Normal Bulletin, March, 1915

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

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The Normal Bulletin

STATE NORMAL SCHOOL

HARRISONBURG, VIRGINIA

SUMMER SESSION

1915

First Term — June 14 - July 23
Second Term — July 26 - August 30
STATE NORMAL SCHOOL
HARRISONBURG, VIRGINIA

SUMMER SESSION
1915

First Term, June 14–July 23
Second Term, July 26–August 30
ACADEMIC CALENDAR—1915

June 14, Monday—First Term, Summer Quarter, begins.
July 23, Friday—First Term, Summer Quarter, ends.
July 21, 22, and 23, Wednesday, Thursday, Friday—State Examinations for First, Second, and Third Grade Certificates.
July 26, Monday—Second Term, Summer Quarter, begins.
August 30, Monday—Second Term, Summer Quarter, ends.
September 22, Wednesday—Fall Quarter, Seventh Year, begins.

Students may enter at the beginning of either term of the Summer Quarter. Attendance during three full quarters, whether consecutive or not, will be considered as one school year, and so credited for any of the diplomas and certificates offered by this school.

THE NORMAL BULLETIN

Published by the State Normal School for Women, at Harrisonburg, Virginia. Issued quarterly. Entered as second-class matter March 2, 1909, at the postoffice at Harrisonburg, Virginia, under the Act of July 16, 1894.

Copies of any number of the Bulletin will be mailed without charge to any address upon application to the President of the school.
OFFICERS OF ADMINISTRATION FOR THE SUMMER QUARTER

JULIAN A. BURRUSS____________President

B. S. Virginia Polytechnic Institute; student Richmond College; professor mathematics and natural science, Reinhart Normal College; Speers-Langford Military Institute and Searcy Female Institute; principal of Leigh School, Richmond; graduate student, University of Chicago, Harvard University, summer session; director of manual arts, Richmond public schools; scholar in industrial education, Teachers College, New York City; A. M., Columbia University; Master's Diploma, Teachers College; fellow in education, Columbia University; former president, Virginia Association of Colleges and Schools for Girls; former president, Virginia State Teachers' Association; State Normal School, Harrisonburg, 1909—.

WILLIAM H. KEISTER__________General Manager

Student, Washington and Lee University; student, School of Methods, Charlottesville; student, Summer School of the South; principal, Harrisonburg public schools; treasurer, National Story Tellers' League; former president, Association of Colleges and Secondary Schools of Virginia; former treasurer, Virginia State Teachers' Association; former president, State Teachers' Association; instructor and assistant registrar, University of Virginia Summer School; principal of Training School, State Normal School, 1909—; summers, 1913, 1914.

WILLIAM R. SMITHEY____________Registrar

A. B., A. M., Randolph-Macon College; special student in mathematics and science, University of Virginia; student, University of Wisconsin, summer session; professor of mathematics, Powhatan College; principal, high and grammar schools; head of mathematical department, Richmond High School; instructor, Norfolk Summer Normal, and Big Stone Gap Summer Normal; former president, Association of Colleges and Secondary Schools of Virginia; principal, Petersburg High School; instructor, Harrisonburg, summers of 1910, 1911 and 1912; registrar, State Normal School, 1913—.

JOHN W. WAYLAND____________Secretary of Faculty

A. B., Bridgewater College; professor of history, Bridgewater College; instructor in history, University of Virginia; Ph. D., University of Virginia; instructor in University of Virginia summer session; master in history and English, Jefferson School for Boys; author; former secretary, Association of Secondary Schools and Colleges of Virginia; State Normal School, Harrisonburg, 1909—.
MARY I. BELL  Librarian
Graduate Pierce School, Philadelphia; graduate, Phonographic Institute, Cincinnati; student, Columbia University, summer session; State Normal School, Harrisonburg, 1909—.

MRS. R. B. BROOKE  Matron
Matron, Stuart Hall School, Staunton, Va.; State Normal School, Harrisonburg, 1909—.

THOMAS C. FIREBAUGH  School Physician
M. D., University of Virginia; Johns Hopkins University; member State Board of Health; State Normal School, Harrisonburg, 1909—.

JULIA T. SPRINKEL  Treasurer
Graduate, Harrisonburg High School; State Normal School, Harrisonburg, 1910—.

AMELIA H. BROOKE  Assistant to the Matron
Student, Stuart Hall School; graduate, State Normal School, Harrisonburg; assistant, 1909—.

P. S. ROLLER  Supt. of Grounds and Buildings
State Normal School, Harrisonburg, 1909—.

MARY WEINER  Stenographer
Graduate, Harrisonburg High School; State Normal School, Harrisonburg, 1913—.

BETTIE R. FIREBAUGH  Assistant in Library
Student, Daleville College; teacher, public schools; student, State Normal School, Harrisonburg; assistant, summer, 1912, 1913, 1914.

ROSA M. TINDER  Assistant in Library
Teacher, public schools; student, State Normal School, Harrisonburg; assistant, summer, 1913, 1914.

MARY SCOTT  Assistant in Library
Student, State Normal School, Harrisonburg; assistant, 1914.

VIRGINIA JONES  Clerk of Supply Room
Teacher, public schools; student, State Normal School, Harrisonburg; assistant, summer, 1912, 1913, 1914.
FACULTY FOR THE SUMMER QUARTER*

JOHN W. WAYLAND—History and Social Sciences
B. A., Bridgewater College; professor of history, Bridgewater College; instructor in history, University of Virginia; Ph. D., University of Virginia; instructor in University of Virginia summer session; master in history and English, Jefferson School for Boys; author of *The German Element of the Shenandoah Valley of Virginia; The Political Opinions of Thomas Jefferson; Sidney Lanier at Rockingham Springs; A History of Rockingham County, Virginia; How to Teach History, etc.; former secretary, Association of Secondary Schools and Colleges of Virginia; State Normal School, Harrisonburg, 1909—.

ELIZABETH P. CLEVELAND—English
A. B., Hollins College; instructor, Hollins College; instructor, Ouachita College; principal, high school; professor of English language and literature, Central College; professor of English and literature, Hollins College; secretary, Virginia Association of Colleges and Schools for Girls; State Normal School, Harrisonburg, 1909—.

NATALIE LANCASTER—Mathematics
Graduate, State Female Normal School, Farmville; special student in mathematics, University of Virginia; Harvard University; assistant professor of mathematics, State Female Normal School, Farmville, Virginia; scholar in mathematics, Teachers College; B. S., Columbia University; State Normal School, Harrisonburg, 1909—.

S. FRANCES SALE—Household Arts
Student, John Gibson Institute, Georgia; teacher of primary and intermediate grades, public schools; graduate, State Normal School, Athens, Georgia; instructor in household arts, State Normal School, Georgia; head of the department of household arts, State Normal School, Georgia; student, Columbia University; B. S., Teachers College, New York City; diploma in domestic science, Teachers College; State Normal School, Harrisonburg, 1909—.

MARGARET G. KING—Geography
Student, Leache-Wood Seminary, Norfolk, Virginia; student, St. Gabrielle, Peekskill, N. Y.; student, Norfolk Kindergarten Training School; instructor in kindergarten, Norfolk; post-graduate student, Kindergarten Training School, New York City; instructor, Ghent Kindergarten, Norfolk; special student in school gardening, New York University; instructor Jamestown Exposition School Farm; instructor in nature study, University of Virginia Summer Session; director of Normal Training School, Big Stone Gap, Va.; student, Columbia University; State Normal School, Harrisonburg, 1909—.

*The instructors are arranged in the order of the dates of their first appointment at this school.
JAMES C. JOHNSTON  
--- English ---
Student, Columbian University; student, Georgetown College; student, Johns Hopkins University; instructor, Mercersburg Academy; instructor in English, German, and science, Harrisonburg High School; instructor in Winchester Summer School; author and editor; State Normal School, Harrisonburg, 1909—.

MARY I. BELL  
--- Physiology and Hygiene ---
Graduate Pierce School, Philadelphia; graduate Phonographic Institute, Cincinnati; student, Cornell University and Columbia University, summer sessions; teacher in private school; State Normal School, Harrisonburg, 1909—.

WILLIAM D. SMITH  
--- Rural Arts ---
B. A., M. A., Amherst College; principal, Port Jervis, New York; superintendent and principal Warwick, New York; headmaster, Bon Air School for Boys; principal, Scottsville High School; student in biology and education, University of Virginia summer session; instructor in agriculture and geography, Winchester Normal Institute; Harrisonburg, summers of 1910, 1911, 1912, 1913, 1914.

JOHN S. FLORY  
--- History ---
B. Lit., Mount Morris College; B. A., Bridgewater College; M. A., Bridgewater College; assistant in English literature, University of Virginia; student, Ohio Northern University; Ph. D., University of Virginia; professor of English and German, and vice-president, Bridgewater College; instructor in Winchester Summer Institute; instructor in Fredericksburg Summer Institute; instructor, Harrisonburg, summers of 1911, 1912, 1913, 1914.

W. D. G. WINE  
--- English and Education ---
Graduate, Augusta Military Academy; student, University of Virginia; principal of school at Front Royal, Va.; instructor, Woolwine School, Tennessee; principal of school, Monticello, Fla.; supervising principal, De Funiak Springs, Fla.; student, University of Chicago; principal, Woodstock High School; instructor, Winchester Summer Normal Institute; Harrisonburg, summers of 1911, 1912, 1913, 1914.

AMELIA H. BROOKE  
--- Physical Education ---
Student, Stuart Hall School; graduate, State Normal School, Harrisonburg; assistant to Matron; instructor, summers of 1911, 1912, 1913, 1914.
NEWTON D. COOL  Mathematics
B. E., Bridgewater College; student, Valley Normal, West Central Academy, Shenandoah Collegiate Institute; teacher and principal, public schools; principal, Winchester public schools; local manager and instructor, Winchester Summer Normal Institute, six years; president, conference for principals of State Teachers Association; Harrisonburg, summers of 1912, 1913, 1914.

HENRY A. CONVERSE  Mathematics
B. A., Hampden-Sidney College; Ph. D., Johns Hopkins University; instructor in mathematics, Shenandoah Valley Academy, Winchester, Virginia; instructor in mathematics, Johns Hopkins University; professor of mathematics, Davis-Elkins College; instructor in the University of Virginia Summer School; head of department of mathematics, Baltimore Polytechnic Institute; Harrisonburg, summers of 1912, 1913, 1914.

KATE KELLY  Primary Methods
Graduate, Meridian, Miss., Womans College; student, summer schools, Mississippi, Knoxville, University of Chicago; student, Teachers College, Columbia University; teacher public schools, Miss.; instructor in primary methods summer normals in Miss.; teacher, Harrisonburg public schools, 1911-1914; summers, 1912, 1913, 1914.

RAYMOND O. DINGLEDINE  Mathematics
Graduate, Harrisonburg High School; B. S., M. S., University of Virginia; instructor, Jefferson School for Boys, Charlottesville; instructor in physics, University of Virginia; student and instructor, Johns Hopkins University; Harrisonburg, summers of 1912, 1913, 1914.

WILLIAM T. SANGER  Education
A. B., Bridgewater College; A. M., Indiana University; graduate student, Columbia University, summer; professor of philosophy and history, Bridgewater College; fellow in psychology, Clark University; Harrisonburg, summers 1913, 1914.

FRANK A. MAGRUDER  Civil Government
B. A., Washington and Lee University; principal, Greenbrier School, S. C.; teacher of history, Millersburg Military Institute, Ky.; fellow, Johns Hopkins University; Ph. D., Johns Hopkins University; instructor in history and politics, Princeton University, 1911—; author of Recent Administration in Virginia; Harrisonburg, summers of 1913, 1914.

(7)
RACHEL ELIZABETH GREGG—Superintendent of Training

Student Stetson University, Florida; B. S., A. M., Columbia University; Diploma in Supervision, Teachers College, New York City; teacher, public schools, Fernandina, King's Ferry, Crandall and Tampa, Florida; supervisor of training, State Normal School, Cape Girardeau, Missouri; Harrisonburg, 1913—.

MARY LOUISE SEEGER—Education

Diploma, Kindergarten Training School, Indianapolis, Indiana; B. S., Columbia University; Diploma in Kindergarten Supervision, Teachers College, New York City; director of kindergartens, public schools, Harrisonburg; State Normal School, 1913—.

ETHEL SPILMAN—Observation Classes

A. B., Presbyterian College for Women, North Carolina; student summer schools, North Carolina, Knoxville, Tennessee; teacher, Lynnwood College, North Carolina; public schools, Charlotte, North Carolina; critic teacher, Harrisonburg, 1911—.

BESSIE C. LEFTWICH—Household Arts

Graduate, Mary Baldwin Seminary; instructor in physiology and English, Mary Baldwin Seminary; student, Department of Household Arts, Teachers College, New York; B. S., Columbia University; assistant critic instructor, School of Household and Industrial Arts, Teachers College; instructor in domestic economy, University of Virginia summer school; State Normal School, Harrisonburg, 1914—.

