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Normal Bulletin, May, 1918

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

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STATE NORMAL SCHOOL
HARRISONBURG, VIRGINIA

ANNUAL CATALOG
1918
State Normal School for Women

HARRISONBURG, VIRGINIA

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

Register for 1917-1918
Announcements for 1918-1919

Tenth Year Begins September 25, 1918

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

1918

September 25, Wednesday—Fall Quarter begins.
December 19, Thursday—Fall Quarter ends.

1919

January 2, Thursday—Winter Quarter begins.
March 21, Friday—Winter Quarter ends.
March 24, Monday—Spring Quarter begins.
June 10, Tuesday—Spring Quarter ends.
June 16, Monday—First Term, Summer Quarter, begins.
July 25, Friday—First Term, Summer Quarter, ends.
July 29, Monday—Second Term, Summer Quarter, begins.
August 29, Friday—Second Term, Summer Quarter, ends.
September 24, Wednesday—Fall Quarter begins.
THE VIRGINIA NORMAL SCHOOL BOARD

MR. W. WAYT KING ......................... Staunton
Mr. W. H. Vincent ........... Capron, Southampton County
Hon. Otho F. Mears ......... Eastville, Northampton County
Hon. Merritt T. Cooke ......... Norfolk
Mr. W. Clyde Locker ...........Richmond
Hon. 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
Hon. Virginius Shackelford Orange, Orange County
Hon. John W. Price ......... Bristol
Hon. Alfred G. Preston Amsterdam, Botetourt County
His Excellency, Westmoreland Davis Richmond
(Governor of Virginia, ex-officio)
Hon. Harris Hart ..................... Richmond
(State Superintendent of Public Instruction, ex-officio)

OFFICERS OF THE BOARD

Hon. John W. Price ................. President
Hon. 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.
Dean

JOHN W. WAYLAND, B. A., PH. D.
Secretary of the Faculty

MARY I. BELL
Librarian

JULIA T. SPRINKEL
Treasurer

NATALIE LANCASTER, B. S.
Social Director

HANNAH B. CORBETT, B. S.
Dietitian and Director of the Dining Hall

JAMES H. DEYERLE, M. D.
School Physician

ETHEL GODFREY, R. N.
School Nurse

JOSEPHINE MOORE
Secretary to the President

ANNIE DEANE DOWELL
Assistant to the Dean

ANNIE S. DWYER
Postmistress and Clerk

STANDING COMMITTEES OF THE FACULTY

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

Alumna Relations: Dr. Wayland, Misses Gregg and Bell.

Literary Societies: Messrs. Johnston, Little, and Dingledine, Misses Harris and Shaeffer.

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

Publication: Misses Bell, Sale, Hudson, and Cleveland, Mr. Johnston.

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

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

Welfare of Students: Misses Lancaster, Godfrey, and Corbett, Mrs. Moody, and Mrs. McMichael.
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—.

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, Summer School of the South; author of 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; State Normal School, Harrisonburg, 1909—.

SARAH FRANCES SALE, B. S., A. M.
Home Economics and Rural Education
Student, John Gibson Institute; graduate, State Normal School, Athens, Georgia; B. S. and A. M., Teachers College, Columbia University; teacher in rural schools; instructor in household arts, State Normal School, Athens, Georgia; State Normal School, Harrisonburg, 1909—.

JAMES CHAPMAN JOHNSTON
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 ISCAH 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, 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—.

FRANCES ISABEL 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.
Domestic Science
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—.

RAYMOND CARLYLE DINGLEDINE, B. S., M. S.
Mathematics and Physics
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—.

CARRIE BEVILL McMICKEL, B. S.
Domestic Art
Graduate, Memphis Conference Female Institute, Jackson, Tennessee; student, Industrial Institute and College, Columbus, Mississippi, University of Mississippi, University of Chicago, Chautauqua, New York; diploma in domestic art, Gartland Art School, Philadelphia, Pennsylvania; B. S., George Peabody College for Teachers; teacher in public schools in Mississippi and Georgia; teacher of domestic art, Maddox Seminary, Little Rock, Arkansas; State Normal School, Harrisonburg, 1917—.

ETHEL GODFREY, R. N.
School and Home Nursing
Graduate, Charing Cross Hospital, London, England; R. N., State of South Carolina; ten years resident nurse, Anderson, S. C.; resident nurse, Chicora College for Women, Columbia, S. C.; professional nurse, State Normal School, Athens, Ga., and Crawford Long Infirmary, University of Georgia; State Normal School, Harrisonburg, 1917—.

PAUL REVERE LITTLE, B. S.
Biology and Agriculture
B. S., Maryland State College; farming, State of Maryland; student, University of Minnesota, summer sessions; director of agriculture and extension work, public schools, Minnesota; State Normal School, Harrisonburg, 1917—.

ELIZABETH JAQUELIN HARRIS
Piano Music
Graduate in piano, Stuart Hall; pupil of Harold Randolph; piano teachers' certificate, Peabody Conservatory of Music, Baltimore, Maryland; State Normal School, Harrisonburg, 1917—.

SUPPLEMENTAL INSTRUCTORS
(Giving part-time instruction in this school)

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

MARIALYSE ROSS
*Vocal Music*

Student, Belmont College, Nashville, Tennessee; student, George Peabody College for Teachers; student, Chautauqua, New York; pupil of Stojowski, New York City, and Starr, Nashville, Tennessee; teacher of music, public schools, Moultrie, Georgia; supervisor of public school music, Athens, Georgia; teacher of voice, Selma-Summerfield College, Selma, Alabama; supervisor of public school music, Harrisonburg; State Normal School, Harrisonburg, 1917—.

NELLIE GREENAWALT LITTLE
*Piano, Harmony, and History of Music*

Student in music, Kee Mar College; teacher’s certificate in pipe organ and piano, Peabody Conservatory of Music, Baltimore, Maryland; private teacher and organist in city churches; State Normal School, Harrisonburg, 1917—.

**TRAINING SCHOOL**

WILLIAM HAMPTON 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*

LILLIE BELLE BISHOP
*Critic, First Grade*

Graduate, State Normal School, Cape Girardeau, Missouri; teacher, public schools; State Normal School, Harrisonburg, 1916—.
MARGARET FLEMING ROGERS, A. B.

Critic, First Grade

A. B., Hampton College, Louisville Kentucky; diploma, Louisville Free Kindergarten; diploma, Louisville Normal School; student, Teachers College; student, Bay View Summer University, Bayview, Michigan; kindergarten teacher, Texarkana, Texas, and Louisville, Kentucky; teacher, Louisville public schools; State Normal School, Harrisonburg, 1917—.

IDA CHRISTIAN JACOBSON

Critic, Second Grade

Graduate, Central State Normal School, Mt. Pleasant, Michigan; student, University of Rochester; primary teacher, public schools of Michigan; critic teacher, Barry County Normal, Hastings, Michigan; critic, Eastern State Normal, Richmond, Kentucky; critic, City Normal School, Rochester; State Normal School, Harrisonburg, 1917—.

KATE HANGER TAYLOR

Critic, Third Grade

Student, Shenandoah Normal College, Northwestern University; student, Teachers College; teacher, George Wythe High School, Hampton, Virginia; supervisor of primary grades, Hampton, Virginia; State Normal School, Harrisonburg, 1917—.

VIRGINIA ROBERTA MATHEWS

Critic, Fourth Grade

Student, Southwestern State Normal, San Marcos, Texas, Summer School of the South, Knoxville, City Normal, San Antonio, Texas, Peabody College for Teachers, Nashville, Tennessee; teacher in public schools, San Antonio, Texas; State Normal School, Harrisonburg, 1917—.

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 CUMMINGS, 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

THE VIRGINIA NORMAL SCHOOL SYSTEM

The State of Virginia operates four institutions for the exclusive training of white women for the profession of teaching. These four schools are under the general control of one board of trustees, namely, The Virginia Normal School Board, the members of which (with the exception of the State Superintendent of Public Instruction and the Governor of Virginia, who are *ex-officio* members) are appointed by the Governor. Two appointments are made from the State at large, and one appointment is made from each of the ten Congressional Districts of Virginia, thus ensuring representation from every section.

The function of these schools is recognized as being the training of teachers for all grades of school work from the lowest primary thru the highest secondary grade, and for all kinds of teaching and supervision in both regular and special lines.

There is naturally and properly much uniformity in the four schools, and what is said of one would in most cases apply to all four. As may be supposed, however, there are certain differences, it being very desirable for each school to have in some measure an individuality of its own. These individual differences result not so much from any marked variation in standards and not necessarily from consciously directed effort, but in most cases arise out of differences in climatic conditions, in sectional interests and needs, in equipment, and in the personal characteristics and technical abilities of instructors and administrators. It may be expected that one school will present along certain lines advantages superior to the others, growing out of the reasons stated above and in response to a worthy ambition to serve the State in the largest possible measure according to its own ability and knowledge, hence it is considered advisable for each school to publish its own catalog, calling attention therein to its own special features.
HISTORICAL STATEMENT

The school at Harrisonburg, the second to be established in the Virginia system of normal schools for women, was established by act of the General Assembly, March 14, 1908, and was opened to students September 28, 1909.

In the nine years of the school, it has given instruction to about 4,000 different persons, 425 of whom have gone out as full graduates, and many hundreds of whom 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 acquisition; of interest and appreciation, not the bare performance of superimposed tasks.

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

6. We believe that certain principles of professional ethics
should be adopted by all who enter the teaching profession;
that among these are a recognition of the sacredness of con-
tracts, a decided stand against questionable practises, a determ-
ination to eliminate petty jealousies and prejudices, a care-
ful guarding of speech and daily conduct, and a constant ef-
fort 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 sec-
tion of the Valley of Virginia. It lies about 150 miles south-
west of Washington City and about the same distance north-
west 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 Lex-
ington 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 in-
stitution. 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, espe-
cially 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.

With the above facts in mind, it is not surprising that a large majority of the educational institutions in Virginia, both public and private, are located in the mountain and valley section, and that students from many distant points seek such superior advantages. The number of students enrolled in the various institutions in this section of the State is overwhelmingly larger than in any other section.

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.

This section has not been affected by the great industrial development of the present, which has brought such large numbers of outsiders to some of our cities and counties. It is still Virginian in ideals and manner of living. The people are thrifty and law-abiding, and there is no admixture of foreigners and a very small number of others than native whites.

The school grounds comprise 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.
Maury Science Hall: This building contains laboratories for physics, chemistry, cooking, dietetics, housewifery, textiles, millinery and dressmaking, drawing and handwork, together with two classrooms for general work, several offices, music rooms, and storerooms. All departments in this building are provided with modern equipment.

Harrison Hall: 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, accommodations for general administrative purposes, social rooms and assembly-room for the Young Women’s Christian Association, and several classrooms. 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 classrooms and the practise-rooms of the music department.

Ashby Hall: This building includes thirty-six bedrooms for students, three bedrooms for teachers and employes, 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.

Spottswood Hall: This building contains thirty-nine bedrooms, with ample bathrooms, and a reception room.

Cleveland Cottage: This is an old building refitted and enlarged to fill temporarily several pressing needs. The upper floor has been equipped as an infirmary, and is arranged so as to provide in the best way accommodations for the resident nurse and for cases of sickness. The lower floor provides several bedrooms and a classroom.

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 home economics 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 about 6,000 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 number of the most modern books on the vital questions of the day. 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.

In the first quarter of the Junior Year all students are given a series of lessons in library economy for the purpose of helping them to use the library to the best advantage, and also in order that they may obtain some ideas as to the manage-
ment of a library in the schools in which they may later teach.

**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 school room.

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

The public school system of Harrisonburg 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 a well-equipped play-ground.

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

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

RURAL TRAINING 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 practice teaching under a special supervisor. The work done in home economics and manual arts has been particularly successful. The work is directed toward the improvement of the school houses, 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.

Thru 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.

PRACTISE HOME

For students specializing in home economics, has been provided a house of ten rooms, furnished to serve as a practice home. Senior home economics students are assigned in groups, each to live in this home during one quarter. The house is in charge of the instructor in household management, who lives constantly with the students and supervises the home. All household duties are performed by the stu-
dents, who serve in turn as hostess, housekeeper, cook, etc. This gives practical experience in a pleasant way and such a home is looked upon as an indispensable part of a well-equipped department of home economics.

**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.

The special attention of teachers in service is called to the following:

*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 receives all possible recognition in the granting of teachers' certificates. A special catalog giving full information of the summer quarter is published early in the spring.

**EXTENSION WORK**

This school has always done what many institutions call extension work. In its spring and summer courses it has provided means whereby many teachers in service have been able to continue their preparation for their work. 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, community work has been done in the vicinity of the school as in former years, particularly in music and home economics. However, most of the efforts of instructors and students outside of their regular classroom duties have been directed to various war relief measures. Their activities in this direction have been extensive, not being confined to the school or even the immediate vicinity.

**WAR EMERGENCY WORK**

The school has been very active in all measures of war relief, food conservation, etc. A large sum was raised during the past year for the Young Women's Christian Association.
work in connection with the army camps. A large amount of clothing and supplies has been furnished. A branch of the American Red Cross has been organized in the school, to which every student is eligible, and instruction is provided in all forms of work usually done by such local organizations. Both in the training school and normal school the membership in this organization is large and active, and much valuable work has been done. The home economics department has been particularly alert to forward the cause of food conservation by giving numerous lectures, demonstrations, and special courses along this line. The closest co-operation is being maintained with the various governmental agencies to the end that the school may contribute as much as possible in this all-important work.

During the coming year such work will be continued on a still more extensive scale, and a number of new courses will be especially designed to serve such purposes.

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 befitting a lady. Nothing short of this can be permitted in any Virginia school for young women preparing to assume the duties and responsibilities of life in the school, in the home, or in the world outside. This involves a consideration of and respect for the rights and feelings of others, and a manifestation under all circumstances of those gentle and refined qualities for which Southern womanhood has always been justly famed.

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

1. All students are expected to be present at all regular 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 in private homes, will be under the domestic and social care and control of the family where they room, 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. The social director acts in an advisory capacity to the student government association, and has general direction of the conduct of students.

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 sixteen 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 present development of public high schools in Virginia, especially in the section from which this school draws its greatest patronage, has appeared to justify this institution in establishing as its minimum entrance requirements eleven high school units, which must represent in every case at least three years of high school work. A student having as much as eleven units of high school work, but less than fourteen units, is admitted to preparatory courses of fourth-year high school rank, and thus completes the amount
of high school work required for entrance to the first year of the professional and home economics courses.

4. The requirement for entrance to the first year of the professional and home economics courses is sixteen units of accredited high school work, distributed thus: English four units, mathematics two units, History one unit, Science one unit, and other subjects eight units. 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 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 normal school course, but such conditions may also be removed by attendance during the summer quarter or in some other approved manner.

5. 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. No such student will be admitted, however, unless she has to her credit at least eleven high school units covering at least three years of the course. A letter from the high school principal or division superintendent recommending admission to the normal school, will be required, as an assurance that in admitting the applicant no injustice will be done to the high school.

6. In no case will a student who has completed only a three-year high school course be allowed more than twelve units of entrance credit. Such students must invariably complete the fourth year of the high school course at the normal school before being registered in the junior year.

7. Students entering from a four-year high school with
a term of less than nine months will have their entrance credits reduced accordingly. In this way credits from a school with a session of eight months will be scaled down one-ninth. Before graduation from the normal school a student must satisfy fully the entrance requirements (sixteen units as explained above), which are based on graduation from a four-year high school with a school year of nine months. The deficiency caused by the shorter term is to be made up by taking not less than one-third of a unit in English and sufficient work in other high school subjects, the credit in no case to be less than one-third of a unit in any subject. A similar plan of scaling down credits will be followed in the case of three-year high schools with terms of less than nine months.

8. 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.

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

10. 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 presi-
dent to this effect before coming, so that proper arrangements may be made for them.

11. Entrance will be granted to teachers on the basis of the certificate held by them. No credit can be allowed for second grade certificates obtained by taking the state examinations. The holder of a first grade certificate will be admitted to the junior year of any course, and will be given the Elementary Professional Certificate for the completion of this year's work; but it must be understood that she must satisfy in full the entrance requirement of high school units before registration in the Senior Year. 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.

12. 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. Should credit be desired the regular entrance requirements must be satisfied before a certificate or diploma is awarded.

13. Students may be admitted to part-time courses without satisfying the usual entrance requirements. Such students must be of sufficient maturity to profit by the work; and they must satisfy the instructors in charge of the classes they desire to enter as to their preparation for the work they wish to do. Young women who may desire to take work in home economics, 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.

14. Teachers of public schools are admitted without examination to any class they may be prepared to take, and they are charged no tuition. Students preparing for the state examinations 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.

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

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

17. A student who has completed less than sixteen units of high school work and has completed some professional work, may 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 before entrance. Such examinations must cover the course in the subjects as given at the normal school. If these examinations are successfully passed, advanced credit for the professional work will be granted accordingly.

18. 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.

19. Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalog.
GROUPING OF STUDENTS

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

1. **Postgraduates**: 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. (It is understood that according to college terminology these students are undergraduates in the third and fourth years of the college course; but the term “postgraduate” is used here for the sake of clearness in view of the fact that ordinarily graduation from a normal school comes at the end of a two-year course.)

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 in the two-year courses.

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 home economics courses.

4. **Preparatory Students**: This group includes all students who are registered for as much as one-half of their work in classes of high school grade.

5. **Special Students**: This group includes all students who are pursuing part-time 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 240 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 from the social director, and she 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 are 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. Students may invite relatives or friends to meals at the school by obtaining permission from the director of the dining hall, and buying from the treasurer meal tickets at twenty-five cents a 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 nearby 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 social director.

Day students will be subject to all general school regulations and to such special regulations as may be provided by the faculty. While on the school grounds or in school buildings, day students will be required to conduct themselves properly, whether during class-hours or not; and they are expected to be governed by the same custom as other visitors when they go to the school dormitories. A lunch room, equipped with lockers, tables, and chairs, has been provided for day students in Ashby Hall.

**SELECTION OF WORK**

Before being enrolled in classes, each student must con-
suit 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 session. The same is true of the home economics 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 later for specialization along the three lines of work under this head.

The right is reserved to add to, or to take from, any stu-
dent's program of work at any time during the year in case this seems advisable to the faculty, for the good of the student, even tho the course as regularly outlined may not require it.

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

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

RECORD OF STUDENTS

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

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

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Read the catalog carefully, also all other bulletins sent you from the school. Do not hesitate to ask questions. For all information, for copies of the bulletins, for application blanks, etc., write to the President of the 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. You must look upon going to school as a business and attend regularly, without offering excuses except in cases of necessity.

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 25, 1918. 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 25, except in very special cases by previous arrangement. The first meal served at the school will be supper, Tuesday, September 24.

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 rooming 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, all marked with the student’s name.

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, the medical fee, and at least one month’s board in advance at the time of enrolment, and also the charge for text-books and any tuition and laboratory fees which may be due.

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

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

14. Do not be anxious to enter advanced classes for which you are not fully prepared. On the other hand, remember that it is to the school’s advantage to graduate as
quickly as possible as many students as possible, 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 col-
leges. Work completed at this institution has been full-credited at other institutions of the highest rank.

In endeavoring to fulfill the functions of the school as set forth above, a considerable variety of courses is offered, as follows:

**PREPARATORY COURSE**

The work of this course is preparatory and of high school grade. It represents the fourth year of a standard high school. The subjects taken by each student are selected so as to bring her high school course up to the full standard in number of units and distribution required for graduation from accredited high schools.

**PROFESSIONAL COURSE I**

**KINDERGARTEN AND PRIMARY GRADES**

This course is planned to prepare kindergartners and primary teachers, giving particular attention to the needs of those who expect to teach below the fourth grade. Students desiring to specialize in kindergarten work will do their practice teaching in the kindergarten. For the satisfactory completion of the two-year course the diploma of graduation is awarded, and the graduate is eligible to teach in any grade of the elementary school. She may continue her work thru the two advanced years of the course for Elementary School Teaching and Supervision to the B. S. degree, and thus prepare herself for supervisory and administrative positions, such as principal, assistant to superintendent, critic teacher, and normal training class teacher.

**PROFESSIONAL COURSE II**

**INTERMEDIATE GRADES**

This course gives particular attention to the needs of teachers of the intermediate grades, and includes the subjects taught in the public elementary schools in the fourth, fifth, and sixth grades. The advanced work offered in the various academic branches is taught from the standpoint of *application in teach-
ing rather than for the acquisition of subject-matter alone. For the satisfactory completion of the two-year course the diploma of graduation is awarded, and the graduate is eligible to teach in any grade of the elementary school. She may continue her work through the two advanced years of the course for Elementary School Teaching and Supervision to the B. S. degree, and thus prepare herself for supervisory and administrative positions, such as principal, assistant to superintendent, critic teacher, and normal training class teacher.

**PROFESSIONAL COURSE III**

**ADVANCED GRADES AND HIGH SCHOOL**

This course gives particular attention to the needs of teachers 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. For the completion of the first two years the diploma of normal school graduation will be awarded as in the other two professional courses. Such graduates will be certificated to teach in any elementary grade and also in the first and second years of the high school. Students wishing to prepare themselves to teach also in the third and fourth years of the high school course, and those who are looking forward to positions of more than ordinary responsibility, such as principal, supervisor, assistant to superintendent, critic teacher, and normal training class teacher, should continue their work thru the two advanced years of the course for High School Teaching and Administration to the B. S. degree.

**HOME ECONOMICS COURSE**

This course is intended primarily for the training of teachers and supervisors in the special subjects relating to the household. It is also adapted to the preparation of homemakers, of institutional managers, and of workers in certain
gainful occupations peculiar to women. The course is arranged to cover four years, corresponding to the regular four-year college curriculum of the technical type. In the first year the work is the same for all home economics students. In the second year, the student may choose either the foods and cookery group or the clothing and textiles group. For the completion of the first two years the diploma of normal school graduation will be awarded as in the three professional courses. Such graduates will be certificated to teach in the elementary school and the first two years of the high school. Students wishing to prepare themselves to teach also in the third and fourth years of the high school course, and those who are looking forward to positions of more than ordinary responsibility, such as supervisor, county home demonstration agent, dietitian, institutional manager, etc., should continue their work thru the two advanced years of the course to the B. S. degree. In this way a broad, advanced, and comprehensive training may be obtained, covering all the various branches—foods and cookery, clothing and textiles, and administration. Available positions more often than otherwise require preparation on both the science and art side of home economics; and it is not possible to cover a satisfactory course in both in two years, therefore students are strongly urged to take the full four-year course when possible. The provision recently made for Federal aid to home economics teaching (known as the Smith-Hughes Act) is expected to give considerable impetus to this kind of education in Virginia and in other States. The authorities charged with the carrying out of the provisions of this act have announced that after June, 1919, only graduates of four-year courses in home economics will be eligible for positions supported with Federal funds. While this in no way debars two-year graduates from teaching in elementary schools and the first two high school years, as stated above, it furnishes another reason for advising home economics students to continue their courses thru the four years to the degree.

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 home economics department 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 any subject, 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 is now authorized to offer two years of work in addition to and in advance of the ordinary two-year normal school course. This four-year course, based on sixteen high school units at entrance, leads to the Bachelor of Science (B. S.) degree. Complete four-year programs are outlined in this catalog for both professional and home economics specialization. The four-year courses are so arranged that a diploma is given for the completion of the first two years. This diploma is of the same rank as the diploma granted for the completion of the regular normal courses covering two years. The degree shows preparation far in advance of this 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 programs are such that a student
may specialize in certain departments of instruction, while at the same time taking those fundamental professional subjects which are necessary in every line of educational work. The withdrawal of large numbers of young men from school positions has created a considerable demand for properly prepared young women as principals and teachers of high school subjects; and this demand will hardly be lessened for many years. It is customary to require a degree covering four years of college grade work for such positions, therefore this institution feels a real call to offer this advanced instruction and students are urged to take advantage of it whenever possible.

DIPLOMAS

1. Regular Normal School Diploma: Granted upon the completion of the second year of any of the professional or home economics courses. To the student obtaining this diploma the State Board of Education grants a Normal Professional Certificate, which is practically a life certificate, being valid for ten years and renewable for like periods. This certificate entitles the holder to teach in elementary schools in any grade. If, however, the course outlined for preparation for advanced grades and high school teaching has been completed, a special certificate will be granted, permitting the holder to teach in the first two years of the high school course in addition to the elementary school grades. Similarly, holders of diplomas for two-year courses in home economics will be granted certificates entitling them to teach their specialty in the first two years of the high school as well as in the grades of the elementary school.

2. Bachelor of Science Degree Diploma: Granted upon the completion of the fourth year of the professional or home economics courses. To the student obtaining this diploma the State Board of Education grants a Collegiate Professional Certificate, which is the highest form of certificate issued and recognized by the State of Virginia. It is practically a life certificate, being valid for ten years and renewable for like periods. This certificate entitles the holder to teach in any year of any high school course and in any elementary school
grade. It is emphasized that this certificate is necessary if it is desired to teach in the third and fourth years of the high school course as well as in lower grades.

CERTIFICATES

Diplomas are given for the completion of full courses, certificates for the completion of certain parts of courses. The certificates given by the State Board of Education to holders of diplomas are described above. In addition to these the school grants certain certificates which are duplicated by certificates from the State Board of Education. These are:

1. Second Grade Certificate: Granted upon the completion, in the Preparatory Course, of sufficient work to bring the student's high school credits up to the standard required of accredited four-year high schools, namely, English four units, Mathematics two units, History one unit, Science one unit, and other subjects eight units, making a total of sixteen units; and also the completion, in a summer term or at some other time, of six weeks additional work covering five classes, of which three must deal with methods of teaching. The certificate granted by the State Board of Education for the fulfilment of these requirements entitles the holder to teach only in elementary schools and is valid for two years and renewable for one like period.

2. First Grade Certificate: Granted upon the completion of the requirements for a Second Grade Certificate, as stated above, and in addition thereto of six weeks of normal school work (thus making twelve weeks of such work after the completion of the sixteen high school units); provided the applicant has had nine months of successful teaching experience. In case an applicant has completed all of these requirements except as to teaching experience, she will be given a Provisional First Grade Certificate which will be converted into a regular First Grade Certificate when the requirement as to teaching experience is fulfilled. The certificate granted by the State Board of Education for the fulfilment of these requirements entitles the holder to teach only in elementary schools and is valid for five years and renewable for like periods.
3. Elementary Professional Certificate: Granted upon the completion of the first year of any professional or home economics course outlined in this catalog. The certificate granted by the State Board of Education for the fulfillment of this requirement entitles the holder to teach only in the elementary schools and is valid for six years and renewable for like periods.

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

The time required to complete any course is shown by the outlines of courses on the following pages.

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 any class more than one-fifth of the time during any quarter, for any reason, will be required to do such extra work as the faculty may assign in each case, and this may necessitate a longer period of attendance to complete a course. The summer terms are especially advantageous for such purposes.
SCHEDULES OF COURSES

ENTRANCE REQUIREMENTS

The entrance requirements are stated at length in a previous section and are summarized here for convenience.

For Preparatory Course: As stated at the head of the list of classes.

For all Junior Years: The completion of a four-year high school course as follows: English 4 units, Mathematics 2 units, History 1 unit, Science 1 unit, and other credits 5 units, making a total of 16 units. Applicants falling short not more than 2 units will be admitted conditionally and permitted to remove their conditions as stated in notes under the schedules for the Junior and Senior years of the various courses. All such conditions must be removed before graduation. Attention is called to the opportunity offered by the Summer Quarter for making up deficiencies. Entrance may also be had by examination if desired.

For all Senior, Postgraduate, and Degree Years: The completion of the next preceding year of the corresponding course, or its equivalent when approved by the faculty.

THE BASIS OF CREDIT

The standard basis for credit in courses of high school grade is the “unit”; and in courses of higher grade the “credit.”

The Unit—One “unit” means the completion of a subject of high school grade covering five forty-five minute periods a week for three quarters. Two periods of laboratory work count as one period.

The Credit—One “credit” means three periods as follows or some similar combination:

1. One recitation or lecture period and two periods of preparation;
2. Two laboratory periods and one period of preparation;
3. Three laboratory periods requiring no preparation.

Periods are forty-five minutes in length and extend thru one quarter, both in the case of classroom work and of preparation outside of the classroom. Preparation includes study for the recitation or lecture, working up notes, parallel reading, reference work, preparation of papers, or any task whatever, assigned in connection with any class to be done outside of the regularly scheduled classroom time.

In the following schedules of courses the classroom periods and the credits are shown in the case of each class. The number of periods of work to be done outside of the classroom by the student in any class may be readily determined by multiplying the number of credits by three and subtracting the number of class periods. For example, in Education 10 the number of credits is three, which multiplied by three gives nine total periods required by this class, and the number of periods to be spent in the classroom being stated as five, the student is to understand that the remaining four periods (180 minutes in all) is the amount of time to be devoted each week to preparation for the class. Again, in Education 15 it is seen that ten periods (450 minutes) a week is required for outside work; in Manual Arts 10 no outside work is required, etc.

SUBSTITUTES

By reason of changes in course outlines from year to year it will be found sometimes that a course has been completed previously by a student. In such cases the Dean will assign a substitute of equivalent value. The same procedure will be followed when for any reason a particular class is not offered in any year.
PREPARATORY COURSE

(Corresponding to the fourth year of the standard high school)

Entrance Requirements: The completion of high school work as follows: English 2 units, Mathematics 1 unit, History 1 unit, and other credits 7 units, making a total of 11 units. This will ordinarily represent the completion of a three-year high school course. 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>Eng. 7-8-9—Rhetoric; Composition; American Literature</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>Units</th>
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<tbody>
<tr>
<td>Phys. Ed. 7-8-9—Gymnastics for Beginners</td>
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<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

And units from the following as required:

| Eng. 4-5-6—Rhetoric; Composition; English Literature | I | II | III | Units |
| For. Lang. 1-2-3—Elementary Latin                  | 5 | 5  | 5   | 1     |
| Hist. 1-2-3—Ancient History                        | 5 | 5  | 5   | 1     |
| Home Econ. 1-2-3—Food; Clothing; Shelter           | 7 | 7  | 7   | 1     |
| Math. 4-5-6—Algebra                                | 5 | 5  | 5   | 1     |
| Math. 7-8-9—Plane Geometry                         | 5 | 5  | 5   | 1     |
| Phys. Sci. 4-5-6—General Chemistry                 | 7 | 7  | 7   | 1     |
| Phys. Sci. 7-8-9—Elementary Physics                | 7 | 7  | 7   | 1     |

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

The selections are to be made by the Dean 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.

Individual instruction in Music or Expression, or classwork in Bible Study or Photography, may be taken, without credit, provided the maximum of 28 periods a week is not exceeded.

Leads to: The Junior Year of all courses. If the student who has completed 16 units of work (including 4 in English, 2 in Mathematics, 1 in History, and 1 in Science) cannot remain longer in the school she may obtain a Second Grade Certificate by taking an additional six weeks work in a summer term or at some other time, this work to cover five classes, of which three must deal with methods of teaching. Upon the completion of twelve weeks of such work a First Grade Certificate will be given, provided the applicant has had nine months of successful teaching experience; and, in case she has not, a Provisional First Grade Certificate will be issued and converted into a regular First Grade Certificate after nine months of successful teaching.
## PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol. 10a—General Biology</td>
<td>I 3 \ II 0 \ III 0</td>
<td>I 3 \ II 0 \ III 0</td>
</tr>
<tr>
<td>Biol. 19—Nature Study for Spring</td>
<td>I 0 \ II 2 \ III 0</td>
<td>I 0 \ II 2 \ III 0</td>
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<tr>
<td>Ed. 10—Orientation</td>
<td>I 5 \ II 0 \ III 0</td>
<td>I 5 \ II 0 \ III 0</td>
</tr>
<tr>
<td>Ed. 11-12—Educational Psychology</td>
<td>I 3 \ II 3 \ III 0</td>
<td>I 3 \ II 3 \ III 0</td>
</tr>
<tr>
<td>Ed. 14—Teaching and Management</td>
<td>I 0 \ II 3 \ III 0</td>
<td>I 0 \ II 3 \ III 0</td>
</tr>
<tr>
<td>Ed. 15-16—Primary Education</td>
<td>I 5 \ II 5 \ III 0</td>
<td>I 5 \ II 5 \ III 0</td>
</tr>
<tr>
<td>Ed. 17—Kindergarten Materials</td>
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<td>Ed. 18—Primary Language and Literature</td>
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<td>I 0 \ II 0 \ III 5</td>
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<tr>
<td>Eng. 10a—Fundamentals</td>
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<td>I 3 \ II 0 \ III 0</td>
</tr>
<tr>
<td>Eng. 11—English Writing</td>
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<td>I 3 \ II 0 \ III 0</td>
</tr>
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<td>Geog. 10—Home Geography</td>
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<td>I 2 \ II 0 \ III 0</td>
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<td>I 3 \ II 0 \ III 0</td>
</tr>
<tr>
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<td>I 3 \ II 3 \ III 0</td>
</tr>
<tr>
<td>Man. Arts 12—Primary Handwork</td>
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<td>I 0 \ II 3 \ III 0</td>
</tr>
<tr>
<td>Mus. 10a—School Music</td>
<td>I 2 \ II 0 \ III 0</td>
<td>I 2 \ II 0 \ III 0</td>
</tr>
<tr>
<td>Mus. 11—Music for Primary Grades</td>
<td>I 0 \ II 2 \ III 0</td>
<td>I 0 \ II 2 \ III 0</td>
</tr>
<tr>
<td>Phys. Ed. 11a-12a-13a—Gymnastics</td>
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<td>I 3 \ II 3 \ III 1</td>
</tr>
<tr>
<td>Phys. Ed. 14a—Hygiene</td>
<td>I 4 \ II 0 \ III 0</td>
<td>I 4 \ II 0 \ III 0</td>
</tr>
</tbody>
</table>

26 24 26 19 19 19

Students may carry a maximum of 24 credits. As much as one conditioned entrance unit (5 credits) may be satisfied in this way. Students entering without conditions may be allowed upon request to take not more than 5 credits of additional work. All selections of additional work are to be made from the preparatory group of studies or as provided below. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

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 24 credits is not exceeded.

