It (5)
53. Civil Government (5)

VII. Household Arts
By Miss Sale and assistants:
31. Elementary Sewing—for beginners (4)
33. Sewing (4)
37. Elementary Cooking—for beginners (4)
41. Textiles (3)
46. Home Nursing (2)
53. Millinery (2)
56. Dressmaking (2)
60. Practice Work in Household Arts
63. Food Production and Manufacture (2)
66. Advanced Cooking (4)
69. Theory and Practice of Teaching Household Arts (3)

VIII. Manual Arts
By Miss Speck and assistants:
33. Handwork for Primary Grades (2)
34. Elementary Drawing—for beginners (2)
36. Drawing for Primary Grades (2)
39. Elementary Woodworking (4)
43. Handwork for Grammar Grades (2)
46. Drawing for Grammar Grades (2)
49. Special Forms of Handwork (2)
53. Household Mechanics (2)
56. Sketching and Pose Drawing (2)
60. Practice Work in Manual Arts
63. Composition and Design (4)
By Miss Sale:
59. Advanced Woodworking—Furniture Construction (4)
By Mr. Burruss:
69. Theory and Practice of Teaching Manual Arts (2)

IX. Mathematics

By Miss Lancaster and assistants:
11. Elementary Arithmetic—review course (5)
13. Arithmetic (5)
21. Elementary Algebra—for beginners (5)
33. Advanced Algebra (5)
47. Advanced Arithmetic (5)
48. Methods of Teaching Arithmetic (5)
63. Solid Geometry (5)

X. Music

By Miss Preston:
11. School Music—for beginners (2)
39. Vocal Music (2)
63. Vocal Music—individual instruction

By Miss L. P. Cleveland:
33. Piano—elementary—individual instruction
43. Piano—intermediate—individual instruction
53. Piano—advanced—individual instruction
69. Music Appreciation and History of Music (2)

By Professor Harmon:
36. Violin—elementary—individual instruction
46. Violin—intermediate—individual instruction
56. Violin—advanced—individual instruction
66. Stringed Instruments—individual instruction

XI. Natural Science

By Professor Johnston:
56. Household Chemistry (5)

By Miss King:
53. Geology (5)

By Miss Hudson:
57. Physiology and Hygiene (5)

By Miss Lancaster:
66. Physics (5)

XII. Physical Education

By Miss Hudson and assistant:
31. General Course—for beginners (2)
33. General Course—first year students (2)
43. General Course—second year students (2)
53. General Course—third year students (2)
60. Athletics
63. Games and Plays (2)

XIII. Rural Arts

By Miss King:
33. Nature Study and School Gardening (4)
43. Elementary Agriculture (4)

A large number of the above classes may be entered by beginners, while some of them are formed especially for students entering in the spring. Correspondence is invited with reference to the above courses, other courses which may be desired, or any point in connection with the Spring Quarter.

Preliminary Announcement

Summer Quarter

The Summer Session begins June 18, 1912. It is divided into two terms of thirty working days each. First Term, June 18 to July 26; Second Term, July 29 to August 30.

Courses are offered in all subjects for:
1. Professional Elementary Certificate—Primary Grades.
3. Third Year of the old Professional Course.
4. First, Second and Third Grade Certificates.

The school has authority to grant the Professional Elementary Certificates, both Primary and Grammar Grades, for the work of two terms of thirty working days each, the two terms’ work being done in different years. No State Examination is required for these certificates.

The regular State Examinations for the First, Second and Third Grade Certificates, and on the Third Year of the old Professional Course, will be held at this school at the end of the first term.

Work done during the summer is given full credit toward the regular diplomas and certificates of the Normal School. Opportunity is also offered students to remove deficiencies in their regular courses at the school or in preparation for entrance to such courses. Special attention is called to the fact that those desiring to do so may re-
main for a second term and secure a full quarter's credit. This is the only school in Virginia offering an August term, thus enabling a student to do either six or twelve weeks' work in the summer.

Unusually good opportunities are offered for instruction in the special industrial branches: Manual Training, Drawing, Sewing, Cooking, Home Economics, School Gardening, etc.

Large classes are divided into sections, providing better attention for the individual student and enabling students to arrange their programs to include the subjects they desire.

Gentlemen as well as ladies are admitted in the summer terms. The school dormitories are reserved entirely for ladies, and gentlemen will be assigned to rooms in private homes.

The total cost for a six weeks' term, including tuition, completely furnished room, towels, bedding, lights, food, service and laundry, is $25.00. For twelve weeks, $43.00.

The following courses are now being arranged, and others may be added later. A Summer Session Catalogue, giving full information, will be ready for distribution in March.

**Education**

Primary Methods—Number Work, Language Study, Reading.

School Hygiene. How to Study.

School Management—Theory and Practice of Teaching.

Educational Psychology—Principles of Teaching.

Child Psychology. History of Education.

Observation—Primary and Grammar Grades.

**English**

Spelling. Elementary Language Study.

Grammar and Composition. Rhetoric and Composition.

English Literature. Methods of Teaching—Language, Reading and Literature.

**Geography**

General Geography. Physical Geography.

Methods of Teaching Geography.

**History**

Virginia History. English History.

United States History. Civil Government.

Methods of Teaching History and Civics.
Music

Sight Singing.
Methods of Teaching School Music.

Household Arts

Cooking.
Home Economics.

Manual Arts

Drawing for Primary Grades.
Handwork for Primary Grades.
Woodworking.

Mathematics

Elementary Arithmetic.
Advanced Arithmetic.
Methods of Teaching Arithmetic.

Natural Science

Physiology and Hygiene.

Physical Education

Games and Plays.

Rural Arts

Elementary Agriculture.
Nature Study and School Gardening.

If a sufficient number of applications for any of the following subjects are received, classes may be formed:

Plane Geometry.
Latin.
Industrial History.
Commercial Geography.
Ancient, Mediaeval and Modern History.

Philosophy of Education.
American Literature.
Advanced Cooking.
Advanced Sewing.
Ethics or Sociology.

Correspondence is invited with reference to the above courses, other courses which may be desired, or any point in connection with the Summer Session. In view of the large number of applications usually received for rooms it is advisable to write early. Send for the special announcement of the Summer Session about March 1st.

Address:

JULIAN A. BURRUSS, President,
State Normal School, Harrisonburg, Virginia.