SOPHRONIA B. DYER—Observation Classes

Graduate, Alabama State Normal College, Florence; student, Summer School of the South, Columbia University and University of Chicago; teacher in public schools, Birmingham, Gadsden and Union Springs, Alabama; critic teacher, Harrisonburg, 1914—.

FRANCES I. MACKEY—Manual Arts

Graduate in manual arts, State Normal School, Harrisonburg; teacher, public schools; student, University summer school; State Normal School, Harrisonburg, 1914—.

GRACE MACKAY—Observation Classes

Graduate, State Normal School, Geneseo, New York; student, Cornell University, summer sessions; teacher of observation classes, Cornell University summer sessions; teacher, public schools, Atlantic City, New Jersey; critic teacher, Harrisonburg, 1914—.
Ground Plan for Complete Plant, Showing Location of Buildings
(Buildings now in place marked with X)
IDA POTEAT —— Drawing

Student, Chase Art School, New York; pupil of L. Monmir; normal work in New York School of Fine and Applied Arts; pupil of Chase, London; pupil of F. Alvah Parsons, and others; instructor in art, Meredith College, Raleigh, North Carolina.

EDNA T. SHAFFER —— School Music

Pupil of Dennee, New England Conservatory of Music, Boston; student, in school music and pipe organ, Teachers College, New York City; instructor in piano, pipe organ, and theory, Athens College, Athens, Alabama; teacher of private classes.

BLANCHE SHER RARD —— Observation Classes

Graduate, State Normal School, Geneseo, New York; student, Cornell University, summer sessions; critic teacher, Ithaca, New York; observation class teacher, Cornell University, summer sessions; teacher, public schools, Great Falls, Montana.

MARTHA PAXTON —— Drawing

Graduate, Maryland Institute, Schools of Art and Design, Baltimore; instructor in drawing, Summer Normal Institute, Galax, Virginia; supervisor of drawing, public schools, Roanoke, Virginia.

NOTE:—The above list contains only the names of instructors who will do regular class work in the summer school throughout a term of at least six weeks. In addition to these regular instructors, a considerable number of prominent specialists in various lines will conduct classes and give lectures, each remaining at the school for several days, usually a week, and sometimes longer.
GENERAL STATEMENT

This State school opened its first session in September, 1909. It has registered about 2350 students, of which a large number have been teachers of considerable experience, holding certificates and desiring to raise the grade of the same or to take one of the diplomas of the school. The school is maintained primarily for the training of teachers for the public schools of the State, and its courses are outlined with special reference to the requirements of the State Board of Education for the various teachers’ certificates, which are granted upon completion of the courses in a satisfactory manner. 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.

SUMMER QUARTER

The Summer Quarter is just as much a part of the regular work as the other quarters. It is divided into two six weeks’ terms. Students may enter for either one or for both terms, the work of each term being arranged as a complete unit in itself. On account of the length of term, the location of the school, and the facilities offered by it, the advantages here are equal to those at any of the summer schools of the State, and very superior to most of these.

The work of the Summer Session is arranged with the needs of four groups of teachers and students in view, namely:

1. Teachers desiring to secure the Summer School Professional Certificate for either Primary Grades or Grammar Grades.
2. Applicants for State Certificates to be obtained by State Examinations—First Grade, Second Grade, Third Grade, and Provisional Certificates.
3. Young women desiring to obtain credit toward one of the diplomas or certificates of the State Normal School.
4. Teachers and others who desire classes in certain subjects for general improvement, for preparation for entrance at college or normal school, for making up deficiencies, etc.

Full credits will be allowed for work completed in the Summer Quarter. It will be found that the courses are, many of them, arranged with a special view to preparing for the State Examinations, to be given at the school July 21, 22, and 23. Special attention is called to the fact that those who desire to do so may remain at the school for a second term during the summer and thus complete a full quarter's work for credit toward the diplomas and certificates of the school. Each term counts as one-half of a quarter.

During the Summer Quarter men are admitted on the same basis as women.

Attendance during the Summer Quarter has been large; and the work has been unusually thorough and hardly surpassed in any summer school. The excellent results obtained in the examinations testify as to the quality of the work done and the faithfulness of the students.

LOCATION

The town of Harrisonburg is situated in the heart of the beautiful Shenandoah Valley about 1500 feet above the sea level. It is on the Manassas 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 and Buena Vista with the James River Division of the same road. A map showing location is printed on the back cover of this announcement.

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 tide-
water sections and the eastern cities by reason of its
complete immunity from malaria; and with its bracing
mountain air and pure freestone water it has for a
series of years been exempt from fevers and endemic
diseases. Several well-known summer resorts and medi-
cinal springs are not far from the town. The public
water supply is brought by pipe-line from mountain
streams thirteen miles distant. No purer water can be
found anywhere.

These advantages for summer school work are of
the greatest importance, as good results cannot be ob-
tained where the climate is oppressively hot and moist, or
where there is liability of fever on account of poor water-
supply and sanitation. It is justly claimed that the
climatic conditions here are such as to make the condi-
tions for summer work far more desirable than at most
summer schools.

The school grounds comprise forty-nine acres of
land, with a splendid frontage on South Main Street.
The site commands a magnificent view of the surround-
ing valley in every direction, from the Blue Ridge to the
Shenandoah Mountains, and adjoins one of the best resi-
dential sections of the town. The combination of town
and country features makes the situation ideal for 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, sanita-
ty comforts, and a wholesome social and religious
atmosphere. There is no better location in the State for
a summer school.

BUILDINGS AND EQUIPMENT

Nine buildings are now in use on the school grounds,
namely, an academic building (Science Hall), two dormi-
tories, three cottages, a barn, a steam laundry, and a
building just being completed, containing offices, library,
and auditorium. The four large buildings are modern,
in every respect. They have stone walls, tile roofs, hardwood floors, fireproof stairways, and are heated, ventilated, and lighted in the most approved manner. The most modern sanitary appliances are used. The buildings are comfortably and substantially furnished. Laboratory equipment is provided for work in Sewing, Cooking, Manual Training, Nature Study, Physics and Chemistry. A pavilion is provided for large assemblies.

The school has its own postoffice and students should have their mail addressed, "Normal Station, Harrisonburg, Va."

LIBRARY

The Library contains an excellent assortment of about 3,500 valuable reference books in all the departments of the school, as well as a good variety of works of fiction. All the more important general and educational periodicals are kept on file. It is open all day and in the evening, on every day except Sunday.

FACULTY

The instructors during the summer session are regular members of the faculty of the State Normal School, or are well-known educators of wide experience, who have taught in other summer schools and know what those in attendance need. Attention is asked to the number of instructors. This enables the school to secure specialists, and to provide a variety of courses. It also makes possible a division of large classes into sections thus providing a more extensive daily schedule than most summer schools can offer, and enabling those in attendance to register for almost any combination of classes. The classes being smaller than at most summer schools, better attention can be given to the students.

OBSERVATION CLASSES

Realizing the importance of observation in the training of teachers, this school will make every effort to provide proper facilities for this part of the work of the summer session. During both terms regular teachers
of the Training School will have charge of groups of children in the first, second, third, fourth, sixth and seventh grades.

By this arrangement practically all of the work of the primary and grammar grades will be represented. The classes will be in session during the morning of each school day throughout the entire first term and the first three weeks of the second term. Students taking the Second Year of the course for the Summer School Professional Certificate, for either Primary Grades or Grammar Grades, are required to observe the work of these classes a period each day. Observations will be followed by two meetings per week, with the instructors for discussion of the work observed. Students who are not taking the Summer School Professional Certificate course may be permitted to observe the work of these classes so far as the class-rooms will accommodate them. All students who are required to take observation work must arrange their programs with the Supervisor of Training, and others who desire to attend these classes should also consult her and obtain permission before going to the school rooms.

**PHYSICAL CULTURE AND RECREATION**

A large gymnasium has been equipped with the usual apparatus for individual use and also a full complement of dumb-bells, Indian-clubs, wands, etc., for drills. Adjoining the gymnasium are locker rooms with a large number of steel lockers for the use of students. Shower baths are provided on the same floor with the lockers. Three tennis courts, a basket-ball court, and a hockey field, are at the disposal of those who seek outdoor games. The surrounding country affords ample opportunity for pleasant and interesting walks and mountain climbs.

Systematic instruction will be offered in physical culture, both in the gymnasium work and in outdoor games, and no charge will be made for this or for the use of apparatus. No special gymnasium suit will be required;
but it is requested that tennis shoes, or other soft-soled shoes, be used on the floor of the gymnasium and on the tennis courts.

**RURAL EDUCATION**

Unusual opportunities will be offered at this summer school for those who are interested in rural school problems and the various phases of rural life. Special courses, demonstrations, lectures, and conferences will be arranged for both terms of the summer session. The general improvement of rural school conditions will be considered from many standpoints and in a very practical manner. A number of round-table conferences, or “experience meetings” will be held, for the exchange of ideas and discussion of methods.

Besides the regular faculty of the school it is planned to have in attendance during a portion of the time the Special Agent in charge of Home Demonstration Work in Virginia, the Assistant Agent for the same work, a representative of the State Department of Health, a member of the staff of the State Superintendent of Public Instruction, an officer of the Co-operative Education Association, and other representatives of the State and United States Government Departments—all experts along some particular line of rural life and rural education.

The introduction of industrial subjects in the schools, and the formation and management of school improvement leagues, of tomato clubs, of canning clubs, of poultry clubs, of corn clubs, and similar organizations, will receive much attention.

The school possesses fine facilities for studying in a practical manner gardening, canning and preserving, poultry-raising, bee-culture, cooking, sewing, nature study, and elementary agriculture. In the library is to be found a fine collection of many recent books on the different phases of rural life and on the varied problems of the rural teacher.

The needs of teachers of the one-room and two-room rural schools will be kept constantly in mind, and a spec-
ial effort will be made to help them. Much information
of value and training along certain technical lines may be
obtained by summer students for application in their
school work the following session.

In this connection special attention is called to: the
Rural Teachers Course in Manual Arts; the courses in
Sewing, Cooking, and Home Economics; the courses in
Nature Study, Elementary Agriculture, School Garden-
ing, and Poultry-raising; the course in Rural Sociology;
and the course in Rural School and Rural Life Problems.
With this variety of regular courses and the special
lectures, demonstrations, and conferences, teachers and
others interested in rural life and rural education can
readily arrange a most helpful and interesting program
for either the First or Second Term of the summer ses-
sion.

The Virginia Horticultural Society will hold its
annual summer meeting at the school during the First
Term. This will bring a large number of interesting
speakers who will discuss topics of great interest to all
teachers, especially those in the rural districts of the
state.

A meeting of the leaders in charge of the Home
Demonstration Work in Virginia and the girls of the
canning clubs will be held during the Second Term. This
will be of considerable interest to all teachers and young
women in the country.

CHAPEL AND SUNDAY SERVICES

Each morning an assembly is held and brief chapel
exercises conducted, the greatest care being taken to
make them thoroughly non-sectarian. The ministers of
the town are asked, from time to time, to take part in
these services. There are eleven white churches in town,
representing the following denominations: Baptist,
Church of the Brethren, Church of Christ, Episcopal,
Hebrew, Lutheran, Methodist, Presbyterian, Reformed
Church, Roman Catholic, United Brethren in Christ.
These churches and their Sabbath Schools cordially wel-
come the students. The student Young Women’s Chris-
tian Association is in a flourishing condition and keeps up its work during the summer, meetings being held one evening each week. The members of this organization assist in welcoming new students, and will be glad to help in any way possible.

The first general assembly will be held on Tuesday morning, June 16, and it is urged that all be present to hear important announcements.

EXCURSIONS

Saturdays will, for the most part, be used for excursions. A member of the faculty will direct each party. Trips to the following places and other points of interest are usually made, and are readily arranged at very little cost:

The Cyclopean Towers, or Natural Chimneys, Mt. Solon; Weyer’s Cave and the battlefield of Port Republic; the battlefield and caverns of New Market; the Luray Caverns; Massanetta Cave; the Natural Bridge and Lexington; Ashby’s Monument; the Lincoln and Boone homes, Edom; the Rawley Springs; the Massanetta Springs; Washington City. The Committee on Excursions will publish a list soon after the term begins.

LECTURES AND ENTERTAINMENTS

A number of interesting and profitable lectures and entertainments will be given during the summer, at very slight cost, if any, to the students. An electric lantern is freely used for illustrating lectures and class work. Lectures and musical programs will be given at the daily general assembly, or in the evening; and one or two evenings in each week, usually Friday and Saturday, will be occupied by entertainments or lectures of general interest.