**Leads to:** The Senior Year of this course. If a student completing the above program cannot remain longer in school she may secure an Elementary Professional Certificate.
### PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th>Periods</th>
<th>Class</th>
<th>Credits</th>
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<tr>
<td>I</td>
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<td>III</td>
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<tr>
<td>Biol. 20—Nature Study for Autumn</td>
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<tr>
<td>Ed. 22—Senior Observation</td>
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<td>Ed. 23—Kindergarten Principles</td>
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<td>Hist. 26—American Government</td>
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<td>Mus. 20a—Music Appreciation</td>
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<td>Ed. 21—Teaching Conferences</td>
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<tr>
<td>Phys. Ed. 20a—School and Home Nursing</td>
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**Group 1:**

<table>
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<tr>
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<tbody>
<tr>
<td>I</td>
<td>II</td>
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<td>Man. Arts 20—Art Appreciation</td>
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<td>Phys. Ed. 20a—School and Home Nursing</td>
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<table>
<thead>
<tr>
<th>Periods</th>
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<th>Credits</th>
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**Group 2:**

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<td>III</td>
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<td>Ed. 20—Practise Teaching</td>
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<td>20</td>
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<tr>
<td>Eng. 21-23—Literary Epochs</td>
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<td>Man. Arts 20—Art Appreciation</td>
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<td>Phys. Ed. 20a—School and Home Nursing</td>
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<tr>
<th>Periods</th>
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<td>III</td>
</tr>
<tr>
<td>19</td>
<td>34</td>
<td>22</td>
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</table>

The division into two groups is necessary on account of the practise teaching, one-half having this in the first quarter and the other half having it in the second quarter. It will be noted that both groups cover exactly the same work.

By special permission of the faculty students may carry a maximum of 23 credits. As much as one conditioned entrance unit (5 credits), or 5 credits of deferred work from the Junior Year, may be satisfied in this way. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 23 credits is not exceeded.

*Leads to:* The Postgraduate Year of the course for Elementary Teaching and Supervision, the Diploma of this school, and a Normal Professional Certificate issued by the State Board of Education.
## Professional Course II
### For Intermediate Grade Teaching

#### Junior Year

**Program of Classes**

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Biol. 10b—General Biology</td>
<td>I 3</td>
<td>0 0</td>
</tr>
<tr>
<td>Ed. 10—Orientation</td>
<td>II 0</td>
<td>3 0</td>
</tr>
<tr>
<td>Ed. 11-12—Educational Psychology</td>
<td>III 0</td>
<td>3 3</td>
</tr>
<tr>
<td>Ed. 14—Teaching and Management</td>
<td>I 0</td>
<td>3 0</td>
</tr>
<tr>
<td>Ed. 19—Junior Observation</td>
<td>II 2</td>
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<tr>
<td>Eng. 10b—Fundamentals</td>
<td>III 0</td>
<td>3 0</td>
</tr>
<tr>
<td>Eng. 16-17—Language Study and Methods</td>
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<tr>
<td>Geog. 14—Geography Methods</td>
<td>I 0</td>
<td>5 0</td>
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<tr>
<td>Hist. 19—American History Methods</td>
<td>II 0</td>
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<tr>
<td>Man. Arts 10b—Writing</td>
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<tr>
<td>Man. Arts 13—Intermediate Drawing</td>
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<tr>
<td>Math. 16—Arithmetic Review</td>
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<td>Math. 17—Arithmetic Methods</td>
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<td>Mus. 10b—School Music</td>
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<tr>
<td>Phys. Ed. 14a—Hygiene</td>
<td>I 4</td>
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</tr>
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</table>

Students may carry a maximum of 24 credits. As much as one conditioned entrance unit (5 credits) may be satisfied in this way. Students entering without conditions may be allowed upon request to take not more than 5 credits of additional work. All selections of additional work are to be made from the preparatory group of studies, or as provided below. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 24 credits is not exceeded.

*Leads to:* The Senior Year of this course. If a student completing the above program cannot remain longer in school, she may secure an Elementary Professional Certificate.
PROFESSIONAL COURSE II
FOR INTERMEDIATE GRADE TEACHING
Senior Year

<table>
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<tr>
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<tr>
<td>Eng. 20—Reading</td>
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<tr>
<td>Hist. 25—Ethics</td>
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<tr>
<td>Hist. 26—American Government</td>
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<tr>
<td>Phys. Ed. 20b—School and Home Nursing</td>
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</tr>
<tr>
<td>Phys. Sci. 20—Elementary Science</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Eng. 22—Child Psychology</td>
<td>0</td>
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</tr>
<tr>
<td>Hist. 25—Ethics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Phys. Ed. 20b—School and Home Nursing</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Eng. 20—Reading</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hist. 25—Ethics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eng. 20—Reading</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hist. 25—Ethics</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Group 1                       |        |         |         |
| Eng. 20—Practise Teaching     | 20     | 0       | 0       | 9       | 0       | 0       |
| Ed. 21—Teaching Conferences   | 2      | 0       | 0       | 1       | 0       | 0       |
| Eng. 22-23—Literary Epochs    | 0      | 5       | 5       | 0       | 5       | 5       |
| Man. Arts 20—Art Appreciation | 0      | 2       | 0       | 0       | 1       | 0       |
| Man. Arts 21—Advanced Drawing | 3      | 0       | 0       | 1       | 0       | 0       |
| Man. Arts 22—Advanced Handwork| 6      | 0       | 0       | 2       | 0       | 0       |
| Mus. 20a—Music Appreciation   | 0      | 2       | 0       | 0       | 1       | 0       |
| Phys. Ed. 21a-22a—Games and Plays | 0 | 3 | 3 |
|                              | 37     | 22      | 22      | 18      | 18      | 18      |

| Group 2                       |        |         |         |
| Ed. 20—Practise Teaching      | 0      | 20      | 0       | 0       | 9       | 0       |
| Ed. 21—Teaching Conferences   | 0      | 2       | 0       | 0       | 1       | 0       |
| Eng. 21-23—Literary Epochs    | 5      | 0       | 5       | 0       | 5       | 5       |
| Man. Arts 20—Art Appreciation | 5      | 0       | 0       | 5       | 0       | 5       |
| Man. Arts 21—Advanced Drawing | 2      | 0       | 0       | 1       | 0       | 0       |
| Man. Arts 22—Advanced Handwork| 3      | 0       | 0       | 1       | 0       | 0       |
| Mus. 20—Music Appreciation    | 0      | 6       | 0       | 0       | 2       | 0       |
| Phys. Ed. 21-22a—Games and Plays | 2 | 0 | 0 |
|                              | 23     | 36      | 22      | 18      | 18      | 18      |

The division into two groups is necessary on account of the practise teaching, one-half having this in the first quarter and the other half having it in the second quarter. It will be noted that both groups cover exactly the same work.

By special permission of the faculty students may carry a maximum of 23 credits. As much as one conditioned entrance unit (5 credits), or 5 credits of deferred work from the Junior Year, may be satisfied in this way. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 23 credits is not exceeded.

Leads to: The Postgraduate Year of the course for Elementary Teaching and Supervision, the Diploma of this school, and a Normal Professional Certificate issued by the State Board of Education.
PROFESSIONAL COURSES I AND II
FOR ELEMENTARY TEACHING AND SUPERVISION

Postgraduate Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
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</tr>
<tr>
<td>Biol. 31—Advanced Nature Study and Gardening</td>
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<tr>
<td>Ed. 30—Advanced Practise Teaching</td>
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<tr>
<td>Ed. 31—Genetic Psychology</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Ed. 32—Adolescent Psychology</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Ed. 34—Education of Exceptional Children</td>
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<tr>
<td>Eng. 31—Library Methods</td>
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<tr>
<td>Eng. 35-36—Practical Composition; American Literature</td>
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<tr>
<td>Hist. 31-32-33—Recent American; Recent European; Latin-American</td>
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<tr>
<td>Man. Arts 31-32-33—Elementary School Drawing</td>
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<tr>
<td>Man. Arts 34—Printing and Handwork</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

21 25 23 18 18 18

In 1918-19, Biology 32 will be substituted for Biology 31.

Individual instruction in Music or Expression, or classwork in Physical Education, Bible Study, Writing, or Photography, may be taken, provided a maximum of 19 credits is not exceeded.

Leads to: The Degree Year of this course.

Note: The term “postgraduate” is not used in this catalog in the usual college sense to denote one who has completed a four-year course in advance of the standard high school course at entrance; but to designate work in advance of two years of the four-year course. This use appears necessary for the sake of clearness, inasmuch as students are graduated at the end of two years of professional work, according to the usual custom of normal schools.

52
PROFESSIONAL COURSES I AND II
FOR ELEMENTARY TEACHING AND SUPERVISION
Degree Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 40—Special Practise Work</td>
<td>I  II  III</td>
<td>I  II  III</td>
</tr>
<tr>
<td>Ed. 41-42-43—History and Philosophy of Education</td>
<td>5  5  5</td>
<td>4  4  4</td>
</tr>
<tr>
<td>Ed. 44—Educational Statistics</td>
<td>3  3  3</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Ed. 45—Public School Systems</td>
<td>5  0  0</td>
<td>5  0  0</td>
</tr>
<tr>
<td>Ed. 46—Principles of Education</td>
<td>0  5  0</td>
<td>0  5  0</td>
</tr>
<tr>
<td>Ed. 47—School Supervision</td>
<td>0  0  2</td>
<td>0  0  2</td>
</tr>
<tr>
<td>Eng. 40—Public Speaking</td>
<td>0  0  0</td>
<td>0  0  0</td>
</tr>
<tr>
<td>Eng. 42-43—History of the English Language; Technique of the Drama</td>
<td>0  0  2</td>
<td>0  0  2</td>
</tr>
<tr>
<td>Hist. 41—Industrial History</td>
<td>0  3  3</td>
<td>0  3  3</td>
</tr>
<tr>
<td>Math. 43—History of Mathematics</td>
<td>0  3  3</td>
<td>0  3  3</td>
</tr>
<tr>
<td>Phys. Sci. 47—History of Science</td>
<td>3  0  0</td>
<td>3  0  0</td>
</tr>
</tbody>
</table>

In 1918-19 substitutions will be made as follows:
His. 31—Ed. 48—Hist. 33 for Ed. 41-42-43
Ed. 31 for Ed. 44
Eng. 35-36 for Eng. 42-43
Hist. 12 for Hist. 41

Individual instruction in Music or Expression, or classwork in Physical Education, Bible Study, Writing, or Photography, may be taken, provided a maximum of 19 credits is not exceeded.

Leads to: The Bachelor of Science (B. S.) Degree and Diploma conferred by this school, and the Collegiate Professional Certificate issued by the State Board of Education.
**PROFESSIONAL COURSE III**

**FOR ADVANCED GRADES AND HIGH SCHOOL TEACHING**

**Junior Year**

| Program of Classes | Credits
<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>Periods</td>
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<tr>
<td>Ed. 10—Orientation</td>
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<tr>
<td>Ed. 11-12—Educational Psychology</td>
<td></td>
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<tr>
<td>Ed. 14—Teaching and Management</td>
<td></td>
</tr>
<tr>
<td>Ed. 19—Junior Observation</td>
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</tr>
<tr>
<td>Eng. 10cd—Fundamentals</td>
<td></td>
</tr>
<tr>
<td>Eng. 18ab-19ab—Composition and Methods</td>
<td></td>
</tr>
<tr>
<td>Man. Arts 10cd—Writing</td>
<td></td>
</tr>
<tr>
<td>Man. Arts 14ab—Advanced Grade Drawing</td>
<td></td>
</tr>
<tr>
<td>Math. 18ab-19ab—Arithmetic and Methods</td>
<td></td>
</tr>
<tr>
<td>Mus. 10cd—School Music</td>
<td></td>
</tr>
<tr>
<td>Mus. 13ab—Music for Advanced Grades</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 11cd-12cd-13cd—Gymnastics</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 14b—Hygiene</td>
<td></td>
</tr>
</tbody>
</table>

One of the following (3 credits a quarter) must be taken:

- (2) For. Lang. 11-12-13—Latin
- (3) For. Lang. 14-15-16—Beginners’ French
- (4) Hist. 11-12-13—English; American to 1870; Advanced Methods
- (5) Home Econ. 11c-12c-13c—Sewing
- (6) Math. 11-12-13—Solid Geometry; Trigonometry
- (7) Geog. 11-12-13—Introduction to Science; Commercial; Advanced Grade Methods
- (8) Phys. Sci. 14a-15a-16a—Inorganic and Analytical Chemistry

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>30</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Numbers in parentheses refer to electives in succeeding years, indicating the pre-requisites which must be satisfied by the student in each case.

Students may carry a maximum of 24 credits. As much as one conditioned entrance unit (5 credits) may be satisfied in this way, the selection to be made from the preparatory group of studies. Students entering without conditions may select 3 credits from the above list of Junior classes in addition to the three credits required. In this way an additional pre-requisite for later work may be completed. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student’s scholastic record or physical condition makes it advisable for her to attempt extra work.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 24 credits is not exceeded.

**Leads to:** The Senior Year of this course. If a student completing the above program cannot remain longer in school she may secure an Elementary Professional Certificate.
### PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>I</td>
<td>II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Class Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 20—Practise Teaching</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 21—Teaching Conferences</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 20—Reading</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Eng. 21-22—Literary Epochs</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Hist. 26—American Government</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Man. Arts 20—Art Appreciation</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Mus. 20b—Music Appreciation</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Ed. 20ab—School and Home Nursing</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Ed. 21b-22b—Games and Plays</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following (6 credits a quarter) must be taken:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) For. Lang. 21-22-23—Latin and Methods</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>(3) For. Lang. 24-25-26—French</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>(4) Hist. 21-22-23—Ancient; Medieval and Modern; High School Methods</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>(5) Home Econ. 14c-15c-16c—Cooking</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>(6) Math. 21-22-23—Algebra and Geometry Methods; Advanced Algebra; Analytic Geometry</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>(7) Biol. 24-25-26—Agriculture</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>(8) Phys. Sci. 24-25-26—Organic and Household Chemistry</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

By special permission of the faculty students may carry a maximum of 23 credits. As much as one conditioned entrance unit (5 credits), or 5 credits of deferred work from the Junior Year, may be satisfied in this way. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 23 credits is not exceeded.

**Leads to:** The Postgraduate Year of the course for High School Teaching and Administration, the Diploma of this school, and a Normal Professional Certificate issued by the State Board of Education.
PROFESSIONAL COURSE III
FOR HIGH SCHOOL TEACHING AND ADMINISTRATION
Postgraduate Year

PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Ed. 30—Advanced Practise Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Ed. 31—Genetic Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Ed. 32—Adolescent Psychology</td>
<td>0</td>
</tr>
<tr>
<td>Ed. 33—High School Teaching and Management</td>
<td>0</td>
</tr>
</tbody>
</table>

*Three of the following (9 credits a quarter) must be taken:*

1. Eng. 34-35-36—High School Methods; Practical Composition; American Literature
2. For. Lang. 31-32-33—Advanced Latin...
3. For. Lang. 34-35-36—French and Methods
4. Hist. 31-32-33—Recent American; Recent European; Latin-American
5. Home Econ. 31-32-33—Advanced Sewing; Dressmaking
7. Math. 31-32-33—Analytic Geometry, Calculus

<table>
<thead>
<tr>
<th></th>
<th>19 to 30</th>
<th>18</th>
<th>18</th>
<th>18</th>
</tr>
</thead>
</table>

In 1918-19, History 21-22-23 may be selected instead of English 34-35-36.

Individual instruction in Music or Expression, or classwork in Physical Education, Bible Study, Writing, or Photography, may be taken, provided a maximum of 19 credits is not exceeded.

*Leads to:* The Degree Year of this course.

