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Normal Bulletin, May, 1917

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

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May, 1917

THE NORMAL BULLETIN

STATE NORMAL SCHOOL
HARRISONBURG, VIRGINIA

CATALOG
1917
State Normal School for Women
HARRISONBURG, VIRGINIA

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

Register for 1916-1917
Announcements for 1917-1918

Ninth Year Begins September 26, 1917
1917 September 26, Wednesday—Fall Quarter begins.
December 20, Thursday—Fall Quarter ends.

1918 January 3, Thursday—Winter Quarter begins.
March 16, Saturday—Winter Quarter ends.
March 19, Tuesday—Spring Quarter begins.
June 4, Tuesday—Spring Quarter ends.
June 10, Monday—First Term, Summer Quarter, begins.
July 19, Friday—First Term, Summer Quarter, ends.
July 22, Monday—Second Term, Summer Quarter, begins.
August 30, Friday—Second Term, Summer Quarter, ends.
September 25, Wednesday—Fall Quarter begins.

ACADEMIC CALENDAR

1917

1918
THE VIRGINIA NORMAL SCHOOL BOARD

Hon. Richard B. Davis .................. Petersburg
Mr. W. Wayt King .......................... Staunton
Hon. Otho F. Mears ..................... Eastville, Northampton County
Hon. Merritt T. Cooke .................. Norfolk
Mr. W. Clyde Locker .................... Richmond
Mr. Oscar L. Shewmake ................ Surry, Surry County
Mr. George B. Russell ................ Drakes Branch, Charlotte County
Mr. David D. Hull, Jr .................... Roanoke
Mr. Brock T. White ..................... Keezletown, Rockingham County
Mr. Virginius Shackelford ............ Orange, Orange County
Hon. John W. Price ..................... Bristol
Hon. Alfred G. Preston ................. Amsterdam, Botetourt County
Hon. R. C. Stearnes .................... Richmond
(State Superintendent of Public Instruction, ex-officio)

OFFICERS OF THE BOARD

Hon. John W. Price ..................... President
Mr. Virginius Shackelford ............ Vice-President
Mr. A. Stuart Robertson ............... Secretary-Auditor

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

Julian A. Burruss, B. S., A. M.
President

William T. Sanger, A. B., A. M., Ph. D.
Registrar

John W. Wayland, B. A., Ph. D.
Secretary of Faculty

Mary I. Bell
Librarian

Julia T. Sprinkel
Treasurer

Hannah B. Corbett, B. S.
Dietitian and Director of the Dining Hall

Margaret H. Simons
Matron

Thomas C. Firebaugh, M. D.
School Physician

Mary Wiener
Stenographer

Annie S. Dwyer
Clerk and Postmistress

STANDING COMMITTEES OF THE FACULTY

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

Literary Societies: Messrs. Johnston and Dingedine, Misses Hudson, King and Shaeffer.

Public Exercises and Entertainments: Misses Hudson, Hoffman, Mackey, Shaeffer, and Corbett.

Publication: Misses Bell, King, Button, and Seeger, Dr. Sanger.

Student Association Advisers: Misses Lancaster and Stribling, Dr. Wayland.

Student Publications: Misses Cleveland, Hoffman, Mackey, and Stribling, Dr. Wayland.

Welfare of Students: Misses Gregg, Lancaster, Bell, Simons, and Corbett, and Mrs. Moody.
FACULTY
(Arranged in order of seniority of appointment)

JULIAN ASHBY BURRUSS, B. S., A. M.
President
B. S., Virginia Polytechnic Institute; student, Richmond College; University of Chicago, Harvard University, Cornell University, summer terms; scholar in industrial education, Teachers College; fellow in education, Columbia University; A. M., Columbia University; instructor, Reinhart Normal College, Speers-Langford Military Institute, Searcy Female Institute; principal of elementary school, Richmond; director of manual arts, Richmond public schools; president, Virginia Association of Colleges and Schools for Girls; president, Virginia State Teachers' Association; State Normal School, Harrisonburg, 1909—.

CORNELIUS JACOB HEATWOLE, L. I., B. S., A. M.
Education
L. I., Peabody College; student, University of Virginia; B. S., Teachers College; A. M., Columbia University; scholar in education, Teachers College; principal and superintendent of public schools; dean of the school for teachers and professor of education, State College for Women, Florida; author of *History of Education in Virginia*; State Normal School, Harrisonburg, 1909—.

JOHN WALTER WAYLAND, A. B., PH. D.
History and Social Sciences
A. B., Bridgewater College; Ph. D., University of Virginia; instructor, Bridgewater College, Jefferson School for Boys, University of Virginia; author of *The German Element of the Shenandoah Valley of Virginia*, *The Political Opinions of Thomas Jefferson*, *A History of Rockingham County, Virginia*, *How to Teach American History*, *History Stories for Primary Grades*, etc.; State Normal School, Harrisonburg, 1909—.

ELIZABETH PENDLETON CLEVELAND, A. B.
English
A. B., Hollins College; instructor, Hollins College, Ouachita College, Central College; principal of high school; lady principal, Central College; president, Virginia Association of Colleges and Schools for Girls; State Normal School, Harrisonburg, 1909—.

NATALIE LANCASTER, B. S.
Mathematics
Graduate, State Normal School, Farmville, Virginia; student University of Virginia, Harvard University, summer terms; scholar in mathematics, Teachers College; B. S., Columbia University; instructor, State Normal School, Farmville, Virginia; joint author of *Arithmetic Series*; State Normal School, Harrisonburg, 1909—.

SARAH FRANCES SALE, B. S.
Household Arts Education and Rural Education
Student, John Gibson Institute; graduate, State Normal School, Athens, Georgia; B. S., Teachers College, Columbia University; teacher in rural schools; instructor in household arts, State Normal School, Athens, Georgia; State Normal School, Harrisonburg, 1909—.
MARGARET GODDARD KING
Biology, Geography, and Rural Arts

Student, Leache-Wood Seminary, St. Gabrielle Convent, Norfolk Kindergarten Training School, Gilliam Kindergarten Training School, New York, summer sessions in Columbia University, New York University, Ontario Agricultural College, Guelph; instructor, Norfolk Kindergarten, Jamestown Exposition school gardens, normal training class, Big Stone Gap, Virginia; State Normal School, Harrisonburg, 1909—.

JAMES CHAPMAN JOHNSTON
Physics and Chemistry

Student, Mercersburg Academy, George Washington University, Georgetown University, Johns-Hopkins University; instructor, Mercersburg Academy, Harrisonburg high school; principal Harrisonburg high school; State Normal School, Harrisonburg, 1909—.

MARY ISCIAH BELL
Physiology and Hygiene

Graduate, Pierce School, Philadelphia, Phonographic Institute, Cincinnati; student, Cornell University, Columbia University, summer terms; instructor, private schools; State Normal School, Harrisonburg, 1909—.

RUTH SMOOT HUDSON, B. O.
Physical Education and Expression

Graduate, Luray College; B. O., Bard-Avon School of Expression; student, Syracuse University, summer term; instructor, Fort Loudoun Seminary, Richmond Woman's College; State Normal School, Harrisonburg, 1911—.

MARGARET VANCE HOFFMAN, B. A.
Foreign Languages

Graduate, Massanutten Academy; B. A., Hood College; student, Syracuse University, summer term; instructor, Woodstock high school, Claremont College; State Normal School, Harrisonburg, 1911—.

RACHEL ELIZABETH GREGG, B. S., A. M.
Education and Director of the Training School

Student, Stetson University; B. S., and diploma in supervision, Teachers College; A. M., Columbia University; teacher in public schools, Florida; supervisor of training, State Normal School, Cape Girardeau, Missouri; State Normal School Harrisonburg, 1913—.

MARY LOUISE SEEGER, B. S.
Education and Director of Kindergartens

Diploma, Kindergarten Training School, Indianapolis, Indiana; Diploma in kindergarten supervision, Teachers College; B. S., Columbia University; director of kindergartens, Michigan City, Indiana; State Normal School, Harrisonburg, 1913—.

RUSSELL VON SPAYTH SHRIVER
Domestic Art and Design

Student and foreman in various establishments in France and America; State Normal School, Harrisonburg, 1913—.
FRANCES ISABELLE MACKEY
Manual Arts
Graduate, State Normal School, Harrisonburg; student, University of Virginia and Columbia University, summer terms; teacher in rural schools; State Normal School, Harrisonburg, 1913—.

EDNA TROUT SHAEFFER
Piano, Organ, and School Music
Pupil of Dennee, New England Conservatory of Music, Boston; student in school music and pipe organ, Teachers College; instructor in piano, pipe organ, and theory, Athens College, Alabama; teacher of private pupils; State Normal School, Harrisonburg, 1915—.

WILLIAM THOMAS SANGER, A. B., A. M., PH. D.
Psychology and Education
A. B., Bridgewater College; A. M., Indiana University; graduate student, Columbia University, summer term; fellow in psychology, Clark University; Ph. D., Clark University; professor of philosophy, sociology, and pedagogy, Bridgewater College; State Normal School, Harrisonburg, 1916—.

HANNAH BUTTERFIELD CORBETT, B. S.
Institutional Management
Student, Arizona State Normal Schools; B. S. Columbia University; diploma in institutional administration, Teachers College; State Normal School, Harrisonburg, 1916—.

PEARL POWERS MOODY, B. S.
Household Arts
Graduate, Tuscaloosa Female College; student, University of Alabama; student, Summer School of the South; graduate, State Normal School, Florence, Alabama; B. S., George Peabody College for Teachers; teacher in public schools, Alabama; State Normal School, Harrisonburg, 1916—.

GERTRUDE BUTTON, B. S.
Domestic Science and Extension Work
B. S. in home economics, Cornell University; State Normal School, Harrisonburg, 1916—.

AGNESS BROWNE STRIBLING
Education and English
Graduate, State Normal School, Harrisonburg; teacher in public schools; State Normal School, Harrisonburg, 1916—.

RAYMOND CARLYLE DINGLEDINE, B. S., M. S.
Mathematics
B. S., M. S., University of Virginia; student, Johns-Hopkins University; instructor, Jefferson School for Boys, University of Virginia, Johns-Hopkins University; State Normal School, Harrisonburg, 1916—.
SUPPLEMENTAL INSTRUCTORS

JAMES HARMON
Violin Music
Student, Dana's Musical Institute; instructor, Shenandoah Collegiate Institute and School of Music; State Normal School, Harrisonburg, 1911—.

MAE ENGEL
Vocal Music
Graduate, Conservatory of Music, Indianapolis, Indiana; supervisor of music, public schools, Harrisonburg; State Normal School, Harrisonburg, 1916—.

CHARLES DEVIER
Laboratory Assistant in Chemistry
Student, Harrisonburg high school; special work at Eastman Kodak Company, Rochester; State Normal School, Harrisonburg, 1916—.

CLYDE M. OVERBEY, B. C. S.
Writing
Student, Western Kentucky State Normal School; B. C. S., Bowling Green Business University; teacher, public schools, Kentucky; instructor in commercial subjects and supervisor of writing, public schools, Harrisonburg; State Normal School, Harrisonburg, 1917—.

TRAINING SCHOOL

WILLIAM HENRY KEISTER
Superintendent of City Schools
Student, Washington and Lee University, University of Virginia, summer term, Summer School of the South; instructor and assistant registrar, University Summer School; principal, Harrisonburg public schools; president, Association of Colleges and Secondary Schools of Virginia; president, Virginia State Teachers Association; member of State Board of Examiners; superintendent of Harrisonburg City public schools; State Normal School, Harrisonburg, 1909—.

RACHEL ELIZABETH GREGG, B. S., A. M.
Director of the Training School

MARY LOUISE SEEGER, B. S.
Director of Kindergartens

ROSE KEE, A. B.
Critic, First Grade
A. B., Winthrop Normal College; grade teacher, South Carolina and Alabama; principal and supervisor of primary schools, North Carolina; observation class teacher, University of North Carolina, summer term; State Normal School, Harrisonburg, 1915—.
LILLIE BELLE BISHOP  
**Critic, First Grade**
Graduate, State Normal School, Cape Girardeau, Missouri; teacher, public schools; State Normal School, Harrisonburg, 1916—.

CAROLYN McMULLAN  
**Critic, Second Grade**
Graduate, Elam Alexander Normal School; student, Chautauqua, New York; teacher in public schools, Macon, Georgia; State Normal School, Harrisonburg, 1915—.

JULIA UNDERWOOD CHARLTON  
**Critic, Third Grade**
Graduate, Elliman Kindergarten Training Class, New York, Grand Rapids Kindergarten Training School; student, Summer School of the South, University of Chicago, Teachers College, summer sessions; director of normal training department, Luray Virginia; State Normal School, Harrisonburg, 1915—.

BERTHA SCRIMGER  
**Critic, Fourth Grade**
Graduate, State Normal School, Fredericksburg, Virginia; student, Columbia University, summer sessions; teacher in public schools; State Normal School, Harrisonburg, 1916—.

ORRA ELIZABETH BOWMAN  
**Critic, Fifth Grade**
Student, Shenandoah Normal College, Northwestern University, University of Virginia, summer term; teacher, public schools; State Normal School, Harrisonburg, 1910—.

VADA MAUDE WHITESEL  
**Critic, Sixth Grade**
Student, Randolph-Macon Woman's College; graduate, State Normal School, Harrisonburg; student, University of California, summer term; teacher, Richmond public schools; State Normal School, Harrisonburg, 1914—.

ETHEL SPILMAN, A. B.  
**Critic, Seventh Grade**
A. B. Presbyterian College for Women, North Carolina; student, University of North Carolina, summer term, Summer School of the South; teacher, Lynwood College, public schools, North Carolina; State Normal School, Harrisonburg, 1911—.

ANNIE FRANKLIN CUMMINS, B. P.  
**Critic, Eighth Grade**
B. P., State Normal College, North Carolina; student, summer normal; teacher and principal, public schools, North Carolina; State Normal School, Harrisonburg, 1915—.
GENERAL ORGANIZATION

HISTORICAL STATEMENT

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

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

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

April 15, 1909: Corner-stone laid.

September 28, 1909: First session opened.

May 2, 1910: Ground broken for Second Dormitory.

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

May 4, 1914: Ground broken for Students' Building.

May 10, 1916: Ground broken for Third Dormitory.

In the eight years of the school, it has given instruction to more than 3,500 different persons, 314 of whom have gone out as full graduates, and many hundreds of others have gained teachers' certificates of various grades either as a result of classwork completed here or of preparation here for the state examinations. A reading of the alumnae list included at the end of this catalog will disclose the fact that practically every graduate of this school is now teaching or has married. There is at present hardly a county or city school system in Virginia which does not include a teacher trained at this institution, hence its influence is statewide and limited to no section. No stronger appeal than this can be made for the wholehearted support of the State.

IDEALS OF THE SCHOOL

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

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

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

1. We believe that the building of character is the chief aim of every school; hence, in the training of the teacher, the development of a strong, noble, womanly character is of first importance.

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

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

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

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

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

LOCATION

The city of Harrisonburg is situated in the heart of the beautiful Shenandoah Valley about 1,300 feet above the sea level, and has a population of over 5,000. It is the county seat of Rockingham County and is in the richest agricultural section of the Valley of Virginia. It lies about 150 miles southwest of Washington City and about the same distance northwest of Richmond. It is on the Harrisonburg division of the Southern Railway, is the terminus of the Valley Railroad of Virginia (operated by the Baltimore and Ohio), and by means of the Chesapeake Western is in close reach of the Norfolk and Western system via Elkton, which is 18 miles distant. At Staunton—26 miles away—connection is made with the main line of the Chesapeake and Ohio Railway, and at Lexington with the James River division of the same road. An automobile bus service for the transportation of passengers is provided between Staunton and Harrisonburg, and between Elkton and Harrisonburg.
Since climate plays a very important part in determining one’s daily health, happiness, and efficiency, it must enter as a most important factor in the location of an educational institution. A clear, dry, tonic mountain climate offers the best possible stimulation for intellectual and moral development as well as physical wellbeing. The climate of Harrisonburg in point of healthfulness is unsurpassed in Virginia, and equalled in few sections of the world. For many years, this city has been a refuge for those seeking a salubrious climate, especially in summer for residents of the tidewater sections and the eastern cities. Its location, particularly its elevation, gives complete immunity from malaria. Bracing mountain air and the purest freestone water has made it thru a long series of years exempt from fevers and endemic diseases. In the immediate vicinity are a number of fine summer resorts and medicinal springs, to which people in large numbers come from all sections of America.

Competing in value with the climate is the matchless beauty of the scenery of the Valley of Virginia. From the day when Lord Spottswood and his Knights of the Golden Horseshoe climbed thru the gap in the Blue Ridge and beheld this wonderful panorama of natural loveliness spread before their enraptured gaze, the admiration and praise of the world have been showered upon it. Men have traveled far and have returned to say that no lovelier expanse of country can be found. This, too, is an educational asset, for, to appreciate scenic beauty and grandeur, to be uplifted by the sublimity of cloud-capped mountain ranges, to be inspired by green hills and fruitful valleys, to be thrilled by the golden glories of sunset among the everlasting hills or the autumn and spring colorings on the mountain sides, are educative experiences affecting character, lifting life permanently to a higher plane, and giving a richness and fullness which no artificial or mechanical devices of a school can impart.
The public water supply, which is used for all purposes by the school, is brought by pipe line direct from mountain streams thirteen miles away, in the vicinity of the famous Rawley Springs. This water is entirely soft and perfectly clear. Repeated analysis has failed to detect anything of an injurious character, it being always apparent that it is as near pure as any water can be. The greatest care is taken to prevent even the slightest contamination.

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

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

BUILDINGS AND EQUIPMENT

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

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

Student Building: This building contains a large dining hall, kitchen and pantries, a temporary auditorium, a library, a post-office and supply-room, a number of offices, and accommodations for general administrative purposes. The entire equipment has been carefully selected and is of high grade in all respects.

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

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

Dormitory No. 3: This building, new this year, contains thirty-nine bedrooms, with ample bathrooms, and a reception room.

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

In addition to the above buildings the plant includes a residence for the president, a barn, a servants' cottage, and a small temporary laundry.

Ample provision is made for school gardens, with the necessary outfit for the work. An orchard gives facilities for dem-
onstrations in fruit-growing. Equipment for poultry-raising, bee-culture, and canning, provides for practical work along these lines. Sufficient land is under cultivation to give practical demonstrations in agriculture, and this, added to the facilities just mentioned and to those of the household arts department, gives means for the development of a proper attitude to and a fair knowledge of the life and work of the farm and in the farm home. An effort is made to use the most effective methods and at the same time those which are within the reach of the average farm home.

A portion of the campus is arranged as an athletic field for tennis, field hockey, basket-ball, golf, and other outdoor sports, and in winter a good toboggan slide is available on the grounds.

LIBRARY

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

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

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

**TRAINING SCHOOLS**

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

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

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

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

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

TRAINING IN RURAL SCHOOLS

Several of the public schools not far from Harrisonburg are used for demonstration schools. In these schools the students have an opportunity to observe and to do practise teaching under a special supervisor. The work done in household arts and manual arts has been particularly successful.

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

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

FACULTY

In the selection of instructors the utmost care has been exercised. The faculty is composed of both men and women. Scholarship, character, personality, culture, and ability to teach have been considered. Particular care has been taken
to select those who know how to teach others how to teach. These men and women are graduates and post-graduates of some of the best universities, colleges, and normal schools in our country, and are teachers of experience. In practically all cases this experience has embraced teaching in the regular graded schools, including rural schools; and this, in addition to their scholastic preparation in the higher institutions and their training in normal methods, enables them to be of the greatest practical value to those who are preparing to be teachers in the public schools.

THE SCHOOL CALENDAR

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

Spring Quarter: This quarter begins the latter part of March and affords opportunity for teachers whose schools close early in the spring to enter the normal school and complete three, four-and-a-half, or six months of consecutive work before their schools reopen in the fall.

Summer Quarter: This quarter is divided into two terms of about six weeks each, and students may enroll for either or both terms. The work done during these terms ranks with that of any other time of attendance, three full summer quarters being taken as the equivalent of a regular school year. Either term of the summer quarter may be considered as the equivalent of other summer normals of six weeks, and re-
ceives all possible recognition in the granting of teachers' certi-
ficates. A special catalog giving full information of the sum-
mer quarter is published in February.

EXTENSION WORK

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

During the past year a number of centers have been devel-
oped in rural communities, occasions being provided for bring-
ing the people together for entertainment and instruction. A number of home economics clubs have been formed, which receive advice and suggestions from our instructors thru corre-
spondence and personal visits.

Bulletins containing valuable information are published from time to time, and a quarterly magazine is regularly is-
sued.

GOVERNMENT OF STUDENTS

It is expected of every young woman who avails herself of the privileges offered so bountifully and freely by the state that she conduct herself at all times in a manner entirely be-
fitting a lady. Nothing short of this can be permitted in any Virginia school for young women preparing to assume the duties and responsibilities of life in the school, in the home, or in the world outside. This involves a consideration of and respect for the rights and feelings of others, and a manifesta-
tion under all circumstances of those gentle and refined qual-
ties for which Southern womanhood has always been justly famed.
The school does not have a long list of rules and regulations, but a few general statements covering matters of importance are here given:

1. All students are expected to be present at all regular exercises of the school from the first day of the session to the closing day, unless excused for good cause. Permission for absence from classes is given only on account of sickness or some unavoidable cause. In case a parent desires a leave of absence for a student he should communicate with the president, stating as far as may be proper the reason for making such a request. All absences inevitably detract from the school standing of the students. Work missed by absence, from whatever cause, must be made up by extra work. Students in attendance during the spring quarter will not be permitted to leave until after the Commencement exercises are concluded, except in case of sickness or serious emergency; and parents are requested not to ask such permission, to prevent the embarrassment of refusal.