A “story-telling hour” and a “play hour” will be arranged for both terms, each being held for one or two evenings in each week, on the lawn, and will be both profitable and enjoyable.

An engagement of extraordinary merit for this summer has been made with The Devereux Company of Play-
ers, one of the most capable of such organizations, to pre-
sent three plays of great beauty and interest in the open-
air auditorium on the school grounds. Such plays have
been given during the Spring Quarter for the past six
years and have attracted larger audiences each year,
testifying as to their value. On Friday evening, July 8,
the company will present "She Stoops to Conquer", on
Saturday afternoon, July 9, "As You Like It", and on
the evening of the same day another play, not announced
at this date, but guaranteed to be fully the equal of the
other two. The charges of admission to these plays for
students of the school will be exceedingly moderate.

POSITIONS FOR TEACHERS

A permanent record is kept of every student. The
school aims to be of service in bringing students, who
are being trained for positions as teachers, to the atten-
tion of educational authorities. While it is not possible
to promise that positions will be secured for all who
apply, especially in the case of students in attendance
during the summer term only, yet it may be said that all
who have heretofore applied for assistance in this direc-
tion were recommended to places, and a number of appli-
cations for teachers could not be supplied for lack of
available persons. Students who have not secured posi-
tions at the time of the summer school are invited to
register their names and credentials with the appoint-
ment committee.

CORRESPONDENCE STUDY COURSES

Attention is called to the correspondence study
courses offered by the school. The examinations re-
quired in these courses may be taken during the summer
session if desired. Work begun by correspondence may
be continued to advantage in the summer session, and
the summer session work may likewise be supplemented
and continued by correspondence study. This work is
described in a special bulletin issued by the Department
of Extension Work, and copies may be obtained from the
school office or will be sent to any address upon applica-
tion.
CREDITS FOR SUMMER WORK

The instructors will keep the class grades and attendance of students. Absences or late entrance will be counted against the students in making up grades for class work. Students not desiring credit will be allowed great latitude in the choice of classes; those desiring credit should note the following requirements and suggestions. No course may be counted for credit twice.

Students may take work for any of the following, and must state at the time of registration which one of the four credits is desired:

1. Professional Certificates
2. Preparation for State Examinations
3. Extension of Certificates
4. Credit at this State Normal School

I. PROFESSIONAL CERTIFICATES

The "Summer School Professional Certificate—Primary Grades" and the "Summer School Professional Certificate—Grammar Grades" may be obtained for work done entirely in the summer classes. The First or Second Year’s work for either of these certificates may be taken in either the First or Second Term at this school, but both years cannot be taken in the same summer.

This certificate is considered to be of high rank, being much higher than a First Grade Certificate. This school offers fine facilities for obtaining this certificate for either primary or grammar grade work. Those who complete the school requirements satisfactorily will be certified to the State Department of Public Instruction for the certificate and will not be required to take any examination except those given in the regular class work at the school.

The following regulations are copied from Form E—No. 19 issued by the State Board of Education, and give in full the requirements for the certificates:

(Sect. 26) "Summer School Professional Certificate—The holder of a first grade certificate issued in accordance with the provisions of section 31 (of the Circular of the Department of Public In-

(19)
struction on certification of teachers—see below) or by the State Board of Examiners, or the holder of a Virginia First Grade High School certificate who has had at least five months of actual teaching experience before entering upon the work prescribed for a Summer School Professional Certificate, shall be granted a Summer School Professional Certificate under the terms and conditions hereinafter stated. This certificate shall continue in force for seven years and may be renewed for a similar period from time to time as provided in section 38 of this circular (see below).

"If necessary, the certificate which entitles a teacher to enter upon the course of study provided for a Summer School Professional Certificate may be revived or extended for one year from time to time, provided the holder completes successfully that portion of the professional work prescribed for the year during which the extension is applied for, provided that no certificate which has expired shall be revived for more than one year upon the basis of completing any one year of professional work.

"The certificate which entitles the holder to enter upon the course of study herein outlined must be filed with and approved by the conductor of the summer school before the applicant may be registered and admitted to classes.

"Courses leading to the Summer School Professional Certificate shall be offered only in a school conducted at a registered college or normal school, and an applicant for the same must make at least 75 per cent on class standing and examination on the subjects required for the certificate. The work must be completed within a period of five years from the date of beginning if taken in summer terms of four weeks each or in four years if taken in summer terms of six weeks each, and shall cover at least three terms of four weeks each, or two terms of six weeks each, occupying a minimum of 300 recitation periods of at least forty minutes each.

"(a) The course for the Summer School Professional Certificate—Primary Grades must embrace the following: Principles of teaching, with special emphasis on how to study; hygiene; drawing; primary industrial work; music and games; primary methods in reading, language, arithmetic, nature study and geography; observation work or practice teaching.

"(b) The course for the Summer School Professional Certificate—Grammar Grades must embrace the following: Principles of teaching, including how to study; hygiene; drawing, or manual training, or domestic economy, or elementary agriculture and school gardening; methods of teaching language, reading, literature, arithmetic, civics, history and geography; advanced observation work or practice teaching."

This school has the advantage of a six weeks' term, enabling a student to complete the course in two years, instead of the three years required in schools giving only
a four week’s term. The two six weeks’ summer terms must be in separate years, and First Grade or High School Certificates will be extended while the holders are taking this course.

**IMPORTANT CAUTION**— All who desire to enter the professional course must present at the time of registration either one of the following:—(1) A full First Grade Certificate (provisional certificates or those of any lower grade cannot be accepted) issued for satisfactory grades made on State Examination on the subjects now required for First Grade Certificates; or (2) A High School Certificate issued by the State Department of Public Instruction (High School diplomas cannot be accepted) and also a letter from the principal or division superintendent, under whose direction the applicant has taught, stating that the applicant has had at least five months of satisfactory teaching experience. These credentials must be brought by the student in order to avoid delay in registering. The school cannot be responsible for credits for work on this course unless the credentials are found correct when the student registers. A high school graduate who has not obtained a State High School Certificate should write for it to the State Superintendent of Public Instruction, Richmond, Virginia, and secure it before coming to the school. Second Grade High School Certificates cannot be accepted for entrance to the professional course. Training Class Certificates given for less than four years of combined high school and normal training work cannot be accepted for entrance to the professional course. Those who have started work on this course at some other summer school will please bring with them their reports for the work already completed. If the course was started at this school in a previous summer, it is not necessary to bring credentials as our office records are all that is necessary.

Students working for the Summer School Professional Certificate are advised to divide the course as follows, the classes which will be accepted as satisfying

(21)
the requirement in each case being stated opposite the subject. Students who began the course in a previous summer should take the remaining classes this summer regardless of the year in which they come in the following table; but new students should register according to the table for the First Year of the course which they select. (For Second Term list, see page 50.)

**SUMMER SCHOOL PROFESSIONAL CERTIFICATE:**

**For Primary Grades—First Year Course**

1. Primary Methods in Language—Education 158.
2. Primary Methods in Arithmetic—Education 156 (a) or 156 (b).
3. Hygiene—Education 151 (a) or 144.
4. Primary Industrial Work—Manual Arts 141 (a), 141 (b), or 141 (c).
5. Drawing—Manual Arts 135 (a), 135 (b), or 135 (c).

**For Primary Grades—Second Year Course**

6. Principles of Teaching—Education 166, or 157.
7. Primary Methods in Reading—Education 154.
9. Music and Games—Music 157 (a), or 157 (b), and Phys. Educ. 161 (a), 161 (b), or 163.
10. Observation—Education 150.

**For Grammar Grades—First Year Course**

1. Principles of Teaching—Education 153 or 162.
2. Methods of Teaching Arithmetic (First Part)—Mathematics 157 (a) or 157 (b).
3. Methods of Teaching Language—English 158 or 141.
4. Hygiene—Education 151 (b) or 144.
5. Industrial Subject—Household Arts 141, 144, 147, 148, or 150; or Manual Arts 147, 151, or 154; or Rural Arts 153 or 158.

**For Grammar Grades—Second Year Course**

6. Methods of Teaching Arithmetic (Second Part)—Mathematics 158.
7. Methods of Teaching Civics and History—History 158.
8. Methods of Teaching Geography—Geography 158.
9. Reading and Literature—English 142.
10. Observation—Education 150.
II. PREPARATION FOR STATE EXAMINATIONS

The various courses offered by the school (outlined in the Annual Catalog) are from one to four years in length, depending upon preparation at entrance and grade of certificate desired, and lead to State Certificates, which are granted by the State Board of Education upon completion of the required work of the regular courses. Students who cannot attend the Normal School at least three full quarters in order to obtain a certificate in this way, will find that the work of the summer session is planned to help them prepare for the State Examinations. The examinations are given at the school at the close of the first term of the Summer Quarter, the dates being July 21, 22, and 23, 1915.

First, Second, and Third Grade Certificates.—Examinations for these certificates will be given as usual. Persons not holding certificates may secure them by passing satisfactorily the State Examinations given here. Teachers holding Provisional Certificates may complete the requirements for full certificates, and those holding lower grade certificates may advance to higher grades. The Board of Education has had prepared a Topical Outline on all subjects required for these certificates, the same to be used as a basis for the examinations; and this outline will be covered completely in the work of the summer term at this school. As thorough instruction is given here in all the subjects required for these certificates, applicants may secure excellent preparation by attendance and faithful work. The success of those who prepared here for examinations in previous summers, as shown by the reports received, demonstrates the value of six weeks’ preparation under the direction of skilled instructors. As the number of instructors is large, the classes are comparatively small, which gives an additional advantage.

The following extracts from Form E—No. 19 of the Department of Public Instruction give the requirements for these certificates:

(Sect. 31) "First Grade Certificate.—To obtain a First Grade Certificate the applicant must be at least nineteen years old, must have
had nine months successful experience in teaching, must make an average of 85 per cent. on the following subjects: Spelling, writing, reading, arithmetic, elementary algebra to quadratics, grammar (including composition), geography, history of the United States, history of Virginia, civil government (including the government of Virginia), drawing, theory and practice of teaching, physiology and hygiene, one branch of science (either physical geography or elementary agriculture) and one division of history (either general or English), and must not fall below 70 per cent. on any subject.

"A First Grade Certificate based on the foregoing requirements shall continue in force for five years and may be renewed for a similar period from time to time upon satisfactory evidence that the holder has taught successfully for at least three of the five years, and fulfills the other requirements of section 38 (see below).

"An applicant who makes the first grade average on the required subjects, but who has not had the requisite experience will be issued a Second Grade Certificate, which may be changed to a First Grade Certificate after nine months of successful teaching.

"A First Grade Certificate issued by a division superintendent, which has finally expired, may be exchanged for a new First Grade Certificate provided the holder passes the examination on the added subjects for a new First Grade Certificate, which are elementary algebra to quadratics, general or English history, and either physical geography or elementary agriculture."

34. "SECOND GRADE CERTIFICATE.—To obtain a Second Grade Certificate the applicant must be not less than eighteen years old, and must make an average of 75 per cent. on the following subjects: Spelling, reading, writing, arithmetic (including business forms), grammar (including composition), geography, history of the United States, history of Virginia, civil government (including the government of Virginia), drawing, theory and practice of teaching, physiology and hygiene, and must not fall below 60 per cent. on any subject.

"This certificate shall continue in force for a period of two years and may be renewed for a similar period as provided in section 38 (see below)."

35. "THIRD GRADE CERTIFICATE.—To obtain a Third Grade Certificate the applicant must be at least eighteen years old, must make an average of 60 per cent. on spelling, reading, writing, arithmetic (including business forms), grammar (including composition), geography, history of the United States, history of Virginia, civil government (including the government of Virginia), physiology and hygiene, and must not fall below 45 per cent. on any subject.

"This certificate shall continue in force for one year and shall not be renewable."