*Note:* The term “postgraduate” is not used in this catalog in the usual college sense to denote one who has completed a four-year course in advance of the standard high school course at entrance; but to designate work in advance of two years of the four-year course. This use appears necessary for the sake of clearness, inasmuch as students are graduated at the end of two years of professional work, according to the usual custom of normal schools.
PROFESSIONAL COURSE III
FOR HIGH SCHOOL TEACHING AND ADMINISTRATION

Degree Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 40—Special Practise Work</td>
<td>I 5 II 5 III 5</td>
<td>I 4 II 4 III 4</td>
</tr>
<tr>
<td>Ed. 41-42-43—History and Philosophy of Education</td>
<td>I 3 II 3 III 3</td>
<td>I 3 II 3 III 3</td>
</tr>
<tr>
<td>Ed. 44—Educational Statistics</td>
<td>I 5 II 0 III 0</td>
<td>I 5 II 0 III 0</td>
</tr>
<tr>
<td>Ed. 45—Public School Systems</td>
<td>I 0 II 5 III 0</td>
<td>I 0 II 5 III 0</td>
</tr>
<tr>
<td>Ed. 46—Principles of Education</td>
<td>I 0 II 3 III 0</td>
<td>I 0 II 3 III 0</td>
</tr>
<tr>
<td>Eng. 40—Public Speaking</td>
<td>I 0 II 2 III 0</td>
<td>I 0 II 2 III 0</td>
</tr>
</tbody>
</table>

Two of the following (6 credits a quarter) must be taken:

1. Eng. 41-42-43—Classical Literature; History of the English Language; Technique of the Drama
   | Class Periods | Credits |
   | I 3 II 3 III 3 | I 3 II 3 III 3 |
2. For. Lang. 41-42-43—Roman Life and Education
   | Class Periods | Credits |
   | I 3 II 3 III 3 | I 3 II 3 III 3 |
3. For. Lang. 44-45-46—Advanced French
   | Class Periods | Credits |
   | I 3 II 3 III 3 | I 3 II 3 III 3 |
4. Phys. Sci. 47—History of Science; Hist. 41—Industrial History; Math 43—History of Mathematics
   | Class Periods | Credits |
   | I 3 II 3 III 3 | I 3 II 3 III 3 |
5. Home Econ. 23-24-25—Advanced Cooking; Home Econ. 37—House Planning; Home Econ. 38-39—Millinery
   | Class Periods | Credits |
   | I 6 II 6 III 6 | I 3 II 3 III 3 |
   | Class Periods | Credits |
   | I 3 II 3 III 3 | I 3 II 3 III 3 |
7. Biol. 41-42-43—Biological Science
   | Class Periods | Credits |
   | I 5 II 5 III 5 | I 3 II 3 III 3 |
8. Phys. Sci. 47—History of Science; Biol. 49—Bacteriology; Phys. Sci. 48—Household Physics
   | Class Periods | Credits |
   | I 3 II 4 III 4 | I 3 II 3 III 3 |

In 1918-19 substitutions will be made as follows:

Hist. 31—Ed. 48—Hist. 33 for Ed. 41-42-43
Ed. 31 for Ed. 44
Ed. 47—Eng. 35-36 for Eng. 41-42-43
Hist. 12 for Hist. 41
Math. 40 for Math. 41

Individual instruction in Music or Expression, or classwork in Physical Education, Bible Study, Writing, or Photography, may be taken provided a maximum of 19 credits is not exceeded.

Leads to: The Bachelor of Science (B. S.) Degree and Diploma conferred by this school, and the Collegiate Professional Certificate issued by the State Board of Education.
# HOME ECONOMICS COURSE

## Junior Year

### PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th></th>
<th>Class</th>
<th>Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
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<tr>
<td><strong>Biol. 10</strong>—General Biology</td>
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<tr>
<td><strong>Ed. 10</strong>—Orientation</td>
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<tr>
<td><strong>Ed. 13</strong>—Educational Psychology</td>
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<tr>
<td><strong>Eng. 10e</strong>—Fundamentals</td>
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<td><strong>Home Econ. 10</strong>—Methods and Observation</td>
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<tr>
<td><strong>Home Econ. 11ab-12ab-13ab</strong>—Sewing and Textiles</td>
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<td>4</td>
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<tr>
<td><strong>Home Econ. 14abc-15abc-16abc</strong>—Cooking</td>
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<td>6</td>
<td>6</td>
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<td><strong>Home Econ. 17ab-18ab</strong>—Housework</td>
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<tr>
<td><strong>Man. Arts 10ab</strong>—Writing</td>
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<tr>
<td><strong>Man. Arts. 15ab-16ab-17ab</strong>—Drawing for Home Economics</td>
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<tr>
<td><strong>Man. Arts 18ab-19ab</strong>—Elementary Woodworking</td>
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<tr>
<td><strong>Phys. Ed. 11e-12e-13e</strong>—Gymnastics</td>
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<td>3</td>
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<tr>
<td><strong>Phys. Ed. 15</strong>—Physiology and Hygiene</td>
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<tr>
<td><strong>Phys. Sci. 14ab-15ab-16ab</strong>—Inorganic and Analytical Chemistry</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Students may carry a maximum of 24 credits. As much as one conditioned entrance unit (5 credits) may be satisfied in this way. Students entering without conditions may be allowed upon request to take not more than 5 credits of additional work. All selections of additional work are to be made from the preparatory group of studies or as provided below. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 24 credits is not exceeded.

*Leads to:* The Senior Year of this course. If a student completing the above program cannot remain longer in school she may secure an Elementary Professional Certificate.
# HOME ECONOMICS COURSE

## Senior Year

### PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th>Class</th>
<th>Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 20—Practise Teaching (or Home)</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Ed. 21—Teaching Conference (or Home)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Ed. 22—Senior Observation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eng. 20—Reading</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Eng. 23—Literary Epochs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hist. 24—Sociology</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Hist. 26—American Government</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Home Econ. 21-22—Theory of Teaching Home Economics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Man. Arts 20—Art Appreciation</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Phys. Ed. 20b—School and Home Nursing</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Phys. Ed. 21-22—Games and Plays</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following groups (5 credits a quarter) must be taken:

**Group 1—For Domestic Science Teaching:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Econ. 23-24-25—Advanced Cooking</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Phys. Sci. 24-25-26—Organic and Household Chemistry</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

| 30 | 30 | 29 | 19 | 19 | 19 |

**Group 2—For Domestic Art Teaching:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Periods</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Econ. 26-27—Costume Design</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Home Econ. 28—Advanced Textiles</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Home Econ. 31-32-33—Advanced Sewing; Dressmaking</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Man. Arts 27-28-29—Design</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

| 33 | 33 | 32 | 19 | 19 | 19 |

In 1918-19, Home Economics 17c-18c will be substituted for Physical Education 21-22.

By special permission of the faculty students may carry a maximum of 24 credits. As much as one conditioned entrance unit (five credits), or 5 credits of deferred work from the Junior Year, may be satisfied in this way. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

Individual instruction in Music or Expression, or classwork in Bible Study, Writing, or Photography, may be taken, provided a maximum of 24 credits is not exceeded.

**Leads to:** The Postgraduate Year of this course, the Diploma of this School, and a Normal Professional Certificate issued by the State Board of Education.
HOME ECONOMICS COURSE
Postgraduate Year

PROGRAM OF CLASSES

<table>
<thead>
<tr>
<th>Class</th>
<th>Periods</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Biol. 31—Advanced Nature Study and Gardening</td>
<td>0</td>
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</tr>
<tr>
<td>Ed. 30—Advanced Practise Teaching</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Ed. 31-32—Genetic and Adolescent Psychology</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Eng. 35-36—Practical Composition; American Literature</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Hist. 31—Recent American History</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Home Econ. 30—House Furnishing</td>
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One of the following groups (6 credits a quarters) must be taken:

**Group 1—For Domestic Science Teaching:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Periods</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Home Econ. 31-32-33—Advanced Sewing</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Home Econ. 34-35-36—Nutrition; Dietetics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Home Econ. 37—House Planning</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Home Econ. 38-39—Millinery</td>
<td>2</td>
<td>0</td>
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</table>

28 28 31 18 18 18

**Group 2—For Domestic Art Teaching:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Periods</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Home Econ. 23-24-25—Advanced Cooking</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Home Econ. 37—House Planning</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Home Econ. 38-39—Millinery</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Phys. Sci. 24-25-26—Organic and Household Chemistry</td>
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**Group 3—For Institutional Management:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Periods</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Home Econ. 34-35-36—Nutrition; Dietetics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Home Econ. 41-42-43—Institutional Cookery and Catering</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Home Econ. 44-45-46—Institutional Management</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

28 28 31 18 18 18

In 1918-19 substitutions will be made as follows:

Biol. 32 for Biol. 31
Hist. 26-33 for Eng. 35-36
Man. Arts 20-Mus. 20b-Hist. 25 for Home Econ. 30-37-38-39

In selecting the group, students who have completed Group 1 in the Senior Year must take either Group 1 or Group 3 in this year; and those who have completed Group 2 in the Senior Year must take Group 2 in this year. Group 1 in the Senior Year is pre-requisite in all cases to Group 3, as well as to Group 1, in this year.

Individual instruction in Music or Expression, or classwork in Physical Education, Bible Study, Writing, or Photography, may be taken, provided a maximum of 19 credits is not exceeded.

**Leads to:** The Degree Year of this course.
## HOME ECONOMICS COURSE

### Degree Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
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<tr>
<td>Biol. 49—Bacteriology</td>
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<tr>
<td>Ed. 40—Special Practise Work</td>
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<tr>
<td>Ed. 41-42-43—History and Philosophy of Education</td>
<td>3</td>
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<tr>
<td>Ed. 46—Principles of Education</td>
<td>0</td>
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<tr>
<td>Eng. 40—Public Speaking</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eng. 41—Classical Literature</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Hist. 41—Industrial History</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Hist. 42—Rural Sociology</td>
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<tr>
<td>Hist. 43—Economics</td>
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<td>0</td>
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<tr>
<td>Home Econ. 40—Laundering</td>
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<tr>
<td>Home Econ. 47—Community Work</td>
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<tr>
<td>Man. Arts 40—Home Mechanics</td>
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<td>3</td>
</tr>
<tr>
<td>Phys. Sci. 47-48—History of Science; Household Physics</td>
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<th>I</th>
<th>II</th>
<th>III</th>
<th>I</th>
<th>II</th>
<th>III</th>
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<tr>
<td></td>
<td>24</td>
<td>25</td>
<td>23</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

In 1918-19 substitutions will be made as follows:

- Hist. 31-Ed. 48-Hist. 33 for Ed. 41-42-43
- Ed. 31 for Eng. 41 and Home Econ. 40
- Biol. 10a-Eng. 35-36 for Hist. 41-42-43

Individual instruction in Music or Expression, or classwork in Physical Education, Bible Study, Writing, or Photography, may be taken, provided a maximum of 19 credits is not exceeded.

**Leads to:** The Bachelor of Science (B. S.) Degree and Diploma conferred by this School, and the Collegiate Professiona Certificate issued by the State Board of Education.
DEPARTMENTS OF INSTRUCTION

I. BIOLOGY AND AGRICULTURE

This department includes the courses in general biology, botany, zoology, bacteriology, nature study, and agriculture. The aim is not to train scientists or experts in any division of science, but rather to give a general scientific knowledge and the ability to apply it to the ordinary requirements of daily life. Such work develops the powers of observation and judgment, together with an appreciation of natural objects and phenomena. The constant effort is made to adapt the instruction to the needs of teachers in elementary and high schools, particularly with reference to teaching elementary science under the usual school conditions with little or no equipment except what may be readily made by teacher and pupils.

On the agricultural side the work seeks to give the student some training of mind and hand as well as of heart for efficient service and contented living in rural communities. It does not attempt to train farmers, but gives a foundation for an intelligent and appreciative participation in rural life. The content of the courses 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.

10. General Biology.—1st quarter; 3 periods a week; repeated in 2d quarter.—Mr. Little.

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, in agriculture, and in nature study. Effort is made to bring out the fundamental principles in all forms of life, thru a study of the origin, growth, and development of plants and animals, and the influences of heredity and environment. Textbook: Hunter's A Civic Biology.
19. **Nature Study (for Spring).—3d quarter; 2 periods a week.—Mr. Little.**

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. 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.*

20. **Nature Study (for Autumn).—1st quarter; 2 periods a week.—Mr. Little.**

This is a continuation of course 19, and uses as its basis the natural environment during the fall months. Textbook: Hodge's *Nature Study and Life.*

24-25. **Agriculture.—1st and 2d quarters; 6 periods a week.—Mr. Little.**

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. Textbooks: Warren's *Elementary Agriculture*; Jackson and Daugherty's *Agriculture through the Laboratory and School Garden*; and others to be selected as needed.

26. **Poultry-Raising and Bee-Culture.—3d quarter; 6 periods a week.—Mr. Little.**

This is a brief practical course especially for students who expect to teach these subjects, or to take 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. Text-books: Lewis's *Poultry Keeping*; Phillips's *Bee Keeping*; and pamphlets issued by the United States Department of Agriculture.

31. **Advanced Nature Study and Gardening.—3d quarter; 6 periods a week.—Mr. Little. (Not offered in 1918-19.)**

This is a somewhat more advanced course in nature study than the others offered, and is intended to prepare for teaching the subject in the elementary school and junior high school. While following in general the other courses in nature study and extending the same line of work, much
of the time is here devoted to practical applications in school gardening. In the latter are treated such topics as laying off a garden, preparation of seed bed, conservation of moisture, use of fertilizers, rotation of crops, intensive cultivation, and the effect of certain insects for good or bad. Textbook: Hood's Practical Home and School Gardens; and others to be selected.

32. SPECIAL NATURE STUDY.—3d quarter; 6 periods a week.—Mr. Little.

This course is the same as course 31, but will omit the portion devoted to practical work in gardening, and such other portions as have been covered in courses taken by the students in previous years. (It is given only in 1918-19, as a substitute for course 31.)

41-42-43. BIOLOGICAL SCIENCE.—1st, 2d, and 3d quarters; 5 periods a week.—Mr. Little.—(Not offered in 1918-19.)

This course is specially designed to acquaint the student with the subject-matter suitable for biological courses in high schools, and includes important portions of studies in botany, zoology, and physiology. In botany plant economy is the underlying factor, and attention is given to the common domestic plants, their functions, their adaptation to their environment, and their value to man. In zoology the emphasis falls on animal activities, adaptation to environment, and economic relation to man. The laws of heredity and the theory of evolution are given some attention. Field and laboratory work are included, as well as textbook study and library reference work, and students are given the opportunity to collect sets of specimens for use in teaching. Methods of procuring and preserving materials, of conducting experiments and demonstrations, and of presenting lessons adapted to the capacities and needs of high school pupils, are given considerable attention. The side of the work chiefly emphasized during any one year is determined by the needs of the students taking the course. Textbooks will be selected with this in view.

49. BACTERIOLOGY.—2d quarter; 4 periods a week.—Mr. Johnston.

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.

II. 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 ad-
dition to sound scholarship she must have a good knowledge of the nature and growth of the child's mind.

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.

7-8-9. **BIBLE STUDY AND SUNDAY SCHOOL METHODS.**—
1st, 2d, and 3d quarters; 2 periods a week.—Dr. Sanger, Mr. Johnston, Miss Cleveland, Miss Lancaster, and 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.

10. **ORIENTATION.**—1st quarter; 5 periods a week.—Dr. 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 are pointed out, and such advice is given as will aid in the selection of a suitable specific curriculum. The course includes 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 are 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.

11-12. **EDUCATIONAL PSYCHOLOGY.**—1st and 2d quarters; 3 periods a week.—Dr. Sanger and assistant.

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. Textbooks: Freeman's *How Children Learn*, and others.
13. **Educational Psychology.**—2d quarter; 4 periods a week.—Miss Seeger.

In this short course certain important portions of course 11-12 are studied, the purpose being essentially the same but the content being much abbreviated. It is intended solely for students specializing in home economics. Textbook: Colvin and Bagley’s *Human Behavior*.

14. **Teaching and Management.**—3d quarter; 3 periods a week.—Dr. Sanger and assistant.

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. Textbooks: Earhart’s *Types of Teaching* and Bagley’s *Classroom Management*.

15-16. **Primary Education.**—2d and 3d quarters; 5 periods a 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 arithmetic for the first three grades. A student found notably deficient in the subject-matter of elementary arithmetic will be required to pass an examination on this phase of the subject before credit will be given for this course. The second half revolves about the problems of food, clothing, and shelter, which form the basis for the unification of the primary program. Textbook: Klapper’s *The Teaching of Arithmetic*.

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

17. **Kindergarten Materials.**—2d quarter; 5 periods a week.—Miss Seeger.

Experience with the materials peculiar to the kindergarten, but which in most cases may also be used to advantage in the primary grades, such as blocks, clay, sand, and paper, is given the students in this course. In addition to practise with materials and a study of references, the students observe in the practise kindergarten.

18. **Primary Language and Literature.**—3d quarter; 5 periods a week.—Miss Seeger.

Language methods for primary grades and the selection of suitable
materials in the teaching of language, the sources and classification of juvenile literature, and practical story-telling in the kindergarten and primary grades, form the content of this course. Textbooks: MacClintock's Literature in Elementary Grades, and Cooley's Language Teaching in the Grades.

19. **Junior Observation.**—2d and 3d quarters; 2 periods a week.—Miss Gregg.

This is designed particularly for students taking the courses leading to teaching in the upper grades and the high school. It considers especially the question as an instrument of teaching and is used in conjunction with the other methods classes during the quarter. Each observation is followed by a discussion.

20. **Practise Teaching.**—1st, 2d, and 3d quarters; periods a week as indicated in the course schedules.—Miss Gregg, Miss Seeger, and Miss Sale, 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.

21. **Teaching Conferences.**—1st, 2d, and 3d quarters; periods a week as indicated in the course schedules.—Miss Gregg, Miss Seeger, and Miss Sale, with the critic teachers.

Once each week the entire practise 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 supervisor are held as needed.