2. All students taking their meals in the dormitories are subject to the chaperonage of the officials and teachers in charge, and to all the regulations of the school for the government of the boarding department. It is desired to make the dormitories of the school as nearly as possible a home for the students. Students for whom the school secures lodging and meals in private homes, will be under the domestic and social care and control of the family with which they board, but the school will prescribe certain rules for the government of such students and will require the co-operation of the lady in charge of each home for their enforcement. The right is always reserved to refuse permission to students to board in town, or to withdraw such a permission, or to change the boarding place of a student.

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

4. Boarding students desiring to leave Harrisonburg for week-end or other brief visits to their homes or elsewhere must submit written requests from their parents, and obtain permission from the president of the school. If a student does not return to school promptly on the first day after any holiday, she will be subject to such penalty as the faculty may decide to impose. Excuses will not be accepted except in cases of sickness or of serious emergency.

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

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

It is presumed that every young woman who decides to attend the school does so with a full knowledge of the foregoing regulations and with a serious purpose to abide by them, and by any other regulations which the faculty or the student government association may make, in a complete and cheerful way. It will be the constant effort of the faculty of the school to lead its students to adopt the highest standards of life and conduct; and in the event that any young woman does not display the disposition to be amenable to such treatment, or continually neglects her studies and other school duties without satisfactory excuse, thus becoming a menace to the mental or moral life of the school, she will be subject to admonition and may be dismissed if, in the judgment of the faculty, such is necessary for the protection of others in the school.
ADMISSION AND CLASSIFICATION

ENTRANCE REQUIREMENTS

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

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

2. Applicants, other than teachers, for admission to the regular courses, will be classified on the basis of the number of “units” of secondary school work offered as preparation. The credit allowed students coming from any public high school will be based on the rating of the high school by the State Department of Public Instruction. The latest edition of the Annual Report of Public High Schools issued by this Department will be followed, and in case of doubt the rating will be obtained by correspondence with the office of the State Superintendent. It may be noted that the standard unit is based on a session of at least thirty-six weeks, a class period of not less than forty minutes in length, for five days each week, and certain other requirements as to teachers and equipment as set forth in the regulations of the State Board of Education. If a high school is below the standard the credit is reduced accordingly.

3. The efficiency of the different classes of public high schools in the state makes justifiable that, for young women who have had no experience as teachers, the condition for entrance to this school shall be eight units, which ordinarily represents two years of high school work. This preparation entitles the candidate to admission to the freshman year. Those who can offer twelve units, representing three years of high school work, will be admitted to the sophomore year. Grad-
uates of an approved four-year high school, who can offer sixteen units of work, will be admitted to the junior year of any of the courses. In order to make provision for applicants whose credits have to be scaled down because of the fact that for some reason the high schools from which they come are not up to the standard, it is stated that an applicant presenting not less than six units will be admitted conditionally to the freshman year, one with not less than ten units will be admitted conditionally to the sophomore year, and one with not less than fourteen units will be admitted conditionally to the junior year. In such cases it is understood that the student will make up the two units or less before any certificate is granted. This may usually be done along with the prescribed work of the year in which she is entered, or in two such years; but such conditions may also be removed by attendance during the summer quarter or in some other approved manner.

4. This school encourages all girls to complete the courses of their home high schools before entrance here, yet it recognizes the fact that sometimes there are good reasons for not doing so, hence it is stated that an applicant coming from a high school before graduation will be classified according to the units allowed for the amount of work completed. In such cases, if desired, the student may take such work here as will complete the requirements of the school from which she comes.

5. Applicants coming from schools other than public high schools will be given credit for the work they have accomplished, the basis of the allowance being the standard unit.

6. Graduates of high schools on the state accredited list will be admitted on presentation of their diplomas. All other applicants will be sent a printed form on which the last teacher or principal should state the subjects studied in the high school course, the length of time such studies were pursued, the textbooks used, and the progress made in each. This report is to be forwarded to the school by the principal or teacher, and upon receipt of same the classification committee will deter-
mine in each case the number of units to be allowed the applicant in admitting her to the school. All classification based upon certificates and diplomas from other schools is conditional. If at any time a student shows inability to do the work of any class to which she has been admitted, she may be changed to a lower class at the discretion of the classification committee. Certificates of preparation from private tutors and from ungraded rural schools cannot be accepted, and such applicants should take entrance examinations.

7. Applicants who desire to do so may take entrance examinations for admission to the school. Those who desire to apply for admission on this plan should notify the president to this effect before coming, so that proper arrangements may be made for them.

8. Entrance will be granted to teachers on the basis of the certificate held by them. No credit can be allowed for second grade certificates. The holder of a first grade certificate will be admitted to the junior year of any professional course; but it must be understood that should she continue to graduation the full sixteen units of entrance credit must have been satisfied before the diploma can be awarded. Teachers holding higher certificates than the first grade certificate will be given such advanced credit as is possible under the regulations of the school as printed in this catalog and the requirements of the State Department of Public Instruction.

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

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

11. Teachers of public schools are admitted without ex-
amination to any class they may be prepared to take, and they
are charged no tuition. Students preparing for the state ex-
aminations for first and second grade certificates may likewise
be admitted to any classes in which they are able to profit by
the work. School credit can be allowed, however, only when
regular entrance requirements are satisfied.

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

13. A student having completed sixteen units of high
school work, and in addition having completed certain pro-
fessional work, may be allowed advanced credit by passing
an examination on the professional subjects that she has com-
pleted. This examination will cover the course in these sub-
jects as given in the normal school.

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

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

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

GROUPING OF STUDENTS

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

1. Post-graduates: This group includes all students who have been awarded the diploma of graduation, or who have been admitted from other normal schools and colleges to the third or fourth year of the degree courses.

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

3. Juniors: This group includes all students who are not included in groups 1 and 2 and who are registered in any of the professional and household arts courses.

4. Sophomores: This group includes all students who are registered in the second year of the Academic Course.

5. Freshmen: This group includes all students who are registered in the first year of the Academic Course.

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

The class groups organize, with student officers, each class having an honorary member chosen from the faculty. A wholesome rivalry is developed among the various classes by means of their basketball and other athletic teams, contests
of various sorts, tournaments, songs, pennants, and other student interests.

**BOARDING ARRANGEMENTS**

Excellent boarding accommodations for 211 students are provided in the school dormitories, which are in charge of several members of the faculty who room in these buildings. The rooms are comfortably furnished with white enameled iron single beds, oak dressers, tables, chairs, rockers, clothes-closets, bed-clothing, and towels. All are outside rooms, and each has at least two windows. The buildings are lighted by electricity and heated with steam. Numerous conveniently located bathrooms are provided, with the most modern sanitary equipment, in the proportion of one bathroom to every six students. Hot and cold water is available in bedrooms and bathrooms in abundance.

Rooms will be assigned in the order of application. It is advisable for those desiring to live on the school grounds to *apply early*. Students who do not succeed in securing places in the dormitories will be assigned to private homes near the campus. The school rents a number of rooms in excellent private homes in the immediate neighborhood. Students rooming in these take their meals in the school dining-hall and send their clothing to the school laundry. Students who do not secure places in the school dormitory may rest assured that they will be assigned to satisfactory places in good private homes in town, and that everything possible will be done for their comfort.

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

Information with reference to boarding-places may be obtained at the president’s office, and the president should be consulted before engaging board. All students not living in their own homes are classed as “boarding students.”

The newly installed equipment in the school kitchen enables the boarding department to serve meals in the most approved, modern, and sanitary manner. The large dining-hall is bright, airy, and attractive. The director of the dining hall is a skilled dietitian and menus are carefully prepared. Only food supplies of good quality are used. A considerable portion of the vegetables and fruit is raised on the school grounds, and preserving and canning is also done at the school to some extent.

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

**DAY STUDENTS**

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

Day students will be subject to all general school regulations and to such special regulations as may be provided by the faculty. While on the school grounds or in school buildings, day students will be required to conduct themselves properly, whether during class-hours or not; and they are ex-
pected to be governed by the same custom as other visitors when they go to the school dormitories. A lunch room, equipped with lockers, tables, and chairs, has been provided for day students in Dormitory No. 2.

**SELECTION OF WORK**

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

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

No student is permitted to take any class which conflicts with the regular fixed program. Daily time schedules of classes are made with the needs of regular course students in mind; and students who have become irregular in their course by reason of deficiencies in their past work should not expect to have changes made in the schedules to meet their individual needs. It is usually best to make up deficiencies in entrance credits and in normal school courses by taking summer work, and it is especially important that all such deficiencies be made good before the beginning of the senior year.

The school must reserve the right not to organize any class, even tho announced, should there be less than five applicants.

To aid students in making a choice of the various professional courses the work is arranged so that the first quarter is the same for all the professional courses. During the quarter certain tastes and adaptabilities will doubtless develop on the part of every student, and these together with the advice of the faculty will enable the student to make a much
better choice than she could make at the beginning of the ses-
sion. The same is true of the household arts courses, the
work of the first year in this case being the same for all such
courses, the students being enabled with this experience to
differentiate for specialization along the three lines of work
under this head in their senior year.

The attention of students is called to the courses offered
for the training of teachers in special subjects. The presi-
dent will be glad to talk with anyone considering specializa-
tion.

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

RECORD OF STUDENTS

The school keeps an accurate and complete record of
every student's work. The instructors render reports at reg-
ular intervals of the work of every student, and reports are
sent to the parents of pupils (under age) at the close of every
quarter. In the meantime if a student is found to be falling
behind in her work, she is notified and given an opportunity to
improve. To be awarded any diploma, a student must have a
satisfactory record not only as to grades made in her studies,
but also as to faithfulness in the performance of all school du-
ties. No student whose conduct at the school has been unsat-
sisfactory will be awarded a certificate, a diploma, or any other
honor. All financial accounts must be settled before the award
of such honors. No student notably poor in spelling, writ-
ing, or English composition will be permitted to graduate un-
til such deficiency is remedied.

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

**SUGGESTIONS TO PROSPECTIVE STUDENTS**

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

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

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

4. *Fill out application blank*. Use the one in the back of this catalog, or write to the president of the school for one. This blank also contains an application for room. After filling out the blank, *mail it to the president of the school at once*. If you do not get a prompt reply, write again.

5. The school session begins Wednesday, September 26, 1917. Be sure to arrive in Harrisonburg not later than the afternoon of this day, if possible. The afternoon of the preceding day is better. Students who have engaged rooms must not expect them to be held for them later than the afternoon of Wednesday, September 26, except in very special cases by previous arrangement. The first meal served at the school will be supper, Tuesday, September 25.

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

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

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

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

10. Each student should have in her outfit at least one white dress, and should not forget an umbrella and a pair of over-shoes. An inexpensive rain-coat is very desirable. All clothing should be clearly marked with the student's name in indelible ink, before sending to the laundry.

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

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

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

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

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

GENERAL PLAN

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

This school conceives its duty to be to train teachers for all grades of school work, kindergarten, primary, intermediate, advanced, high school, and administrative. Graduates of the school are authorized by law to teach in all grades of school work, both elementary and secondary. In accordance with the policy of the management of the normal schools of Virginia, the courses at this school are coordinate in rank in every respect with those offered at any other normal school in this state, and the diplomas and degrees awarded here are fully equal to those offered elsewhere. Graduates of this school are now successfully teaching in all grades of school work, from the kindergarten thru the high school, are holding positions as principals, special teachers and supervisors, and are giving instruction in other normal schools and colleges.
In endeavoring to fulfill the functions of the school as set forth above, a considerable variety of courses is offered, as follows:

1. ACADEMIC COURSE

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

II. PROFESSIONAL COURSE

KINDERGARTEN AND PRIMARY GRADES

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

III. PROFESSIONAL COURSE

INTERMEDIATE AND GRAMMAR GRADES

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

IV. PROFESSIONAL COURSE

HIGH SCHOOL AND ADMINISTRATIVE

The first object of this course is to prepare for teaching in the high school, or in any grade above the sixth grade. Provision is made for specialization in certain subjects for departmental teaching, together with the professional training
which is needed for all subjects. Special regard is given to the needs of the junior high school, and of the rural and small town high school. The course is arranged to cover four years, corresponding to the regular four-year college curriculum of the professional type. Students looking forward to positions of more than ordinary responsibility, such as principal, supervisor, assistant to superintendent, critic teacher, and normal training class teacher, will find this course especially well suited to their needs. For the completion of the first two years of the course the diploma will be awarded just as in the case of the other professional courses. At the completion of the third year of the course a special “post-graduate” diploma will be awarded. Upon completion of the entire four years of the course the degree of Bachelor of Science in Education will be conferred.

V. HOUSEHOLD ARTS COURSE

SCIENCE GROUP

This course gives special instruction in domestic science and offers excellent preparation to those who wish to specialize as teachers in this practical field. It is also intended for the training of home-makers. The diploma of graduation is granted for the completion of this course.

After securing this diploma if the student desires to do so she may continue for one or two more years, taking the combined program of subjects outlined in the schedule for the four-year course in household and industrial arts. At the completion of the third year’s work a special “post-graduate” diploma will be awarded. Upon completion of four years of the combined course the degree of Bachelor of Science in Education will be conferred.

VI. HOUSEHOLD ARTS COURSE

ARTS GROUP

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

After securing this diploma if the student desires to do so she may continue for one or two more years, taking the combined program of subjects outlined in the schedule for the four-year course in household and industrial arts. At the completion of the third year's work a special "post-graduate" diploma will be awarded. Upon completion of four years of the combined course the degree of Bachelor of Science in Education will be conferred.

VII. HOUSEHOLD ARTS COURSE
INSTITUTIONAL GROUP

This course is formulated for the training of mature young women for positions as institutional or hospital dietitian, institutional housekeeper or stewardess, manager of school dormitories or group homes, director of dining-halls and lunch-rooms, and similar lines of institutional work. The course consists of practical work in the kitchen, dining-hall, dormitories, and infirmary of the school. It is based upon the junior year required course for all household arts students, and comprises the practical work of the senior year of the science group. All students electing this course will be required to live in the school dormitories. The diploma of graduation is given for the completion of the course.

After securing this diploma if the student desires to do so she may continue for one or two more years, taking the combined program of subjects outlined in the schedule for the four-year course in household and industrial arts. At the completion of the third year's work a special "post-graduate" diploma will be awarded. Upon completion of four years of the combined course the degree of Bachelor of Science in Education will be conferred.

VIII. INDUSTRIAL ARTS COURSE

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

After securing this diploma if the student desires to do so she may continue for one or two more years, taking the combined program of subjects outlined in the schedule for the four-year course in household and industrial arts. At the completion of the third year's work a special "post-graduate" diploma will be awarded. Upon completion of four years of the combined course the degree of Bachelor of Science in Education will be conferred.

IX. HOUSEHOLD ARTS COURSE—TRADE MILLINERY

This is a short course intended to prepare young women to enter trade establishments as specialists in millinery. It may be taken in separate quarters or as a full year's course covering the different divisions of the subject. It consists largely of practical work conducted on a shop basis as nearly as possible and includes also four weeks of practical experience in a millinery establishment in the city. A certificate of proficiency will be given for the satisfactory completion of a year's work.

X. HOUSEHOLD ARTS COURSE—TRADE DRESS-MAKING

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

XI. PART-TIME COURSES

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

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

**DEGREES**

At its session of 1916 the General Assembly of Virginia empowered The Virginia Normal School Board to grant degrees in Education for the completion of courses at the normal schools. Accordingly, this school has been authorized to offer two years of work in addition to and in advance of the ordinary two-year professional course. This four-year course, based on sixteen high school units at entrance, leads to the "B. S." degree—"Bachelor of Science in Education." The first two years of such a course have been offered in previous years, and it is now the purpose of the school to offer the third year of the course during the coming session of 1917-18, to be followed by the fourth year in the session of 1918-19. The four-year course is so arranged that a diploma may be given for the completion of the first two years. This two-year diploma is of the same rank as the diploma granted for the completion of the other courses covering two years. The degree shows preparation far in advance of the diploma, and ranks with the degrees granted for the completion of four years of standard college work.

Advanced work leading to the degree should be of especial interest to students who are looking forward to teaching in high schools, or to occupying administrative positions, such as
principal or supervisor, or to holding positions of more than ordinary responsibility such as critic teachers and normal training class teachers. The program of classes is such that a student may specialize to a considerable extent in certain departments of instruction, while at the same time taking those fundamental professional subjects which are necessary in every line of educational work.

**DIPLOMAS**

1. *Regular Normal School Diploma:* Granted upon the completion of the second year of any of the professional courses, any of the household arts courses, or the Industrial Arts Course. To the holder of this diploma the State Board of Education will grant a State Normal School Certificate, which is practically a life certificate. This certificate entitles the holder to teach both high and elementary school branches. The name of the course completed will be stated on the diploma; but the diploma and the corresponding state teachers' certificates have the same standing regardless of which of the above courses is completed, and the certificates issued for the completion of the arts courses will be good in any school and have the same recognition as those issued for the professional courses.

2. *Post-graduate Diploma:* Granted upon the completion of the third year of the four-year professional course preparatory to high school teaching and administrative work, or of the third year of any of the four-year household arts courses.

3. *Bachelor of Science Degree Diploma:* Granted upon the completion of the four-year professional course preparatory to high school teaching and administrative work or of the four-year household arts courses.

**CERTIFICATES**

Diplomas are given for the completion of full courses, certificates for the completion of certain parts of the courses, or for the completion of the one-year household arts courses.
1. *First Grade High School Certificate:* Granted upon completion of the second year of the Academic Course (fourth year high school work) when followed by six weeks of professional instruction, in the summer session or at some other time. This certificate continues in force for two years and cannot be renewed. This certificate entitles the holder to teach only in the elementary schools.

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

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

4. *First and Second Grade Certificates:* These certificates are obtainable only by state examination. Students may prepare at this school for these examinations, which are given in April and July of each year. As far as possible provision will be made during the session for review work in the subjects required on these examinations, but the summer term in June and July is the best time to attend solely for this type of preparation. The list of subjects required and the regulations governing the examinations will be found in “Form E—No. 19,” which may be obtained from any county or city superintendent or from the State Superintendent of Public Instruction, Richmond, Virginia.

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

The school encourages students not to be satisfied with the lower grades of certificates, and always strongly urges them to plan, if possible, to remain and complete the course for a full diploma. It is seldom found that financial difficulties are in the way alone, as the school makes every effort to assist where needed.

It should be noted that the regulations of the State Board of Education do not permit a state teachers' certificate to be issued to an applicant under eighteen years of age.

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

TIME REQUIREMENTS

Except under the most extraordinary circumstances no one will be permitted to take a diploma from this school unless she has been in attendance at least two years (six full quarters). Under no circumstances will this school grant a diploma or certificate to a student who has not been in residence at least three full quarters, amounting to not less than thirty-three weeks. These quarters need not be consecutive.

A student who is absent from her classes more than ten days during any year of three quarters may be required to do such extra work as the faculty assigns in each case, which may mean a longer period of attendance to complete a course.
SCHEDULES OF COURSES

I. ACADEMIC COURSE

Freshman Year

(For all courses)

Entrance Requirements: The completion of two years of high school work, the minimum credits for which must be as follows: English 1 1/2 units, Mathematics 1 unit, History 1 unit, and other credits 2 1/2 units, making a total of 6 units. Attention is called to the opportunity offered by the Summer Quarter courses for making up deficiencies in entrance credits. Entrance may also be had by examination if desired.

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 31-32-33—Rhetoric; Composition; Classics</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education 31-32-33—Gymnastics</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>*And 3, 3 1/2, or 4 units from the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 21-22-23—Grammar; Composition</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>History 31-32-33—Ancient; Medieval; Modern; English History</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 31-32-33—Algebra</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 34-35-36—Plane Geometry</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Manual Arts 31-32-33—Writing</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1/2</td>
</tr>
<tr>
<td>Manual Arts 34-35-36—Primary Drawing</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1/2</td>
</tr>
<tr>
<td>Music 37-38-39—Sight Singing</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1/2</td>
</tr>
<tr>
<td>Natural Science 31-32—Botany; Zoology</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Rural Arts 33—Elementary Agriculture</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Natural Science 34-35-36—Physics</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Number of Periods: Not less than 22, not more than 30.

Leads to: The Sophomore Year of all courses. No certificate is awarded for the completion of this year's work. Students who find it necessary to teach at the end of the year are advised to take the State Examinations in order to secure a certificate. These examinations are given at the school in April and at the end of the first summer term.

*The selections are to be made by the Registrar so as to bring the student's credits up to the following minimum: English 3 units, Mathematics 2 units, History 1 unit, Science 1 unit, and other credits 4 units, making a total of 11 units.

Individual instruction in Music or Expression may be taken, provided the maximum (30 periods) is not exceeded.
### I. ACADEMIC COURSE

**Sophomore Year**

*(For all courses)*

**Entrance Requirements:** The completion of the Freshman Year, or of three years of high school work, the *minimum* credits for which must be as follows: English 2½ units, Mathematics 2 units, History 1 unit, Science 1 unit, and other credits 4½ units, making a total of 11 units. Attention is called to the opportunity offered by the Summer Quarter for making up deficiencies in entrance credits. Entrance may also be had by examination if desired.