Students preparing for the examinations for one
A Reception Room

President’s House
of these certificates may register for any of the following classes:

<table>
<thead>
<tr>
<th>Subjects of Examination</th>
<th>3rd Grade Cert.</th>
<th>2nd Grade Cert.</th>
<th>1st Grade Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>English 101</td>
<td>English 101</td>
<td>English 101</td>
</tr>
<tr>
<td>Reading</td>
<td>Educ. 111 (b)</td>
<td>Educ. 111 (b)</td>
<td>Educ. 111 (a) or (b)</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Math. 111 (d)</td>
<td>Math. 111 (d)</td>
<td>Math. 111 (a), (b) or (c)</td>
</tr>
<tr>
<td>Grammar</td>
<td>English 111 (d)</td>
<td>Eng. 111 (d)</td>
<td>Eng. 111 (a), (b) or (c)</td>
</tr>
<tr>
<td>Geography</td>
<td>Geog. 111 (b)</td>
<td>Geog. 111 (b)</td>
<td>Geog. 111 (a) or (b)</td>
</tr>
<tr>
<td>U. S. History</td>
<td>Hist. 114 (d)</td>
<td>Hist. 114 (d)</td>
<td>Hist. 114 (a), (b) or (c)</td>
</tr>
<tr>
<td>Virginia History and Civil Government</td>
<td>Hist. 111 (d)</td>
<td>Hist. 111 (d)</td>
<td>Hist. 111 (a), (b) or (c)</td>
</tr>
<tr>
<td>Physiology</td>
<td>Nat. Sc. 141 (b)</td>
<td>Nat. Sc. 141 (b)</td>
<td>Nat. Sc. 141 (a) or (b)</td>
</tr>
<tr>
<td>Drawing</td>
<td>M. Arts 134 (e)</td>
<td>M. Arts 134 (a), (b), (c) or (d)</td>
<td>M. Arts 134 (a) or (b)</td>
</tr>
<tr>
<td>Theory and Practice</td>
<td>Educ. 152 (c)</td>
<td>Educ. 152 (a) or (b)</td>
<td>Educ. 152 (a) or (b)</td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td></td>
<td>Math. 132</td>
</tr>
<tr>
<td>Physical Geography</td>
<td></td>
<td></td>
<td>Geog. 112</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
<td>Rural Arts 154</td>
</tr>
<tr>
<td>English History</td>
<td></td>
<td></td>
<td>Hist. 133 (a) or (b)</td>
</tr>
</tbody>
</table>

Students will not be limited to these classes but may take any classes offered in the summer school, if they so desire, and are prepared to do the work, provided that they do not take more than six class periods per day.

Students are advised to select from the above lists the subjects on which they feel that they are most deficient, or on which they must pass examinations in order to get the certificates for which they are to apply. The above classes are divided into sections to make them smaller, all sections of a class doing the same work. By referring to the Schedule of Classes in the back of this Bulletin the section that will fit into a particular program may be determined. The Committee on Registration will be glad to assist students in deciding which classes or sections to take.

40. "DIVISION OF EXAMINATIONS AND PROVISIONAL CERTIFICATE.—
Two examinations shall be held each year—one in April, the other in July.

"(a) An applicant may take part of the examination for a First, Second or Third Grade certificate in the spring and the remainder in the summer, provided he attends a State summer school or institute for at least twenty days in the meantime.

"(b) An applicant may take one-half or more of the required subjects for a First or Second Grade Certificate (including arithmetic and grammar) at the summer examination immediately at the close of the summer school or institute where he has been in attendance.
for at least twenty days. (The examination must be taken at the summer school). If he shall attain not less than 85 per cent, on each of seven of the subjects required for a first grade certificate, or not less than 75 per cent, on each of six of the subjects required for a first grade certificate, including arithmetic and grammar in both cases, all other requisites being fulfilled, he shall be given a Provisional First Grade or a Provisional Second Grade Certificate, as the case may be, good for one year only and not subject to renewal. The examination must be completed at the next spring or summer examination, when the results from both examinations will be combined and an appropriate certificate issued under the general rules and regulations pertaining to certificates.

“(c) When the course is divided only two examinations may be combined and one of these must be taken after a regular attendance of at least twenty days (one hundred recitation periods of at least forty minutes each) at one of the State summer institutes. No provisional certificate will be issued on that part of the examination taken prior to the session of the summer institute referred to in this paragraph.

“(e) Only two examinations may be combined for a Second or Third Grade Certificate, but, when a teacher, by a combination of two examinations (one of which was taken at a summer normal after an attendance of 20 days thereon), has made an average of 85 per cent, on the twelve subjects required for a Second Grade Certificate, not falling below 70 per cent, on any subject, he may combine these grades with a third examination on the three added subjects required for a First Grade Certificate (which are elementary algebra, either physical geography or agriculture, and either general or English history); provided, however, that the third, or last, examination comes within fifteen months of the second examination. In no case will a combination of three examinations be allowed unless one of the examinations is taken at a summer school after an attendance of at least twenty days thereon.

“(f) Because of the great amount of investigation and bookkeeping involved, the Department of Public Instruction cannot undertake to duplicate reports of examinations that may have been lost or destroyed by applicants desiring the benefits of a combination and an applicant who seeks the advantages offered by this section must attach the report of the former examinations to be combined to Form E—No. 2 when he takes the second examination.”

Teachers who attend a summer school this year may take the examinations in April next year and have their grades combined with those they made this year for a full certificate. Attention is called to the fact that our summer school will continue for a second term during August, and this will give considerable additional prep-
arrangement for the examinations next spring, as well as valuable material for teaching the coming term. The State Examinations are not given at the close of the August term.

III. EXTENSION OF CERTIFICATES

The following is the State regulation for the extension of certificates, section 38, referred to above:

"(Sect. 38.) HOW CERTIFICATES MAY BE RENEWED.—The Professional, First and Second Grade Certificates mentioned above shall be renewed upon evidence that the holder in each case has been a successful teacher accompanied by a statement made by the holder that he has read any five books on the State reading course (giving the names of the books) during the life of the certificate to be renewed, provided he either attends a State summer school or institute for at least twenty consecutive days during the life of the certificate or passes a successful examination on at least two of the books of the reading course, unless the History of Education is chosen, in which case no second book will be required.

"The teacher who elects to attend a summer school or institute must take and diligently pursue the course of study prescribed by the conductor of such school under rules and regulations to be formulated by the State Board of Education."

The course to be taken in accordance with the above regulation may be any well-balanced course providing for not less than three periods of work per day, when approved by the Committee on Registration. It may be taken in either the First or the Second Term.

IV. CREDIT AT THIS SCHOOL

Students in attendance during the summer terms who wish to work for Normal School credit and who take the class examinations and make a grade of 75 per cent. on combined class-work and examination, will be given credit on our permanent records, and will be sent by the school a written statement, showing the courses that have been satisfactorily completed during the term and the school mark obtained on each course. In this way, if at any future time a student decides to return here and do further work toward one of the regular certificates or diplomas of this school, she may have full advantage of
all work previously completed. Of course it is understood that the student must satisfy the usual entrance requirements before receiving normal school credit on any course. Deficiencies in entrance requirements may be met by work done in the Summer Quarter provided the courses are the equivalent of those usually required for normal school entrance and credit. Attention is called to the fact that all of the work required in the normal school for a certificate and much of the work required for a diploma may be done in the Summer Quarter, or in any combination of quarters, as explained in the Annual Catalog. The advantage of this is apparent, as in this way a teacher may continue her work as a teacher and at the same time work here for a certificate or diploma, which will be of great value to her in her future career. Either term of the Summer Quarter will count as one-half of a quarter, both terms counting as one full quarter.

Attention is called to the large number of courses offered in the summer session, in the different departments of the Normal School, for which credit will be given toward any of the diplomas or certificates of the school on the same basis as during the regular session, a six weeks course in any subject being taken as satisfying the requirements for one-half of a quarter’s work in that subject. Any course numbered above 120 will be so credited.

REPORTS OF STATE CREDITS

State credits and State Certificates will be sent out from the office of the State Superintendent of Public Instruction at Richmond. Reports of students’ work will be sent to the Richmond office by the school promptly at the close of each term. Students who fail to get their State reports or certificates, or who find apparent errors therein, should communicate with the Richmond office. The above extracts give the main parts of the State regulations governing State Teachers’ Certificates, but those who desire any further information should ask their superintendent for a copy of “Form E—No. 19,”
or write to Richmond for it. Unusual or complicated situations as regards certificates must be referred to the State Superintendent, who alone is vested with final authority in such matters, and time will be saved by writing to him about such matters beforehand. The school has no authority to vary the regulations in any respect, but must interpret them literally.

**SPECIAL CERTIFICATES**

In the certification of teachers of the special industrial subjects—Manual Arts (Drawing and Manual Training), Household Arts (Sewing, Cooking, etc.), Rural Arts (Nature Study, School Gardening and Elementary Agriculture), and of Physical Education, in which no State examinations are given, due credit will be given for the work completed at this school in the summer session. Excellent facilities are provided here for this special work. The following is the regulation of the State Board of Education governing these certificates:

"Special Certificate.—The holder of a first grade or high school certificate may be granted a Special Certificate if engaged in teaching special subjects, such as kindergarten or nature study. This certificate shall continue in force for five years, and may be renewed for a similar period from time to time as provided in section 38 (see above). The foregoing provisions shall also apply to a teacher of music, drawing, manual training, or domestic science, provided that such teacher shall not be required to hold a first grade certificate or a high school certificate as a prerequisite to granting him a Special Certificate."

For further information about Special Certificates, write to the State Superintendent.

**ATTENDANCE CERTIFICATES**

To every student who attends a summer normal school for at least twenty days the State Department of Public Instruction issues an Attendance Certificate. This is used as evidence in applying for extensions of certificates, division of examinations, etc. Those who desire these certificates should apply at the office for them before the close of the terms. Attendance during either the First or Second Term will be so counted.
EXPENSES OF STUDENTS

The cost of a six-weeks summer term at this school is not as much as the cost of a four-weeks summer term at some other points, and it is little more than the cost of four weeks even at those summer schools where the lowest rates are charged. This should be taken into consideration with the unusually large and well-qualified faculty, and the equipment, which is well adapted to normal work.

In comparing expenses it should be noted that the rate for board covers laundry as well as meals and lodging, and the rooms are completely furnished, including all bed-clothing and towels.

FEES

No registration fee is charged. No tuition fee is charged a student from Virginia in the first term. Students from other states are charged a tuition fee of $6.00 regardless of the courses taken. All students are charged $6.00 tuition in the second term. All tuition fees must be paid at the time of registration.

Small laboratory fees are charged in certain courses in Household and Manual Arts, as indicated in connection with the courses in the following pages. No reduction of a tuition or laboratory fee will be allowed for late entrance or for withdrawal before the end of the term, no matter how brief the attendance.

TEXT-BOOKS

The books used are, for the most part, those used in public schools of the State. The required text-books are named in connection with the courses on the following pages; but in case changes are made in the State list of public school textbooks corresponding changes will be made at the school. The text-books may be brought from home or purchased at the school supply-room, in Science Hall. New books will be sold at publishers' prices, and second hand books may usually be purchased very reasonably. Most of the text-books 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.

**LIVING ARRANGEMENTS**

Excellent boarding accommodations for 150 ladies are provided in the school dormitories. None of the dormitory rooms may be occupied by one student alone; some are for two students; some accommodate three students. All dormitory rooms are, however, equipped with *single beds*, one for each occupant. Students desiring to room alone may secure rooms in private homes at rates somewhat higher than those here stated.

All rooms in the dormitories are outside rooms, equipped with window-screens and electric lights, and comfortably furnished with white iron beds, oak dressers, tables, chairs, rugs, clothes-closets, and all necessary bedding and towels. Numerous bathrooms are conveniently located on each floor, both shower and tub baths being provided with modern equipment.

Rooms in the dormitories will be assigned in order of application. *No assignment will be made for less than one full term and the board for the full term must be paid in advance at the beginning of the term.* Rooms will be ready for occupancy Monday, June 14, for the First Term, and must be vacated promptly on the morning of July 24 unless the occupant is remaining for the Second Term. For the Second Term rooms will be ready for occupancy on Saturday, but not before 3 p.m.

For the First Term, rooms will positively *not be held in reserve for students later than 11 p.m., Tuesday, June 15*, but if the student for whom a place is reserved is not present at that time the place will be given to another applicant, unless special arrangement has been made with the President beforehand. A dining-room is included in Dormitory No. 1. As the dining-room accommodates a larger number than the bedrooms, seventy students who room in private homes may take their meals at the school.
Gentlemen may secure board in private homes, reserved for them on request. Ladies who do not secure places in the dormitories will be assigned to private homes in the town. These are of two kinds, namely, those furnishing rooms only and those furnishing both rooms and meals, as follows:

(1) The school is now renting a number of rooms in private homes in the immediate neighborhood, students rooming in these and taking their meals at the school dining-room, also having the benefit of the school laundry. Students living on this plan pay the full amount of board to the school, the cost being exactly the same as for those rooming in the dormitories.

(2) When students room and also take their meals outside of the dormitories, no payment for board is made to the school, but to the parties with whom the students board. Such students must also make arrangements for their laundry. Those who desire this plan may arrange directly or through the school office.

The cost of board is about the same on either plan, the second arrangement being usually slightly more expensive on account of the laundry.

*Prospective students for either or both of the summer terms are urged to make application for room reservation at once.*

**COST OF BOARD**

Board in the school dormitories (including rooms rented by the school) will be furnished during the Summer Quarter at the following rates. This includes completely furnished room (with towels and all bedclothing), food, lights, laundry, and service. In comparing these rates with other schools care should be taken to note what is included in each case. We have here no “extras” in our charges, one rate covering everything.