22. **Senior Observation.**—3d quarter; 4 periods a 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.

23. **Kindergarten Principles.**—1st quarter; 5 periods a 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.
24. **Child Psychology.**—3d quarter; 5 periods a 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*.

30. **Advanced Practise Teaching.**—1st, 2d, and 3d quarters; periods a week as indicated in the course schedules.
—Dr. Sanger, with other members of the faculty.

Students in the third year of the four-year course are given an opportunity to teach the branches in which they are specializing, under the supervision and direction of the heads of the various departments.

31. **Genetic Psychology.**—1st quarter; 5 periods a week.—Dr. Sanger.

This course treats of the genetic background of infancy and childhood in a somewhat more advanced manner than course 24, and prepares the student for course 32. An understanding of the biological and psychological basis of educational theory is sought, first in the animal field, and recent literature of animal and educational psychology is considered as far as the time will permit.

32. **Adolescent Psychology.**—2d quarter; 5 periods a week.—Dr. 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.

33. **High School Teaching and Management.**—3d quarter; 5 periods a week.—Dr. 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 thruout. Textbook: Colvin's *An Introduction to High School Teaching*.

34. **Education of Exceptional Children.**—1st quarter; 5 periods a week.

This course will consider individual differences in children, precocity, backwardness, feeblemindedness, nervous irritability, specialized intellectual defects, moral eccentricities, tests, remedial measures, and special methods that may be employed in the ordinary public school.
40. Special Practise Work.—1st, 2d, and 3d quarters; periods a week as indicated in the course schedules.—Dr. Sanger, with other members of the faculty.

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.

41-42-43. History and Philosophy of Education.—1st, 2d, and 3d quarters; 3 periods a week.—Mr. Burruss.—(Not offered in 1918-19.)

The work of this course consists of a systematic study of the progress of educational theory and practice from the earliest times down to modern education as exemplified in America, England, France, and Germany. 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 work of the 3d quarter 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.

44. Educational Statistics.—1st quarter; 5 periods a week.—Mr. Burruss.—(Not offered in 1918-19.)

This course considers the application of the simpler and more commonly used statistical methods to education, the various standardized tests that have been devised, and the scales used in measuring achievement in the different school subjects. Practice is given in the use of measuring material, the collection of data, and their use in the work of the classroom. Textbook: Monroe's Educational Tests and Measurements, with Rugg's Statistical Methods Applied to Education as reference.

45. Public School Systems.—2d quarter; 5 periods a week.—Mr. Burruss.

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. Typical school surveys are studied as a basis for much of the work of the course.

46. Principles of Education.—3d quarter; 3 periods a week.—Dr. Sanger.

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. The more important principles of vocational guidance will be given attention.

47. School Supervision.—1st quarter; 3 periods a week. —Miss Gregg.

This course is intended to prepare teachers in some measure for undertaking supervisory duties. It will make a study of the principles and procedures involved in the improvement of teachers in service, and will include a consideration of the aims, problems, and methods of criticizing and correcting classroom work.

48. Educational Sociology.—2d quarter; 3 periods a week.—Dr. Sanger.

This course is intended as an introduction to educational sociology, and will consider those principles of sociology which affect education most closely, in its cultural, physical, social, and vocational aspects. The needs of democratic society and modern economic life, both in the city and rural sections, will receive attention.

Note: Courses in the theory and practise of teaching the household and industrial arts, and special methods courses in the various subjects will be found mentioned under the departments concerned.

III. 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 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 assistant.

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 and punctuation 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 are not permitted to graduate until such deficiency is remedied.

Textbooks: Various spellers and word-lists; Thomas's *Spelling Blank, No. 2*; Woolley's *Mechanics of Writing*.

3. **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 is adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: $12.00 per quarter, for two lessons a week.

4-5-6. **Rhetoric, Composition, and English Literature.**—1st, 2d, and 3d quarters; 5 periods a week.

This is English work of the third year of the high school course, and covers completely the requirements for accredited high schools in this year. In addition to a study of rhetoric, composition, and literature from textbooks, much practice in writing is given and six classics are read. The classics are chosen in accord with the requirements of the state course of study for high schools. Textbooks: Brooks's *English Composition, Book II* (pages 9-200); Metcalf's *English Literature*; and six classics.

7-8-9. **Rhetoric, Composition, and American Literature.**—1st, 2d, and 3d quarters; 5 periods a week.

This course is similar to the above, and covers fully the work of the fourth-year high school course in accredited schools. American literature is studied and six classics are chosen for use, as specified in the state course of study for high school. Textbooks: Brooks's *English Composition, Book II*, (pages 200 to end); Metcalf's *American Literature*; six classics.
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This course is intended as an introduction to educational sociology, and will consider those principles of sociology which affect education most closely, in its cultural, physical, social, and vocational aspects. The needs of democratic society and modern economic life, both in the city and rural sections, will receive attention.

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This course is similar to the above, and covers fully the work of the fourth-year high school course in accredited schools. American literature is studied and six classics are chosen for use, as specified in the state course of study for high school. Textbooks: Brooks's *English Composition, Book II*, (pages 200 to end); Metcalf's *American Literature*; six classics.
10. **English Fundamentals.**—1st quarter; 3 periods a week.—Miss Cleveland and Miss Hoffman.

This course is a review of grammar and an intensive drill in the fundamentals of oral and written composition, to the end that the student may be relied on to talk and write plainly. Considerable practice is afforded in the writing of letters and newspaper reports, with some essay and story work. The course also requires readings and reports from current magazines and other sources.

11. **English Writing.**—2d quarter; 3 periods a week.—Miss Hoffman.

This is a continuation of course 10 and seeks to give the student a thorough foundation for more advanced work in language. It consists largely in actual practice in writing themes.

16-17. **Language Study and Methods.**—2d quarter; 3 periods a week; and 3d quarter; 5 periods a week.—Miss Cleveland and Miss Hoffman.

This course contains a brief review of higher grammar, devotes much time to poems and prose works—especially to those of heroic, or epic, quality—and considers at some length the teaching of reading, spelling, language, grammar, writing, and composition in the elementary school, with some notice of scales for testing English work. Its object is to give to students who are preparing to teach in the intermediate grades additional familiarity with subject-matter and the essentials of method in the teaching of the English branches. The course presupposes 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; The English Journal*; and poems and prose selections.

18-19. **Composition and Methods.**—2d and 3d quarters; 5 periods a week.—Miss Cleveland.

This course is similar to course 16-17, but is intended for students preparing to teach in the junior high school. The emphasis is put upon composition and as much practice as possible given in the writing of themes. Textbooks: the same as in course 16-17, with Lewis and Hosie's *Practical English for High Schools*.

20. **Reading.**—1st quarter; 5 periods a week; repeated in 2d and 3d quarters.—Miss Hudson.

The purpose of this course is to develop in the student, by means of constant practice, 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.

21-22-23. **Literary Epochs.**—1st, 2d, and 3d quarters; 5 periods a week.—Miss Cleveland.

This is an advanced course in literature, oral reports, 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 per-
iod 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. The course is arranged to form a complete unit in each quarter and any quarter's work may be taken without the others.

31. Library Methods.—3d quarter; 3 periods a 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.

32. Library Practice.—1st, 2d, and 3d quarters; 12 periods a week.—Miss Bell.

This course is provided for special cases where students are allowed to take practical work in the school library instead of advanced practice teaching. In it the student gains familiarity with various matters of library economy, such as: indexing, filing, cataloguing, and classifying books; aiding readers in finding references; making bibliographies, etc.

34. High School English Methods.—1st quarter; 3 periods a week.—Miss Cleveland.—(Not offered in 1918-19.)

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 are taken up in class. Some attention is 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 are found of great value. Textbooks: Chubb's The Teaching of English in High Schools; Thomas's How to Teach the English Classics; The English Journal; The Report on the Reorganization of English in Secondary Schools; Claxton and McGinnis's Effective English.

35. Practical Composition.—2d quarter; 3 periods a week.—Miss Hoffman.

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

36. American Literature.—3d quarter; 3 periods a 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.
40. **Public Speaking.**—3rd quarter; 2 periods a week.—Miss Hudson and others.

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.

41. **Classical Literature.**—1st quarter, 3 periods a week.—Miss Cleveland.—(Not offered in 1918-19.)

In this course a study is made of certain masterpieces of Greek and Roman literature, thru their English translations. Textbooks: Derby's *Iliad*; Bryant's *Odyssey*; Murray's *Electra and Iphigenia*; Symonds's *Studies of the Greek Poets*; selected translations from the Latin.

42. **History of the English Language.**—2d quarter; 3 periods a week.—Miss Cleveland.—(Not offered in 1918-19.)

This course considers the history of the language, word-derivation, the development of forms of speech, idioms, inflections, spellings, and meanings. Textbooks: The *History of the English Language* (Emerson, with Lounsbury as parallel); Johnson's *English Words*; Kellner's *Historical Outlines of English Syntax*.

43. **Technique of the Drama.**—3d quarter; 3 periods a week.—Miss Hudson.—(Not offered in 1918-19.)

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.

**IV. FOREIGN LANGUAGES**

The purpose of the work of this department is to prepare teachers of Latin and French in the high school. To this end a full four year program is offered, in each language, being the equivalent in standard to the usual college courses in subject-matter and in addition making an intensive study of the content of high school courses and of the methods of teaching them. As a result of the study of these languages, particularly of Latin, improvement should be gained in the use of English, thru attention to derivation, correspondences and differences in words and their meaning, and to comparative grammar. Students are admitted to the work in Latin with three high
school units in this language, the fourth high school year in Latin being offered. For admission to the Junior Year, which corresponds to first year college Latin, the student must invariably present four high school units in the language. For admission to work in French no previous study of this language is required; but it is expected that no student will undertake the study of French with a view to teaching it unless she has to her credit at least two units of high school Latin.

Courses in Spanish will be arranged if the number of applicants justifies it.

LATIN

1-2-3. **Elementary Latin.**—1st, 2d, and 3d quarters; 5 periods a week.

This course covers in full the requirements of the fourth year of the accredited high school. It consists of grammar, reading, and composition. Vergil's Aeneid, Books I, II, IV, and VI, are read, and additional reading is assigned to individual members of the class as may seem advisable. The grammar textbook is completed and reviewed. If the best interests of the class seem to call for it, the reading is changed from Vergil to Books III and IV of Caesar and three additional orations of Cicero. The additional reading, if assigned, is probably taken from Vergil's Bucolics and Aeneid or from Ovid's Metamorphoses and Fatsi. Textbooks: Bennett's Latin Grammar; Knapp's Vergil's Aeneid; (or Walker's Caesar and D'Ooge's Cicero); Bennett's New Latin Composition, Part II.

11-12-13. **Latin.**—1st, 2d, and 3d quarters; 3 periods a week.—Miss Hoffman.

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

21-22-23. **Latin and Methods.**—1st, 2d, and 3d quarters; 3 periods a week.—Miss Hoffman.

A review is made of high school Latin, and a study of the best methods of teaching the subject. Careful attention is given to pronunciation; declensions; conjugations; sentence structure; and the writing of English into Latin. The review includes Caesar's Gallic Wars, Cicero's Orations, and Vergil's Aeneid. This is both more intensive and more extensive than the high school courses in the same authors, thus being of college grade.

31-32-33. **Advanced Latin.**—1st, 2d, and 3d quarters; 3 periods a week.—Miss Hoffman.

This course continues the reading of Latin literature, in selections from the following group: Tacitus, Horace, Pliny, Juvenal, Plautus, Terence, Catullus. The study of composition is continued, with drill in syntax and idiom.
41-42-43. **Roman Life and Education.**—1st, 2d, and 3d quarters; 3 periods a week.—Miss Hoffman. (Not offered in 1918-19.)

In this course a study is made of the private and public life of the Romans, thru selections from Latin authors. A large part of the course is devoted to readings from Quintilian, particularly with reference to his views on education, his literary estimates, his summary of preceding doctrines as practised by Cicero, and his influence over succeeding teachers of Latin.

**FRENCH**

14-15-16. **Beginners' French.**—1st, 2d, and 3d quarters; 3 periods a week.

This course includes grammar, reading, composition, and oral exercises. Attention is given to dictation, to sight-reading, correct pronunciation, and original conversation. At least 250 pages of simple French prose is read and used as a basis for conversation and as an explanation of the simpler rules of syntax. Textbooks: Fraser and Squair's *French Grammar*; Chardenal's *Complete French Course*; readings to be selected as needed.

24-25-26. **French.**—1st, 2d, and 3d quarters; 3 periods a week.—Miss Hoffman.

This course continues the study of grammar, reading, composition, and conversation, and serves as a general introduction to French literature. A large amount of reading is required, selections being taken from such authors as Sand, Hugo, Buffum, Daudet, and Rostand. Textbooks: Fraser and Squair's *French Grammar*; Chardenal's *Complete French Course*; readings to be selected as needed.

34-35-36. **French and Methods.**—1st, 2d, and 3d quarters; 3 periods a week.—Miss Hoffman. (Not offered in 1918-19.)

In addition to a large amount of further practice in reading French literature from such authors as Merimee, Hugo, Corneille, Racine, Moliere, Sand, and Dumas, a review of high school French and methods of teaching it are included in this course, the purpose being to prepare students to teach two years of the language in the high school. Textbooks: the same as listed in the above courses with selected readings as needed.

44-45-46. **Advanced French.**—1st, 2d, and 3d quarters; 3 periods a week.—Miss Hoffman.

This course continues the study of French literature, including the novel, the drama, and lyrical poetry. Much sight reading and parallel reading are required. Composition is emphasized and considerable practice is given in speaking the French language. The course also includes a study of the history of French literature. Special attention is given to certain authors, such as Lamartine, Hugo, de Vigny, de Musset, Gautier, Merimee, and Coppee.

**V. 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. It thus relates the pupil to society at large, and gives an understanding of environment. In teaching the subject the laboratory method is used as far as practicable in all the courses. Excursions are made to nearby points. Emphasis is placed on those phases of school work which give promise of useful expression in the life of to-day.

10. **HOME GEOGRAPHY.**—2d quarter; 2 periods a week.—Mr. Little.

This is a brief course treating of food, clothing, and shelter as represented in the vicinity of the school and related to it, and of observations which may be made locally along general geographic lines. Its purpose is to give students who are preparing to teach in the primary grades an insight into the possibilities of the immediate environment of the school for work with young children.

11. **INTRODUCTION TO SCIENCE.**—1st quarter; 3 periods a week.—Mr. Dingledine.

This course is intended primarily to review and organize the material of the first year science work of the high school course, and to give some acquaintance with methods of presenting it to pupils. To this end it considers briefly various branches of science, and thus serves as a general introduction to the study of the sciences. Considerable attention is devoted to physiography as a first year science subject for the high school.

12. **COMMERCIAL GEOGRAPHY.**—2d quarter; 3 periods a week.—Mr. Little.

The emphasis in this course is upon the social and industrial environments of man. 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. Throught 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*.

13. **GEOGRAPHY METHODS FOR ADVANCED GRADES.**—3d quarter; 3 periods a week.—Miss Spilman.

This course, following a study of physical and commercial geography, seeks to give the student an acquaintance with the methods of teaching geography in the advanced elementary grades and the first year of the high school. Geographical 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 school. Textbook: Sutherland's *Teaching of Geography.*
14. Geography Methods for Intermediate Grades.—

2d quarter; 5 periods a week.—Miss Spilman.

This course deals with the teaching of geography in the intermediate grades of the elementary school, the sources of suitable material, the organization of material, and methods of presenting to children. The making and reading of maps is given considerable attention. The work is made practical and is illustrated by lessons in the training school. Textbooks: Brigham and McFarlane's *Advanced Geography*; Sutherland's *Teaching of Geography*.

VI. HISTORY AND SOCIAL SCIENCES

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

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

In addition to the courses indicated below, 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.

1-2-3. Ancient History.—1st, 2d, and 3d quarters; 5 periods a week.

This course is given to meet the requirements of the state course of study for high schools, and is intended for students who need a unit in history to fulfill the requirements for graduation from an accredited high school. Textbooks: Webster's *Ancient History*; Myers's *General History*, Revised.

11. English History.—1st quarter; 3 periods a week.

—Dr. 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 Andrews's A Short History of England.

12. AMERICAN HISTORY TO 1870.—2d quarter; 3 periods a week.—Dr. Wayland.

The purpose of this course is to review and extend the study of American history as a basis for its teaching in the elementary school. The period from the earliest settlements thru the years of reconstruction after the Civil War is the special field of the course. Textbooks: Bassett's The Plain Story of American History, and MacDonald's Documentary Source Book of American History.

13. ADVANCED METHODS IN HISTORY.—3d quarter; 3 periods a week.—Dr. Wayland.

Instruction in the methods of teaching history in the upper grades of the elementary school and the early part of the high school course, is the object of this course. Illustrative materials are drawn from general history, English history, and American history. The chief emphasis is placed on methods in American history, as taught in the seventh grade and high school. References are given to the best pedagogical literature. The work is made practical and is illustrated by lessons in the training schools. Textbooks: Wayland's How to Teach American History; and others to be selected.