**PROGRAM OF CLASSES**

<table>
<thead>
<tr>
<th>Subject</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 41-42-43—Advanced Rhetoric; Composition; English and American Literature</td>
<td>5</td>
<td>5</td>
<td>5</td>
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</tr>
<tr>
<td>Geography 43—Commercial Geography</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>½</td>
</tr>
<tr>
<td>History 42-43—Rural Sociology; Economics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Household Arts 41-42-43—Sewing; Textiles</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>1½</td>
</tr>
<tr>
<td>Household Arts 47-48-49—Cooking</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Physical Education 41-42-43—Gymnastics</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

*And 1, 1½, or 2 units from the following:

- Education 41-42-43—Elements of Teaching
- Education 47-48-49—Bible Study
- Household Arts 44-45-46—Housepractise; Nursing
- Manual Arts 44-45-46—Advanced Drawing
- Manual Arts 47-48-49—Rural Teachers’ Course
- Mathematics 44-45-46—Solid Geometry; Trigonometry
- Natural Science 44-45-46—Chemistry
- Rural Arts 44-45-46—Agriculture; Poultry

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

**Total Number of Periods:** Not less than 23, not more than 30.

**Leads to:** The Junior Year of all courses. If the student who has completed the above program of work cannot remain longer in the school, she may be given a First Grade High School Certificate, provided she has to her credit 16 units (including 4 in English, 2 in Mathematics, 1 in History, and 1 in Science), and provided she takes an additional six weeks work in professional subjects in a summer term or at some other time.

*The selections are to be made by the Registrar so as to bring the student’s credits up to the following *minimum*: English 4 units, Mathematics 2 units, History 1 unit, Science 1 unit, and other credits 8 units, making a total of 16 units.

Students in their first year at this school take Physical Education 31-32-33 instead of 41-42-43. Individual instruction in Music or Expression, or classwork in Photography, may be taken, provided the maximum of 30 periods is not exceeded.
II. PROFESSIONAL COURSE
FOR KINDERGARTEN AND PRIMARY GRADE TEACHING

Junior Year

Entrance Requirements: The completion of the Sophomore Year, or of four years of high school work, as follows: English 4 units, Mathematics 2 units, History 1 unit, Science 1 unit, and other credits 8 units, making a total of 16 units. Applicants falling short not more than two units in “other credits” or ½ unit in English will be admitted conditionally. Holders of full First Grade Certificates will be admitted. Entrance may also be had by examination if desired. Attention is called to the opportunity offered by the Summer Quarter for making up deficiencies.

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 50—Orientation</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education 51-52—Educational Psychology</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Education 53—Principles of Teaching</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Education 54—School and Personal Hygiene</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education 55-56—Primary Education; Observation</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Education 57-58—Kindergarten Methods; Observation</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English 51—Fundamentals</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English 57—Language Study</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Manual Arts 31—Writing</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manual Arts 34-35-36—Primary Drawing</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Manual Arts 51-52—Primary Handwork</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music 54-55-56—Primary School Music</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science 50—General Biology</td>
<td>4</td>
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<td>0</td>
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<tr>
<td>Physical Education 51-52-53—Gymnastics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Rural Arts 51—Nature Study; Home Geography</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Number of Periods .......................... 28 28 27

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

Substitutes: Students who have completed Education 51-52 take instead Mathematics 56-57. If Manual Arts 31 or 34-35-36 has been completed it may be omitted without substitute; and if Music 37-38-39 has been completed Music 54 may be omitted without substitute. Students in their first year at this school take Physical Education 31-32-33 and those in their second year take 41-42-43 instead of 51-52-53.

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

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 30 periods is not exceeded.
II. PROFESSIONAL COURSE
FOR KINDERGARTEN AND PRIMARY GRADE TEACHING

Senior Year

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

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 60—Practise Teaching</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education 61-62-63—History and Philosophy of Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 64—Kindergarten Principles</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education 65—Child Psychology</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Education 66—Teaching Conferences</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education 69—Senior Observation</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>English 63—Literary Epochs</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>English 64—Reading</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>History 61—Sociology</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>History 62—Ethics</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>History 63—American Government</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Household Arts 46—Home Nursing</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Manual Arts 67—Art Appreciation</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Music 62—Music Appreciation</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education 61-62—Games and Plays</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Rural Arts 53—School Gardening</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Number of Periods | 26 | 25 | 26

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

Students taking Education 60 and 66 in the Second Quarter will take English 64, History 61 and 63, Household Arts 46, Manual Arts 67, in the First Quarter, omitting these in the Second Quarter.

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

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 28 periods is not exceeded.
III. PROFESSIONAL COURSE
FOR ADVANCED GRADE TEACHING

Junior Year

Entrance Requirements: The completion of the Sophomore Year, or of four years of high school work, as follows: English 4 units, Mathematics 2 units, History 1 unit, Science 1 unit, and other credits 8 units, making a total of 16 units. Applicants falling short not more than two units in “other credits” or ½ unit in English will be admitted conditionally. Holders of full First Grade Certificates will be admitted. Entrance may also be had by examination if desired. Attention is called to the opportunity offered by the Summer Quarter for making up deficiencies.

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 50—Orientation</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education 51-52—Educational Psychology</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Education 53—Principles of Teaching</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Education 54—School and Personal Hygiene</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education 59—Junior Observation</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>English 51—Fundamentals</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English 57-58—Language Study and Methods</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Geography 58—Geography Methods</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>History 58—History Methods</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Manual Arts 31—Writing</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manual Arts 44-45-46—Advanced Drawing</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 57-58—Arithmetic and Methods</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Music 54-57-58—Music for Upper Grades</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science 50—General Biology</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education 51-52-53—Gymnastics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Number of Periods ........................................ 28 28 28

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

Substitutes: Students who have completed Education 51-52 take instead Mathematics 56 and Education 55. Students without any previous instruction in Drawing will take Manual Arts 34-35-36 instead of 44-45-46. If Manual Arts 31 or 44-45-46 has been completed it may be omitted without substitute, and if Music 37-38-39 has been completed Music 54 may be omitted without substitute. Students in their first year at this school take Physical Education 31-32-33 and those in their second year take 41-42-43 instead of 51-52-53.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 30 periods is not exceeded.
III. PROFESSIONAL COURSE
FOR ADVANCED GRADE TEACHING
Senior Year

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

PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 60—Practise Teaching</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education 61-62-63—History and Philosophy of Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 65—Child Psychology</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Education 66—Teaching Conferences</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education 69—Senior Observation</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>English 62-63—Literary Epochs</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English 64—Reading</td>
<td>0</td>
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<tr>
<td>History 61—Sociology</td>
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<tr>
<td>History 62—Ethics</td>
<td>0</td>
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</tr>
<tr>
<td>History 63—American Government</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Manual Arts 61-62—Advanced Handwork</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Manual Arts 67—Art Appreciation</td>
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</tr>
<tr>
<td>Music 62—Music Appreciation</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education 61-62—Games and Plays</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Rural Arts 51—Nature Study</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Number of Periods: 27 26 26

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

Students taking Education 60 and 66 in the Second Quarter will take English 62 and 64, History 61 and 63 in the First Quarter, omitting these in the Second Quarter.

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

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 29 periods is not exceeded.

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IV. PROFESSIONAL COURSE
FOR HIGH SCHOOL TEACHING
Junior Year

Entrance Requirements: The completion of the Sophomore Year, or of four years of high school work, as follows: English 4 units, Mathematics 2 units, History 1 unit, Science 1 unit, and other credits 8 units, making a total of 16 units. Applicants falling short not more than two units in “other credits” or ½ unit in English will be admitted conditionally. Students electing Latin must have 4 units of Latin at entrance, and those electing French or German must have 2 units in the language chosen. Holders of full First Grade Certificates will be admitted. Entrance may also be had by examination if desired. Attention is called to the opportunity offered by the Summer Quarter for making up deficiencies.

PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 50—Orientation</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Education 51-52—Educational Psychology</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Education 54—School and Personal Hygiene</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Education 59—Junior Observation</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>English 51—Fundamentals</td>
<td>3</td>
<td>0</td>
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<tr>
<td>English 59—English Writing</td>
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<tr>
<td>Manual Arts 31—Writing</td>
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</tr>
<tr>
<td>Manual Arts 44—Advanced Drawing</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Music 54—School Music</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Natural Science 50—General Biology</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education 51-52-53—Gymnastics</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Three of the following:

| English 57-58—Language Study and Methods | 0 | 5 | 5 |
| Foreign Languages 51-52—Latin | 0 | 4 | 4 |
| Foreign Languages 54-55—French | 0 | 4 | 4 |
| Foreign Languages 57-58—German | 0 | 4 | 4 |
| Geography 58 and History 58—Methods | 0 | 5 | 5 |
| Geography 59 and Natural Science 59—Geology and Science Methods | 0 | 4 | 4 |
| History 57-59—American; English | 0 | 5 | 5 |
| Household Arts and Manual Arts—any courses | 0 | 8 | 8 |
| Mathematics 45-46—Solid Geometry; Trigonometry | 0 | 5 | 5 |
| Mathematics 57-58—Arithmetic and Methods | 0 | 5 | 5 |
| Natural Science 45-46—Chemistry | 0 | 7 | 7 |

Total Number of Periods: 28 21 to 29

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

Substitutes: Students who have completed Education 51-52 take instead Mathematics 56-57. Students without any previous instruction in Drawing will take Manual Arts 34 instead of 44. If Manual Arts 31 or 44 has been completed it may be omitted without substitute, and if Music 37-38-39 has been completed Music 54 may be omitted without substitute. Students in their first year at this school take Physical Education 31-32-33 and those in their second year take 41-42-43 instead of 51-52-53. Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 30 periods is not exceeded.

50
IV. PROFESSIONAL COURSE
FOR HIGH SCHOOL TEACHING

Senior Year

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

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 60—Practise Teaching</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Education 65—Child Psychology</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Education 66—Teaching Conferences</td>
<td>2</td>
<td>2</td>
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<tr>
<td>English 61-62—Literary Epochs</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education 51-52-53—Gymnastics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

*Three of the following:

- English 67-68-69—High School Methods; Practical Composition; American Literature
- Foreign Languages 61-62-63—Latin and Methods
- Foreign Languages 64-65-66—French and Methods
- Foreign Languages 67-68-69—German and Methods
- History 42—Geography 43—History 43—Rural Sociology
- Commercial Geography; Economics
- Household Arts and Manual Arts—any courses
- Mathematics 61-62-63—Algebra and Geometry Methods;
  Advanced Algebra; Analytic Geometry
- Natural Science 61-62—Geography 63—Botany; Zoology;
  Physiography
- Natural Science 67-68-69—Organic and Household Chemistry

Total Number of Periods: 23 to 29

Leads to: The Postgraduate (third) Year of this four-year course for high school and departmental teaching and administration, leading to the B. S. degree. All students completing the above program of work will be granted the regular normal school Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

*No subject which has been previously completed may be chosen, and the subjects chosen in this year should be in the same departments as those chosen in the Junior Year, as far as practicable.

Students in their second year at this school take Physical Education 41-42-43 instead of 51-52-53.

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

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 29 periods is not exceeded.
IV. PROFESSIONAL COURSE
FOR HIGH SCHOOL TEACHING AND ADMINISTRATION

Postgraduate Year

*Entrance Requirements: The completion of the Senior (or second) Year of this four-year course.

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 70—Advanced Practise Teaching</td>
<td>5</td>
<td>5</td>
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</tr>
<tr>
<td>Education 71—Adolescent Psychology</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Education 72—High School Teaching and Management</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Education 76—Teaching Conferences</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>English 64—Reading</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education 51-52-53—Gymnastics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

*Three of the following:

- English 71-72-73—Classical Literature; History of Language; Technique of the Drama | 3 | 3 | 3
- Foreign Languages 71-72-73—Advanced Latin | 3 | 3 | 3
- Foreign Languages 74-75-76—Advanced French | 3 | 3 | 3
- Foreign Languages 77-78-79—Advanced German | 3 | 3 | 3
- History 71-72-73—Ancient, Medieval, Modern; Modern European | 5 | 5 | 3
- Household Arts and Manual Arts—any courses | 6 | 6 | 6
- Mathematics 71-72-73—Plane and Solid Analytic Geometry; Elementary Calculus; Applied Mathematics and Methods in Trigonometry | 3 | 3 | 3
- Natural Science 74-75-76—Physics | 7 | 7 | 7
- Rural Arts 44-45-46—Agriculture; Poultry-raising | 4 | 4 | 4

Total Number of Periods | 23 to 28

*Leads to: The Degree (fourth) Year of the four-year course for high school and departmental teaching and administration, leading to the B. E. degree. All students completing the above program of work will be granted the special Postgraduate Diploma.

*No subject which has been previously completed may be chosen, and the subjects chosen should be in the same departments as those selected in the preceding years of this course as far as practicable. English 74—Library Methods may be substituted for English 73 if desired.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 30 periods is not exceeded.
IV. PROFESSIONAL COURSE
FOR HIGH SCHOOL TEACHING AND ADMINISTRATION

Degree Year

Entrance Requirements: The completion of the Postgraduate (or third) Year of this four-year course.

PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 61-62-63—History and Philosophy of Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Education 80—Special Practise Work</td>
<td>10</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Education 81—Principles of Education</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Education 82—Public School Systems</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Education 83—Tests, Scales, and Surveys</td>
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<tr>
<td>Education 86—Special Conferences</td>
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<tr>
<td>English 81—Public Speaking</td>
<td>3</td>
<td>0</td>
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<tr>
<td>History 61—Sociology</td>
<td>0</td>
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<tr>
<td>History 62—Ethics</td>
<td>0</td>
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<tr>
<td>History 63—American Government</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Manual Arts 67—Art Appreciation</td>
<td>0</td>
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<tr>
<td>Music 62—Music Appreciation</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Natural Science 80—History of Science</td>
<td>3</td>
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</tr>
<tr>
<td>Physical Education 61-62—Games and Plays</td>
<td>2</td>
<td>0</td>
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</tbody>
</table>

Total Number of Periods ........................................... 26 26 26

Leads to: The degree of Bachelor of Science in Education (B. S.)

Note: There being no students ready for this year in the session of 1917-18, the courses numbered 80 and above are not then offered; but it is expected that all courses will be offered in the following session.
V-VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSES

Junior Year

(For all courses in Household and Industrial Arts.)

Entrance Requirements: The completion of the Sophomore Year, or of four years of high school work, as follows: English 4 units, Mathematics 2 units, History 1 unit, Science 1 unit, and other credits 8 units, making a total of 16 units. Applicants falling short not more than two units in "other credits" or one-half unit in English will be admitted conditionally. Entrance may also be had by examination if desired. Attention is called to the opportunity offered by the Summer Quarter for making up deficiencies.

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 42-43—Elements of Teaching</td>
<td>0</td>
<td>4</td>
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<tr>
<td>Education 50—Orientation</td>
<td>5</td>
<td>0</td>
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</tr>
<tr>
<td>Education 51-52—Educational Psychology</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>English 51—Fundamentals</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Household Arts 41-42-43—Sewing and Textiles</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Household Arts 47-48-49—Cooking</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Household Arts 50—Methods and Observation</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Manual Arts 31—Writing</td>
<td>0</td>
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</tr>
<tr>
<td>Manual Arts 34-35-36—Primary Drawing</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science 44-45-46—Chemistry</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Natural Science 51—Physiology and Hygiene</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education 51-52-53—Gymnastics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Rural Arts 53—School Gardening</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Number of Periods | 32 | 32 | 32

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

Substitutes: Students who have completed Education 51-52 take instead Mathematics 56-57; those who have completed any other course in the above list take instead an equivalent from the Sophomore schedule or from any of the Junior Professional schedules. Students in their first year at this school take Physical Education 31-32-33 and those in their second year take 41-42-43 instead of 51-52-53.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 34 periods is not exceeded.
V-VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSES

Senior Year

**Entrance Requirements:** The completion of the Junior Year of these courses.

**PROGRAM OF CLASSES**

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 61-68-69—Lit. Epochs; Pract. Comp.; Amer. Lit.</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Household Arts 44-45-46—Housepractise; Nursing</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Household Arts 64-65—Theory of Teaching</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Household Arts 66—Department Conference</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education 51-52-53—Gymnastics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

One of the following groups:

**V. Domestic Science Group:**

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 69—Senior Observation</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Household Arts 57-58-59—Advanced Cooking</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Household Arts 60—Practise Teaching</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Household Arts 67-68-69—Nutrition and Dietetics</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science 67-68-69—Org. and House'd Chemistry</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

**VI. Domestic Art Group:**

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 69—Senior Observation</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Household Arts 51-52—Art Needlework</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Household Arts 53-54—Advanced Textiles</td>
<td>0</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Household Arts 55-56—House Planning; Furnishing</td>
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<td>2</td>
</tr>
<tr>
<td>Household Arts 60—Practise Teaching</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Household Arts 61-62-63—Advanced Sewing; Dressmaking</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Household Arts 71-72—Millinery</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Household Arts 73-74—Costume Design</td>
<td>4</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Manual Arts 44-45-46—Advanced Drawing</td>
<td>2</td>
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</table>

**VII. Institutional Management Group:**

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household Arts 67-68-69—Nutrition and Dietetics</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Household Arts 77-78-79—Institutional Cookery; Catering</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Household Arts 87-88-89—Institutional Management</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science 67-68-69—Org. and House'd Chemistry</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Rural Arts 56—Poultry-raising</td>
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</tbody>
</table>

**VIII. Industrial Arts Group:**

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 69—Senior Observation</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Household Arts 55-56—House Planning; Furnishing</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Manual Arts 44-45-46—Advanced Drawing</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Manual Arts 47-48-49—Rural Teachers' Course</td>
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<td>4</td>
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<tr>
<td>Manual Arts 51-52—Primary Handwork</td>
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<td>Manual Arts 60—Practise Teaching</td>
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<tr>
<td>Manual Arts 61-62—Advanced Handwork</td>
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<tr>
<td>Manual Arts 63-64-65—Design</td>
<td>6</td>
<td>6</td>
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</tbody>
</table>

**Total Number of Periods:** 30 to 34

**Leads to:** The Postgraduate (third) Year of the four-year courses for the B. S. degree. All students completing this year's work will be granted the regular normal Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas." Students in their second year at this school take Physical Education 41-42-43 instead of 51-52-53.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 34 periods is not exceeded.

55
V-VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSES FOR ADVANCED TEACHING AND SUPERVISION

Postgraduate Year

**Entrance Requirements**: The completion of the Senior (or second) Year of this four-year course.

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 74-63-43—Indust'l Hist.; Amer. Gov't; Economics</td>
<td>3</td>
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<tr>
<td>Household Arts 70—Advanced Practise</td>
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<tr>
<td>Household Arts 76—Department Conference</td>
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</tr>
<tr>
<td>Physical Education 51-52-53—Gymnastics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

One of the following groups, corresponding in number to the group selected in the preceding year:

**V. Domestic Science Group**:
- Household Arts 51-52—Art Needlework ...................................... 2 0 2
- Household Arts 53-54—Advanced Textiles ................................... 0 2 2
- Household Arts 55-56—House Planning; Furnishing ....................... 0 2 2
- Household Arts 61-62-63—Advanced Sewing; Dressmaking ............... 6 6 6
- Household Arts 71-72—Millinery ........................................... 2 0 2
- Household Arts 73-74—Costume Design .................................... 4 4 0
- Manual Arts 44-45-46—Advanced Drawing ................................... 2 2 2

**VI. Domestic Art Group**:
- Household Arts 57-58-59—Advanced Cooking ............................... 4 4 4
- Household Arts 67-68-69—Nutrition and Dietetics ....................... 4 4 4
- Natural Science 67-68-69—Organic and House'd Chemistry .............. 6 6 6

**VII. Institutional Management Group**:
- Education 71—Adolescent Psychology ....................................... 0 5 0
- English 74—Library Methods ................................................ 0 0 3
- Household Arts 51-52—Art Needlework ..................................... 2 0 2
- Household Arts 53-54—Advanced Textiles .................................. 0 2 2
- Household Arts 55-56—House Planning; Furnishing ...................... 0 2 2
- Household Arts 57-58-59—Advanced Cooking ............................... 4 4 4
- Household Arts 61—Advanced Sewing ....................................... 6 0 0
- Manual Arts 44-45-46—Advanced Drawing ................................... 2 2 2

**VIII. Industrial Arts Group**:
- Household Arts 51-52—Art Needlework ..................................... 2 0 2
- Household Arts 53-54—Advanced Textiles .................................. 0 2 2
- Household Arts 61-62-63—Advanced Sewing; Dressmaking ............... 6 6 6
- Household Arts 73-74—Costume Design .................................... 4 4 0
- Manual Arts 71-72-73—Woodworking ....................................... 4 4 4

*Total Number of Periods* .................................................. 30 to 32

*Leads to*: The Degree (fourth) Year of the four-year course for combining the special subjects preparatory to teaching such combinations of subjects in schools of all grades and to positions as supervisors demonstrators, etc., and leading to the B. S. degree. All students completing this year's work will be granted the special Postgraduate Diploma.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 34 periods is not exceeded.
### V-VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSES
#### FOR ADVANCED TEACHING AND SUPERVISION

**Degree Year**

*Entrance Requirements:* The completion of the Postgraduate (or third) Year of this four-year course.