**First Term Boarding Rates:**

- From June 14 to July 24, full term: $24.00
- By the week, for less than full term: 5.00
- By the day, for less than a week: 1.00
Second Term Boarding Rates:

From July 24 to August 31, full term ........................................... $18.00
By the week, for less than full term ........................................... 5.00
By the day, for less than a week ........................................... 1.00

The special term rate is for those who pay in advance, in full, at time of registration. No others will be allowed this reduced rate. All who pay for less than the full term will be charged the weekly rate, and if for less than a week, the daily rate. If anyone who pays in advance for the full term finds it necessary to leave before the term is out, a rebate will be issued for the difference (if any) calculated at the weekly or daily rate, as the case may be.

REDUCED RAILWAY RATES

The railways of Virginia, almost without exception, sell special round-trip tickets, at greatly reduced prices, to Harrisonburg, on account of the summer normal school. The dates of sale for the First Term will be June 11, 12, 13, 14, 15, and 16, and for the Second Term July 23, 24, 25, 26, and 27, tickets to be used from starting-point on day of sale. Students starting from a point not on one of the large railway lines of the State, and finding that they cannot purchase reduced-rate tickets from their starting-point through to Harrisonburg, should buy tickets to the nearest junction-point on one of the large lines, and get round-trip tickets at the latter point to Harrisonburg.

If any question should arise as to reduced rates, the fare demanded by the railway agent should be paid, and a receipt requested for the amount paid. All railway ticket agents will issue such receipts upon request, but they must be secured at the time the fare is paid. If this receipt is brought to the President's office at the school the difference can probably be adjusted with the railway company and a rebate secured to cover any overcharge which has been made. Nothing can, however, be done in such cases unless a receipt is secured when the ticket is purchased.
TRAINS TO HARRISONBURG

The schedule time of the trains arriving at Harrisonburg is given here. By referring to a time table to be obtained from the railroad agent at your nearest railroad station, and finding on it one of the points mentioned below and the time as here given, you can easily determine which train to take in order to make the proper connections.

SOUTHERN RAILWAY:
(Connecting at Alexandria with R. F. & P.; at Strasburg Junction with B. & O.)

<table>
<thead>
<tr>
<th>Lv. Alexandria</th>
<th>Manassas</th>
<th>Strasburg Jct.</th>
<th>Ar. Harrisonb'g</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:47 a. m.</td>
<td>9:30 a. m.</td>
<td>12:32 p. m.</td>
<td>2:30 p. m.</td>
</tr>
<tr>
<td>3:55 p. m.</td>
<td>5:12 p. m.</td>
<td>8:09 p. m.</td>
<td>10:15 p. m.</td>
</tr>
</tbody>
</table>

BALTIMORE & OHIO RAILWAY:
(Connecting at Lexington and Staunton with C. & O.)

<table>
<thead>
<tr>
<th>Lv. Lexington</th>
<th>Lv. Staunton</th>
<th>Ar. Harrisonb'g</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a. m.</td>
<td>9:30 a. m.</td>
<td>10:45 a. m.</td>
</tr>
<tr>
<td>12:00 m.</td>
<td>1:35 p. m.</td>
<td>2:40 p. m.</td>
</tr>
<tr>
<td>1:30 p. m.</td>
<td>3:56 p. m.</td>
<td>6:20 p. m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lv. Winchester</th>
<th>Ar. Harrisonb'g</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:55 a. m.</td>
<td>3:00 p.m.</td>
</tr>
</tbody>
</table>

AUTOMOBILE BUS SERVICE.

Automobile bus service for the transportation of passengers is also provided between Winchester, Woodstock, Mount Jackson and Harrisonburg; and between Staunton and Harrisonburg. Information may be obtained from the agents of the company in any of the towns on the routes.

CHESAPEAKE WESTERN RAILWAY:
(Connecting at Elkton with the N. & W.)

<table>
<thead>
<tr>
<th>Lv. Elkton</th>
<th>Ar. Normal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a. m.</td>
<td>8:20 a. m.</td>
</tr>
<tr>
<td>12:07 noon</td>
<td>1:03 p. m.</td>
</tr>
<tr>
<td>4:35 p. m.</td>
<td>5:34 p. m.</td>
</tr>
</tbody>
</table>

Students are advised to consult their nearest railroad agent for verification of the time of trains.

The Chesapeake Western station “Normal” is immediately at the school grounds. The Baltimore & Ohio special stop “Junction” is very near the school grounds.
ADMISSION AND REGISTRATION

No examination is required for admission. Certificates of work done elsewhere and credits obtained on the State Examinations will assist materially in registration.

The Registration Day for the first term will be Monday, June 14; and for the second term, Monday, July 26. Full credit for six weeks of work cannot be allowed to students registering after the first three days of a term. An attendance certificate will, however, be given for as much as twenty days’ attendance. Students preparing to take the State Examinations may enter at any time during the term, but they are strongly advised to come at the beginning.

ORDER OF REGISTRATION

(1) All students, regardless of previous attendance, will fill out a small Enrolment Card. If not in attendance at this school at any previous time, the student will also fill out a Registration Blank.

(2) Taking Card and Blank, the student will consult a member of the faculty Committee on Registration who will help in filling out a Program Card. Students who desire to register in the courses for the Summer School Professional Certificates must have their credentials examined and approved at the President’s office before going to the Committee on Registration. The committee will keep all Registration Blanks, and also a copy of each Program Card. The student will retain one Program Card and the Enrolment Card, and take them to the Treasurer’s office.

(3) Students will pay Tuition Fees (if any) and Laboratory Fees (if taking laboratory courses) to the Treasurer, also board (if boarding in the school). Leaving the Enrolment Card with the Treasurer, the student keeps the Program Card for reference and to show to instructors when requested. Receipts for all money paid to the Treasurer should be retained.

_Students are cautioned against registering for too_
much work. By order of the State Board of Education an applicant for a State Certificate may not take more than six class-periods of work per day during the summer school. Students who desire credit toward the diplomas of this State Normal School will be limited to five class-periods per day.

All students attending the school will be required to register for the classes they attend, and they will be expected to do the regular work of these classes.

TIME OF CLASSES AND EXAMINATIONS

Classes will meet according to the following schedules, beginning at 8:00 a. m. on the second day of each term. It is therefore very important that all the details of registration be arranged on the first day.

All classes meet daily except Saturday in the First Term, and daily including Saturday in the Second Term. In order to allow for registration day, all classes will meet according to schedule on Saturday, June 19.

The State Examinations will be held at the close of the First Term, July 21, 22, and 23. Those who desire to obtain First, Second, Third Grade, or Provisional Certificates must remain at the school for State Examinations; but no one will be permitted to take the State Examinations at the school who has been in attendance here less than twenty days during this term. Those who have been in attendance less than twenty days may arrange to take the State Examinations as given by the Division Superintendent in Harrisonburg or elsewhere.

Students taking the Professional Certificate courses, and those who are working for credit only at this normal school, are not required to take the State Examinations, but will be given the class examinations on July 23 and August 30, the last day of each term.
COURSES OFFERED IN THE FIRST TERM
JUNE 14 TO JULY 23

I. EDUCATION

111. **Reading.**—*Miss Kelly.*
   This course will follow the outline of the State Examination and is intended to prepare for it. Text-Book: Briggs and Coffman's *Reading in Public Schools.* (Two sections of this class will be formed).

141. **Educational Psychology.**—*Miss Seeger.*
   The purpose of this course is 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; and to apply principles of psychology to the teaching process. Unessential portions will be omitted, and only those topics which will be of practical value to the teacher will receive attention. Text-Book: Colvin and Bagley's *Human Behavior.*

144. **The Rural School and Rural Life.**—*Mr. Burruss and specialists.*
   This will be a composite course of lectures, demonstrations, readings, and conferences, conducted by specialists in the respective divisions of the field indicated by the title. Its purpose is to take up in a practical way various important problems of the management and teaching of rural schools, with a view to helping in their solution by those engaged in teaching or preparing to teach. A study will be made of the relation of the country school to the community, its importance and its possibilities as a social center, and practical methods for making it serve efficiently in the improvement of the various phases of country life. The time will be divided about equally among the different divisions of the course, about one week being devoted to each, as follows:

1. (a) The rural type—mental attitude and characteristics.
   (b) Social and economic conditions.
   (c) The relation of the various existing rural social institutions and organizations to education—churches, lodges, co-operative associations, banks, local industrial enterprises, etc.
2. (a) Community health and the school.
   (b) Recreation in the country.
3. (a) The family and home life.
   (b) The work of women in the home.
4. (a) Children's organizations—canning, gardening, poultry, and corn clubs.
   (b) Citizens' improvement leagues.
5. The organization and management of rural schools, the course of study, etc.
6. The introduction, organization, and management of industrial branches in the country schools.

150. **Observation.**—Miss Gregg, Supervisor; Misses Dyer, Mackay, Sherrard and Spilman.

Students will observe the teaching of the different branches in the primary or grammar grades, according to the certificate for which they are applying. The basis for observation will be two-fold, namely, (1) O'Shea's *Everyday Problems in Teaching*; and (2) Previous work in methods. The course will consist of lectures, special observations illustrating points developed, discussion of special observation, grade observations with critic teachers. The work is planned to give an opportunity for understanding the best methods of instruction and discipline.

151. **School Hygiene.**—Professor Sanger.

This course will deal with the fundamental principles of school sanitation and hygiene and their practical application in the work of the classroom; the planning of school buildings; light, heat and ventilation; the improvement of school grounds; sanitary equipment; programs, recesses, etc.; physical defects in children and their treatment. Text-Book: Dresslar's *School Sanitation*. (Two sections of this class will be formed).

152. **Principles of Teaching (Theory and Practice).**—Professor Wine.

This course will deal with everyday practical problems that arise in everyday school-rooms of whatever grade. Rural school problems will be given special attention. This course will cover the requirements of the State Examination in "Theory and Practice." Text-Book: O'Shea's *Everyday Problems in Teaching*. (Three sections of this class will be formed).

153. **Teaching How to Study.**—Professor Sanger.

In this course consideration will be given to the nature, importance, and methods of study, in order to lead students to improve their own habits of study and to give them help in teaching children to form correct habits of study. The matter of study assignments will receive attention. Text-Book: McMurry's *How to Study and Teaching How to Study*.

154. **Primary Methods—Reading.**—Miss Gregg.

This course will consider methods of teaching reading in the lower grades, including phonics, spelling, etc. The place and importance of reading in the course of study will be shown, as well as its relation to the other subjects in the primary curriculum. Text-Book: Sherman and Reed's *Essentials of Teaching Reading*.

(38)
156. **Primary Methods—Arithmetic.**—*Miss Kelly.*

This course will consider methods of teaching number in the lower grades, sense training, counting and the fundamental processes of arithmetic, together with a study of its relation to the other primary branches and its place in the school program. Text-Book: Suzzallo’s *Teaching of Primary Arithmetic.* (Two sections of this class will be formed.)

157. **Kindergarten Methods for Primary Teachers.**—*Miss Seeger.*

This course will endeavor to show teachers how the methods of the kindergarten may be used to advantage in the early primary grades. Some familiarity will be gained with the materials used in kindergarten work, with the games, songs, stories and constructive work. The Montessori Method will receive attention.

158. **Primary Methods—Language.**—*Miss Seeger.*

This course will consider methods of teaching language study in the lower grades, and will include also story-telling and the sources and uses of juvenile literature. The relation of language work to the other branches of the course will be pointed out. Text-Books: Chubb’s *The Teaching of English (Elementary Section)* and Bryant’s *How to Tell Stories to Children.*

162. **History of Education.**—*Professor Sanger.*

The work of this course will include the systematic study of educational theory and practice in modern education as exemplified in America, England, France, and Germany. The greatest portion of the time will be given to the great educational reformers and the historical development of the education of our own times. Text-Book: Parker’s *History of Modern Education.*

166. **Child Psychology.**—*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 make use of his instincts and interests at the proper time. Special attention will be given to the processes of learning and of habit forming, and the practical application of the principles learned to the work of the teacher in the school-room. Text-Book: Kirkpatrick’s *Fundamentals of Child Study* or Thorndike’s *Notes on Child Study.*

II. **English Language and Literature**

101. **Spelling.**—*Professor Wine.*

This class will meet twice a week (Tuesday and Thursday) during assembly period. All who desire to do so may remain after chapel
exercises on these mornings for the spelling drill, it not being neces-
sary to register for this work. By a large use of rapid oral spelling
much ground will be covered, and the work will be enlivened by spir-
ited contests from time to time. One or more spelling-matches for
the entire school will be held in the evening, when volunteer spellers
will compete for prizes. Text-Book: Sheppe's Word Studies, Ad-
vanced.

111. ELEMENTARY ENGLISH GRAMMAR AND COMPOSITION.

Professors Johnston and Wine.