19. AMERICAN HISTORY AND METHODS.—3d quarter; 5 periods a week.—Dr. 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.

21-22. ANCIENT, MEDIEVAL, AND MODERN HISTORY.—1st and 2d quarters; 3 periods a week.—Dr. 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 to 1870. 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 Medieval History.

23. HIGH SCHOOL METHODS.—3d quarter; 3 periods a week.—Dr. Wayland.

The purpose of this course is to consider the best methods of teaching.
ancient, medieval, and modern history in the high school, and is based on course 21-22. Near the close of the quarter some attention is given to methods of teaching civics in the junior high school grades.

24. **Sociology.**—1st quarter; repeated in 2d quarter; 5 periods a week.—Dr. Wayland.

This course includes an analysis of the present social structure and conditions in the United States, of the more important elements in the existing form of industrial organization and the stages 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*.

25. **Ethics.**—3d quarter; 2 periods a week.—Dr. Wayland.

This course makes a brief and elementary study of moral principles, the vital 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*; special lectures.

26. **American Government.**—1st quarter; repeated in 2d and 3d quarters; 3 periods a week.—Dr. Wayland.

In this course an effort is 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 throughout is practical, and the methods employed approximate as nearly as possible the various experiences of civic life. Textbook: Magruder’s *American Government*.

31. **Recent American History.**—1st quarter; 3 periods a week.—Dr. 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. The relations of the United States to other nations and to the great world war receive considerable attention. Being a library and lecture course, no particular textbook is used.

32. **Recent European History.**—2d quarter; 3 periods a week.—Dr. 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, are emphasized. The Geneva Tribunal, the Hague conferences, and the causes of the present war are studied. In addition to the textbook on which the course is based, supplementary lectures are given and special topical studies are assigned to members of the class. Textbook: Robinson and Beard’s *Outlines of European History. Part II.*

33. **Latin-American History.**—3rd quarter; 3 periods a week.—Dr. Wayland.

The great war has forced upon America new problems of a social, political, and economic nature, and those relating to South America and Central America are of great importance. This course deals with the history of these countries, particularly with reference to their relation to the United States, and it is intended to give the teacher a background for work in American history so that she may teach it with more regard to contemporary problems.

41. **Industrial History.**—2nd quarter; 3 periods a week.—Dr. Wayland. (Not offered in 1918-19.)

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.

42. **Rural Sociology.**—1st quarter; 3 periods a week.

Dr. Wayland. (Not offered in 1918-19.)

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.**—3rd quarter; 3 periods a week.—Dr. Wayland. (Not offered in 1918-19.)

This is an elementary course in economics intended for beginners. It considers the production, exchange, distribution, and consumption of wealth, with special reference to American conditions. The standard of living is given attention. Special emphasis is 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.*
VII. HOME ECONOMICS

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 aesthetic 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 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 its management.

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

(1) To prepare special teachers of domestic science and domestic art, 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, and Y. W. C. A. workers, etc.

(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 gives instruction in institutional management, institutional cookery, and catering. To meet the demand for community workers and home demonstration agents, both regular and special courses are offered in methods, in supervision, in community work, in journalistic writing, in public speaking, in bacteriology for the home, in public hygiene (with special reference to rural sanitation), in photography, and in other subjects particularly useful along this line.

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, drawing and design; a housekeeping apartment consisting of three connecting rooms, providing a home kitchen, a dining room, and a bedroom, with laboratory facilities for housework and home nursing; conference room and office, with a collection of special departmental reference books; lecture room; locker room and store room.

A commodious house of ten rooms on a lot adjoining the school grounds is occupied solely by this department. Senior students in home economics live in this practise home in groups, each group remaining during an entire quarter. The instructor in domestic science lives in the practise home with the students and has general charge of it. The students perform all of the duties of the home, serving in turn in the various capacities, the work being equally divided among them. The practise home has come to be considered an indispensable part of the equipment of every school doing efficient work in home economics, and this house together with the laboratories in Maury Hall affords an equipment seldom surpassed for giving opportunities for practical training in such subjects.

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

The boarding department occupies a large dining hall and service building, with kitchen, food preparation rooms, pantries, dish-washing room, and storerooms, which are 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 practise teaching purposes. Students have many opportunities for teaching their special subjects under real school conditions. Opportunities are also afforded for gaining experience in supervision, in demonstration, and in other forms of extension and community work.

The school infirmary in charge of a resident professional nurse and under the general supervision of the school physician, in addition to the classroom set aside for the purpose, offers facilities for instruction in home and school nursing. The Rockingham Memorial Hospital, located on a lot adjoining the school grounds, and affiliated in some measure with the school, maintains a regular course of training for nurses and is accredited by the State board of examiners of nurses. The normal school offers no course designed in itself to train professional nurses, but its courses offer an excellent basis for a training course in the Rockingham Memorial Hospital and other hospitals, and arrangements will be made for any student to enter the regular course of training there if she so desires and if she gives promise of being adapted to the work.

In addition to the courses regularly outlined and described under this department, a number of special war emergency classes are organized and conducted at various times throughout the year, so that some form of such work is in progress all the time. This includes Red Cross sewing, first aid nursing, nutrition, preservation of food, and war emergency cooking, in accordance with instructions supplied by the American Red Cross, the Federal Food Administration, and other agencies.
I-2-3. Food, Clothing, and Shelter.—1st, 2d, and 3d quarters; 7 periods a week.

This course is for fourth-year high school students and covers the State course of study for accredited high schools. It consists of textbook study and recitations, with a considerable amount of laboratory work in cooking and sewing. Textbooks: Kinne and Cooley's *Foods and Household Management*; Kinne and Cooley's *Shelter and Clothing*. Laboratory fee: $1.00 a quarter, for food supplies and other materials.

10. Methods and Observation.—3d quarter; 3 periods a 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.

11-12-13. Sewing and Textiles.—1st, 2d, and 3d quarters; 4 periods a week.—Mrs. McMichael and assistant.

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 a quarter, for pins, needles, and patterns.

14-15-16. Cooking.—1st, 2d, and 3d quarters; 6 periods a week.—Mrs. Moody and assistant.

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 a quarter, for food supplies.

17-18. Housework.—1st and 2d quarters; 2 periods a week.—Mrs. Moody.

Included in this course are such topics in household management as the following: convenience of arrangement of rooms and equipment; sanitation; heating, lighting, and plumbing fixtures; cleaning processes and ap-
appliances; the cleaning of rooms, furniture, and metals; household service; apportionment of time; labor saving devices; household accounts; and the relation of the home to the community. Students are expected to apply the knowledge thus gained to the care of their own rooms in the dormitories and later in the practise home of the home economics department. The course is mainly laboratory work. Laboratory fee: 25 cents a quarter, for chemicals, cloths, and other materials.

20. PRACTISE HOME.—1st, 2d, and 3d quarters; as directed.—Mrs Moody.

All second year students specializing in home economics are given two quarters of practise teaching and one quarter of practise in the home conducted by the department. The students are divided into groups of eight, each member of a group serving in all capacities during her quarter in the home. This work is strictly practical and the student gains experience which can readily be applied in her own home or in instructing others with home duties. All the various phases of housekeeping are included. Considerable attention is given to the subject of family budgets and the maintenance of a family group on a certain limited income, thru the practise of discrimination in buying and the careful avoidance of waste.

21-22. THEORY OF TEACHING THE HOUSEHOLD ARTS.—1st and 3d quarters; 3 periods a 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 10. 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.

23-24-25. ADVANCED COOKING.—1st, 2d, and 3d quarters; 4 periods a week.—Mrs. Moody.

This course pre-supposes course 14-15-16, 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. Laboratory fee: $2.00 a quarter, for food supplies.

26-27. COSTUME DESIGN.—1st and 2d quarters; 4 periods a week.—Mrs. McMichael.

This course includes a study of the history of costume, and the adaptation of the principles thus learned to modern dress. Instruction is given in the fundamental principles of design and applications are made to textiles and costumes. Much attention is devoted to color harmony. Numerous patterns and illustrations in leading fashion magazines are studied. Problems of costume design for specific individuals are worked out. Textbook: Fales's Dressmaking. Laboratory fee: 50 cents a quarter, for paper, pins, paste, and needles.
28. **Advanced Textiles.**—3d quarter; 4 periods a week.

—Mrs. McMichael.

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 are made for the cost of clothing and a study is made of the personal budget. Textbook: Nystrom's *Textiles*.

30. **House Furnishing.**—3d quarter; 2 periods a week.

—Mrs. McMichael.

This course includes a careful study of the decoration and furnishing of the interior of the home. Such topics as the following are considered: arrangement of rooms; lighting, natural and artificial; wall and floor coverings; color in relation to house furnishing; furniture; draperies. Each student will be required to draw the plan of a house and to furnish the same for a stated amount. Drawings in color will be made to illustrate the interior view of rooms when furnished.

31. **Advanced Sewing.**—1st quarter; 6 periods a week.

—Mrs. McMichael.

This course continues the work of course 11-12-13. 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.

32-33. **Dressmaking.**—2d and 3d quarters; 6 periods a week.

—Mrs. McMichael.

This course is founded on course 31. 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. Each student is required to adjust a fitted lining of her own figure to a dress form to be used in her work during the course. 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. The projects included are a fancy lingerie waist, a woolen skirt, a make-over problem, a one-piece dress of silk, and an evening dress. Students are required to keep notebooks. References: Baldt's *Clothing for Women*, and current books and periodicals of fashions. Laboratory fee: 50 cents a quarter, for pins, needles, and paper.

34-35-36. **Nutrition and Dietetics.**—1st, 2d, and 3d quarters; 4 periods a week.—Mrs. Moody. (Not offered in 1918-19.)

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 diets 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 prob-
lems with especial reference to limitation of cost. The course is based on the chemistry and physiology of digestion. Laboratory fee: $1.00 a quarter, for supplies.

37. House Planning.—2d quarter; 2 periods a week.—Mrs. McMichael.

In this course problems connected with the planning, construction, and decoration of the home are considered from the standpoint of the owner. Such topics as the following are included: building site; types of houses; types of floor plans; selection of type; general considerations in planning; halls; living rooms; dining rooms; bed rooms; kitchens; bath rooms; porches; pergolas; conveniences and special features; construction materials; foundations; heating, lighting, and plumbing; estimates and contracts; the surrounding grounds, trees, shrubs, and flowers and their arrangement. Each student is required to draw plans for a house, including the details of the interior, and the exterior elevations, from which blueprints are made.


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.

40. Laundering.—1st quarter; 4 periods a week.—Miss Sale. (Not offered in 1918-19.)

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; 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, for supplies.

41-42-43. Institutional Cookery and Catering.—1st, 2d, and 3d, quarters; 6 periods a 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 is very practical and includes 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 are the laboratory for the course, and students are 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.
44-45-46. **INSTITUTIONAL MANAGEMENT.**—1st, 2d, and 3d quarters; 2 periods a 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., indicate the character of this course. Students are given actual experience.

47. **COMMUNITY WORK.**—2d quarter; 4 periods a week.—Miss Sale, with other members of the faculty.

The purpose of this course is to give the advanced student instruction and some experience in preparing for and giving demonstrations and lectures, arranging and conducting community gatherings, preparing articles for publication in newspapers and journals, and working in the homes and thru the organizations of the community. Opportunities presented by boys' and girls' clubs, farmers' unions, mothers' clubs, civic leagues, and similar organizations, ways of cooperating with farm demonstrators, home demonstration agents, and local authorities, and the correlation of all social forces for community betterment, will be considered.

**VIII. 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.

10. **Writing.**—1st, 2d, and 3d quarters; 3 periods a 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. Ordinarily the course covers only one quarter but students not developing sufficient proficiency in that time, or those who desire to pursue the study further may take either one or two additional quarters of it.

11. **Primary Drawing.**—2d and 3d quarters; 3 periods a week.—Miss Mackey and assistant.

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.

12. **Primary Handwork.**—3d quarter; 3 periods a week.—Miss Mackey and assistant.

This course includes the processes and materials suitable for use in the handwork of the first four grades such as cord, paper, card-board, clay, etc. Attention is given to the planning of sand-tables. Correlation with drawing and other branches of the primary grades is noted. Laboratory fee: 50 cents a quarter.

13. **Intermediate Drawing.**—2d quarter; 3 periods a week.—Miss Mackey and assistant.

This course is designed especially for students preparing to teach in the fourth, fifth, and sixth grades 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.

14. **Advanced Grades Drawing.**—3d quarter; 3 periods a week.—Miss Mackey and assistant.

This course is the same as course 13, but is intended for students preparing to teach in the junior high school grades.

15-16-17. **Drawing for Home Economics.**—1st, 2d, and 3d quarters; 3 periods a week.—Miss Mackey.

This is a foundational course in drawing for students specializing in home economics. It is mapped out with a special view to preparing for the work in design. The usual media are used as stated for courses 11-13, but the work is somewhat more extensive.
18-19. Elementary Woodworking.—1st and 3d quarters; 6 periods a week.—Miss Mackey.

This course is a combination of practical work in wood and other handwork. Some of the problems are as follows: furniture mending; restaining; 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. Laboratory fee: 50 cents a quarter.

20. Art Appreciation.—1st quarter; 2 periods a 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.

21. Advanced Drawing.—1st quarter; 3 periods a week; repeated in 2d quarter.—Miss Mackey.

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

22. Advanced Handwork.—1st quarter; 6 periods a week; repeated in 2d quarter.—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 clay, cardboard, leather, metals, and wood; book making; book binding; a study of courses of study. Laboratory fee: 50 cents a quarter.

27-28-29. Design.—1st, 2d, and 3d quarters; 3 periods a week.—Miss Mackey.

Building on the previous courses in drawing, in this course further instruction and practice is given in the principles of composition, and in their applications in decoration, illustration, etc. Original designs are created and applied to surface decoration, to textiles in stenciling and wood-block printing, to book covers, and to objects of utility in the round. The chief object of the course, however, is to develop the art technique necessary for a study of costume design and other subjects in home economics. To this end such topics as the following make up the greater part of the course: pose drawing, for the purpose of studying form, proportion, and rapid sketching; construction of figures in straight lines and curves; planning color schemes for costumes; tone studies in black and white; drawing and painting of hats from magazines; study of color from nature for the purpose of making color schemes for hats and trimmings. Students furnish their own materials, which are very inexpensive.

31-32-33. Elementary School Drawing.—1st, 2d, and 3d quarters; 3 periods a week.—Miss Mackey.

This course continues and extends the work of the drawing courses of
the Junior and Senior years, and is intended to train the student to teach drawing in any of the elementary grades. Attention will be given to the selection of materials and to methods of teaching the subject. A large share of the time will be devoted to blackboard drawing.

34. Printing and Handwork.—2d quarter; 6 periods a week.—Miss Mackey and others.

The object of the course is to acquaint the student with the simpler processes of the printer's art. Practise is given in the preparation of copy, composition in type, reading and correcting proof, and simple presswork. Small printed articles, including booklets, will be completed. Some attention will be given to other methods of printing and to easy methods of binding.

40. Home Mechanics—2d quarter; 3 periods a week.—Miss Sale.

This is a brief course in the study and practice of mechanical work about the home, which can be performed by women. It will include the making of labor-saving devices, the framing and hanging of pictures, the hanging of curtains and window shades, renewing the seats of chairs, simple upholstery, staining and painting, and general repairing of furniture and house fixtures.

IX. MATHEMATICS

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

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

4-5-6. **Algebra**.—1st, 2d, and 3d quarters; 5 periods a week.

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*.

7-8-9. **Plane Geometry**.—1st, 2d, and 3d quarters; 5 periods a week.

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's *Essentials of Plane Geometry*.

11-12-13. **Solid Geometry and Trigonometry**.—1st, 2d, and 3d quarters; 3 periods a 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'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: Wells's *Plane Trigonometry*.

16. **Arithmetic Review**.—2d quarter; 5 periods a 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*.

17. **Arithmetic Methods**.—3d quarter; 5 periods a week.—Miss Lancaster.

The purpose of this course is to present the essential methods of teaching arithmetic in the fourth, fifth, and sixth grades. Observations, illustrating the work of the grades, are made in the training school, for classroom discussion. Textbook: Klapper's *The Teaching of Arithmetic*. 
18-19. **Advanced Arithmetic and Methods.**—2d and 3d quarters; 5 periods a week.—Miss Lancaster.

This course aims to make a thorough study of arithmetic so that the future teacher may know the subject and its applications to business, and to trace briefly the historical development of the subject and to present the essential methods of teaching arithmetic in the junior high school. Observations are made in the training school, for classroom discussion. Textbooks: Layman's *Advanced Arithmetic*; Klapper's *The Teaching of Arithmetic*.

21. **Algebra and Geometry Methods.**—1st quarter; 3 periods a 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.)

22. **Advanced Algebra.**—2d quarter; 3 periods a week.—Mr. Dingledine.

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*.

23. **Analytic Geometry.**—3d quarter; 3 periods a week.—Mr. Dingledine.

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*.

31. **Analytic Geometry.**—1st quarter; 3 periods a week.—Mr. Dingledine.