**PROGRAM OF CLASSES**

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 61-62-63—History and Philosophy of Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 81—Principles of Education</td>
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<td>0</td>
<td>3</td>
</tr>
<tr>
<td>English 81—Public Speaking</td>
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</tr>
<tr>
<td>History 61-62—Sociology; Ethics</td>
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<tr>
<td>Household Arts 80—Special Practise Work</td>
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<tr>
<td>Household Arts 84-85—Laundering; Household Management</td>
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<tr>
<td>Household Arts 86—Special Conference</td>
<td>1</td>
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<tr>
<td>Manual Arts 67—Art Appreciation</td>
<td>2</td>
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<tr>
<td>Music 62—Music Appreciation</td>
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<tr>
<td>Physical Education 61-62—Games and Plays</td>
<td>2</td>
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*One of the following groups, corresponding in number to the group selected in the preceding year:*

**P. Domestic Science Group:**

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<tbody>
<tr>
<td>Household Arts 71-72—Millinery</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Manual Arts 47-48—Rural Teachers' Course</td>
<td>4</td>
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<tr>
<td>Manual Arts 51-52—Primary Handwork</td>
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<tr>
<td>Natural Science 80-81-82—History of Science; Bacteriology; Household Physics</td>
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**VI. Domestic Art Group:**

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<tr>
<td>Manual Arts 47-48-49—Rural Teachers' Course</td>
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<tr>
<td>Manual Arts 61-62—Advanced Handwork</td>
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<tr>
<td>Natural Science 80-81-82—History of Science; Bacteriology; Household Physics</td>
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**VII. Institutional Management Group:**

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<tr>
<td>Household Arts 81-82-83—Institutional Nursing</td>
<td>4</td>
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<tr>
<td>Natural Science 80-81-82—History of Science; Bacteriology; Household Physics</td>
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**VIII. Industrial Arts Group:**

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<tbody>
<tr>
<td>Household Arts 57-58-59—Advanced Cooking</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Manual Arts 87-88-89—Printing</td>
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*Total Number of Periods* ............................................. 30 to 33

*Leads to:* The degree of Bachelor of Science in Education (B. S.)

*Note:* There being no students ready for this year in the session of 1917-18, the courses numbered 80 and above are not then offered; but it is expected that all courses will be offered in the following session.
IX. HOUSEHOLD ARTS COURSE—MILLINERY

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

PROGRAM OF CLASSES

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<tbody>
<tr>
<td>Household Arts 51-52—Art Needlework</td>
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<tr>
<td>Household Arts 53-54—Advanced Textiles</td>
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<tr>
<td>Household Arts 73-74—Costume Design</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Household Arts 21-22-23—Trade Millinery</td>
<td>30</td>
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Total Number of Periods: 36 36 34

Leads to: Certificate of Proficiency (in Millinery.)

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

X. HOUSEHOLD ARTS COURSE—DRESSMAKING

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

PROGRAM OF CLASSES

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<tr>
<td>Household Arts 51-52—Art Needlework</td>
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<td>Household Arts 53-54—Advanced Textiles</td>
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<td>2</td>
</tr>
<tr>
<td>Household Arts 73-74—Costume Design</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Household Arts 24-25-26—Trade Dressmaking</td>
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</table>

Total Number of Periods: 36 36 34

Leads to: Certificate of Proficiency (in Dressmaking.)

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

XI. PART-TIME COURSES

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

PROGRAM OF CLASSES

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

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

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

I. EDUCATION

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

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

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

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

41. INTRODUCTION TO TEACHING.—1st quarter; 4 periods per week.—Professor Heatwole.

This introductory course is intended to set forth in the most practical manner the salient aims and methods of education viewed broadly, together with the results of education, the importance of the work of teaching, and the place of the teacher in the community. Textbook: Thorndike's Education.

42-43. ELEMENTS OF TEACHING.—2d and 3d quarters; 4 periods per week.—Professor Heatwole.

This course considers the personal qualifications of the teacher, the general methods of teaching the common school branches, the management
of the school, the keeping of records, and the fundamental principles underly-
ing school practise and theory. Textbooks: Charters's *Teaching the Common School Branches* and Kendall and Mirick's *How to Teach the Fundamental Subjects*.

47-48-49. **BIBLE STUDY AND SUNDAY SCHOOL METHODS.**

1st, 2d, and 3d quarters; 2 periods per week.—Professors Sanger and Johnston, Misses Cleveland and Lancaster, Mrs. Moody.

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

50. **ORIENTATION.**—1st quarter; 5 periods per week.—Doctor Sanger, with other members of the faculty.

This course seeks to put the student, at the beginning of her professional work, into possession of certain information of a general character which is considered fundamental to successful study and life in an institution for the preparation of teachers, and to guide her in choosing among the various courses which lead to the different types of teaching service. The specific qualities essential to success in each type of work will be pointed out, and such advice will be given as will aid in the selection of a suitable specific curriculum. The course will include instruction as to the use of the library, of reference books, readers' guides, etc., and as to the preparation of bibliographies, the making of notes, arrangement of note books, and economy of time in reading. The ideals of this school and of the teaching profession will be impressed upon the student, to the end that a proper attitude may be developed toward the great work for which she is preparing and toward all the phases of normal school life which contribute to that preparation.

51-52. **EDUCATIONAL PSYCHOLOGY.**—1st and 2d quarters; 5 periods per week.—Professor Heatwole.

The purpose of this course is, first, to make a study of the elements of psychology in order to give an understanding of what mental processes are, and how the mind is developed. Such an understanding will make the future teacher more proficient in developing the minds of her pupils,
and will enable her to understand psychological terms which often occur in educational literature. Its second purpose is to apply principles of psychology to the teaching process. Text-book: Pillsbury’s *The Fundamentals of Psychology*.

53. **Principles of Teaching and Management.**—3d quarter; 5 periods per week.—Professor Heatwole.

In this course different types of recitations are developed in detail with observations in the training school to illustrate these, the observations being followed by class discussions. Lesson plan making is considered, in as practical a manner as possible. The general subject of school management, organizing the school, the daily schedule, the keeping of records, the making of reports, the school law of Virginia, the problems of recreation, discipline, attention, drill, the disposition of time, professional standards, and the relation of the teacher to the school system, are given attention. One section of this class pays especial attention to the primary grades, and the other section gives particular consideration to the grammar grades. Textbooks: Earhart’s *Types of Teaching* and Bagley’s *Classroom Management*.

54. **School and Personal Hygiene.**—1st quarter; 3 periods per week.—Miss Bell.

In this course emphasis is placed primarily upon personal hygiene, particularly the hygiene of the teacher. It includes a study of such problems as: the school plant, its site, construction, lighting, heating, ventilation, sanitation, the hygiene of the pupil, physical defects, communicable diseases, posture, diet, habits; the hygiene of instruction, apportionment of work, the daily schedule in relation to health, etc. Textbooks: Dresslar’s *School Hygiene* and Terman’s *Hygiene of the School Child*.

55-56. **Primary Education and Observation.**—2d and 3d quarters; 5 periods per week.—Miss Gregg.

The aim of the course is to make clear the guiding principles that determine what the primary program in general should include. The child’s interests are considered in the light of his future needs and the course of study is planned accordingly. Methods of teaching the various branches of the primary curriculum are considered, and the relations of these branches to each other are studied, with a view to formulating a program. Observation of classwork in the training school forms an important part of the course. These observations extend from the kindergarten thru the fourth grade, and are followed each time by class discussions which bring out the important parts of the recitations. The Virginia state course of study is compared with the typical course planned, and points of adjustment are noted.
2d quarter: Primary arithmetic and industrial geography and history. The first half of the quarter is devoted to the teaching of number, and the second half revolves about the problems of food, clothing, and shelter. This will form the basis for the unification of the primary program. Textbook: Suzzallo’s *Teaching of Primary Arithmetic*.

3d quarter: Reading and the related subjects, phonics, spelling, and penmanship. Textbook: Klapper’s *Teaching Children to Read*.

57-58. **Kindergarten Methods and Observation.**—2d and 3d quarters; 5 periods per week.—Miss Seeger.

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

2d quarter: Literature for kindergarten and primary grades. This includes a study of sources and classification of materials and practise in story-telling. Language. Textbook: MacClintock’s *Literature in Elementary Grades*.

59. **Junior Observation.**—2d and 3d quarters; 2 periods per week.—Miss Gregg.

This is designed particularly for students taking the courses leading to teaching in the upper grades and the high school. It will consider especially the question as an instrument of teaching in the grammar grades and high school. This course will be used in conjunction with the other methods classes during the quarter. Each observation will be followed by a discussion at which the critic teachers will be present.

60. **Practise Teaching.**—1st, 2d, and 3d quarters; periods per week as indicated in the course schedules.—Miss Gregg and Miss Seeger, with the faculty of the training school.

Students in this course are assigned to work under the direction of skilled and experienced critic teachers, and they are held responsible for management and teaching. Helpful criticisms and individual conferences are held by the grade critics and the Director of the Training School. The student gains in planning lessons, in teaching them, and in managing classes. All practise teaching is done under real public school conditions.

61-62-63. **History and Philosophy of Education.**—1st, 2d, and 3d quarters; 3 periods per week.—Professor Heatwole.

The work of this course includes the systematic study of the progress of educational theory and practise from the earliest times down to modern education as exemplified in America, England, France, and Germany. The most important topics in Greek and Roman education are considered, and some attention is paid to education during the Middle
Ages; but the greatest portion of the time is given to the great educational reformers and to the historical development of the education of our own times. The value of such a course in giving a perspective to the study of educational theory and practice, in giving balance to the judgment of the future teacher, and in shaping her educational ideals is certainly very great. By studying what has been aimed at and what has been accomplished in education by various peoples in the past, the student may gain some idea of what education should reasonably expect to accomplish in the future. The 3d quarter will be given to a course in advanced educational theory, which seeks the foundations of education in biology, physiology, sociology, psychology, and philosophy, and endeavors to interpret the nature, place, and meaning of education in the world. The purpose of the course is to give a broader view of education as a whole, and especially to interpret the progress and development of educational thought and practice in the light of the social life of peoples in different ages, with a view to determining the form of education demanded by our own age. The larger aims of modern education and the duty of the school to society are emphasized. Textbooks: Graves's Students' History of Education; Betts's Social Principles of Education and Horne's Idealism in Education.

64. KINDERGARTEN PRINCIPLES.—1st quarter; 5 periods per week.—Miss Seeger.

This course includes the study of and the making of the kindergarten program, the problems peculiar to kindergarten management and control, and the relation of the kindergarten to the primary school.

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

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

66. TEACHING CONFERENCES.—1st, 2d, and 3d quarters; periods per week as indicated in the course schedules.—Miss Gregg, Miss Seeger, Miss Sale, and critic teachers.

Once or more each week the entire practic teaching body is brought together by the Director of the Training School to discuss the various problems that arise with regard to successful work and the making of efficient teachers. Several conferences a week are held with the grade teachers for the purpose of aiding the student in meeting the needs of the daily classwork. Individual conferences between the student and her supervisor are held as needed.
69. **Senior Observation.**—3d quarter; 4 periods per week.—Miss Gregg.

This course is given for the purpose of summarizing all of the work of the students in such a manner that they may be able to apply their teaching experience to any of the elementary grades. A discussion of the typical class programs observed in the eight elementary grades, together with a critical survey of the Virginia state course of study, gives a working foundation for the prospective teacher.

70. **Advanced Practise Teaching.**—1st, 2d, and 3d quarters; 5 periods per week.—Doctor Sanger, with other members of the faculty.

Students in the third year of the four-year course are given an opportunity to teach in the third and fourth year high school subjects, according to the branches in which they are specializing.

71. **Adolescent Psychology.**—2d quarter; 5 periods per week.—Doctor Sanger.

Beginning with the psycho-physical processes of infancy and childhood, this course stresses the motor, intellectual, social, moral, religious, and related interests in tendencies of the adolescent period. The course is made practical by emphasizing the relation between these interests and tendencies and the various subjects of the high school curriculum and the problems of high school administration. The abnormal child and youth are also considered. Frequent reports and observations are required.

72. **High School Teaching and Management.**—3d quarter; 5 periods per week.—Doctor Sanger.

The course includes a study of the underlying principles of secondary education and the science and art of high school teaching and management. Stress is laid upon the high school curriculum in relation to modern life, the function of the various subjects, methods of administration and teaching. Problems connected with the "teen" age are also taken up. A distinctly practical turn is given throughout.

76. **Teaching Conferences.**—1st, 2d, and 3d quarters; 2 periods per week.—Doctor Sanger, with other members of the faculty.

Students doing advanced teaching confer at frequent intervals with their supervisors, going over carefully the plans for their work and the results obtained in it.

80. **Special Practise Work.**—1st, 2d, and 3d quarters; 10 periods per week.—(Not offered in 1917-18.)
Students in the last year of the four-year course give instruction in the subjects in which they have specialized, under the supervision and direction of the heads of the various departments.

81. Principles of Education.—3d quarter; 3 periods per week.—(Not offered in 1917-18.)

This is an integrating course which aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses and to leave with the student a unified body of educational doctrine. The course includes such topics as: the definition of education; the aims of education; the development of various conceptions of educational values; and the genesis and present status of certain controverted questions of educational theory, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.

82. Public School Systems.—3d quarter; 3 periods per week.—(Not offered in 1917-18.)

This course covers such topics as: the development and present organization of typical American public school systems; the cost of education and the sources of revenue; the distribution of state funds; the character of the teaching population, as to age, experience, training, tenure, salaries, pensions; the development of the elementary curriculum and the relation of elementary to secondary education; and various phases of state, county, and town educational organization, administration, and reorganization.

83. Tests, Scales, and Surveys.—2d quarter; 1 period per week.—(Not offered in 1917-18.)

In this course a study is made of the various standardized tests and scales that have been devised. Practice will be given in the use of these measurements. Typical school surveys will receive attention.

86. Special Conferences.—1st, 2d, and 3d quarters; 2 periods per week.—(Not offered in 1917-18)

Students in the last year of the four-year course confer at frequent intervals with their supervisors concerning the practice work they are doing.

Note: Courses in the theory and practice of teaching the household and industrial arts, and special methods courses in the various subjects will be found mentioned under the departments concerned.
II. ENGLISH LANGUAGE AND LITERATURE

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

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

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

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

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

1. Spelling and the Mechanics of Writing.—1st, 2d, and 3d quarters; twice a week during assembly period.—Miss Cleveland and Miss Stribling.

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

21-22-23. **Grammar and Composition.**—1st, 2d, and 3d quarters; 5 periods per week.

This course covers the requirements of the second year high school course in English and is given in order to meet the needs of students who come from two-year high schools which on account of a short term or other deficiency cannot be accredited with two units in this subject. Frequent reference is made to grammatical structure, much drill is afforded in elementary composition, and at least five classics are studied. Textbooks: Brooks's *English Composition, Book 1*, and selected classics.

31-32-33. **Rhetoric and Composition.**—1st, 2d, and 3d quarters; 5 periods per week.—Miss Stribling.

The work of this course covers the third year high school work in English. It makes a study of grammar, rhetoric, and specimens of literature, with a view to giving the student additional subject-matter for teaching purposes and for her own improvement. Textbooks: Buehler's *A Modern English Grammar, Revised*; Frank's *Exercises in Grammar*; Brooks's *English Composition, Book II*; selections from American and English classics.

41. **Advanced Rhetoric and Composition.**—1st quarter; 5 periods per week.—Miss Hoffman.

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

42. **English Literature.**—2d quarter; 5 periods per week.—Miss Hoffman.

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

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

It is the aim of this course to study the development of American lit-
erature and to acquaint the student with its best productions, their authors,
and the conditions that have produced them. The early formation periods,
the New England renaissance, and more recent productions receive at-
tention. Special study is given to Southern literature. Textbooks: Hal-
lecck's History of American Literature; Watkins's Primer of American Lit-
erature, and special editions of classics to be selected during the course.

51. ENGLISH FUNDAMENTALS.—1st quarter; 3 periods
per week.—Miss Cleveland and Miss Hoffman.

The object of this course is to drill in the fundamentals of English
composition to the end that the student's written work and incidentally her
speech may be improved. Textbook: Woolley's Written English.

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

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

59. ENGLISH WRITING.—3d quarter; 5 periods per week.
—Miss Cleveland.

This course gives a large amount of practise in the writing of essays,
stories, verse, and fiction. It seeks to correct defects in composition and to
develop an easy and readable style.
61-62-63. **Literary Epochs.**—1st, 2d, and 3d quarters; 5 periods per week.—Miss Cleveland.

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

64. **Reading.**—1st quarter; 5 periods per week; repeated in 2d quarter.—Miss Hudson.

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

67. **High School English Methods.**—1st quarter; 3 periods per week.—Miss Cleveland.

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

68. **Practical Composition.**—2d quarter; 3 periods per week.—Miss Hoffman.

This course is intensely practical throughout, consisting of practise in the writing of business letters, news letters, and the preparation of articles for publication.

69. **American Literature.**—3d quarter; 3 periods per week.—Miss Hoffman.

This course makes a study of American literature suitable for use in the high school. Some consideration is given to methods of teaching the subject, organization of material, and developing in the pupil a love for good reading.
71. **Classical Literature.**—1st quarter; 3 periods per week.—Miss Hoffman.

In this course a study is made of certain masterpieces of Greek and Roman literature, thru their English translations.

72. **History of Language.**—2d quarter; 3 periods per week.—Miss Cleveland.

This course considers the development of the forms of speech, idioms, inflections, spellings, and meanings.

73. **Technique of the Drama.**—3d quarter; 3 periods per week.—Miss Hudson.

The aim of this course is to develop some skill on the part of the prospective teacher and leader of young people in planning and conducting dramatic exhibitions in the school and community. Opportunity is given thru the literary societies and other student organizations for the practise of the dramatic art in elementary form, and by means of motion pictures, open-air plays, and other dramatic productions by professional dramatists, for the acquiring of practical knowledge along this line.

77. **Library Methods.**—3d quarter; 3 periods per week.—Miss Bell.

In this course instruction is given in the method of classifying and cataloguing books, and in the various problems connected with conducting a library. The purpose of the course is to develop in the student an appreciation for books and periodicals, and the ability to organize and manage a small library, which she may be called upon to do in connection with her work as a teacher. Most of the time is given to the actual work of assisting in the school library.

81. **Public Speaking.**—1st quarter; 3 periods per week.

—(Not offered in 1917-18.)

The purpose of this course is to help the student to develop the ability to prepare papers and addresses for public delivery, before teachers' meetings, patrons' leagues, and community gatherings; and to prepare her to supervise literary societies, plan and conduct debates and speaking contests, and properly manage the various public programs incidental to school life.

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**III. FOREIGN LANGUAGES**

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

51-52. LATIN.—2d and 3d quarters; 4 periods per week.—Miss Hoffman.

Selections from Livy will be read, and special attention will be paid to the character and value of Livy's history. Exercises in prose composition will be required. The course will also include the reading of some of the odes of Horace. Textbooks: to be selected.

54-55. FRENCH.—2d and 3d quarters; 4 periods per week.—Miss Hoffman.

This course includes the reading of selected classic dramas and modern prose from the works of Corneille, Racine, Moliere, Sand, Hugo, and Dumas, also composition and practice in speaking the French language. Sight reading and parallel work will be required.

57-58. GERMAN.—2d and 3d quarters; 4 periods per week.—Miss Hoffman.

This course includes the reading of selected prose from the best German authors, together with a study of grammatical structure. Much practice will be given in composition, thru dictation and reproduction, and considerable parallel work will be required.

61-62-63. LATIN AND METHODS.—1st, 2d, and 3d quarters; 3 periods per week.—Miss Hoffman.

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

64-65-66. FRENCH AND METHODS.—1st, 2d, and 3d quarters; 3 periods per week.—Miss Hoffman.

In addition to further practice in the reading of French literature and a careful review of the usual high school French course, a study is made of the best methods of teaching the language in the high school.
67-68-69. **German and Methods.**—1st, 2d, and 3d quarters; 4 periods per week.—(Not offered in 1917-18.)

In addition to further practice in the reading of German literature and a careful review of the usual high school course in German, a study is made of the best methods of teaching the language in the high school.

71-72-73. **Advanced Latin.**—1st, 2d, and 3d quarters; 3 periods per week.—(Not offered in 1917-18.)

This course continues the reading of Latin literature, the study of composition, and drill in syntax and idiom.

74-75-76. **Advanced French.**—1st, 2d, and 3d quarters; 3 periods per week.—(Not offered in 1917-18.)

This course continues the study of French literature, including the novel, the drama, and lyrical poetry. Some attention is given to the reading of scientific French. Compositions on assigned topics are required.

77-78-79. **Advanced German.**—1st, 2d, and 3d quarters; 3 periods per week.—(Not offered in 1917-18.)

This course continues the study of German literature, and includes readings from works on science, criticism, and art. Attention is given to the history of German literature. Papers and oral reports on assigned topics are required.

**IV. GEOGRAPHY**

Geography is one of the most valuable branches of the school curriculum, as it brings the school into contact with the world and the life and work of people in the various sections of the world, and thus relates the pupil to society at large, and gives an understanding of her relation to her environment. In teaching the subject the laboratory method is used as far as practicable in all the courses. Excursions are made to nearby points.