This elementary course in English grammar will follow closely
the State outline in preparation for the examination for certificates.
It will include a thorough drill in essentials. Much attention will be
devoted to composition. Text-Book: Hyde's Two Book Course in
English. (Four sections of this class will be formed.)

141. RHETORIC AND COMPOSITION.—Miss Cleveland.

This course makes a study of diction, the forms and the properties
of style, metre, and poetry. Prose composition is emphasized, and
much practice is given in the writing of paragraphs, outlines, reports,
descriptions, stories, and original composition on a variety of sub-
jects. 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:
Linn's Essentials of English Composition; Woolley's Handbook of Com-
position; and Anderson's Study of English Words.

142. ENGLISH LITERATURE.—Miss Cleveland.

It will be the aim of this course to acquaint the student with the
best literary creations, with those men and women who have contrib-
uted largely to the growth of literature, and with the conditions under
which literature has been created in the different ages. Text-Books:
Halleck's History of English Literature and selected classics.

158. LANGUAGE STUDY METHODS.—Professor Johnston.

This course will consider the teaching of reading, spelling, lan-
guage, grammar, writing and composition in the elementary school.
Its object is to give students who are preparing to teach in elementary
schools some additional drill in the subject matter of the elementary
curriculum, and the essentials of method in the teaching of the Eng-
lish branches. The course will pre-suppose a good knowledge of these
branches and the ability to use it. Text-Book: Chubb's The Teaching
of English and Goldwasser's Method and Methods in the Teaching of
English.

(40)
A Cooking Class

A Sewing Class
The School Garden

A Part of the Gymnasium
III. GEOGRAPHY

111. **General Geography.—Miss King.**

This course will give a survey of common and political geography. The elements of mathematical and physical geography are included. The main object of the course is to give the student a good foundation of subject-matter by supplementing and fixing more definitely what has been already studied, and thereby prepare for the State Examination. Text-Book: *Fry's Advanced Geography.* (Two sections of this class will be formed.)

112. **Physical Geography.—Miss King.**

In this course a review will be made of mathematical geography and elementary meteorology, after which the study of land forms, their origin, and the agents at work upon the land producing them, will be pursued in a detailed way. Topographic maps will be studied and their use in the school and the method of producing explained. The course is intended to prepare for the State Examination. Text-Book: *Salisbury's Physiography.*

115. **Geography and Methods.—Miss King.**

This course will pay special attention to "home geography." It will deal with methods of teaching geography in the different grades. Simple apparatus will be planned and made by the students, field lessons will be arranged, and courses mapped out for the different grades of the elementary school. Pedagogical literature on the subject will be studied, and a sound foundation for teaching the subject will be sought. Text-Books: Redway's *The New Basis of Geography*; Dodge's *Elementary and Advanced Geographies.*

IV. HISTORY AND SOCIAL SCIENCES

111. **Civil Government and Virginia History.—Dr. Magruder.**

This course will give special attention to State government with Virginia as the type, and will cover the main points in the history of Virginia. The object of this combination course is to give a review of the subject-matter and to clarify and extend the knowledge of teachers in these subjects. The outline prepared by the State Department of Public Instruction will be followed closely so that the course will serve in the best way to prepare those who take it for the State Examinations in these two subjects. Text-Books: McBain's *How We are Governed,* and Magill's *History of Virginia.* (Four sections of this class will be formed.)

114. **United States History.—Dr. Flory.**

This course will review the history teaching of the lower schools and extend the same, endeavoring to furnish the student with the
essentials of the subject and directing as to the collection and group-
ing of material for use in teaching. The State outline will be fol-
lowed, to prepare for the examination for certificates. Text-Book:
Waddy-Thompson's History of the United States. (Four sections of
this class will be formed.)

131. **Ancient History.**—Dr. Wayland.

It is the purpose of this course to make a brief general survey of
the history of the ancient world, especially of Greece and Rome. Text-
Book: Webster's Ancient History.

133. **English History.**—Dr. Wayland.

This will be a general course in English history from the earliest
time to the present, but special emphasis will be placed on those por-
tions which refer to constitutional development and those portions
which have the most direct bearing on American history and institu-
tions. The course is intended to prepare for the State Examination in
this subject. Text-Book: Wrongs History of the British Nation.
(Two sections of this class will be formed.)

142. **Rural Sociology.**—Dr. 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 dis-
cussed. 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-Book: Eggleston and
Bruere's The Work of the Rural School; etc. (Not given in this term
if course 131 is given.)

158. **History Methods.**—Dr. Wayland.

This course will consider methods of teaching American History
and Civics in the public schools. Sources of material and reference
to the best literature on the pedagogy of history will be given, and
the preparation of lesson plans will be studied. The work will be
made practical throughout, and will be illustrated by lessons. Text-
Books: Wayland's How to Teach American History, MacDonald's
Documentary Source Book of American History; Adams and Trent's
History of the United States.
V. HOUSEHOLD ARTS

141. ELEMENTARY SEWING.—(Double Period.) — Miss Sale.

This is an elementary course planned for beginners, and will include needle work, simple machine-sewing, simple pattern-drafting and garment making. The fundamental principles of sewing will be taught, and each problem will be considered with reference to its use in public school work. Fee for materials, 50 cents. (Class limited to 20 students.)

144. HOME ECONOMICS.—Miss Leftwich.

Among the topics studied in this course are: the location, planning, and construction of the house; water supply and sanitation; heating, ventilation, and lighting; selection and cost of furnishing; labor-saving devices in and around the home; household service; organization and systematic methods of housekeeping; household accounts and cost of living. The course is very practical and contains much of value to teachers and home-makers.

147. ELEMENTARY COOKING.—(Double Period.)—Miss Leftwich.

This will be 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. Fee for materials, 50 cents. (Class limited to 20 students.)

148. COOKING.—(Double Period.)—Miss Leftwich.

This is a more advanced course than 147 and pre-supposes the equivalent of course 147 for entrance. The two courses may be taken parallel with the consent of the instructor. Fee for materials, 50 cents. (Class limited to 20 students.)

150. METHODS AND OBSERVATION.—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.

VI. MANUAL ARTS

134. DRAWING.—Misses Paxton and Poteat.

This course is intended to prepare for the State Examination, and will follow the outline prepared for it. No previous training in drawing is required for admission to this course. (Six sections of this class will be formed, each section limited to 20 students.)
135. Drawing for Primary Grades.—Miss Poteat.

The work of this course will include elementary drawing in pencil, charcoal, colored crayons, etc., suitable for use in the first four grades of public schools. No previous training in drawing is required for admission to this course. (Three sections of this class will be formed, each section limited to 20 students.)

141. Handwork for Primary Grades.—Miss Mackey.

The work of this course will include handwork suitable for the first four years of the elementary school, such as basketry and raffia work, paper and cardboard work, weaving and simple wood work. Fee for materials, 50 cents. (Three sections of this class will be formed, each section limited to 20 students.)

147. Rural Teachers' Course.—(Double Period).—Miss Sale.

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 jardinieres; 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; labor-saving devices for the home; work in wood from dry goods boxes and other wood easily obtained for rural schools—articles to be useful in school and home. (Class limited to 20 students.)

151. Handwork for Grammar Grades.—(Double Period).—Miss Mackey.

This course will include instruction in certain forms of handwork suitable for the last four grades of the elementary school, such as basketry, weaving, and work in wood, Venetian iron, leather, etc. Fee for materials, 50 cents. (Class limited to 20 students.)

154. Drawing for Grammar Grades.—Miss Poteat.

In this course the students will continue still-life drawing and the study of the principles of perspective. The work will be suitable for use in the last four grades of the elementary school. (Class limited to 20 students.)

VII. MATHEMATICS

111. Arithmetic.—Professor Cool.

This course will be a thorough review of the arithmetic of the elementary schools, emphasis being placed on the more important and
more difficult topics. It will follow the State outline, as it is intended to prepare for the State Examination. Text-Book: Colaw and Ellwood's *Advanced Arithmetic*. (Four sections of this class will be formed.)

131. **Beginners' Algebra.**—*Professor Dingledine.*

This course will include the fundamental operations in algebra, the use of symbols, factoring, the solution of quadratic equations by factoring, combining and simplifying of simple equations of one or more unknown quantities, etc. The study will extend as far as the time will allow. The course is intended for beginners, and will not cover the entire ground of the State Examination. Students who have not studied algebra should enter this class, but should not expect to complete enough work in six weeks to pass the State Examination in this subject. Text-Book: Wells and Hart's *New High School Algebra*. (Two sections of this class will be formed.)

132. **Algebra Review.**—*Professor Dingledine.*

The purpose of this course is to prepare students who have some knowledge of algebra for the State Examination in the subject. The State outline will be carefully followed and all of the topics covered by the examination will be taken up in this class, as follows: the fundamental operations, factoring, fractions, simple equations, simultaneous equations, involution and evolution, theory of exponents, and radicals. In order to cover so much ground in the limited time it will be necessary to review rapidly the first part of the course and to devote more time to those parts which students find most difficult; consequently, students beginning the study of the subject should not register for this course but take course 131. Text-Book: Wells's *Essentials of Algebra*.

133. **Advanced Algebra.**—*Professor Dingledine.*

This course will begin with radicals and the theory of exponents and will advance as rapidly as possible. It is intended for students who have covered the ground of course 132. Text-Book: Wells's *Essentials of Algebra*.

134. **Plane Geometry.**—*Dr. Converse.*

This is a beginners' course and will cover as much of the regular high school course in the subject as is consistent with good work. The sections covered may be varied to suit the needs of the class. Text-Book: Wentworth-Smith's *Plane Geometry*.

157. **Advanced Arithmetic.**—*Dr. Converse.*

This course is intended for those who have a fairly good knowledge of arithmetic, and will deal with the more advanced sections of the subject. A very rapid review will be made of the elementary sections, and most of the time put upon the more difficult parts. Text-Book: Colaw and Ellwood's *Advanced Arithmetic*. (Two sections of this class will be formed.)
158. **Arithmetic Methods.**—*Dr. Converse.*

This course seeks to give the teacher the essentials of method in the presentation of number work in the different grades. A good foundation in subject-matter, such as course 157, will be required for admission. A knowledge of elementary algebra is also very desirable. Text-Book: Smith’s *The Teaching of Arithmetic*, with references to various text-books used in the schools.

VIII. **SCHOOL MUSIC**

157. **Methods in School Music.**—*Miss Shaeffer.*

This course makes a study of the methods of teaching music in the graded and rural schools. Various courses of study are examined, selecting the best methods from each. The child’s singing and speaking voice is studied especially, ways are considered for making school singing universal and enthusiastic, and for raising the musical standard in the community. A large part of the time is given to the selection of material, especially the primary song and its interpretation. (Two sections of this class will be formed. Given July 5 to July 23.)

IX. **NATURAL SCIENCE**

141. **Physiology and Hygiene.**—*Miss Bell.*

The aim of this course will be to give a brief but comprehensive and practical survey of the subject in such a way as will help the student to understand and teach the right conduct of physical life. It will prepare for the State Examination in the subject. Text-Books: Ritchie’s *Human Physiology* and Ritchie’s *Primer of Sanitation.* (Two sections of this class will be formed.)

X. **PHYSICAL EDUCATION**

161. **Games.**—*Miss Brooke.*

This class will study in a practical way various indoor and outdoor games suitable for children of different ages. The subject of directed play, school play-grounds, etc., will be considered in such a way that the teacher may gain many valuable ideas for use in her work. (Two sections of this class will be formed. Given June 14 to July 2.)

163. **Folk Games.**—*Miss Brooke.*

This course will include simple ring dances such as are adaptable for use with children, and will be of racial and national significance, as well as of interest from the social and recreative standpoint. (Given June 14 to July 2.)

(46)
151. Nature Study.—Professor Smith.

This course is designed to make the students nature lovers and to acquaint them 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 frequently made. It is expected that the class may make the beginning of a permanent school collection of specimens for nature study. Laboratory work supplements the outdoor work. Text-Book: Hodge’s Nature Study and Life.

153. School Gardening.—Professor Smith.

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. Text-Book: Parsons’s Children’s Gardens.

154. Elementary Agriculture.—Professor Smith.

The purpose of this course is to acquaint the student with the general field of elementary agriculture and to prepare for the State Examination in this subject. It will combine the descriptive and the experimental. It will include a consideration of the working and fertilizing of the soil; the planting of seeds; the cultivation of crops; weeds and how to check them; spraying for fungus and insect enemies; the judging and care of horses and other farm animals; poultry-raising; care of milk and butter making; good roads; the improvement of rural life conditions: Special attention will be paid throughout the course to the needs of teachers in the rural schools. Text-Book: Warren’s Elements of Agriculture.