This course continues the study of conic sections as begun in course 23, 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*.

32-33. **Calculus.**—2d and 3d quarters; 3 periods a week.—Mr. Dingledine.

In this course are studied functions, the theory of limits, differentiation, maxima and minima, integration, and applications. Textbook: Osborne's *Elementary Calculus*.

40. **Special Calculus.**—1st quarter; 3 periods a week.—Miss Lancaster.

This is a special course, offered in 1918-19 only, to meet the needs of students who have had only one quarter's work in calculus. It will continue and extend the work as indicated in course 32-33.
41. Applied Mathematics and Methods in Trigonometry.—1st quarter; 3 periods a week.—Miss Lancaster. (Not offered in 1918-19.)

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

42. Theory of Equations.—2d quarter; 3 periods a week.—Miss Lancaster.

This course begins with a brief review of functions as covered in course 22, includes Horner's method, the relations of the roots and the coefficients, and is followed by the transformation of equations, Descartes's rule of signs, Sturm's theorem, graphical representation of functions, and the solution of higher numerical equations.

43. History of Mathematics.—3d quarter; 3 periods a week.—Mr. Dingledine.

The purpose of this course is to give a general view of the historical development of mathematics, particularly of the elementary branches, from the earliest times to the present. It is intended for general culture rather than for strictly technical purposes, consequently it is adapted to students who have had little mathematical experience as well as to those who have specialized along this line.

X. 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.

1. **Chorus.**—1st, 2d, and 3d quarters; as directed by the instructor.—Miss Shaeffer.

All students are eligible to join the Glee Club, with the consent of the instructor. Much valuable experience is gained in chorus work, including public programs of various sorts and service in the churches of the community.

2. **Piano Music.**—Individual Instruction.—Misses Shaeffer, Hoffman, and Harris, Mrs. Little.

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

3. **Vocal Music.**—Individual Instruction.—Miss Ross.

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

4. **Stringed Instruments.**—Individual Instruction.—Mr. 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 a quarter, for two lessons a week.

5. **Pipe Organ.**—Individual Instruction.—Miss Shaeffer.

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

6. **Harmony and Theory.**—Individual Instruction.—Mrs. Little.

Students desiring to take individual lessons in harmony and theory of music may arrange with the instructor. The grade of work is adapted to the needs of the students. Such a study usually includes a consideration of the fundamentals of music, the writing of all major and minor scales, triads and chords, suspensions and modulations. Tuition fee: $12.00 a quarter, for two lessons a week.

10. **School Music.**—1st quarter; 2 periods a week.—Miss Shaeffer.

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.

11. **Music for Primary Grades.**—3d quarter; 2 periods a week.—Miss Shaeffer.

This course includes a careful study of songs suitable for rote teaching in the primary grades. Special attention is given to the child voice, and to the treatment of monotones. 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.

12. **Music for Intermediate Grades.**—3d quarter; 2 periods a week.—Miss Shaeffer.

This course is similar in character to course 11, but endeavors to cover the work of the fourth, fifth, and sixth grades.

13. **Music for Advanced Grades.**—2d quarter; 2 periods a week.—Miss Shaeffer.

This course is similar in character to courses 11 and 12, but gives special attention to the needs of teachers of pupils of seventh grade and high school age.

20. **Music Appreciation.**—1st quarter; 2 periods a 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.

**XI. PHYSICAL EDUCATION AND HYGIENE**

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

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

Students are required to attend classes for systematic instruction, as stated in the schedules of courses. No student is 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 courses in physical exercise and recreation, this department includes instruction in physiology, personal hygiene, school hygiene, public hygiene, and school and home nursing.

1. **Athletics.**—1st, 2d, and 3d quarters; periods a week as directed.—Miss Hudson.

This includes outdoor exercise of various kinds, such as walking, running, 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.

7-8-9. **Gymnastics for Beginners.**—1st, 2d, and 3d quarters; 2 periods a 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 helpful in the personal development of the student, but also suitable for use in public school work with children. In the light apparatus work dumb-bells, Indian clubs, wands, etc., are used in various drills. The instruction in personal hygiene considers the body as an organic machine and considers the means of preserving and improving the health and efficiency of the human mechanism.

11-12-13. **Gymnastics.**—1st, 2d, and 3d quarters; 3 periods a week.—Miss Hudson.

This is in general the same as course 7-8-9, but is intended for Juniors, and is somewhat more extensive.

14. **Hygiene.**—1st quarter; 4 periods a 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 various stages in the physical development of the child and their relation
to school hygiene; the school plant, its site, construction, heating, ventilation,
etc.; the hygiene of instruction, the daily schedule in relation to health, etc. Textbooks: Richardson's *Hygiene for Girls*; Turman's *Hygiene of the School Child*; Dresslar's *School Hygiene*.

15. **PHYSIOLOGY AND HYGIENE.**—3d quarter; 5 periods a 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: Conn and Buddington's *Advanced Physiology and Hygiene*.

20. **SCHOOL AND HOME NURSING.**—1st quarter; 2 periods a week; repeated in 2d and 3d quarters.—Miss Godfrey.

The course includes work in school and 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. Textbook: Red Cross *Abridged Text on First Aid*. Laboratory fee: 25 cents.

21-22. **GAMES AND PLAYS.**—1st and 3d quarters; 21 repeated in 2d quarter; 3 periods a 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.

31-32-33. **ADVANCED GYMNASTICS.**—1st, 2d, and 3d quarters; 2 periods a week.—Miss Hudson.

This course is intended for third and fourth year students with at least one year's instruction in general gymnastics. Special attention is given to the individual needs of the students and to the use of corrective gymnastics.

**XII. PHYSICAL SCIENCE**

In this department are the courses in chemistry and physics, which are designed to prepare the student to teach these
sciences in the high school, to give the necessary scientific foundation for the courses in home economics, and to equip young women for making applications of scientific knowledge to the work of the home. Attention is also given to means and methods of adapting elementary science to use in the elementary grades under ordinary school conditions with little or no equipment except what may be made by the teacher and pupils.

In chemistry a comprehensive program is arranged: (a) general chemistry; (b) qualitative analysis; (c) organic chemistry; and (d) quantitative analysis. Special emphasis is placed on the applications of chemistry, particularly to the home. A large number of industrial products are worked out, and the courses are made thoroughly practical. The laboratory is well supplied with apparatus of the best type, including specially designed equipment for food chemistry and photography.

In physics the aims are similar to those in chemistry, and besides preparing the student to teach the subject, training is given in its application to the home. In such a practical treatment there is no loss to one who wishes a general knowledge of physics, and there is a decided gain from the standpoint of those who look upon this subject as a practical branch that should furnish ideas for daily application. The laboratory equipment is of the best type.

1. Photography.—1st, 2d, and 3d quarters; 2 periods a week.—Mr. Devier, in cooperation with Mr. Johnston.

This course is thoroughly practical and includes a study of the principles of photography, the construction of cameras, preparation for picture-taking and the making of exposures, the developing, printing, mounting, and enlarging of photographs. Students taking the course must possess cameras of some description, not necessarily large or expensive types. Each student furnishes her own films, printing paper, and other materials used in individual work.

4-5-6. General Chemistry.—1st, 2d, and 3d quarters; 7 periods a week.—Mr. Johnston and assistant.

This course is planned so as to cover completely the requirements of the subject in the accredited high school course. It aims to give to the student an appreciation of the chemistry of daily life and the wide applications of this science in the commercial world. The essential features of the
fundamental laws of chemical reactions are taught. The aim is not primarily to lay a foundation for an advanced course in the subject, but rather to give as broad and general a view of the science as possible. Laboratory work is given much attention. Carefully kept notebooks are required. Textbooks: Morgan and Lyman's *An Elementary Text and Laboratory Manual*. Laboratory fee: $1.00 a quarter for supplies used by the student. 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.

7-8-9. **Elementary Physics**.—1st, 2d, and 3d quarters; 7 periods a week.—Mr. Dingedine.

This course is planned so as to cover completely the requirements of the subject in the accredited high school course. It aims to give the student an understanding of physical terms and quantities and an appreciation of the general principles which underlie the most important laws of the science. Laboratory work will form a large part of the course. Carefully kept notebooks will be required. Textbooks: Millikan and Gale's *First Course in Physics* (revised edition); Millikan and Gale's *Laboratory Course in Physics for Secondary Schools*.

14-15. **Inorganic Chemistry**.—1st and 2d quarters; 6 periods a week.—Mr. Johnston and Mr. Devier.

This course includes textbook work, lectures and recitations, demonstrations and individual experiments, arranged to develop, in an elementary way, the subject of inorganic chemistry. While one aim of the course is to suit the needs of those who will not later continue the study of the subject, yet, as the foundation work is rational in method, the same plan fulfills 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 a quarter, for supplies used by the student. 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.

16. **Analytical Chemistry**.—3d quarter; 6 periods a week.—Mr. 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, for supplies used by the student. 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.

20. **Elementary Science**.—1st quarter, 4 periods a week.—Mr. Dingedine.

The object of this course is to put the student into possession of the knowledge of subject-matter and method which will enable her to teach elementary science in the intermediate grades. While portions of the course relate to both the biological and physical sides of science, the emphasis is upon the latter rather than upon the former, which is given particular attention in the courses in nature study. Experience is given in the making of simple apparatus in an inexpensive way.
24. **Organic Chemistry.**—1st quarter; 6 periods a week.—Mr. 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, for supplies used by the student. 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.

25-26. **Household Chemistry.**—2d and 3d quarters; 6 periods a week.—Mr. 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 identification of vegetable colors; examinations of such substances as tooth-powders, headache powders; a study of adulterations, raffia dyeing, and the chemistry of stains,—suggest the general character of the work of this course. The preparation of a large number of typical chemical compounds of value to the intelligent householder, and the economic phase of a practical knowledge of the subject in relation to the home, are important points of emphasis. Textbook: Allyn's *Elementary Applied Chemistry*. Laboratory fee: $1.00 a quarter, for supplies used by the student. 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.

34-35-36. **Quantitative Chemical Analysis.**—1st, 2d, and 3d quarters; 6 periods a week.—Mr. Johnston and Mr. Devier.

This course is designed to give extensive practise in quantitative chemical analysis. It is based upon and presupposes a thorough acquaintance with general chemistry. It is distinctly a laboratory course and is organized with a view to making a practical analyst of the student. Textbook: Clowes and Coleman's *Quantitative Chemical Analysis*. Laboratory fee: $2.00 a quarter for supplies used by the student. 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.

37-38-39. **Physics.**—1st, 2d, and 3d quarters; 5 periods a week.—Mr. Dingledine.

This course includes textbook work, lectures and recitations, demonstrations and individual experiments. Each important principle is introduced by means of some well known application; it is then carefully explained; and larger applications are sought. 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 appliances of the home; heat in the home; electric heating, cooking, and lighting appliances; optical and musical instruments; and other topics that may increase the efficiency of the homemaker, are made the basis of individual study and investigation. Textbook: Lynde's *Physics of the Household*; for experimental work, the National Education Association monographs, and
other special "studies" for this purpose. A general textbook will be selected later.

47. **History of Science.**—1st quarter; 3 periods a week.

—Mr. Johnston.

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.

48. **Household Physics.**—3d quarter; 4 periods a week.—Mr. Johnston.

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.*
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 special advantages in music, expression, and home economics in addition to the regular normal branches. Special courses and unusually fine facilities are offered for preparation to teach, supervise, or practise home economics.

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 administrative positions and institutional work in home economics.

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

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 is for girls only, hence it has all the advantages, socially, morally, and physically, of an institution planned and conducted exclusively for women. The disadvantages, problems, and risks of co-education do not enter here, and the faculty is chosen, courses formulated, and equipment provided with the special needs of girls constantly in mind.

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 Harrisonburg while a student of the school. Compulsory attendance on such services will not be enforced, but all students will be urged to attend some church as far as possible. Most of the denominations are represented in the school faculty.

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

Early in the history of the school the students organized a branch of the Young Women's Christian Association, which holds a 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.

The social director acts as adviser to the Young Women’s Christian Association, gives attention to the religious interests of the students, and encourages in every way all agencies for their development along this line.

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 nine 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 condition 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, and two hockey teams, 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 tournament and field day, 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 members of the church choirs 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 home economics 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.

Special rooms in Harrison Hall are equipped for the social life of the students. These include an assembly room for student meetings, two recreation rooms where students may rest, read, play games, or meet for conversation, and a combined kitchen, sewing, and laundry room for the use of students.

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 in-
terfere with the progress of the student’s work in the school. The social director exercises general supervision over all the social interests of the students, and encourages every means for wholesome social life and enjoyment.

**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, cross country walks, and similar events, are enjoyed 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, agriculture, 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 Chicago Orchestral Choir; the Adelphia Concert Artists; Mrs. Hannibal A. Williams, dramatic reader and lecturer; Montraville Wood, scientist and inventor; the Elsie Herndon Kearns Company in three plays in the open-air auditorium in the apple orchard—“Romeo and Juliet,” “The Blue Stockings,” and “The Tempest”; and a large number of motion picture programs of high grade. Lectures and demonstrations are given from time to time by members of the faculty and visitors at the daily assembly or at special gatherings. To all of these entertainments and lectures the students are admitted free of charge. While it is believed a sufficient number of entertainments is always given, the policy of the school is to select a few of very high class rather than a larger number of cheaper entertainments with less merit.

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

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.

A Faculty Committee on Alumnae Relations seeks ways of keeping the school and its former students in continued touch and of helping them in every way possible thru mutual cooperation. Communications and suggestions will be gratefully received at all times.

**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.

During the past year the demand for teachers in all grades and subjects of both high and elementary schools has been so great that the school has been unable to fill a majority of the positions offered. The demand will doubtless continue to be as great and greater for many years.

**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 supplies 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 classwork.

**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:* Students who obtain state scholarships, or those
who have taught in the public schools of Virginia, are charged NO TUITION; 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.

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. 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.

Medical Fee: Every boarding student is required to pay a medical fee of one dollar ($1.00) per quarter. Receipts from this fee are used to support the infirmary and to pay the school physician and trained nurse. This fee covers 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 twenty dollars ($20.00) per month, or one hundred and eighty dollars ($180.00) 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 previous to last year. The Virginia Normal School Board 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 increased sixty per cent. in one year, and the latter about forty per cent. Increases in other items included in board also had to be met. It is hoped that the increased charge will be merely a temporary expedient to meet a very abnormal situation, and that the amount ($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 1918-19 are as follows: September 25, October 23, November 21, January 2, January 27, February 22, March 24, April 17, May 13.

The rate of board by the week is six dollars ($6.00), and by the day is one dollar ($1.00). If anyone 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 eight dollars ($8.00) 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 practice.

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

All fees of every character are payable invariably *in advance* at the beginning of the quarter, and no payments ex-
cept 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 $20 per month: **$180.00**
- Suit for Physical Education: **$0.00 to $8.00**
- Fees for Laboratory Materials (estimated): **$0.00 to $3.00**
- Books (estimated): **$6.00 to $15.00**

Total for the session: **$198.00 to $218.00**

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. For this purpose a banking system has been inaugurated, and students have not only the advantage of safety against possible loss, but also get practice in valuable business methods.

**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
covering the cost of board 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 Miss Elizabeth Embré Goode, Staunton, Virginia, before May 3 each year.