43. **Commercial Geography.**—2d quarter; 3 periods per week.—Miss King.

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

58. Geography Methods.—2d quarter; 5 periods per week.—Miss King.

The course deals with the teaching of geography in the upper elementary grades. Simple apparatus is planned and made by the students, field lessons are arranged, and courses mapped out. Attention is paid to map-reading and map-making. Pedagogical literature is studied, and a sound foundation for teaching the subject is sought. The work is made practical and is illustrated by lessons in the training schools. Textbooks: Southern's Teaching of Geography; and Brigham and McFarlane's Advanced Geography.

59. Geology.—2d quarter; 4 periods per week.—Miss King.

This course seeks to familiarize the student with the most important facts of geology thru a study of common geologic formations, pictures, and reference books. Emphasis is placed on those portions which are especially useful in illustrating geography, to the end that the teacher may have a broader background for the teaching of physical geography. Textbook: Blackwilder and Barrows's Elements of Geology.

63. Physiography.—3d quarter; 6 periods per week.—Miss King.

This course includes a study of land forms, with their life history, the ocean, the atmosphere, etc. Instruction is given in the making of maps and models, in the interpretation and construction of weather maps, and in the conducting of field excursions for observation. The course is intended for the preparation of high school teachers, and all portions of it are treated from the standpoint of the teacher and her work. Considerable reference reading, field, and laboratory work are required. Textbook: Salisbury's Physiography.

V. HISTORY AND SOCIAL SCIENCES

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

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

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

31-32. **Ancient, Medieval, and Modern History.—**

*1st and 2d quarters; 5 periods per week.—Doctor Wayland.*

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

33. **English History.—**

*3d quarter; 5 periods per week.—Doctor Wayland.*

This is a general course in English history from the earliest times to the present, but special emphasis is placed on those portions which refer to constitutional development and those portions which have the most direct bearing on American history and institutions. The military history of England and her relations to foreign powers receive less attention than the social and industrial development of the nation and the political progress of the people. The course is valuable to all future teachers as furnishing a background for the teaching of United States history and civics. Textbooks: Cheyney's *Readings in English History*; and Andrew's *A Short History of England*.
42. Rural Sociology.—1st quarter; 3 periods per week.—Doctor Wayland.

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

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

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

57. American History.—2d quarter; 5 periods per week.—Doctor Wayland.

This course includes a study of American history since 1870, and includes the following topics: the economic revolution, parties and party issues, Federal legislation, imperialism, the growth of capitalism, and American ideals. Textbook: Beard's *Contemporary American History*.

58. American History and Methods.—3d quarter; 5 periods per week.—Doctor Wayland.

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

59. English History.—3d quarter; 5 periods per week.—Doctor Wayland.
This course is the same as course 33, but for advanced credit additional readings and essay work are assigned by the instructor. Students must notify the instructor at time of entrance to the class that advanced credit is desired. A supplemental examination is required.

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

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

62. Ethics.—3d quarter; 3 periods per week.—Doctor Wayland.

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

63. American Government.—1st quarter; repeated in 2d quarter; 3 periods per week.—Doctor Wayland.

In this course an effort will be made to give the student an intelligent consciousness of civic duties and opportunities, together with some definite notions about the actual processes of everyday citizenship. The aim thru-out will be practical, and the methods employed will approximate as nearly as possible the various experiences of civic life. Textbook: Magruder's American Government.

71-72. Ancient, Medieval, and Modern History.—1st and 2d quarters; 5 periods per week.—Doctor Wayland.

This course is the same as course 31-32, but for advanced credit additional readings and essay work are assigned by the instructor. Students must notify the instructor at time of entrance to the class that advanced credit is desired. A supplemental examination is required.
73. **Modern European History.**—3rd quarter; 3 periods per week.—Doctor Wayland.

This course makes a study of European history since 1870. The unification of Italy, the formation of the German Empire, and the Third Republic in France, will be reviewed. The growth of political and social reforms, territorial expansion, Turkey and the Eastern question, will be emphasized. The Geneva Tribunal, the Hague conferences, and the causes of the present war will be studied. In addition to the text-book on which the course will be based, supplementary lectures will be given and special topical studies will be assigned to members of the class. Textbook: Robinson and Beard's *Outlines of European History. Part II.*

74. **Social, Economic, and Industrial History.**—1st quarter; 3 periods per week.—Doctor Wayland.

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

VI. **HOUSEHOLD ARTS**

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

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

The specific aims of the several programs of work offered may be stated as follows:

(1) To prepare special teachers of domestic science, domestic art, and industrial (including manual) arts, for all classes of schools.

(2) To prepare supervisors of these special subjects, demonstration agents, and community workers.

(3) To train for the vocations of the household and institutional work, such as professional housekeepers, dietitians, managers of diningrooms and lunchrooms, matrons, Y. W. C. A. workers, etc.; and for the millinery and dressmaking trades.

(4) To give instruction in elementary cooking, sewing, and housekeeping to students preparing for regular grade teaching, or for home work.

The school has sent out young women from this department to take charge of such work in other normal schools, in colleges, in district agricultural high schools and other high schools, in elementary schools, in rural schools, and as supervisors and demonstration workers in a number of counties and cities.

Recently considerable demand has come for trained household and institution workers, such as dietitians, directors of diningrooms, managers of lunchrooms, institutional housekeepers, matrons, etc. To meet this demand the school has added
instruction in institutional management, institutional cookery and catering, and institutional nursing. To meet also the increased demand for community workers and demonstration agents, the school has added instruction in extension and demonstration methods, in supervision, in bacteriology for the home, household sanitation, and photography.

The following rooms have been equipped for use by this department: laboratories in sewing and textiles, dressmaking and millinery, cooking, dietetics, household physics, household chemistry, photography, manual arts, laundering; a housekeeping apartment consisting of three connecting rooms, providing a home kitchen, a dining room, and a bedroom, with laboratory facilities for housepractise and home nursing; conference room and office, with a collection of special departmental reference books; lecture room; locker room and store room.

The school library includes a large collection of books and magazines on household arts subjects. All other parts of the school plant are available for the work of the department as needed.

The school dining department has been installed in its new hall and service building, and the kitchen, food preparation rooms, pantries, dishwashing room, and storerooms, together with the commodious dininghall, are now available for laboratory purposes in the courses in institutional management.

The public schools of the city and county near the school are used for observation and practiseteaching purposes. Students have many opportunities for teaching their special subjects under real school conditions, both in graded schools of all grades and in ungraded rural schools. Opportunities are also afforded for gaining experience in supervision, in demonstration, and in other forms of extension and community work.

The Rockingham Memorial Hospital, located on property adjoining the school grounds, and affiliated with the school, offers an opportunity to get instruction in home nursing given
by expert professional nurses. This school gives no course designed to train professional nurses, but its courses offer an excellent basis for such a course in the Rockingham Memorial Hospital or other hospitals.

21-22-23. TRADE MILLINERY.—1st, 2d, and 3d quarters; 10 periods per week, with 20 additional periods per week for laboratory practise.—Professor Shriver.

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

24-25-26. TRADE DRESSMAKING.—1st, 2d, and 3d quarters; 10 periods per week, with 20 additional periods per week for laboratory practise.—Professor Shriver.

The purpose of this course is to train young women for the sewing and dressmaking trade, and the work will be conducted along lines followed in commercial practise as far as possible. An applicant who has not completed a course in sewing at this school will be required to present for inspection some garment made entirely by herself, in order that it may be demonstrated that she is prepared to do the work of this course. The designing, cutting, and making of garments; fitting, modelling, draping, and handling of materials; and selection of goods, will be carefully studied and sufficient practise will be had thruout to give skill in the work. Costumes suitable for various seasons and occasions, both simple and elaborate, will be finished in the work. Students may, with the approval of the instructor, furnish material for one dress for themselves during each quarter. The course provides experience in handling divers materials, in the adaptation of designs, and in the fitting of figures of different sizes. All materials for practise work on forms are provided by the students, but may be inexpensive. Either quarter of this course may be taken separately, but inasmuch as the different seasons and different grades will be considered in different quarters it is advisable for all students to pursue the course thru three quarters to its completion.
27. **Home Dressmaking.**—1st, 2d, and 3d quarters; 4 periods per week.—Professor Shriver.

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

41-42-43. **Sewing and Textiles.**—1st, 2d, and 3d quarters; 4 periods per week.—Mrs. Moody.

This course is for beginners, but some knowledge of sewing is presupposed. It includes needlework, simple machine-sewing, the use of patterns, and garment making. The students discuss and select patterns for typical problems in constructive sewing. The various hand stitches and simple forms of machine-sewing are learned and applied directly on useful articles, including undergarments and a simple dress. Fundamental principles of sewing are taught, and each problem is considered as it may be taught to children in public school work. Special attention is given to garment-mending and darning with the idea that while in school the student will not only learn how to sew and how to teach sewing, but also will be able to apply her knowledge in properly repairing and caring for her own clothing. Topics in textiles such as the following are included: the manufacture of cotton and linen, and manufacturing conditions which affect the hygienic, economic, and esthetic value of the material. Simple home tests are given for the recognition of admixtures and adulteration. Laboratory fee: 50 cents per quarter, for pins, needles, and patterns.

44-45. **Housepractise.**—1st and 2d quarters; 2 periods per week.—Miss Button.

This course is very practical and contains much of value to teachers and homemakers. Among the topics studied are: convenient arrangement of the house; sanitation; ventilation; operation and care of heating apparatus, and of lighting and plumbing fixtures; cleaning processes and appliances; the cleaning and care of rooms, of furniture, and of metals. Students are expected to apply their knowledge of such matters to the care of their own rooms in the dormitories. Practise under supervision is also given in the practise apartment of the school. Laboratory fee: 25 cents per quarter, for chemicals and cloths.

46. **Home Nursing.**—1st quarter; 2 periods per week; repeated in 2d and 3d quarters.—Miss Sale.

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

47-48-49.—Cooking.—1st, 2d, and 3d quarters; 4 periods per week.—Mrs. Moody and Miss Button.

This is an elementary course in cooking, including the study of foods as to their general composition and nutritive value, the effect of heat upon foods and their preparation, cooking processes, food preservation, the management of utensils and stoves, and the planning, preparation, and serving of meals. Typical ways of cooking are studied, and common processes best suited to the material to be cooked are used. The selection, purchase, and cost of foods are also studied. It is the aim of the course to develop skill, efficiency, neatness, and definiteness in handling materials and apparatus. Students in this course must be provided with two aprons and caps which are very inexpensive and may be made by Butterick pattern No. 6307. Laboratory fee: $1.50 per quarter.

50. Methods and Observation.—3d quarter; 3 periods per week.—Miss Sale.

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

51-52. Art Needlework.—1st and 3d quarters; 2 periods per week.—Professor Shriver.

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

53-54. Advanced Textiles.—2d and 3d quarters; 2 periods per week.—Mrs. Moody.

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

55. House Planning, Construction, and Decoration.—2d quarter; 2 periods per week.—Professor Shriver.

In this course attention will be given to the home site, the arrangement of rooms, stairways, closets, etc., materials and methods of construction, and decoration as it affects the exterior of the house and enters into
the structural features of it. Floor plans will be made by the students, and specifications worked out.

56. Home Furnishing.—3d quarter; 2 periods per week.
—Professor Shriver.

This course will consider the decoration and furnishing of the interior of the home. Designs will be made for floor and wall coverings, draperies, and the furniture for the various rooms. Period furniture will receive some attention. Houses of various periods, locations, and cost will be considered.

57-58-59. Advanced Cooking.—1st, 2d, and 3d quarters; 4 periods per week.—Mrs. Moody.

This course pre-supposes course 47-48-49, or its equivalent, and advances on the work given in it. It includes class demonstrations of the principles and processes in cooking; the principles and practise of canning, preserving, jelly-making, and jam-making; the arrangement of menus with reference to special occasions; the combination of foods and the cost of same; the marketing, preparation, and serving of meals. Special attention is given to the preparation of simple, as well as of more elaborate dishes. The work is very practical, students being required to assume in turn the duties of hostess, guest, and waitress, as well as to prepare the food. The principles involved in the cooking of foods are studied and experiments made to illustrate them. The study of proportions, nutritive value, and cost, is also included, and flour-mixing and baking receive much attention. Laboratory fee: $2.00 per quarter.

60. Practise Teaching in Household Arts.—1st, 2d, and 3d quarters; 7 periods per week.—Miss Sale.

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

61. Advanced Sewing.—1st quarter; 6 periods per week.

This course continues the work of course 41-42-43. In it a further study is made of commercial patterns, altering, laying on materials, estimating amounts of goods necessary for garments of various sizes with materials of different widths, and the care and use of the sewing machine and its attachments. The projects included in the course are a tailored shirtwaist and skirt, and a middy blouse. Textbook: Baldt's Clothing for Women. Laboratory fee: 50 cents, for needles, pins, and patterns.

62-63. Dressmaking.—2d and 3d quarters; 6 periods per week.—Professor Shriver.
This course is founded on course 61. It includes the fundamental principles of dressmaking, the drafting, making, and adjusting of fitted linings to measurements, the altering of patterns, the fitting of garments, etc. Students provide, subject to the approval of the instructor, suitable materials for the work, the finished product being the property of the students after the annual exhibition. Students are required to keep notebooks. Course 73-74 must be taken parallel with this course. References: Baldt's *Clothing for Women*, and current books and periodicals of fashions. Laboratory fee: 50 cents per quarter, for pins, needles, and paper.

64-65. **Theory of Teaching the Household Arts.**—

1st and 2d quarters; 3 periods per week.—Miss Sale.

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

66. **Department Conference.**—1st, 2d, and 3d quarters; 1 period per week.—Miss Sale, with other members of the faculty.

Same as Education 66, but intended for special students doing practic teaching in household arts.

67-68-69. **Nutrition and Dietetics.**—1st, 2d, and 3d quarters; 4 periods per week.—Mrs. Moody.

This course considers in a practical manner the functions and nutritive values of foods; the nutritive requirements of the human body; digestion; metabolism; the planning of well-balanced dietaries for persons of different ages, occupations, and financial circumstances; the nutritive value of foods in health and disease; the nutritive functions of protein, fats, and carbohydrates; modern dietary standards and their application to practical problems with especial reference to limitation of cost. The course is based on the chemistry and physiology of digestion. Courses 47-48-49 must precede this course, and Natural Science 67-68-69 must be taken parallel with it. Laboratory fee: $1.00 per quarter.

70. **Advanced Practise.**—1st, 2d, and 3d quarters; 10 periods per week.—Miss Sale, with other instructors in the department.

Students in the third year of the four-year course are given an opportunity to teach classes in their special subjects, to assist the regular instructors of the department in their work, and to perform various practical duties in connection with the housekeeping activities of the school.

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71-72. Millinery.—1st and 3d quarters; 2 periods per week.—Professor Shriver.

This course includes the planning, construction, and trimming of hats, beginning with the use of foundation materials. The designing and drafting of paper patterns is followed by making hat frames from buckram to be cut and wired and covered and trimmed in various styles. Wire frames are constructed by given dimensions and from approved models and fashion plates. These are covered and completed in various ways. The renovation of old material and remodeling of old hats is also considered. This course is useful to those who wish to teach domestic art or to obtain such training for personal use. Students provide, subject to the approval of the instructor, suitable materials, the finished work being the property of the students after the annual exhibition.

73-74. Costume Design.—1st and 2d quarters; 4 periods per week.—Professor Shriver.

This course includes a study of the history of costume, and the adaptation of the principles thus learned to modern dress. Instruction will be given in the fundamental principles of design and applications will be made to textiles and costumes. Much attention will be devoted to color harmony. Numerous patterns and illustrations in leading fashion magazines will be studied. Problems of costume design for specific individuals will be worked out. Textbook: Fales's Dressmaking. Laboratory fee: 50 cents per quarter, for paper, pins, paste, and needles.

76. Department Conference.—1st, 2d, and 3d quarters; 1 period per week.—Miss Sale, with other members of the faculty.

Same as Education 76, but intended for special students doing practical teaching in household arts.

77-78-79. Institutional Cookery and Catering.—1st, 2d, and 3d quarters; 6 periods per week.—Miss Corbett.

This course is intended for students interested in the work of institutions, of school lunch rooms, tea rooms, and catering establishments, or in any position requiring the preparation and serving of food in comparatively large quantities. The course will be very practical and will include the preparation and serving of refreshments at such functions as teas and buffet luncheons, as well as the planning and supervision of cooking and serving for institutional purposes. The school dining hall, kitchen, and pantries will be the laboratory for the course, and students will be given actual experience in connection with them, being assigned to certain duties therein from time to time, working under the direction of the instructor, directing the servants and witnessing the performance of the various parts of the work.
80. SPECIAL PRACTISE WORK.—1st, 2d, and 3d quarters; 10 periods per week.—(Not offered in 1917-18.)

Students in the last year of the four-year course are given a special opportunity for gaining experience in teaching their special subjects. They take charge of classes, assist the instructors of the department in their work, direct the various divisions of the housekeeping department of the school under the supervision of the proper officials, and participate in an intimate manner in all activities connected with the boarding department. Actual practise of the most valuable nature is given in institutional problems and management.

81-82-83. INSTITUTIONAL NURSING.—1st, 2d, and 3d quarters; 4 periods per week.—(Not offered in 1917-18.)

In this course opportunity is offered for actual care of the sick, under the direction of the professional nurse in charge of the school infirmary. Instruction will be given in the elements of nursing, together with observation of methods, and practise. The course is not intended to train professional nurses, but to prepare students who are looking forward to institutional work for the care of the sick in dormitories and homes where no professional nurse is employed. In addition to the school infirmary the public hospital adjoining the school grounds affords facilities for observation and for consultation with hospital officials.

84. LAUNDERING.—1st quarter; 2 periods per week.—(Not offered in 1917-18.)

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

85. HOUSEHOLD MANAGEMENT.—3d quarter; 3 periods per week.—(Not offered in 1917-18.)

This course includes the study of such home problems as household accounts; household service; apportionment of time; selection and cost of furnishings; labor saving devices in and around the home; history of the family; and civic responsibility of the home.

86. SPECIAL CONFERENCE.—1st, 2d, and 3d quarters; 1 period per week.—(Not offered in 1917-18.)

Students in their last year of the four-year course confer at frequent intervals with the members of the department in which they are working, particularly with the supervisor of the particular group in which the stu-
dent is doing her major work. This conference concerns the practise work and other special interests.

87-88-89. **INSTITUTIONAL MANAGEMENT.**—1st, 2d, and 3d quarters; 4 periods per week.—Miss Corbett.

The practical management of institutions, as the school dining hall, dormitory, and institutional home, with a consideration of the employment and organization of servants, the equipment and its upkeep, business direction, purchasing of supplies, keeping of accounts, etc., will indicate the character of this course. Students will be given actual experience.

**VII. MANUAL ARTS**

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

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

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

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

31-32-33. **Writing.**—*1st, 2d, and 3d quarters; 2 periods per week.*—Mr. Overbey.

The object of this course is to develop a neat, plain, easy, and rapid handwriting. The Locker system is followed and a special “Locker system certificate” is awarded for proficiency in the work. Some attention is given to the problem of teaching penmanship in the schools and to methods of teaching this subject.

34-35-36. **Primary Drawing.**—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Mackey.

The work of this course is planned to cover the drawing suitable for the first four years of the elementary school. It includes work in pencil, chalk, water color, crayons, and brush and ink. Students furnish their own materials, which are very inexpensive.

44-45-46. **Advanced Drawing.**—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Mackey.

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

47-48-49. **Rural Teachers’ Course.**—*1st, 2d, and 3d quarters; 4 periods per week.*—Miss Mackey.

This course is a combination of practical work in wood, basketry, and other handwork 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; work in wood from dry goods boxes and other wood easily obtained for rural schools—articles to be useful in school and home. Laboratory fee: 50 cents per quarter.

51-52. **Primary Handwork.**—*2d and 3d quarters; 2 periods per week.*—Miss Mackey.

This course includes the processes and materials suitable for use in the handwork of the first four grades, such as raffia, cord, paper, cardboard, clay, etc. Correlation with drawing and other branches of the primary grades is noted. Laboratory fee: 50 cents per quarter.
60. **Practise Teaching in Manual Arts.**—1st, 2d, and 3d quarters; 7 periods per week.—Miss Sale.

Same as Household Arts 60, but intended for special students doing their major work in manual arts. Opportunity will be offered such students to teach drawing and handwork in the various grades of the training schools.

61-62. **Advanced Handwork.**—1st and 2d quarters; 2 periods per week.—Miss Mackey.

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

63-64-65. **Design.**—1st, 2d, and 3d quarters; 6 periods per week.—Miss Mackey.

Building on the previous courses in drawing, in this course further instruction and practice will be given in the principles of composition, and to their applications in decoration, illustration, etc. Original designs will be created and applied to surface decoration, to textiles in stenciling and woodblock printing, to block covers, and to objects of utility in the round. The relation of the design to the use of the object, the adaptation of suitable ornamentation, and beauty in line and in color in the motives used, are important factors. Opportunity is given for lettering and for poster work in co-operation with other departments of the school. An especial effort is made to recognize and develop the personal element that gives art value and originality to even the simplest designs.

67. **Art Appreciation.**—1st quarter; 2 periods per week; repeated in 2d quarter.—Miss Hudson.