156. Poultry-Raising and Bee-Culture.—Professor Smith.

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.
## SCHEDULE OF CLASSES

### FIRST TERM—JUNE 14 TO JULY 23

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<th>Period</th>
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<td>8:00</td>
<td>Educ. 111 (b), Reading, Miss Kelly</td>
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<td>Educ. 158, Prim. Lang. Meths., Miss Seeger</td>
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<td>Hist. 111 (a), Va. Hist. and Civs., Dr. Magruder</td>
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<td>Hist. 131, Ancient Hist., Dr. Wayland</td>
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<td>Hist. 142, Rural Soc., Dr. Wayland</td>
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<td>Man. Arts 134 (d), Drawing, Miss Poteat</td>
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<td>Man. Arts 147, Rur. Teach. Course, Miss Sale</td>
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<td>Math. 111 (c), Arithmetic, Prof. Cool</td>
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<td>Math. 152, Algebra Review, Prof. Dingledine</td>
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<td>Math. 158, Arith. Meths., Dr. Converse</td>
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<td>Rur. Arts 151, Nat. Study, Prof. Smith</td>
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<td>Educ. 141, Edu. Psych., Miss Seeger</td>
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<td>Educ. 150, Observation, Miss Gregg</td>
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<td>Educ. 156 (a), Prim. Arith. Meths., Miss Kelly</td>
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<td>English 111 (c), Gram. and Compos., Prof. Johnston</td>
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<td>Hist. 133 (a), Engl. Hist., Dr. Wayland</td>
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<td>Math. 131 (a), Beginners' Alg., Prof. Dingledine</td>
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<td>Educ. 151 (b), School Hygiene, Prof. Sanger</td>
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<td>Phys. Educ. 161 (a), Games, Miss Brooke</td>
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<td>Educ. 111 (a), Reading, Miss Kelly</td>
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<td>Educ. 151 (a), Sch. Hyg., Prof. Sanger</td>
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<td>Educ. 166, Child Psych., Miss Seeger</td>
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<td>Educ. 153, How to Study, Prof. Sanger</td>
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<td>Rur. Arts 156, Poultry-raising, Prof. Smith</td>
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THE SECOND TERM
JULY 26 TO AUGUST 30

The work of this term will be just as thorough as that of the First Term, and in some ways more satisfactory. The classes will be smaller, giving more opportunity for individual attention. In previous summers the Second Term has been very successful, and the students have been deeply in earnest and have accomplished more than can usually be accomplished in the same time.

The work of the several departments will be adapted to the needs of those in attendance as far as practicable. Attention is called to the opportunity afforded for instruction in Primary Methods and in the Household, Manual, and Rural Arts during this term. In some cases it may be possible to form other classes than those listed below, if the number applying justifies the change.

CREDIT FOR WORK

(1) During the Second Term either year of the courses for the Summer School Professional Certificate, either Primary or Grammar Grades, may be taken, all of the required subjects being offered during the Second Term as well as in the First Term. The same regulations will apply as stated on preceding pages for the First Term.

SUMMER SCHOOL PROFESSIONAL CERTIFICATE:

For Primary Grades—First Year Course
1. Primary Methods in Language—Education 158.
2. Primary Methods in Arithmetic—Education 156.
3. Hygiene—Education 151 or 144.
4. Primary Industrial Work—Manual Arts 141 (a) or 141 (b).
5. Drawing—Manual Arts 135 (a) or 135 (b).

For Primary Grades—Second Year Course
6. Principles of Teaching—Education 170 or 144.
7. Primary Methods in Reading—Education 164.
10. Observation—Education 150.

For Grammar Grades—First Year Course
1. Principles of Teaching—Education 153 or 161.
3. Methods of Teaching Language—English 158.
4. Hygiene—Education 151 or 144.
5. Industrial Subject—Household Arts 141, 142, 147 or 148; or Manual Arts 147, 151, or 154; or Rural Arts 153 or 156.

For Grammar Grades—Second Year Course
6. Methods of Teaching Arithmetic (Second Part)—Mathematics 158.
7. Methods of Teaching Civics and History—History 158.
8. Methods of Teaching Geography—Geography 158.
9. Reading and Literature—English 142 or 143.
10. Observation—Education 150.

(2) No State Examinations are given at the close of the Second Term; but teachers who take part of the State Examinations in July can take the remainder the following April if they attend the Second Term of this school, and the work will help them in this direction.

(3) Attendance Certificates will be issued for as much as twenty days’ attendance during the Second Term, and these will have the same value in the extension of certificates, division of examinations, etc., as stated for the First Term on a preceding page.

(4) Full credit toward the State Normal School diplomas and certificates is allowed for work completed during the Second Term, the term counting as one-half a quarter.

(5) The same advantage as regards Special Certificates applies to the Second Term as stated for the First Term on a preceding page.

LIVING ARRANGEMENTS AND EXPENSES

On account of the smaller number in attendance during the Second Term, all can probably be accommodated, without crowding, in the dormitories on the school grounds. Board in private families can be obtained for about the same rates as in the dormitories, if boarding off the grounds is preferred.

On a preceding page will be found a further explanation under this head, and this applies to the Second Term as well as to the First Term.

Tuition Fee for all students and all work...$6.00
Board for the entire Second Term, including furnished room, food, lights, laundry, and service .......................$18.00
COURSES OFFERED IN THE SECOND TERM
JULY 26 TO AUGUST 30

I. EDUCATION

141. Educational Psychology.—Professor Sanger.

The purpose of this course is 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; and to apply principles of psychology to the teaching process. Unessential portions will be omitted, and only those topics which will be of practical value to the teacher will receive attention. Text-Book: Colvin and Bagley's Human Behavior.

142. Educational Psychology.—Professor Sanger.

This course is a continuation of course 141. Text-Book: Bett's The Mind and Its Education. (Not given this term if course 141 is given.)

144. The Rural School and Rural Life.—Mr. Burruss and specialists.

This will be a composite course of lectures, demonstrations, readings, and conferences, conducted by specialists in the respective divisions of the field indicated by the title. Its purpose is to take up in a practical way various important problems of the management and teaching of rural schools, with a view to helping in their solution by those engaged in teaching or preparing to teach. A study will be made of the relation of the country school to the community, its importance and its possibilities as a social center, and practical methods for making it serve efficiently in the improvement of the various phases of country life. The time will be divided about equally among the different divisions of the course, about one week being devoted to each, as follows:

1. (a) The rural type—mental attitude and characteristics.
   (b) Social and economic conditions.
   (c) The relation of the various existing rural social institutions and organizations to education—churches, lodges, co-operative associations, banks, local industrial enterprises, etc.
2. (a) Community health and the school.
   (b) Recreation in the country.
3. (a) The family and home life.
   (b) The work of women in the home.
4. (a) Children's organizations—canning, gardening, poultry and corn clubs.
   (b) Citizens' improvement leagues.
5. The organization and management of rural schools, the course of study, etc.
6. The introduction, organization, and management of industrial branches in the country schools.
150. **Observation.**— *Miss Gregg, Supervisor; Misses Dyer, Mackay, Sherrard, and Spilman.*

Students will observe the teaching of the different branches in the primary or grammar grades, according to the certificate for which they are applying. The basis for observation will be two-fold, namely, (1) O'Shea's *Everyday Problems in Teaching*; and (2) Previous work in methods. The course will consist of lectures, special observations illustrating points developed, discussion of special observation, grade observations with critic teachers. The work is planned to give an opportunity for understanding the best methods of instruction and discipline. *(Given July 26 to August 13.)*

151. **School Hygiene.**—*Professor Sanger.*

This course will deal with the fundamental principles of school sanitation and hygiene and their practical application in the work of the class-room; the planning of school buildings; light, heat and ventilation; the improvement of school grounds; sanitary equipment; programs, recesses, etc.; physical defects in children and their treatment, etc. *Text-Book: Burrage and Bailey's School Sanitation and Decoration.*

153. **Teaching How to Study.**—*Professor Sanger.*

In this course consideration will be given to the nature, importance, and methods of study, in order to lead students to improve their own habits of study and to give them help in teaching children to form correct habits of study. The matter of study assignments will receive attention. *Text-Book: McMurry's How to Study and Teaching How to Study.*

154. **Primary Methods—Reading.**—*Miss Kelly.*

This course will consider methods of teaching reading in the lower grades, including phonics, spelling, etc. The place and importance of reading in the course of study will be shown, as well as its relation to the other subjects in the primary curriculum. *Text-Books: Sherman and Reed's Essentials of Teaching Reading.*

156. **Primary Methods—Arithmetic.**—*Miss Kelly.*

This course will consider methods of teaching number in the lower grades, sense training, counting and the fundamental processes of arithmetic, together with a study of its relation to the other primary branches and its place in the school program. *Text-Book: Suzzallo's Teaching of Primary Arithmetic.*

158. **Primary Methods—Language.**—*Miss Kelly.*

This course will consider methods of teaching language study in the lower grades, and will include also story-telling and the use of juvenile literature. The relation of language work to the other
branches of the course will be pointed out. Text-Books: Chubb's *The Teaching of English (Elementary Section)* and Bryant's *How to Tell Stories to Children*.

161. HISTORICAL EDUCATION.—Professor Sanger.

The work of this course will include the systematic study of the course of educational theory and practice from the earliest times. The most important topics in Greek and Roman education will be considered, and some attention will be paid to education during the Middle Ages. Text-Book: Munroe's *Brief Course in the History of Education*.

170. PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL CHILDREN.—Miss Kelly.

The object of this course is to give teachers and students of education an understanding of the psychological basis for the education of special classes, and practical methods for dealing with them. Among the topics to be discussed are: individual differences in general, precocity, backwardness, feeble-mindedness, nervous irritability, specialized intellectual defects, moral eccentricities.

II. ENGLISH LANGUAGE AND LITERATURE

131. GRAMMAR AND COMPOSITION.—Professor Johnston.

This course will make a study of grammar and rhetoric, with a view to giving the student additional subject-matter for teaching purposes and for her own improvement. It will include the reading of a number of classics and the discussion of them in class, together with written work based on these and others read outside of class. Text-Books: Buehler's *A Modern English Grammar, Revised*, Huntington's *Elementary English Composition*, and *Masterpieces of British Literature*.

142. ENGLISH LITERATURE.—Professor Johnston.

It will be 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. Text-Books: Halleck's *History of English Literature* and selected classics.

143. AMERICAN LITERATURE.—Professor Johnston.

It is the aim of this course to study the development of American literature, 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.
158. LANGUAGE STUDY METHODS.—Professor Johnston.

This course will consider the teaching of reading, spelling language, grammar, writing and composition in the elementary school. Its object is to give students who are preparing to teach in elementary schools some additional drill in the subject matter of the elementary curriculum, and the essentials of method in the teaching of the English branches. The course will presuppose a good knowledge of these branches and the ability to use it. Text-Book: Chubb’s *The Teaching of English*, and Leonard’s *Grammar and Its Reasons*.

III. GEOGRAPHY

158. GEOGRAPHY AND METHODS.—Professor Smith.

This course will pay special attention to “home geography.” It will deal with methods of teaching geography in the different grades. Simple apparatus will be planned and made by the students, field lessons will be arranged, and courses mapped out for the different grades of the elementary school. Pedagogical literature on the subject will be studied, and a sound foundation for teaching the subject will be sought. Text-Books: Redway’s *The New Basis of Geography*; Dodge’s *Elementary and Advanced Geographies*.

IV. HISTORY AND SOCIAL SCIENCES

132. MODERN HISTORY.—Dr. Wayland.

Medieval history will receive brief attention as an introduction to the modern period. Special attention will be given to the history of England, France and Germany. This course is of special interest at this time on account of the European war. The historic causes leading to the present war will be traced in a consideration of the history of the various nations involved in it. Text-Book: Myers’s *The Modern Age*.

141. ECONOMIC AND INDUSTRIAL HISTORY OF THE UNITED STATES.—Dr. Wayland.

The object of this course is to make a rapid survey of the chief topics in American history which relate to the social, economic and industrial progress of the country. Text-Book: Coman’s *Economic History of the United States*.

142. RURAL SOCIOLOGY.—Mr. Burruss.

This course will present to the student some of the most significant facts of country life, in the effort to lead him into a more intelligent and sympathetic appreciation of his duties and opportunities as a rural citizen. The course will begin with a brief study of the historical development of American country life, after which the following general topics will be considered: farming as a vocation; the country home; rural sanitation; play and social activities; commun-
ity co-operation; moral and religious life; the commercial side of country life; rural needs of today; some examples of rural improvement; rural leadership. A constant effort will be made to relate the topics studied to the rural school and its work, one of the chief aims being to give the country teacher a right understanding of country people and of country life and conditions. Text-Book: Cubberley's *Rural Life and Education.*

147. Advanced United States History.—Dr. Wayland.
This course will review and extend the study of American history. It will be a somewhat advanced course and will endeavor to cover more ground. Text-Book: Adams and Trent's *History of the United States.* (Not given this term if course 141 is given.)

158. History Methods.—Dr. Wayland.
This course will consider methods of teaching American History and Civics in the public schools. Sources of material and reference to the best literature on the pedagogy of history will be given, and the preparation of lesson plans will be studied. The work will be made practical throughout, and will be illustrated by lessons. Text-Books: MacDonald's *Documentary Source Book of American History*; Wayland's *How to Teach American History*; Adams and Trent's *History of the United States.*

161. Sociology.—Dr. 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 through 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-Books: Ellwood's *Sociology and Modern Social Problems*; Earp's *The Social Engineer,* etc.

162. Ethics.—Dr. Wayland.
This course will make 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 will be sought. Practical applications will be made, and the work should result in giving the student a better comprehension of her relations to others and how she may teach morals and manners in the school. Text-Book: Myers's *History as Past Ethics.* (Not given this term if course 161 is given.)
First Grade of Observation School

Work of Students in Manual Arts
V. HOUSEHOLD ARTS

141. ELEMENTARY SEWING. — (Double Period.)—Miss Sale.
This is an elementary course planned for beginners, and will include needle work, simple machine-sewing, simple pattern-drafting and garment-making. The fundamental principles of sewing will be taught, and each problem will be considered with reference to its use in public school work. The work will be adapted to the needs of students taking it, and if more advanced work seems desirable it will be given instead of the beginning section. Fee for materials, 50 cents.

142. SEWING.—(Double Period.)—Miss Sale.
This is a more advanced course than 141, and presupposes the equivalent of course 141 for entrance. It will continue the work of the first term. Fee for materials, 50 cents. (Not given if course 141 is given in this term.)

147. ELEMENTARY COOKING. — (Double Period.)—Miss Sale.
This will be 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. The work will be adapted to the needs of students taking it, and if more advanced work seems desirable it will be given instead of the beginning section. Fee for materials, 50 cents.

148. COOKING.—(Double Period.)—Miss Sale.
This is a more advanced course than 147 and presupposes the equivalent of course 147 for entrance. Fee for materials, 50 cents. (Not given if course 147 is given in this term.)

VI. MANUAL ARTS

135. DRAWING FOR PRIMARY GRADES.—Miss Paxton.
The work of this course will include elementary drawing in pencil, charcoal, colored crayons, etc., suitable for use in the first four grades of public schools. No previous training in drawing is required for admission to this course. (Two sections of this class will be formed, each section limited to 20 students.)

141. HANDWORK FOR PRIMARY GRADES.—Miss Mackey.
The work of this course will include hand work suitable for the first four years of the elementary school, such as basketry and raffia work, paper and card board work, weaving, and simple wood work.
147. **RURAL TEACHERS’ COURSE.**—(*Double Period.*)—**Miss Sale.**

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 white oak splints for baskets of all sizes; honey-suckle baskets, mats and jardinieres; cat-tail rushes for trays, chair and stool-seats; willow 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. (Class limited to 20 students.)

151. **HANDWORK FOR GRAMMAR GRADES.**—(*Double Period.*)—**Miss Mackey.**

This course will include instruction in certain forms of handwork suitable for the last four grades of the elementary school, such as basketry, weaving, and work in wood, Venetian iron, leather, etc. Fee for materials, 50 cents. (Class limited to 20 students.)

154. **DRAWING FOR GRAMMAR GRADES.**—**Miss Paxton.**

In this course the students will continue still-life drawing and the study of the principles of perspective. The work will be suitable for use in the last four grades of the elementary school. (Class limited to 20 students.)

**VII. MATHEMATICS**

131. **BEGINNERS ALGEBRA.**—**Miss Lancaster.**

This course will include the fundamental operations in algebra, the use of symbols, factoring, the solution of quadratic equations by factoring, combining and simplifying of simple equations of one or more unknown quantities, etc. The study will extend as far as the time will allow. The course is intended for beginners. Text-Book: Wells and Hart’s *New High School Algebra.* (Not given if course 132 is given in this term.)

132. **ALGEBRA.**—**Miss Lancaster.**

This course will include a review of the fundamental operations and factoring, after which a careful study will be given to fractions, simple equations, involution and evolution. This course is intended for students who have some knowledge of elementary algebra and desire a review with additional work. Text-Book: Milne’s *Revised Standard Algebra.*
135. **Plane Geometry.** — *Miss Lancaster.*

This course is intended as a continuation of course 134, and may be taken by students who have covered the work of the first term. As far as possible the parts of the subject considered will be selected with special reference to the needs of the students taking the course. **Text-Book:** Wentworth-Smith's *Plane Geometry.*

157. **Advanced Arithmetic.** — *Miss Lancaster.*

This course is intended for those who have a fairly good knowledge of arithmetic, and will deal with the more advanced sections of the subject. A very rapid review will be made of the elementary sections, and most of the time put upon the more difficult parts. **Text-Book:** Colaw and Ellwood's *Advanced Arithmetic.*

158. **Arithmetic Methods.** — *Miss Lancaster.*

This course seeks to give the teacher the essentials of method in the presentation of number work in the different grades. A good foundation in subject-matter, such as course 147, will be required for admission to this class. A knowledge of elementary algebra is also very desirable. **Text-Books:** Smith's *The Teaching of Arithmetic,* with reference to various text-books used in the schools.

**VIII. SCHOOL MUSIC**

157. **Methods in School Music.** — *Miss Shaeffer.*

This course makes a study of the methods of teaching music in the graded and rural schools. Various courses of study are examined, selecting the best methods from each. The child's singing and speaking voice is studied especially, ways are considered for making school singing universal and enthusiastic, and for raising the musical standard in the community. A large part of the time is given to the selection of material, especially the primary song and its interpretation. (Given August 13 to August 30.)

**IX. NATURAL SCIENCE**

141. **Physiology and Hygiene.** — *Miss Bell.*

The aim of this course is to give a brief but comprehensive survey of the subject in order to make the student familiar with the essential facts relating to the structure of the body and the functions of the different parts. The work is practical throughout, and endeavors to show teachers how the subject may be made more interesting and personally helpful to school children. The instruction in hygiene will refer especially to air, respiration, food, sleep, regularity in bodily habits, temperance, prudence, exercise, dress, etc. **Text-Book:** Hough and Sedgwick's *Human Mechanism.*
X. PHYSICAL EDUCATION

161. Games.—Miss Brooke.
This class will study in a practical way various indoor and outdoor games suitable for children of different ages. The subject of directed play, school-playgrounds, etc., will be considered in such a way that the teacher may gain many valuable ideas for use in her work. (Given August 13 to August 30.)

163. Folk Games.—Miss Brooke.
This course will include simple ring dances such as are adaptable for use with children, and will be of racial and national significance, as well as of interest from the social and recreative standpoint. (Given August 13 to August 30.)

XI. RURAL ARTS

151. Nature Study.—Professor Smith.
This course is designed to make the students nature lovers and to acquaint them 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 frequently made. It is expected that the class may make the beginning of a permanent school collection of specimens for nature study. Laboratory work supplements the outdoor work. Text-Book: Hodge's Nature Study and Life.

153. School Gardening.—Professor Smith.
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. Text-Book: Parsons's Children's Gardens.

154. Elementary Agriculture.—Professor Smith.
The purpose of this course is to acquaint the student with the general field of elementary agriculture. It will combine the descriptive and the experimental. It will include a consideration of the working and fertilizing of the soil; the planting of seeds; the cultivation of crops; weeds and how to check them; spraying for fungus and insect enemies; the judging and care of horses and other farm animals; poultry-raising; care of milk and butter making; good roads; the improvement of rural life conditions. Special attention will be paid
throughout the course to the needs of teachers in the rural schools. Text-Book: Warren's *Elements of Agriculture*. (Not given if course 156 is given this term.)

156. **POULTRY-RAISING AND BEE-CULTURE. — Professor Smith.**

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.

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**SPECIAL COURSE FOR CANNING CLUB GIRLS.**

A special course consisting of class work, lectures, demonstrations, and conferences will be arranged during the Second Term for the members of the Canning Clubs. This will be in charge of Miss Ella G. Agnew, the Agent for Home Demonstration Work, and of Miss Rhea C. Scott, the Assistant Agent for the same work, who will be assisted by a number of instructors. Other specialists will also be in attendance to present certain phases of the work. The equipment of the school is especially well adapted to work of this character, and excellent provision will be made for it.
## SCHEDULE OF CLASSES

### SECOND TERM—JULY 26 TO AUGUST 30

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<tr>
<th>Period</th>
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<tbody>
<tr>
<td>I</td>
<td>8:00</td>
<td>Educ. 156, Prim. Arith. Meths., Miss Kelly</td>
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<td>Man. Arts 147, Rur. Teach. Course, Miss Sale</td>
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<td>Math. 158, Arith. Meths., Miss Lancaster</td>
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<td>Rur. Arts 151, Nat. Study, Prof. Smith</td>
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<td>II</td>
<td>8:50</td>
<td>Educ. 150, Observation, Miss Gregg</td>
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<td>Edu 158, Prim. Lang. Meths., Miss Kelly</td>
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<td>Engl. 143, Amer. Liter., Prof. Johnston</td>
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<td>Man. Arts 147, Rur. Teach. Course, Miss Sale</td>
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<td>Nat. Sci. 141, Physiol. and Hyg., Miss Bell</td>
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<td>Rur. Arts 153, Sch. Gardening, Prof. Smith</td>
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<td>9:40</td>
<td><em>General Assembly.</em></td>
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<td>10:15</td>
<td>Educ. 150, Observation, Miss Gregg</td>
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<td>Educ. 151, Sch. Hyg., Prof. Sanger</td>
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<td>Engl. 131, Gram. and Compos., Prof. Johnston</td>
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<td>Hist 141, Econ. and Ind. Hist., Dr. Wayland</td>
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<td>Hist. 147, Adv. U. S. Hist., Dr. Wayland</td>
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<td>Hous. Arts 147, Elem. Cooking, Miss Sale</td>
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<td>Hous. Arts 148, Cooking, Miss Sale</td>
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<td>Man. Arts 135 (a), Prim. Draw., Miss Paxton</td>
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<td>Mus. 157, Music Meths., Miss Shaeffer</td>
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<td>Educ. 150, Observation, Miss Gregg</td>
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<td>Hist. 161, Sociology, Dr. Wayland</td>
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<td>Hist. 162, Ethics, Dr. Wayland</td>
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<td>Math. 131, Beginners' Algebra, Miss Lancaster</td>
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<td>Math. 132, Algebra, Miss Lancaster</td>
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<td>Phys. Educ. 161, Games, Miss Brooke</td>
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<td>V</td>
<td>11:55</td>
<td>Educ. 144, Rural Sch., Mr. Burruss and others</td>
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<td>Educ. 150, Observation, Miss Gregg</td>
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<td>Math 135, Plane Geom., Miss Lancaster</td>
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<td>Phys. Educ. 163, Folk Games, Miss Brooke</td>
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12:45 *Dinner Recess.*

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<td>VI</td>
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<td>Educ. 153, How to Study, Prof. Sanger</td>
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<td>Educ. 154, Prim. Reading Meths., Miss Kelly</td>
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<td>Geog. 158, Geog. Meths., Prof. Smith</td>
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<td>Hist. 132, Modern Hist., Dr. Wayland</td>
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<td>Hous. Arts 141, Elem. Sewing, Miss Sale</td>
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<td>Hist. 142, Rural Sociol., Mr. Burruss</td>
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<td>Hist. 158, History Meths., Dr. Wayland</td>
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<td>Man. Arts 141 (b), Prim. Handwork, Miss Mackey</td>
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<td>VIII</td>
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<td>Educ. 161, Hist. of Educ., Prof. Sanger</td>
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<td>Rur. Arts 154, Agriculture, Prof. Smith</td>
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<td>Rur. Arts 156, Poultry-raising, Prof. Smith</td>
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DIRECTIONS TO STUDENTS

1. Please read carefully this catalogue.
2. If you have not reserved a boarding place either in the dormitories or somewhere in town (unless you will live at home), do so at once.
3. The session begins Monday, June 14. Students should reach here not later than Tuesday night, except by special arrangement.
4. All trains arriving on June 14 and July 26, will be met at the depot by representatives of the school, and on other days by request.
5. Do not give your railroad baggage-check to anyone on the train or at the depot, but bring it to the school office as soon as you reach Harrisonburg. This is important and will save you both money and trouble.
6. The rooms in the dormitories and boarding places in the town are completely furnished, but students may add anything they like in order to make their rooms more attractive. Table napkins should be brought for use in the dining-room.
7. Fill out the Preliminary Application Blank on this page, tear it out, and mail it to the President of the school at once.

PRELIMINARY APPLICATION

Date ........................................ 1915.

Name ..........................................................
Post-office ..................................................
Courses (or classes) you expect to take ..............................

For what certificate? ..........................................
Where do you wish to room? .....................................
First, or Second, or Both Terms? .................................