This course has for its aim the development of an appreciation for the best works of art and a knowledge of the leading facts in the history of art. To this end a study is made of the chief characteristics of ancient, medieval, and modern painting, sculpture, and architecture, and the lives of the masters. The lectures are illustrated with pictures of fine examples of art. Textbook: Hoyt's *The World's Painters*.

71-72-73. **Wood Working.**—1st, 2d, and 3d quarters; 4 periods per week.—Miss Mackey.

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

87-88-89. Printing.—1st, 2d, and 3d quarters; 4 peri-
ods per week.—(Not offered in 1917-18.)

This course seeks to acquaint the student with the simpler processes
of the printer's art. Practise will be given in composition, in reading and
correcting proofsheets, and in simple presswork.

VIII. MATHEMATICS

The subject of mathematics has always occupied an im-
portant place in the curriculum; and, on account of its direct
practical value, it is not likely that it will ever lose its place.
In whatever grade the teacher may be called upon to work
she will need a knowledge of mathematics and of how it should
be taught. Students are found deficient in this subject per-
haps more frequently than in any other of the regular branches.
The aim of this department is first to make up any deficien-
cies that may appear in the previous preparation of the stu-
dent, and then to give her a knowledge of the best methods,
together with a more extended study of the subject-matter.
Many teachers fail in teaching because they are ignorant of
business methods and practises; and so they fail to command
the respect of patrons and pupils. This is particularly true
as regards mathematics. Therefore the department gives spe-
cial attention to business forms and methods and to the appli-
cation of the branches of mathematics to practical purposes.

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

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

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

34-35-36. Plane Geometry.—1st, 2d, and 3d quarters; 5 periods per week.—Mr. Dingledine.

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

44-45-46. Solid Geometry and Trigonometry.—1st, 2d, and 3d quarters; 5 periods per week.—Mr. Dingledine.

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

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

56. Arithmetic Review.—1st quarter; 5 periods per week.—Mr. Dingledine.

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

57-58. Advanced Arithmetic and Methods.—2d and 3d quarters; 5 periods per week.—Miss Lancaster.

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

61. **Algebra and Geometry Methods.—1st quarter; 3 periods per week.—Miss Lancaster.**

This course includes a brief study of the historical development of algebra and geometry; the typical parts of each are discussed, with attention given to the present-day tendencies in the methods of presenting them; and observations in the training school are followed by class discussion. An effort is made to show the relationship between algebra and geometry. Textbooks: Smith's *The Teaching of Geometry*; *The Teaching of Algebra* (to be selected.)

62. **Advanced Algebra.—2d quarter; 3 periods per week.—Miss Lancaster.**

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

63. **Analytic Geometry.—3d quarter; 3 periods per week.—Miss Lancaster.**

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

71. **Plane and Solid Analytic Geometry.—1st quarter; 3 periods per week.—Miss Lancaster.**

This course continues the study of conic sections as begun in course 63, and includes the general equation of the second degree. In solid analytic geometry is included the co-ordinate systems, the locus of an equation, the plane, the straight line, and quadric surfaces. Textbook: Tanner & Allen's *Brief Course in Analytic Geometry*.

72. **Elementary Calculus.—2d quarter; 3 periods per week.—Miss Lancaster.**

In this course are studied functions, the theory of limits, differentiation, maxima and minima, integration, and applications. Textbook: Smith's *Elementary Calculus*. 
73. **Applied Mathematics and Methods in Trigonometry.**—3d quarter; 3 periods per week.—Miss Lancaster.

The use of the slide rule, of graphs and statistics, and of the transit in field work, will be studied in this course. Some practise will be given in the simpler uses of surveying apparatus. The important phases of trigonometry and the methods of teaching this subject in the high school, will be considered, and observations in the training school will be included.

**IX. MUSIC**

It is important that the ear be trained, even if only to a limited extent, in order that the individual may be capable of appreciating to some degree the beauties of sound. It is important that the voice be trained so that the individual may be better able to express his feelings. We must recognize also the value of music in bringing individuals together into sympathetic companionship and co-operation, it being one of the most potent social influences in this respect. Not less important is its refining, cultural influence, and the good effect of the right kind of singing upon the speaking voice.

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

31. **Vocal Music.**—*Individual Instruction.*—Miss Engel.

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

32. **Piano Music.**—*Individual Instruction.*—Misses Shaeffer and Hoffman.

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

**Professor Harmon.**

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

34. **PIPE ORGAN. — Individual Instruction. — Miss Shaef-fer.**

Students who desire to take individual lessons on the pipe organ may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: $12.00 per quarter.

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

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

54. **SCHOOL MUSIC. — 1st quarter; 2 periods per week. — Miss Shaef-fer.**

This course studies the fundamental principles of tone and rhythm and their closely connected notation. Practise is given in individual sight-singing with sol-fa syllables. No knowledge of music is required for entrance to this course.

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

This course includes a careful study of songs suitable for note teaching in the primary grades. Special attention is given to the child voice, and to the treatment of monotonies. Emphasis is placed on song interpretation. Individual work is required of each student. The course endeavors to cover the organization of material for the first four grades of the elementary school.

57-58. **MUSIC FOR UPPER GRADES. — 2d and 3d quarters; 2 periods per week. — Miss Shaef-fer.**

This course is similar in character to course 56, but is somewhat more extensive and endeavors to cover the work of the grades above the fourth grade.
62. **Music Appreciation.**—1st quarter; 3 periods per week; repeated in 2d quarter.—Miss Shaeffer.

This course seeks to give the student some knowledge of the musical masterpieces, so that she may recognize them when heard and learn to appreciate the best in musical art. A brief study is made of the history of musical development so as to familiarize the student in a general way with the various schools and their chief representatives. The Victrola and a large and well-selected assortment of records are used constantly throughout the course.

**X. NATURAL SCIENCE**

This department embraces the courses in biology, physics, and chemistry. Courses in nature study and agriculture may be found under the head of "Rural Arts."

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

31. **Botany.**—1st quarter; 6 periods per week.

In this course plant economy is the underlying factor. Attention is given to the common domestic plants, their functions, their adaptation to their environment, and their value to man. The weeds used in medicine, and subjects of like nature, are studied. Field and laboratory work are included, and students will be given the opportunity to collect sets of specimens for use in teaching elementary science in the grades of the public schools. Methods of procuring and preserving materials, of conducting simple experiments and demonstrations, and of presenting lessons under ordinary public school conditions are considered. Textbook: Andrews's *Practical Course in Botany.*

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

In this course the emphasis is placed upon animal activities rather than upon animal structure, and upon adaptation to environment, and economic
relation to man. The laws of heredity and the theory of evolution are

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

This course includes textbook work, lectures and recitations, demon-
strations and individual experiments. It differs, however, from the usual
type of physics study, in that its object is to present those phases of the sub-
ject which enter into the daily household life. Each important principle
is introduced by means of some well known application; it is then care-
fully explained; and larger applications are sought as a means of clinching
it. The pedagogical principle of going from the known to the unknown,
and illustrating the unknown by means of the known is strictly followed
throughout the year's work. Individual experimentation is required from the
class, but the problem to be worked out is always a practical one, such
only as closely touches the life of the student. The mechanical appli-
cances of the home; heat in the home; electric heating, cooking, and light-
ing appliances; optical and musical instruments; and other topics that may
increase the efficiency of the homemaker, are made the basis of individual
study and investigation. The sewing machine becomes, thus, a center for
the discussion of a large number of mechanical principles; and the stu-
dent's experiments are directed to the determination of the laws of physics
as exemplified in this household necessity. In such a treatment of the sub-
ject there is no loss to one who wishes a general knowledge of physics; but
there is a decided gain to the exponents of this subject as a pre-eminently
practical branch that should furnish ideas for daily application. Text-
book: Lynde's Physics of the Household; for experimental work, the Na-
tional Education Association monographs, and other special "studies" for
this purpose.

41. PHOTOGRAPHY.—1st, 2d, and 3d quarters; 2 periods
per week.—Mr. Devier, in co-operation with Professor John-
ston.

This course will be thoroly practical and will include a study of the
principles of photography, the construction of cameras, preparation for
picture-taking and the making of exposures, the developing, printing, mount-
ing, and enlarging of photographs.

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

This course includes textbook work, lectures and recitations, demon-
strations and individual experiments, arranged to develop, in an elementary
way, the subject of inorganic chemistry. While one aim of the course is
to suit the needs of those who will not later continue the study of the sub-
ject, yet, as the foundation work is rational in method, the same plan ful-
fils perfectly the requirements of those who are making it introductory to a more advanced course. Textbook: Alexander Smith's Elementary Chemistry and the Laboratory Outline designed to accompany this text. Laboratory fee: $1.00 per quarter. A deposit of $2.00, to ensure against breakage of equipment, is required at the beginning of the session, and is returnable at the end of the course.

46. Analytical Chemistry.—3d quarter; 7 periods per week.—Professor Johnston and Mr. Devier.

The work of this quarter is intended, not to make analytical chemists, but to supply a sufficiently complete treatment of qualitative analysis to serve as a basis of much practical work in general household chemistry. A foundation is laid, also, in this study of the metals for a more effective handling of general chemical analysis. Textbooks: Newell's Inorganic Chemistry and Dennis and Whittelsey's Qualitative Analysis. Laboratory fee: $1.00. A deposit of $2.00, to ensure against breakage of equipment, is required at the beginning of the quarter, and is returnable at the end.

50. General Biology.—1st quarter; 4 periods per week.

The purpose of this course is to introduce the student to biological science, with a view to laying a basis for later courses in science, in psychology, agriculture, and nature study. The course seeks to bring out the fundamental principles in all forms of life, studying the origin, growth, and development of plant and animal life, and including the influences of heredity and environment. Attention will also be paid to the theory of evolution.

51. Physiology and Hygiene.—2d quarter; 4 periods per week.—Miss Bell.

The aim of this course is (1) to give a brief but comprehensive survey of the subject in such a way as to induce in the student an understanding of the vital importance of the right conduct of physical life in herself as a teacher, and a knowledge of how to care intelligently for the bodily welfare of the pupils entrusted to her; (2) to give a foundation for work in nutrition and dietetics by devoting special consideration to the physiology and hygiene of the digestive system. Charts, drawings, and anatomical models are used to assist in the instruction, and lectures are given from time to time by physicians of the town of Harrisonburg on practical subjects, such as how to detect diseases of children, dental hygiene, bacterial diseases, etc. Textbook: Martin's Human Body, Briefer Course.

59. General Science Methods.—3d Quarter; 4 periods per week.—Professor Johnston.

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

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

This course is the same as course 31, but for advanced credit additional readings, essay work, and laboratory and field work, will be assigned to the student. Students must notify the instructor at entrance to the class that advanced credit is desired. A supplemental examination is required.

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

This course is the same as course 32, but for advanced credit additional readings, essay work, and laboratory and field work, will be assigned to the student. Students must notify the instructor at entrance to the class that advanced credit is desired. A supplemental examination is required.

67. **ORGANIC CHEMISTRY.**—**1st quarter; 6 periods per week.**—Professor Johnston and Mr. Devier.

This course is an elementary treatment of such compounds of carbon as best serve to make clear the fundamental principles of the subject. The course is directed primarily towards the needs of those who will apply their knowledge to the arts. A course of properly selected experiments accompanies the class discussions. Textbook: Remsen's *Introduction to the Study of Organic Chemistry*. Laboratory fee: $2.00. A deposit of $2.00, to ensure against breakage of equipment, is required at the beginning of the course, and is returnable at the end.

68-69. **HOUSEHOLD CHEMISTRY.**—**2d and 3d quarters; 6 periods per week.**—Professor Johnston and Mr. Devier.

This includes a study of such chemistry as finds application to everyday life. The analysis of textiles, soils, plant-foods, water, milk, and foods of all types; the testing of food preservatives, paints and oils; the determination of food values; the detection of coal-tar dyes; the indentification of vegetable colors; examinations of such substances as tooth-powders, headache powders; a study of adulterations, raffia dyeing, and the chemistry of stains,—suggest the general character of the work of this course. The preparation of a large number of typical chemical compounds of value to the intelligent householder, and the economic phase of a practical knowledge of the subject in relation to the home, are important points of emphasis. Textbook: Allyn's *Elementary Applied Chemistry*. Laboratory fee: $1.00 per quarter. A deposit of $2.00, to ensure against breakage of equipment, is required at the beginning of the course, and is returnable at the end.
74-75-76. **Physics.—1st, 2d, and 3d quarters; 7 periods per week.**—Professor Johnston and Mr. Devier.

This course is the same as course 34-35-36, but for advanced credit, additional readings, papers, and laboratory work are assigned to the student. Students must notify the instructor at the time of entrance to the class that advanced credit is desired. A supplemental examination is required.

80. **History of Science.—1st quarter; 3 periods per week.**—(Not offered in 1917-18.)

This course treats of the genesis and development of the more important laws and principles of the natural sciences with particular emphasis upon the biographical element and upon historical materials that may serve to vivify the teaching of the natural sciences in the elementary and high schools.

81. **Household Bacteriology.—2d quarter; 4 periods per week.**—(Not offered in 1917-18.)

This is an elementary course in applied bacteriology and the bacteriological problems of personal and public hygiene and sanitation, with especial reference to the home and its surroundings. The rural home and its surroundings receive particular attention.

82. **Household Physics.—3d quarter; 4 periods per week.**—(Not offered in 1917-18.)

This course reviews certain portions of the subject of physics from the standpoint of the home. It is intended to acquaint the student with the physics involved in the common household appliances; and to enable her to use effectively the machines, and the heating, ventilating, lighting, sanitary, and electric devices of the home. Textbook: Butler's *Household Physics*.

**XI. PHYSICAL EDUCATION AND EXPRESSION**

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

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

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

Students are required to attend classes for systematic instruction twice each week, as stated in the schedules of courses. No student will be excused except by the school physician. The gymnasium uniform suit and shoes are required of all students for the work in physical education.

In addition to the regular classes of instruction, students will be given a series of talks on personal hygiene by the professional nurse in charge of the school infirmary. Classes in school and personal hygiene and in physiology and hygiene are included under the departments of education and natural science respectively.

The work of this department includes also instruction in expression, the needs of the individual student being met by private lessons. Courses in reading and in the technique of the drama are included under the department of English.

30. Expression.—Individual Instruction.—Miss Hudson.

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

31-32-33. Gymnastics for Beginners.—1st, 2d, and 3d quarters; 2 periods per week.—Miss Hudson.

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

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

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

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

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

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

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

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

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

XII. RURAL ARTS

Our state is destined to remain largely an agricultural state, and if our public schools are to serve the people in the largest measure, they must not neglect the branches which lie nearest the life and interests of so large a proportion of the people.

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

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

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

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

33. Elementary Agriculture.—3d quarter; 6 periods per week.—Miss King.

This course is intended to serve as an introduction to the study of agriculture. It will include some attention to rural hygiene and sanitation, the general arrangement of farm buildings, the principles of ventilation and hygiene, the problems of securing pure milk, livestock and the condi-
tions under which kept, and the hygiene of the rural home, as well as the ordinary topics in a course in elementary agriculture. Textbook: Warren's Elements of Agriculture.

44-45. AGRICULTURE.—1st and 2d quarters; 4 periods per week.—Miss King.

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

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

This is a brief practical course especially for students who expect to specialize in household and industrial 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. (2) Bee-culture, location and arrangement of hives, manipulation of bees, gathering and caring for honey, planning the flower garden as a factor in quality and quantity of honey, etc. Textbooks: Lewis's Poultry Keeping, and pamphlets issued by the United States Department of Agriculture.

51. NATURE STUDY AND HOME GEOGRAPHY.—3d quarter; 4 periods per week.—Miss King.

This course is intended to make the students care for the out of doors, to make them acquainted with the birds, plants, trees, and rock formations of the locality. The work is closely allied with geography, and home geography will be included as a part of the course, being based on the study of food, clothing, and shelter as related to the vicinity. Field trips for observation and for the collection of specimens are made, and laboratory work supplements the field work. Textbook: Hodge's Nature Study and Life.
53. **School Gardening.**—3d quarter; 4 **periods per week.**—Miss King.

This is a course in nature study in which almost the entire time is given to actual work in school-gardening, in which are treated such topics as laying off a garden, preparation of the seed bed, conservation of moisture, fertilizers, rotation of crops, intensive farming, 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.
INFORMATIONAL AND STATISTICAL

SOME SPECIAL FEATURES OF THIS SCHOOL

1. It is a practical, vocational school, established by the State of Virginia for the training of girls for teaching, for home-making, and for gainful occupations. Its work is officially recognized by the granting of state teachers’ certificates for the completion of its courses. It prepares teachers for all grades of school work, for the high school as well as for the elementary school.

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

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

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

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

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

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

8. The school is distinctly and primarily an institution
for teachers and those preparing to teach. Teachers are admitted at any time during the year and are assisted in every possible way. They are charged no tuition. Many excellent positions are open to experienced teachers who take a normal course.

9. The location is unsurpassed for healthfulness. The grounds are extensive. The entire scheme for the complete school plant was planned in the beginning. Everything is up-to-date and progressive. The constant effort is made to fit our own time and its conditions and needs.

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

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

12. The school has a large faculty of specialists.

**RELIGIOUS WELFARE OF STUDENTS**

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

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

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

Early in the history of the school the students organized
a branch of the Young Women’s Christian Association, which
holds a daily evening prayer service and a weekly devotional
meeting, the exercises being conducted by its members, with
occasional talks made by members of the faculty and other
invited speakers. There are weekly classes in Bible study
and missions. This organization contributes to the social life
of the school by welcoming new students and giving informal
entertainments during the year. Handbooks are issued by
the association and mailed beforehand to each new student.
These books contain a concise account of many phases of
student life and should be carefully read by all entering for the
first time. New students are urged to call upon the members
of the association for advice and help.

PHYSICAL WELFARE OF STUDENTS

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

The students are required to take some form of physical exercise regularly during the sessions of the school unless excused by the school physician. The required exercise is not violent in any way and is very beneficial. Equipment for physical culture is provided and is used under the direction of a trained specialist.

While all sickness cannot be prevented, this school has always been remarkably free from it, especially from that of a contagious type. Particular care is given to preventive measures, and up to this time, during the past eight years, there has been no death among the students and no virulent epidemic of any kind. A daily sick report is made to the president, and in cases of more than ordinary importance, parents of students are immediately notified and kept duly informed. Needed attention for the sick is provided by means of an infirmary in charge of the school physician and a trained nurse. A modern hospital is located adjacent to the campus and the best medical and surgical attention can be had at this institution. Specialists located in the city may be consulted if necessary.

The sanitary conditions of the grounds and buildings is carefully looked after, an inspection being made at frequent intervals by the school physician and nurse. All equipment is of the most approved sanitary design, and the water, sewerage, and drainage systems offer every possible protection in
this respect. Food served at the school is prepared under scrupulously hygienic conditions by means of an equipment that is modern in every particular, and under the supervision of an expert dietitian. Diets for the sick are scientifically prepared and served, and the well are supplied with an abundance of well-selected and well-prepared food, on carefully worked out menus.

In connection with the work in physical education, two tennis clubs, four basketball teams, two hockey teams, a golf club, and two walking clubs are organized. Volley ball games, folk dances, May-pole exercises, track events, and other sports add to the interest of the students along athletic lines. Competitive games among the different classes and organizations, and the annual tournaments and field days, arouse a wholesome rivalry and create a most desirable school spirit among both students and faculty. All athletic events are managed by the student athletic association, and suitable chaperonage is provided by the faculty.

SOCIAL WELFARE OF STUDENTS

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

Three literary societies have been organized, the Lee, the Lanier, and the Stratford, each gaining thru the emphasis of a special phase of literature work the splendid advantages of well-conducted associations for this purpose. The schedule of meetings provides for a program from one of the societies each week; these programs are of a highly interesting and
helpful nature, including debates, special papers, readings, music, and dramatic productions. These societies are well attended by an enthusiastic group of students, keenly alive to the opportunities that may come thru organization for self-improvement and the mastery of many of the practical things of life.

Under the auspices of the department of music, a glee club is organized. This organization itself and in co-operation with the Oratorio Society of Harrisonburg, presents a number of public programs of high standard during the year. The students in music and expression offer public recitals from time to time. Assistance is also given in the choirs of the different churches.

Students in the household arts courses are organized into a club for social purposes, the students who are preparing to be kindergartners likewise have their club, and graduates of the Harrisonburg high school and other groups are also organized.

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

ENTERTAINMENTS AND EXCURSIONS

The Valley of Virginia is replete with historical interests and natural curiosities. Excursions can be readily arranged to Weyer’s Cave, Luray Cave, the battlefields made famous during the Valley Campaign, some famous nearby summer resorts, and many other points of interest. Outdoor luncheons and picnics, wagon rides, sleigh rides, and cross country walks, are given in the proper seasons.

Owing to the great agricultural wealth of this section of the state, the various industrial activities, and the natural formations of the surrounding country, the classes in history, rural arts, and the sciences have many opportunities for practical observation.
During the year students hear excellent lectures, recitals, and concerts. During the past year the entertainment course has included attractions of the highest merit, as follows: The Weber Male Quartette; Angelo Cortese, harpist, and Laura J. Combs, soprano; Jules Falk, violinist, and Malcolm Maynier, pianist; John B. Ratto, impersonator; The Clifford Devereux Company, in three beautiful plays in the open-air auditorium in the apple orchard—"Much Ado About Nothing," "The Learned Ladies," and "Everyman"; Sir Douglas Mawson's Bird, Animal, and Travel Motion Pictures; "The Birth of a Nation," motion picture; and a large number of motion picture programs presented by the school with its own projector. To all of these entertainments the students were admitted without charge.

Lectures are frequently given for the free entertainment and instruction of the school. Among the special lectures of the past year may be mentioned: Professor John M. Clapp, secretary of the American Speech League, on "Better Speech"; Dr. Henry Oldys, foremost American ornithologist, on "Birds and Their Habits"; Professor T. Slater Settle, field secretary of the Playground Association of America, on "Public Recreation." On numerous occasions addresses have been made at the daily assembly or at special gatherings by men and women prominent in the social and educational life of Virginia and other states.

The students themselves are constantly giving recitals, musical programs, and dramatic entertainments, the crowning event of the year being the play presented by the graduating class in the open-air auditorium during the final week.

The motion picture apparatus, the stereoptican, the projectoscope for the use of opaque material, the phonograph, and other equipment of the school, are used for visual and auditory instruction in an entertaining manner. Special programs are arranged weekly to illustrate and impress upon the students the work of the various departments of instruction, especially
in literature, geography, history, domestic science, art, industry, natural science, public health, music, and agriculture.

**PUBLICATIONS**

The Normal Bulletin is published by the school six times a year. One of these numbers is the annual catalog, one is the summer session announcement, and the other four are special magazine numbers. The magazine numbers form a quarterly publication of high professional grade. They contain serious and practical articles on timely educational topics, with occasional carefully selected stories and poems, reviews of new books and magazine articles of especial value to teachers, outlines of courses of study in different departments with reference lists, and editorial comment of timely educational interest. A department of the magazine is devoted to school news and notes of interest connected with the alumnae, derived from correspondence and other sources.

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

**TEXTBOOKS**

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

Students are not required to purchase their books and sup-
plies at the school supply room. It is maintained solely for considerations of convenience and economy, and not for profit.

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

**APPOINTMENT TO POSITIONS**

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

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

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

**ALUMNÆ ASSOCIATION**

The purpose of this association is to keep the school in touch with its graduates; to acquaint them with its work, its plans, and its needs; to further their interests in all possible ways; and to promote fellowship and association among them by providing opportunity for annual reunions. The association
is now organized on a permanent basis, and is in a flourishing condition. Some of its activities are the observance of Alumnae Day during Commencement, the keeping of an accurate list of the names and addresses of the graduates of the school, and the support and direction of the Alumnae Senior Aid Fund. A special reunion of alumnae is held, with luncheon or supper, during the annual educational conference at Thanksgiving. At this time all former students of the school, in both the summer session and regular session, are invited to meet with the alumnae, and the result is a most happy occasion.

**EXPENSES**

The amount charged students for fees and board is fixed by The Virginia Normal School Board. The school is not a profit-making institution; and the expenses are made as low as possible.

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

In the first term of the summer quarter no tuition is charged; but in the second term of the summer quarter a tuition fee of six dollars ($6.00) is charged everyone.

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

For part-time courses tuition is charged on the basis of the foregoing statements and in accordance with the number of classes taken, the amount to be arranged in each case at the time of registration.
Registration: Each student is required to pay a registration fee of three dollars ($3.00) per quarter, except in the summer quarter. Receipts from this fee are used for a variety of necessary purposes, thus including in one fee, at a much lower cost to the student, such charges as are made at most schools in the form of registration, library, entertainment, and incidental fees.

In the first term of the summer quarter a registration fee of one dollar and a half ($1.50) is charged to all students by the State Department of Public Instruction. No such fee is charged in the second term of the summer quarter.

Medical Fee: Every boarding student is required to pay a medical fee of one dollar ($1.00) per quarter, except in the summer quarter. Receipts from this fee are used to support the infirmary and to pay the school physician and trained nurse. For the students this fee will cover the cost of simple home remedies, and of ordinary nursing and physician's attendance. It will not cover the cost of specially compounded prescriptions, of special private nursing in serious and protracted cases, of surgical operations, or of the services of specialists; but for practically all students it will cover all requirements for medical attention and supplies.

Board: For students living in the school dormitories, or in rooms rented by the school and taking their meals in the school dining-hall, the charge for board is eighteen dollars ($18.00) per month in the fall, winter, and spring quarters, or one hundred and sixty-two dollars ($162.00) for a nine months' session. This covers furnished room, food, heat, light, laundry, and service—all necessary living expenses.

It may be noted that the charge for board as announced above is in advance of the amount charged at this school in previous years. The Virginia Normal School Board has felt compelled to make this increase in the charges for board, at all of the four schools under its direction, because of the enormously increased cost of fuel and food supplies. The former
has increased sixty per cent. in one year, and the latter about forty per cent. Increases in other items included in board also have to be met. In view of the most unusual conditions now prevailing, and the probability of still further advances in the cost of food supplies and other items, the right is reserved to increase the amount charged for board at any time during the session of 1917-18, it being understood that in no event will the amount be larger than twenty dollars ($20.00) per month. It is positively stated, however, that this further increase will not be made except under dire necessity caused by greatly advanced prices in the food market. It may also be stated that the increase to eighteen dollars ($18.00) announced above is considered purely as a temporary expedient to meet a very abnormal situation, and that the original amount of fifteen dollars ($15.00) as charged in the past will be restored as soon as supplies can be purchased at reasonable and usual prices. The school makes every effort to secure supplies at the lowest wholesale prices consistent with fair quality. The boarding department is not conducted at a profit, but must be self-supporting. The State makes no appropriation to pay the living expenses of students, and the cost of all such items must be borne by the funds collected for board. For these reasons it is necessary to charge enough to cover all cost, but should the amount named be more than enough to meet such cost the rate will be reduced accordingly.

It is understood that board is to be paid at the beginning of each school month—three months being counted in each quarter regardless of the number of weeks or days in any quarter, the quarters being arranged to cover the same amount of time as far as practicable.

The dates for the monthly payments of board during the year 1917-18 are as follows: September 26, October 24, November 22, January 3, January 28, February 21, March 19, April 13, May 10.

Rates of board for the summer quarter cannot be fixed at
this time owing to the uncertainty of prices in the food market, but will be announced in the special summer session catalog to be published in February.

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

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

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

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

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

Regulation suits are required for use in physical education and are furnished by the school at cost. This suit, with shoes, costs six dollars ($6.00) and will last throughout an entire course of several years.

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

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

A fee of seventy-five cents ($0.75) will be charged for a certificate and one dollar and a half ($1.50) for a diploma.

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

**SUMMARY OF EXPENSES FOR A SESSION OF NINE MONTHS**

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

- Registration at $3 per quarter: $9.00
- Medical Fee at $1 per quarter: $3.00
- Board at $18 per month: $162.00
- Suit for Physical Education: $0.00 to $6.00
- Fees for Laboratory Materials (estimated): $0.00 to $3.00
- Books (estimated): $6.00 to $15.00

Total for the session: $180.00 to $198.00

It is not desired that students shall have on hand much spending money, as extravagance of every kind is discouraged. It is furthermore requested that spending money in any considerable amount be not kept in bedrooms, but deposited with the treasurer, subject to withdrawal as needed.

**FINANCIAL AID TO STUDENTS**

Tuition in this school is free to those who hold state scholarships, and also to those who have taught in the public schools. Board and other necessary expenses are kept at minimum figures. In Harrisonburg there are few calls upon the student for extra expenses. Simplicity and neatness of dress with economy are encouraged, and lady members of the faculty will co-operate with students and advise them on points of economy and help them to do necessary shopping to the best advantage.
While students should have, at entrance, some money for necessary living expenses, the sum need not be very large. The management of the school will endeavor to provide means whereby no student who does faithful work will ever be forced to leave school simply because of lack of means.

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

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

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

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

Caroline Sherman Fund: The Fairfax County Chapter of the Daughters of the American Revolution has very generously placed at the disposal of the school an aid fund for the use of members of the graduating class who find it impossible to meet their entire expenses in completing their work. This fund has been named in honor of Mrs. Caroline C. A. Sherman, wife of the late Captain Franklin Sherman, of Fairfax County. As an officer and a member of the Fairfax County Chapter, Mrs. Sherman has been an untiring worker for the advancement of public education. Applications for assistance from this fund should be presented to the president of the school.

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

Heironimus Normal Scholarship: A scholarship valued at $150 per year has been established by the S. H. Heironimus
Company, Roanoke, Virginia, for which graduates of the Roanoke city high school are eligible. Application should be made to the Superintendent of Public Schools, Roanoke, Virginia.

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

**Agnew Industrial Scholarship:** By the efforts of Miss Ella G. Agnew, State Agent for Home Demonstration Work in Virginia, a scholarship valued at $150 per year has been made available for a member of the canning clubs of the state, who has made a good record in the club work, and who is looking forward to a position as demonstration agent or similar industrial work. Application should be made to Miss Ella G. Agnew, Blacksburg, Virginia.

**Student Association Scholarship:** During the past session the student body decided to establish a scholarship fund, to be administered thru the student association, for the benefit of a student who has worked her way thru school by her own efforts until she has reached the senior year. The purpose of the fund is to assist such a student sufficiently to make it unnecessary for her to be employed during her final year so that she may give all of her time and energy to the important school work of that year. The beneficiary will be chosen each year by the student association, hence application is unnecessary.

**Annie Cleveland Fund:** On December 19, 1916, Miss Annie V. Cleveland died. She had lived a long life of great usefulness, and her influence during the formative period of our school was most helpful. She had been connected with
the school since its beginning. In honor of her memory, the Young Women’s Christian Association has established a fund to be used for the aid of worthy students, under the direction of the president of the school. All past, present, and future students are asked to contribute something to this fund, but it should be an especial privilege to those who knew “Miss Annie” to thus honor her memory.

Aid Funds: The foregoing scholarships have been of very great assistance to a number of worthy young women; and it is hoped that other friends of education will provide in the near future “aid funds” for students of this school. Sums from such funds can be lent to worthy students, to be returned after they have begun teaching and have had time to earn enough to reimburse the fund. This should appeal to persons of means as a most worthy manner in which to invest money and reap a manifold return in the influence which a trained mind may exert on the rising generation. Any sum, large or small, contributed to the school for this purpose, will be faithfully used and greatly appreciated by the management and by students. Scholarships covering all or a part of a student’s expenses and bearing a name designated by the donor will be established upon the receipt of the necessary sum. The president of the school will be pleased to correspond with any person on this subject.
GRADUATES AWARDED DIPLOMAS

June 6, 1916

PROFESSIONAL COURSES

Mary Helen Bendall ............................................Danville, Va.
Ellen Kay Bowman .............................................Roanoke, Va.
Anna Mary Brunk .............................................Mount Clinton, Va.
Mattie Virginia Brunk ........................................Mount Clinton, Va.
Nannie Lee Burnley ...........................................Jeffersonton, Va.
Stella Burns ..................................................Lebanon, Va.
Josephine Burton ............................................Wakefield, Va.
Nannie May Clarkson ........................................Lovingston, Va.
Grace Marian Darling .........................................Norfolk, Va.
Mary Annie Early ............................................Dawsonville, Va.
Sarah Lucile Early ...........................................Dawsonville, Va.
Ellen Elizabeth Engleman ....................................Lexington, Va.
Garland Hope Farrar .........................................Suffolk, Va.
Vada Virginia Glick ............................................Dayton, Va.
Elizabeth Agnes Rush Greaves ..............................Charlottesville, Va.
Lula Ruth Grove ................................................Fishersville, Va.
Clarice Franklin Guthrie ......................................Charlotte, Va.
Mary Coles Hankins ...........................................Houston, Va.
Esther Jane Hubbard ..........................................Roanoke, Va.
Nancy Caroline Hufford ......................................Rural Retreat, Va.
Annie Mary Jasper .............................................Boston, Va.
Clarita Guion Jennings ........................................Culpeper, Va.
Lucie Louise Leavell ..........................................Culpeper, Va.
Jennie Perkins Loving .........................................Wilmington, Va.
Blanche Elizabeth Lowman ...................................Pulaski, Va.
Margaret Vance Magruder .....................................Woodstock, Va.
Marie Meisel ...................................................Richmond, Va.
Rachel Orndorff ...............................................Buena Vista, Va.
Lucy Anderson Parrish ........................................Roseland, Va.
Virginia Edith Pugh ...........................................Crozet, Va.
Mary Elizabeth Quigg .........................................Clifton Station, Va.
Virginia Clare Ridenour ......................................Petersburg, Va.
Annie Elizabeth Ritchie .......................................Fishersville, Va.
Lillian Duffield Shafer .......................................Murat, Va.
Louise Sherman ................................................Burketown, Va.
Margaret Hope Thompson .....................................Palmyra, Va.
Ernestine Williams ...........................................Lynchburg, Va.
Emma Virginia Winn ...........................................Palmyra, Va.
Ruth Witt .......................................................Roanoke, Va.
Ruth Alma Worley .............................................Glasgow, Va.

HOUSEHOLD ARTS COURSES

Esther Buckley .................................................Clifton Station, Va.
Beatrice Marie Coleman .......................................Petersburg, Va.
Mary Grice Constable .........................................Norfolk, Va.
Edna Imogene Dechert ........................................Harrisonburg, Va.

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Sadie Annelia Dunlap ................................. Charlotte, N. C.
Mary Caroline Eisenberg .............................. Staunton, Va.
Lucretia Irene Elderkin .............................. Norfolk, Va.
Sarah Cason Ferebee ................................ Norfolk, Va.
Delucia Sarah Fletcher .............................. Harrisonburg, Va.
Lucy Spottwood Gatling .......................... Norfolk, Va.
Mary Green Jordan ................................. Richmond, Va.
Ethel Ritchie .................................. Fishersville, Va.
Margaret Vance Ropp ............................ Shenandoah, Va.
Irene Crim Sibert .............................. Harrisonburg, Va.
Otelia Beatrice Wachsmann .................. Yale, Va.

INDUSTRIAL ARTS COURSE

Marion Elliott Chalkley .......................... Drakes Branch, Va.
Rosa May Tinder .................................. Rhoadesville, Va.

July 21, 1916

PROFESSIONAL COURSES

Beulah Gladys Anderson .......................... Seven Mile Ford, Va.
Lillian Long Elliott ................................ Shenandoah, Va.
Margaret May Rowbotham .......................... Roanoke, Va.

August 30, 1916

PROFESSIONAL COURSES

Marie Bingham Baird ................................ Waverly, Va.
Harriett Lorraine Eldred ........................ Goldvein, Va.
Mary Emma Scott ................................ Port Republic, Va.

HOUSEHOLD ARTS COURSE

### REGISTER OF STUDENTS
#### FOURTH, OR SUMMER, QUARTER, 1916

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Boughton, Esther ............................... Norfolk (City)
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Bowman, Callie Rebecca ....................... Rockingham
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Bowman, Jessie C. ............................... Madison
Bowman, Miriam .................................. Warren
Bowman, Otis ...................................... Warren
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Bradshaw, S. Emma .............................. Nansemond
Brady, Sadie Elizabeth Frances ............... Fairfax
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Cole, Lena Maude ..................................................... Rockingham
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Coleman, Virginia Ruth .............................................. Northumberland
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Con, Dorothy Ladd .................................................... Rockingham
Conrad, Jessie Diana ................................................ Harrisonburg
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Curtis, Eudora Leize .................................................. Culpeper
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Custer, Lena Viola ..................................................... Rockingham

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De Ford, Ella ............................................................. Norfolk
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Dellinger, Mabel Goldsmith ....................................... Shenandoah
Dellinger, Wilbur ...................................................... Shenandoah
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Driver, Mary Ellen ................................................... Rockingham
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Dunn, Madeline ........................................................ Mecklenburg

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Garber, Ola Belle .................................................. Augusta
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Gautier, Kathleen ................................................ Richmond (City)
Gay, Vera Cassie .................................................. Isle of Wight
Getz, Albert Moses ............................................... Shenandoah
Getz, Milton Abraham ............................................ Shenandoah
Giles, Ida Mae ..................................................... Pittsylvania
Gillian, Eunice Harte ............................................. Sussex
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*All are from Virginia unless state is named.
**REGISTER OF STUDENTS**

**FIRST, SECOND, AND THIRD QUARTERS**

**1916-1917**

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*All are from Virginia, unless state is named.*
ALUMNÆ

Adams, Althea Lee (R. N. 1915)—Teacher, Shenandoah Collegiate Institute, Dayton, Va.
Alexander, Mary Shields (Prof. 1915)—Grade Teacher, Baskerville, Va.
Allen, Anna Rachel (H. A. 1914)—Household Arts Teacher, Agr'l High School, Middletown, Va.
Allen, Florence Esther (Prof. 1916)—Primary Teacher, Oak Point, Va.
Arnold, Emma Eliza (Prof. 1915)—Grade Teacher, Willis Wharf, Va.
Ashmead, Pauline (H. A. 1915)—Industrial Supervisor, Brunswick Co., Va.
Austen, Mary Clelia (R. N. 1915)—Grade Teacher, Lick Run, Va.

Baird, Marie Bingham (Prof. 1916)—Teacher, Waverly, Va.
Baker, Eunice (Kgn. 1912)—Deceased.
Baker, Susie Vaughan (Prof. 1914)—Grade Teacher, Charlottesville, Va.
Barton, Hildegarde Mary (Prof. 1916)—High School Teacher, Elkton, Va.
Beard, Emma Catherine (Kgn. 1915)—Primary Teacher, Carysbrook, Va.
Beard, Reba Lizzette (H. A. 1915)—Student, Cornell University, Ithaca, N. Y.
Bell, Wilma Ione (Prof. 1913)—Grade Teacher, Harrisonburg, Va.
Bendall, Mary Helen (Prof. 1916)—Rural Teacher, Pittsylvania Co., Danville Va.
Benson, Hilda Mae (Prof. 1912)—Grade Teacher, Manassas, Va.
Bosserman, Mary Christian (R. N. 1915)—Grade Teacher, Harrisonburg, Va.
Bowers, Ruth Irma (R. N. 1913)—Grade Teacher, Grottoes, Va.
Bowman, Corinne (R. N. 1914)—Primary Teacher, Saltville, Va.
Bowman, Ellen Kay (Prof. 1916)—Grade Teacher, Yorktown, Va.
Bradshaw, Josephine Bland (R. N. 1914)—Primary Teacher, Waynesboro, Va.
Brooke, Amelia Harrison (Prof. 1911)—Student, Teachers College, Columbia University, New York City.
Brown, Dorothy Lothrop (Prof. 1913)—Militia Department, Ottawa, Canada.
Brown, Harriet Leah (Prof. 1915)—Primary Teacher, Roanoke, Va.
Brown, Ruth Mae (R. N. 1915)—Grade Teacher, Broadway, Va.
Brown, Sarah Virginia (H. A. 1914)—Grade Teacher, Wytheville, Va.
Brunk, Annie Mary (Prof. 1916)—Grade Teacher, Bridgewater, Va.
Brunk, Mattie Virginia (Prof. 1916)—Grade Teacher, Broadway, Va.
Buchanan, Virginia Ruth (Kgn. 1914)—Primary Teacher, Chester, Va.
Buck, Mary Wallace (Prof. 1914)—Student, Randolph-Macon Woman's College, Lynchburg, Va.
Buckley, Esther (H. A. 1916)—Teacher, White Stone, Va.
Buckner, Mary Carter (H. A. 1914)—Mrs. James Albert Blackman, Cartersville, Va.
Burke, Margaret Anderson (R. N. 1914)—Grade Teacher, Hopewell, Va.
Burnley, Nannie (Prof. 1916)—Teacher, Waterloo, Va.
Burns, Stella (Prof. 1916)—Primary Teacher, Crab's Nest, Va.
Burtner, Tracie (R. N. 1914)—Mrs. W. F. Tietje, Roanoke, Louisiana.
Burton, Josephine (Prof. 1916)—Teacher, Pocahontas, Va.

Caldwell, Mary Juliet (Prof. 1914)—Grade Teacher, New Castle, Va.
Campbell, Winifred Elizabeth (Kgn. 1914)—Hagerstown, Maryland.
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<th>Name</th>
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<td>Carpenter Frances White</td>
<td>Grade Teacher</td>
<td>Curdsville, Va.</td>
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<td>Chalkley Lillian McGruder</td>
<td>Primary Teacher</td>
<td>Richlands, Va.</td>
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<td>Chalkley Marian</td>
<td>Teacher</td>
<td>Glen Allen, Va.</td>
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<td>Clarke Veva Clifton</td>
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<td>Clarkson Nannie May</td>
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<td>Cline Erma Eiler</td>
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<td>Cline Tenny Sanger</td>
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<td>Cole Frances Rappelye</td>
<td>Teacher</td>
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<td>Coleman Beatrice Marie</td>
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<td>Conn Ruth Randolph</td>
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<td>Constable Mary Grace</td>
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<td>Cook Mary Abbot</td>
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<td>Cooper Marie Shirley</td>
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<td>Cooper Marjorie</td>
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<td>Corr Susie Houseworth</td>
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<td>Coulbourn Esther Mitchell</td>
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Farrar, Janet Garland (Kgn. 1913)—Primary Teacher, Salem, Va.
Ferebee, Sarah Cason (H. A. 1916)—Instructor in Cooking, Maury High School, Norfolk, Va.
Fisher, Ruth Addison (Prof. 1915)—Primary Teacher, Eastville, Va.
Fletcher, Delucia Sarah (H. A. 1916)—Harrisonburg, Va.
Folk, Martha Melissa (Prof. 1915)—Grade Teacher, Guilford Co., N. C.
Fox, Margaret Eleanor (Prof. 1912)—Mrs. Minder, Elizabeth City, N. C.
Fox, Mary Hart (Kgn. 1913)—Primary Teacher, Earlysville, Va.
Funkhouser, Eva (Prof. 1915)—Grade Teacher, Waynesboro, Va.
Garland, Effie Virginia (Prof. 1913)—Rural Teacher, Brandy, Va.
Garrett, Marguerite (Kgn. 1913)—Primary Teacher, Norfolk, Va.
Gatling, Alphine Douglas (Prof. 1912)—Grade Teacher, Norfolk, Va.
Gatling, Marceline A. (R. N. 1913)—Primary Teacher, Norfolk, Va.
Gay, Margaret Porter (Kgn. 1913)—Grade Teacher, Norfolk, Va.
Gerow, Lilla Marie (Prof. 1915)—Principal High School, Church Road, Va.
Gilliam, Alice Sears (H. A. 1915)—Grade Teacher, Richmond, Va.
Gish, Juliet Barclay (Prof. 1913)—Home Demonstration Agent, Bedford Co., Va.
Glick, Vada Virginia (Prof. 1916)—Teacher, Greenmount, Va.
Goode, Octavia Ernestine (R. N. 1912)—Teacher, Richmond, Va.
Grasty, Cecile Audrey (R. N. 1914)—High School Teacher, Gordonsville, Va.
Greaves, Elizabeth Agnes Rush (Prof. 1916)—Teacher, Charlottesville, Va.
Green, Janet Claramond (M. A. 1911)—Teacher, Palmyra, Va.
Greer, Mary Virginia (H. A. 1912)—Rural Supervisor, Henrico Co., Richmond, Va.
Grizzard, Marjorie Lee (Kgn. 1913)—Primary Teacher, Capron, Va.
Grove, Ruth (Prof. 1916)—Rural Teacher, Augusta Co., Va.
Guthrie, Clarice Franklin (Prof. 1916)—High School Teacher, Kenbridge, Va.
Haldeman, Anna Pearl (Kgn. 1912)—Winchester, Va.
Hankins, Mary Coles (Prof. 1916)—Teacher, Coeburn, Va.
Hardaway, Virginia Etna (Prof. 1913)—Rural Teacher, Roanoke, Va.
Harless, Kathleen Chevallie (R. N. 1914)—High School Teacher, Christiansburg, Va.
Harmsberger, Kathleen Bell (Kgn. 1911)—Grade Teacher, Free Union, Va.
Harris, Helen (H. A. 1915)—Domestic Science Teacher, Centenary College, Cleveland, Tenn.
Hatcher, Virginia Willcox (Prof. 1915)—Grade Teacher, Middlebourne, West Va.
Heatwole, Ella Catherine (Prof. 1912)—Mrs. E. H. Jacobson, Sweet Grass, Montana.
Heavener, Mabel Lankford (Prof. 1913)—Roanoke, Va.
Heflin, Margaret W. (H. A. 1913)—Instructor in Household Arts, High School, Burkeville, Va.
Heyser, Susan Fechtig (H. A. 1914)—High School Teacher, Clay, West Va.
Hickman, Mabel Virginia (R. N. 1915)—Grade Teacher, Purcellville, Va.
Higgins, Selina Cecil (Prof. 1914)—Grade Teacher, I. O. O. F. Home, Goldsboro, N. C.
Hitt, Mabel Lewis (Prof. 1913)—High School Teacher, Lignum, Va.
Holbrook, Annie Laura (Prof. 1913)—Primary Teacher, Glenalum, West Va.
Holcombe, Alpha Vane (Prof. 1914)—Teacher, Portsmouth, Va.
Holland, Mary Louise (Prof. 1914)—High School Teacher, Pulaski, Va.
Holmes, Xenia Ruth (Prof. 1915)—Teacher, Luray, Va.
Honaker, Virginia (Kgn. 1915)—Grade Teacher, Chatham Hill, Va.
Hopcroft, Lydia Inez (Prof. 1911)—Grade Teacher, Roanoke, Va.
Houseman, Helen Louise (Prof. 1915)—Grade Teacher, Charlottesville, Va.
Hubbard, Esther Jane (Prof. 1916)—Primary Teacher, Roanoke, Va.
Hufford, Nancy (Prof. 1916)—Rural Teacher, Marion Va.

Jasper, Annie Mary (Prof. 1916)—Principal of School, Sperryville, Va.
Jennings, Clarita (Prof. 1916)—Teacher, Richmond, Va.
Jennings, Nancy Wise (Prof. 1912)—Teacher, Roanoke, Va.
Johnson, Columbia Isabelle (I. A. 1915)—Grade Teacher, Lovettsville, Va.
Johnson, Frieda George (R. N.)—Grade Teacher, Luckett's, Va.
Johnson, Kate Marie (H. A. 1915)—Sewing Teacher, Norfolk, Va.
Jones, Annie Lee (Prof. 1913)—Grade Teacher, Petersburg, Va.
Jones, Corinne Snowden (Kgn. 1915)—Mrs. Lucius Fletcher, Linville, Va.
Jones, Laura Lee (R. N. 1915)—High School Teacher, Kerr's Creek, Va.
Jones, Lydia Audrey (R. N. 1914)—Mrs. E. A. Thomas, Goshen, Va.
Jordan, Mary Green (H. A. 1916)—Teacher, Richmond, Va.

Kelley, Elizabeth M. (Kgn. 1913)—Mrs. Davis, Bedford, Va.
Keys, Ruth Isabelle (Prof. 1913)—Grade Teacher, Hampton, Va.
Kinnear, Margaret (H. A. 1915)—High School Teacher, Rockbridge Co., Va.

Koogler, Evelyn Margaret (Kgn. 1915)—Primary Teacher, Newport News, Va.

Lacy, Edith Juliette (Kgn. 1914)—Scottsburg, Va.
Lacy, Rowena Julia (Prof. 1915)—Primary Teacher, Oak Park, Va.
Lake, Agnes Martin (Prof. 1914)—Grade Teacher, Jeffersonton, Va.
Lancaster, Louise Ely (Kgn. 1912)—Grade Teacher, Florence, S. C.
Lauck, Audrey Wilhoit (Prof. 1915)—Teacher Shenandoah, Va.
Law, Aurie Edna (Prof. 1912)—Rural Teacher, Glade Hill, Va.
Lawson, Charlotte Henry (Prof. 1911)—Grade Teacher, Lynchburg, Va.
Leach, Virginia Fisher (Prof. 1914)—Teacher of Normal Training, High School, Front Royal, Va.
Leavell, Louise (Prof. 1916)—Teacher, Orange, Va.
Leftwich, Bessie Marie (Prof. 1913)—Teacher, Charlottesville, Va.
Levis, Mary Gertrude (Prof. 1913)—Grade Teacher, Orange, Va.
Liggett, Mary Coffman (Kgn. 1912)—U. S. Navy Yard, Portsmouth, N. H.
Livick, Mamie Olive (H. A. 1914)—High School Teacher, Basic City, Va.
Lockard, Marian Caroline (Prof. 1915)—Grade Teacher, Elkton, Va.
Loving, Jennie Perkins (Prof. 1916)—Teacher, Amherst, Va.
Lowe, Blanche Elizabeth (Prof. 1916)—Rural Teacher, Pulaski Co., Va.
Lyle, Mary Lacy (H. A. 1912)—Student Assistant, Peabody College, Nashville, Tenn.

MacCorkle, Ruth Bouldin (Prof. 1911)—Primary Teacher, Durham, N. C.
McCown, Agnes Stuart (Prof. 1914)—Mrs. Charles A. Berry. Lexington, Va., R. P. D. 1.
McCown, Mary Wilson (Prof. 1914)—Grade Teacher, Bristol, Va.
McLeod, Mary Lucille (R. N. 1913)—Teacher, Greenville, N. C.
Macmillan, Mamie Evelyn (R. N. 1912)—Rural Teacher, Mouth of Wilson, Va.
Madison, Lucy Hiden (Prof. 1912)—Teacher, Ivor, Va.
Madison, Susie Daniel (H. A. 1912)—Teacher, Franklin, Va.
Magruder, Margaret (Prof. 1916)—Primary Teacher, Roanoke, Va.
Maloy, Mary Virginia (R. N. 1915)—Grade Teacher McGaheysville, Va.
Maloy, Susie Lavinia (R. N. 1915)—High School Teacher, Beaverdam, Va.
Markham, Eddy Christine (Kgn. 1914)—Primary Teacher, Chesterfield Co., Va.
Marshall, Lelia Guy (R. N. 1914)—Teacher, Elizabeth City, N. C.
Marshall, Mary Elizabeth (R. N. 1914)—Primary Teacher, News Ferry, Va.
Martz, Edith Virginia (R. N. 1915)—Assistant Principal, High School, Unison, Va.
Maupin, Rosa Lee (R. N. 1914)—Grade Teacher, Charlottesville, Va.
Meisel, Marie (Prof. 1916)—Grade Teacher, Richmond, Va.
Menefee, Frances Eleanor (Kgn. 1913)—Teacher, Waynesboro, Va.
Meserole, Irene Vincent (H. A. 1914)—Primary Teacher, Covesville, Va.
Meserole, Mary Stella (Prof. 1911)—Grade Teacher, Charlottesville, Va.
Milby, Edna Lavina (Prof. 1915)—Primary Teacher, Chuckatuck, Va.
Miller, Annie (Prof. 1914)—Harrisonburg, Va.
Miller, Janet (Kgn. 1911)—Mrs. James J. King, Staunton, Va.
Miller, Martha (I. A. 1913)—Teacher of Open Air Class, Richmond, Va.
Millner, Bessie Price (Prof. 1913)—Grade Teacher, Schoolfield, Va.
Millner, Mary Lillian (R. N. 1915)—High School Teacher, Broadway, Va.
Mitchell, Elizabeth Lewis (H. A. 1914)—Bedford City, Va.
Moffett, Mary Ledger (H. A. 1911)—Instructor in Household Arts, State Normal School, East Radford, Va.
Moffett, Sarah Achsah (Prof. 1913)—Mrs. W. N. Nicholas, Virginia Heights, Roanoke, Va.
Monroe, Sarah Agnes (R. N. 1915)—Primary Teacher, Round Hill, Va.
Moore, Geneva Gertrude (Prof. 1916)—Teacher, Dinwiddie, Va.
Morris, Marcia Wade (Prof. 1915)—Grade Teacher, Charlottesville, Va.
Murphy, Maria Catherine Cecelia (H. A. 1915)—Substitute Teacher, Staunton, Va.
Noell, Pearl (Prof. 1912)—Grade Teacher, Clintwood, Va.
Oldaker, Hazel Leota (Prof. 1915)—Grade Teacher, Lynchburg Female Orphan Asylum, Lynchburg, Va.
Orndorff, Irene (Prof. 1911)—Grade Teacher, Glen Allen, Va.
Orndorff, Rachel (Prof. 1916)—High School Teacher, McKenney, Va.
Otley, Ora Lenora (R. N. 1912)—Grade Teacher, Strasburg, Va.
Parrish, Lucy Anderson (Prof. 1916)—Grade Teacher, Charlottesville, Va.
Patterson, Maurine (Kgn. 1912)—Mrs. Horace Patterson, Harrison, Va.
Pettus, Elizabeth Chambers (Kgn. 1915)—Teacher, Portsmouth, Va.
Phaup, Patty Goode (R. N. 1914)—Primary Teacher, Tazewell, Va.
Procter, Mary Wilma (R. N. 1914)—Drakes Branch, Va.
Pugh, Virginia Edith (Prof. 1916)—Grade Teacher, Charlottesville, Va.
Puller, Patty Leigh (R. N. 1913)—Grade Teacher, Richmond, Va.
Pulilliam, Lucy Russell (Kgn. 1912)—Teacher, Culpeper, Va.
Purcell, Anna Marie (H. A. 1915)—Student, Providence Hospital, Washington, D. C.
Quigg, Mary Elizabeth (Prof. 1916)—Primary Teacher, Richmond, Va.
Rabey, Susie (Prof. 1915)—Teacher, Whaleyville, Va.
Reaves, Leone Irene (I. A. 1914)—Student at Peabody College, Nashville, Tenn.
Reid, Emma Idell (Prof. 1913)—Grade Teacher, Marshall, Va.
Reiter, Alma Lucretia (R. N. 1913)—Teacher, Harrisonburg, Va.
Rhodes, Emma Grace (Prof. 1912)—Harrisonburg, Va.
Ridenour, Virginia Clare (Prof. 1916)—Grade Teacher, Petersburg, Va.
Ritchie, Annie Elizabeth (Prof. 1916)—Grade Teacher, Richmond, Va.
Ritchie, Ethel (H. A. 1916)—Grade Teacher, Churchville, Va.
Roane, Richie Avice (Prof. 1914)—Teacher in Beverley Manor Academy, Staunton, Va.
Rolle, Sara Virginia (R. N. 1912)—Teacher, Bridgewater, Va.
Roome, Sallie Florence (Prof. 1914)—Principal High School, Newland, Va.
Ropp, Margaret Vance (H. A. 1916)—Shenandoah, Va.
Round, Ruth Althea (Kgn. 1912)—Instructor in Physical Education, Binford High School, Richmond, Va.
Rowbotham, Margaret May (Prof. 1916)—Grade Teacher, Richmond, Va.
Royce, Katherine (Prof. 1911)—Mrs. N. G. Payne, Madison, Va.
Ruan, Carolyn Rebecca (Prof. 1912)—Primary Teacher, Petersburg, Va.
Rubush, Margaret Virginia (Prof. 1914)—Primary Teacher, Buena Vista, Va.
Rucker, Bessie Katherine (Prof. 1912)—Teacher of Normal Training, High School, Clintwood, Va.
Ruebush, Mary Virginia (Kgn. 1913)—Mrs. Henry Estes, Coeburn, Va.
Runciman, Olive Virginia (Kgn. 1913)—Primary Teacher Waynesboro Va.
Ryan, Elise Emogen (Prof. 1915)—Principal of High School, Antioch, Va.
Sadler, Mary Emma (R. N. 1912)—Mrs. E. D. Pollard, Pagosa Springs, Col.
Sadler, Virginia Pendleton (Prof. 1911)—Grade Teacher, McGaheysville, Va.
Sale, Annie Elizabeth (H. A. 1913)—Home Demonstration Agent, Warwick and York Cos., Denbigh, Va.
Sale, Susan Estaline (Prof. 1914)—Grade Teacher, Lownmoor, Va.
Saville, Elizabeth Frances (Prof. 1914)—Primary Teacher, Cedar Bluff, Va.
Scares, Carrie Lena (I. A. 1913)—Teacher, Sandy River, Va.
Scates, Fannie Hundley (Prof. 1911)—Mrs. O. Hairfield, Martinsville, Va.
Scoggin, Bessie Wilson (Prof. 1914)—Grade Teacher, Stony Creek, Va.
Scott, Mary Emma (Prof. 1916)—Teacher, Natural Bridge Station, Va.
Selby, Frances Parlette (I. A. 1915)—Drawing Supervisor, Bristol, Va.
Selby, Katherine Kemp (Prof. 1913)—Teacher, Richmond, Va.
Settle, Mary Beckham (R. N. 1913)—Mrs. C. P. Amory, Flint Hill, Va.
Shafer, Lilian Duffield (Prof. 1916)—Grade Teacher, Elkton, Va.
Shamburg, Mary Tacy (R. N. 1915)—Primary Teacher, Mt. Jackson, Va.
Shapleigh, Beulah Maude (Prof. 1913)—High School Teacher, Bristol, Va.
Shepperson, Edmonia Blair (M. A. 1912)—Instructor in Industrial Arts, Normal Institute, Salisbury, N. C.
Sherman, Louise (Prof. 1916)—Grade Teacher, Parnassus, Va.
Shickel, Elsie Naomi (Prof. 1911-I. A. 1914)—Domestic Science and Arts Teacher, Daleville College, Daleville, Va.
Shields, Sarah Humphries (Prof. 1911-H. A. 1912)—Missionary to India.
Sibert, Irene (H. A. 1916)—Teacher, Stuart, Va.
Silvey, Mary Lewis (R. N. 1914)—Grade Teacher, Flint Hill, Va.
Smith, Mary Lancaster (H. A. 1914)—Educational Secretary, Y. W. C. A., Richmond, Va.
Spitzer, Atha May (Prof. 1914)—Broadway, Va.
Sprinkel, Ethel Katherine (Kgn. 1911)—Kindergarten Teacher, Harrisonburg, Va.
Staples, Julia Tapscott (Prof. 1913)—Grade Teacher, Lenoir, N. C.
Steger, Eva Waugh (Prof. 1914)—Grade Teacher, Pulaski, Va.
Stephens, Mary Duval (Prof. 1913)—Student, Peabody College, Nashville, Tenn.
Stone, Mary Jordan (Prof. 1914)—Teacher, Spotsylvania, Va.
Streibling, Agness Browne (Prof. 1915)—Assistant in Departments of English and Education, State Normal School, Harrisonburg, Va.
Suter, Edith Virginia (Kgn. 1913)—Kindergarten Teacher, Dayton, Va.
Swartz, Bessie (R. N. 1915)—Grade Teacher, Timberville, Va.
Taliaferro, Ruth (Prof. 1915)—Teacher, Elkton, Va.
Tardy, Margaret Virginia (Prof. 1914)—High School Teacher, Rockbridge Baths, Va.
Tardy, Mary Elizabeth (Prof. 1915)—Teacher, Lexington, Va.
Taylor, Kate Hanger (Prof. 1912)—Supervisor Primary Grades, Hampton, Va.
Tench, Annie Ferris (Prof. 1912)—Grade Teacher, Petersburg, Va.
Thom, Mary Sheldon (Kgn. 1912)—Kindergarten Teacher, Miami, Florida.
Thompson, Clara May (Prof. 1914)—Grade Teacher, Lowmoor, Va.
Thompson, Margaret (Prof. 1916)—Primary Teacher, Tazewell Co., Va.
Turner, Bessie Sue (Kgn. 1914)—Grade Teacher, Harrisonburg, Va.
Wachsman, Otelia Beatrice (H. A. 1916)—Grade Teacher, Mt. Solon, Va.
Ward, Anna Howard (R. N. 1913)—High School Teacher, Chester, Va.
Warren, Joe Beam (Prof. 1915)—Teacher, School, Va.
Werner, Jane Katherine (Prof. 1913)—Grade Teacher, Charlottesville, Va.
Wescott, Maude Tyson (Prof. 1911)—Critic Teacher, Peabody College, Nashville, Tenn.
Wheatley, Mary Virginia (Kgn. 1915)—Teacher, Danville, Va.
Whitesel, Vada (Prof. 1912)—Critic Teacher, Harrisonburg, Va.
Williams, Ernestine (Prof. 1916)—Teacher, Lynchburg, Va.
Williams, Janet Adelia (H. A. 1914)—Grade Teacher, Suffolk, Va.
Wilson, Mary Gamble (I. A. 1913)—Mrs. Turnbull, Clifton Forge, Va.
Wilson, Mary Inez (H. A. 1914)—Household Arts Teacher, Guilford College, N. C.
Wine, Helen Bowman (Prof. 1914)—Teacher, Gordonsville, Va.
Winfrey, Katie Virginia (Prof. 1912)—Grade Teacher, Culpeper, Va.
Winn, Emma (Prof. 1916)—Grade Teacher, Dendron, Va.
Wise, Annie Thomas (Kgn. 1912)—Special Teacher of Deficient Children, Marion, S. C.
Witt, Ruth (Prof. 1916)—Primary Teacher, Roanoke, Va.
Worley, Ruby Alma (Prof. 1916)—Teacher, Centerville, Va.
Yowell, Mary Almira (R. N. 1914)—High School Teacher, Sandidges, Va.

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

APPLICATION FOR ADMISSION

STATE NORMAL SCHOOL FOR WOMEN
HARRISONBURG, VA.

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

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

3. After filling in the following blank, mail it in a sealed envelope to JULIAN A. BURRUSS, President, HARRISONBURG, VIRGINIA

Date .................................................. 191...

1. Name ................................................................

2. Postoffice .........................................................
   (or Street Address)

3. County ......................................................... 4. Age.
   (or City)

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

6. Home Address ..................................................
   (if different from yours)

7. What schools have you attended above seventh grade, and how long in each ..................................................

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

9. How many years in this course? ........................................
   (over)
10. If you have not completed the high school course at your home school, how much high school work have you done?

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


15. How long?

16. When do you expect to enter?

17. What course do you expect to take?

18. What year of this course do you think you can enter?

19. How long do you expect to attend this school?

20. Are you in sound health so far as you know?  (if not, explain in letter why not.)

21. Do you prefer to be in one of the dormitories?

22. Have you any preference as to room-mates? (Name)

23. Do you wish to apply for a State Scholarship entitling you to free tuition?  24. If so, is it your intention to teach in the public schools of Virginia in accordance with the law granting free tuition to students?

(Sign your name here)
MAP OF VIRGINIA

Showing Railroad Connections to Harrisonburg—Southern, B, & O. and C.-W. Railroads direct, N. & W. via Elkton, and C. & O. via Staunton or Lexington.

(Circles are fifty miles apart, showing distance of any part of the State from Harrisonburg.)