*Home Demonstration 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*: A special temporary fund is provided yearly by the student body, and is 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 5, 1917

PROFESSIONAL COURSES

Angelyn Eliza Alexander ..................... Chase City, Mecklenburg County
Edna Ernestine Anderton .................... Chincoteague, Accomac County
Frances Lee Bagley .......................... Old Point Comfort, Elizabeth City County
Annie Elizabeth Ballard ..................... Charlottesville
Dick Alma Bowman ............................ Woodstock, Shenandoah County
Miriam Buckley ............................... Clifton Station, Fairfax County
Emma Elizabeth Byrd ........................ Harrisonburg
Nellie Loomis Davies ......................... Radcliffe, Mecklenburg County
Virginia Pegram Eppes ....................... Petersburg
Ann May Fitzpatrick ......................... Alcoma, Buckingham County
Annie Elizabeth Glenn ....................... Waynesboro, Augusta County
Zola Young Hubbard ........................ Chatham, Pittsylvania County
Kathleen Huffman ............................ Newcastle, Craig County
Thelma Leah Kean ............................. Orange, Orange County
Bessie Reid Keeton ........................... Lawrenceville, Brunswick County
Mabel Long Kendig ............................ Stuarts Draft, Augusta County
Mabel Ruth Kiracofe ........................ Mount Solon, Augusta County
Grace Elizabeth Lam ........................ Lexington, Rockbridge County
Ruth Marshall ................................. Callands, Pittsylvania County
Elsie Rebecca Miller ......................... Harrisonburg
Ann Elizabeth Mowbray ...................... Graham, Tazewell County
Eva Lillian Phillips ......................... Charles Town, West Virginia
Sarah Katherine Pruden ..................... Buckhorn, Nansemond County
Lillian Pearl Rankin ......................... Waynesboro, Augusta County
Frances Rolston .............................. Staunton
Nettie Lee Shiflett .......................... Waynesboro, Augusta County
Florence May Shumadine ..................... Norfolk
Anne Elizabeth Smith ....................... Callands, Pittsylvania County
Lucy Elton Spitzer .......................... Broadway, Rockingham County
Lois Yancey ................................... Harrisonburg

HOUSEHOLD ARTS COURSES

Mary Clifford Bennett ....................... Rockingham, North Carolina
Kate Edwena Clary ............................ Richmond
Emily Gay Eley ............................... Isle of Wight
Mary Spottswood Glassett .................. Portsmouth
Emily Margaret Haldeman .................... Winchester
Elizabeth Leftwich Kabler .................. Forest Depot, Campbell County
Elizabeth Hendren Nicol ..................... Rockville, Maryland
Kathleen Dickinson Perry ................... Victoria, Lunenburg County
Rachel Rodgers ............................... Staunton
Luna Elizabeth Saunders ................... Clarkton, Halifax County
Christine Stanton ......................... Harrisonburg
Louise Stanton ............................... Harrisonburg
Stella Mae Thompson ....................... Purcellville, Loudoun County
Helen Grace Ward ............................ Centra, Chesterfield County
Mary Jarman Warren ....................... Chincoteague, Accomac County
Virginia Zirkle .............................. Harrisonburg
INDUSTRIAL ARTS COURSE

Kathryn Brown Roller............................Harrisonburg
Nora Lelia Spitzen................................Broadway, Rockingham County

HOUSEHOLD-INDUSTRIAL ARTS COURSE

Hazel Dorothy Cole..............................Chester, Chesterfield County
Nellie Scott Payne................................Richmond

July 20, 1917

PROFESSIONAL COURSES

Roberta Armstrong..............................Palmyra, Fluvanna County
Ada Lee Berrey..................................Criglersville, Madison County
Ruth Ashmore Everett..........................Nelly's Ford, Nelson County
Daisy Wealthia Johnson.........................Palmyra, Fluvanna County
Ruth Gale Vaiden................................Norfolk

HOUSEHOLD ARTS COURSE

Zelle Quinland Brown...........................Lynchburg

HOUSEHOLD-INDUSTRIAL ARTS COURSE

Mary Margaret Gound...........................Glasgow, Rockbridge County
Nellie Pace......................................Ridgeway, Henry County
Rachel Fletcher Weems..........................Crewe, Nottoway County

August 30, 1917

PROFESSIONAL COURSES

Pattie Mae Gill.................................North View, Mecklenburg County
Bessie Alma Lockstampfer......................Zepp, Shenandoah County
Marguerite Spitler Shenk......................Lynchburg
Mary Virginia Yancey...........................Harrisonburg

December 20, 1917

PROFESSIONAL COURSE

Mary Hall Nash..................................New Glasgow, Amherst County

March 15, 1918

PROFESSIONAL COURSE

Clara Elizabeth Lee.............................Stony Creek, Sussex County
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Wright, Mattie Steele ................................................. Frederick

*Yancey, Mary Virginia ............................................. Harrisonburg
Yates, Florence Minerva ............................................. Rockingham

Zigler, Beulah Rebecca .............................................. Harrisonburg
Zirkle, Louise Otto ................................................... Winchester
Zirkle, Margaret ...................................................... Rockingham

**All are from Virginia unless state is named.
*Attended both terms.
**REGISTER OF STUDENTS**

**FIRST, SECOND, AND THIRD QUARTERS**

**1917-1918**

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

Adams, Althea Lee (R. N. 1915)—Grade Teacher, Keezeltown, Va.
Alexander, Angelyn Eliza (Prof. 1917)—Grade Teacher, Enfield, N. C.
Alexander, Mary Shields (Prof. 1915)—Grade Teacher, Baskerville, Va.
Allen, Anna Rachel (H. A. 1914)—Household Arts Teacher, Agricultural High School, Middletown, Va.
Allen, Florence Esther (I. A. 1914)—Primary Teacher, Stephensons, Va.
Allen, Ida Ernestine (Prof. 1917)—Teacher, Earlysville, Va.
Arnold, Emma Eliza (Prof. 1915)—Grade Teacher, Franktown, Va.
Austen, Mary Clelia (R. N. 1915)—Grade Teacher, Lick Run, Va.
Bagley, Frances Lee (Prof. 1917)—Grade Teacher, Ashland, Va.
Baird, Marie Bingham (Prof. 1916)—Teacher, Waverley, Va.
Baker, Eunice (Kgn. 1912)—Deceased.
Baker, Susie Vaughan (Prof. 1917)—Grade Teacher, Shenandoah, Va.
Barnhart, Annie Elizabeth (Prof. 1917)—Grade Teacher, Winchester, Va.
Barton, Hildegard Mary (Prof. 1916)—High School Teacher, Elkton, Va.
Beard, Emma Catherine (Kgn. 1915)—Primary Teacher, Carysbrook, Va.
Beard, Reba Lizette (H. A. 1915)—Student, Cornell University, Ithaca, N. Y.
Bell, Wilma Jone (Prof. 1913)—Grade Teacher, Harrisonburg, Va.
Bennett, Mary Clifford (H. A. 1917)—Visiting Dietitian, State Department of Agriculture, Wilmington, N. C.
Benson, Hilda Mae (Prof. 1912)—Grade Teacher, Manassas, Va.
Berrey, Ada Lee (Prof. 1917)—Postgraduate, Normal School, Harrisonburg, Va.
Bosserman, Mary Christian (R. N. 1915)—Grade Teacher, Harrisonburg, Va.
Bowers, Ruth Irma (R. N. 1913)—Grade Teacher, Grottoes, Va.
Bowman, Dick Alma (Prof. 1917)—High School Teacher, Woodstock, Va.
Bowman, Ellen Kay (Prof. 1916)—Grade Teacher, Roanoke, Va.
Bradshaw, Josephine Bland (R. N. 1914)—Teacher, McDowell, Va.
Brooke, Amelia Harrison (Prof. 1911)—Government Service, Washington, D. C.
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)—Mrs. Robert M. Rubush, Alliance, Ohio.
Brown, Zelle Quinland (H. A. 1917)—Teacher, Danville, Va.
Brunk, Anna 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, Marjorie Wallingford (Prof. 1914)—Student, Randolph-Macon Woman's College, Lynchburg, Va.
Buckley, Miriam (Prof. 1917)—Grade Teacher, Broadway, Va.
Buckner, Mary Carter (H. A. 1914)—Mrs. J. A. Blackman, Cartersville, Va.
Burke, Margaret Anderson (R. N. 1914)—Grade Teacher, Hopewell, Va.
Burnley, Nannie (Prof. 1916)—Teacher, Alexandria, Va.
Burns, Stella (Prof. 1916)—Primary Teacher, Crane's Nest, Va.
Burner, Tracie (R. N. 1914)—Mrs. W. F. Tietje, Roanoke, Louisiana.
Burton, Josephine (Prof. 1916)—Teacher, Pocahontas, Va.
Byrd, Emma Elizabeth (Prof. 1917)—Teacher, Shenandoah, Va.

Caldwell, Mary Juliet (Prof. 1914)—Grade Teacher, Shawsville, Va.
Campbell, Winifred Elizabeth (Kgn. 1914)—Hagerstown, Md.
Carpenter, Frances White (Prof. 1914)—Grade Teacher, Amelia, Va.
Chalkley, Lillian McGruder (Prof. 1915)—Primary Teacher, Amelia, Va.
Clarke, Veva Clifton (Prof. 1914)—Teacher, Elkwood, Va.
Clarkson, Nannie May (Prof. 1916)—Lovingston, Va.
Clary Kate Edwena (H. A. 1917)—Teacher, Stony Creek, Va.
Cline, Erma Eiler (R. N. 1914)—Teacher, Etlan, Va.
Cline, Tenney Sanger (R. N. 1915)—Mrs. Raymond Hulvey, Lenoir, N. C.
Coleman, Beatrice Marie (H. A. 1916)—Household Arts Teacher, Franktown, Va.
Constable, Mary Grace (H. A. 1916)—Domestic Science Teacher, Norfolk, Va.
Cook, Mary Abbott (Prof. 1914)—Teacher, Central Academy, Stuart, Va.
Cooper, Marie Shirley (Prof. 1913)—Mrs. Kenna Eastham, Philippine Islands.
Cooper, Marjorie (Prof. 1915)—Grade Teacher, Norfolk, Va.
Corr, Susie Houseworth (Kgn. 1912)—Primary Teacher, West Point, Va.
Coulbourn, Esther Mitchell (Kgn. 1915)—Mrs. Hiram S. Dance, Roanoke, Va.
Cox, Nannie Aurelia (Prof. 1913)—Grade Teacher, Berwind, West Va.
Coyner, Inez Eakle (Prof. 1912)—Mrs. Herbert P. Burgess, 49 Orange Street, St. Augustine, Fla.
Crickenberger, Nora (Prof. 1912)—High School Principal, Belspring, Va.
Crone, Zena Wallace (H. A. 1915)—Teacher, Poquoson, Va.
Darling, Marian (Prof. 1916)—Primary Teacher, Norfolk County, Va.
Davies, Nellie Loomis (Prof. 1917)—Teacher, Radcliff, Va.
Davies, Sadie Virginia (H. A. 1912)—High School Teacher, Mt. Jackson, Va.
Davis, Annie Lillian (H. A. 1911)—Mrs. S. A. Steger, Hollins, Va.
Davis, Mary Joseph (I. A. 1915)—Industrial Supervisor, Richmond, Va.
De Moss, Sarah Watts (Kgn. 1913)—Teacher, Greensboro, N. C.
Diedrich, Minnie Caroline (Prof. 1911)—Principal, City Point, Va.
Dillon, Eleanor Mae (Prof. 1915)—Grade Teacher, Petersburg, Va.
Dogan, Mary Neville (H. A. 1914)—Mrs. C. C. Lynn, Bristow, Va.
Drummond, Helen (M. A. 1911)—Stenographer, State Highway Commission, Richmond, Va.
Dudley, Mary Margaret (I. A. 1914)—Mrs. Frank McCue, Rolla, Va.
Dunn, Virginia Scott (M. A. 1911)—Mrs. William Powell, Port Royal, Va.
Early, Mary Annie (Prof. 1916)—Teacher, Hughes River, Va.
Early, Sarah Lucile (Prof. 1916)—High School Teacher, Fork Union, Va.
Farman, Virginia Oler (Kgn. 1912)—Teacher, Pittsburgh, Penn.
Edwards, Virginia Mason (1. A. 1913)—Supervisor of Home Economics,
        South Boston, Va.
Eisenberg, Mary Caroline (H. A. 1916)—Industrial Arts Teacher, Blue-
        mont, Va.
Elderkin, Irene (H. A. 1916)—Teacher, Agricultural High School, Elk
        Creek, Va.
Eldred, Harriet Lorraine (Prof. 1916)—Teacher, Morrisville, Va.
Eley, Emily Gay (H. A. 1917)—Dietitian, Protestant Hospital, Norfolk, Va.
Elliott, Lillian Long (Prof. 1916)—Teacher, Claremont, Va.
Ellis, Josie Chappelle (Prof. 1915)—Grade Teacher, Ocean View, Va.
Engleman, Ellen Elizabeth (Prof. 1916)—Grade Teacher, Harrisonburg, Va.
Eppes, Virginia Pegram (Prof. 1917)—Teacher, Petersburg, Va.
Everett, Ruth (Prof. 1917)—Teacher, Marion, Va.

Farrar, Garland Hope (Prof. 1916)—Teacher, Suffolk, Va.
Farrar, Janet Garland (Kgn. 1913)—Clifton Forge, Va.
Ferebee, Sarah Cason (H. A. 1916)—Instructor in Cooking, Maury High
        School, Norfolk, Va.
Fisher, Ruth Addison (Prof. 1915)—Mrs. Thomas Turner, Bayford, Va.
Fitzpatrick, Annie May (Prof. 1917)—Teacher, Barley, Va.
Fletcher, Delucia Sarah (H. A. 1916)—Postgraduate, Normal School, Har-
        risonburg, Va.
Folk, Martha Melissa (Prof. 1915)—Grade Teacher, Guilford County,
        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)—Mrs. R. M. Duff, Graham, Va.
Garrett, Marguerite (Kgn. 1913)—Primary Teacher, Norfolk, Va.
Gatling, Alpine Douglass (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, Sutherland, Va.
Gilbert, Lillian V. (I. A. 1913, and R. N. 1914)—Home Demonstration
        Agent, Prince William County, Manassas, Va.
Gill, Pattie Mae (Prof. 1917)—Teacher, North View, Va.
Gilliam, Alice Sears (H. A. 1915)—Grade Teacher, R. 3, Richmond, Va.
Gish, Juliet Barclay (Prof. 1913)—Home Demonstration Agent, Bedford
Glassett, Mary Spottswood (H. A. 1917)—Teacher, Mt. Jackson, Va.
Glenn, Ammie Elizabeth (H. A. 1917)—Teacher, Doe Hill, Va.
Glick, Vada Virginia (Prof. 1916)—Teacher, Swift Run, Va.
Goode, Octavia Ernestine (R. N. 1912)—Teacher, Richmond, Va.
Gound, Mary Margaret (H. A. 1917)—High School Teacher, Luray, Va.
Grasty, Cecile Audrey (R. N. 1914)—Teacher, Parnassus, Va.
Greaves, Elizabeth Agnes Rush (Prof. 1916)—Teacher, Charlottesville, Va.
Green, Janet Clarmond (M. A. 1911)—Teacher, Palmyra, Va.
Greenawalt, Clara Louise (M. A. and H. A. 1912)—Grade Teacher, Green-
        wood, Va.
Greer, Mary Virginia (H. A. 1912)—Rural Supervisor, Henrico County,
        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)—Teacher, Winchester, Va.

Haldeman, Emily Margaret (H. A. 1917)—Winchester, Va.

Hankins, Mary Coles (Prof. 1916)—Teacher, Coeburn, Va.

Hardaway, Virginia Eina (Prof. 1913)—Rural Teacher, Roanoke, Va.

Harless, Kathleen Chevallie (R. N. 1914)—High School Teacher, Christiansburg, Va.


Harmsberger, Kathleen Bell (Kgn. 1911)—Private Teacher, Mt. Meridian, Va.


Harris, Helen (H. A. 1915)—Domestic Science Teacher, Centenary College, Cleveland, Tenn.

Hatcher, Virginia Willcox (Prof. 1915)—Grade Teacher, Middlebourne, W. Va.

Heatwole, Ella Catherine (Prof. 1912)—Mrs. E. H. Jacobson, Sweet Grass, Montana.

Heavenly, 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, Elk Creek, Va.

Hitt, Mabel Lewis (Prof. 1913)—Teacher, Madison County, Va.

Holbrook, Annie Laura (Prof. 1913)—Primary Teacher, Gary, West Va.

Holcombe, Alpha Vane (Prof. 1914)—Teacher, Portsmouth, Va.

Holland, Mary Louise (Prof. 1914)—Teacher, Clarendon, Va.

Holmes, Xenia Ruth (Prof. 1915)—Teacher, Clifton Station, Va.

Honaker, Virginia (Kgn. 1915)—Grade Teacher, Chatham Hill, Va.

Hopcroft, Lydia Inez (Prof. 1911)—Mrs. Clifton O. Rood, Jersey City, N. J.

Houseman, Helen Louise (Prof. 1915)—Grade Teacher, Charlottesville, Va.

Hubbard, Esther Jane (Prof. 1916)—Primary Teacher, Roanoke, Va.

Hubbard, Zola Young (Prof. 1917)—Teacher, Chatham, Va.

Huffman, Kathleen (Prof. 1917)—High School Teacher, Rockbridge Baths, Va.

Hufford, Nancy (Prof. 1916)—High School Teacher, Richmond, Va., R. S.

Hughes, Hallie Lee (I. A. 1912)—Demonstration Agent, Loudoun County, Hamilton, Va.


Jasper, Annie Mary (Prof. 1916)—Principal, Sperryville, Va.

Jennings, Clarita (Prof. 1916)—Mrs. Edward Eugene Jones, 200 East Franklin Street, Richmond, Va.

Jennings, Nancy Wise (Prof. 1912)—Teacher, Roanoke, Va.

Johnson, Columbia Isabelle (I. A. 1915)—Grade Teacher, Lovettsville, Va.

Johnson, Daisy Wealthia (Prof. 1917)—Teacher, Elk Hill, Va.

Johnson, Frieda George (R. N. 1915)—Grade Teacher, Lovettsville, Va.

Johnson, Kate Marie (H. A. 1915)—Sewing Teacher, Norfolk, Va.


Jones, Annie Lee (Prof. 1913)—Grade Teacher, Petersburg, Va.

Jones, Corrine Snowden (Kgn. 1915)—Mrs. Delucius Fletcher, Linville, Va.

Jones, Laura Lee (R. N. 1915)—High School Teacher, Kerrs Creek, Va.

Jones, Lydia Audrey (R. N. 1914)—Mrs. E. A. Thomas, Goshen, Va.

Jordan, Mary Green (H. A. 1916)—Teacher, Richmond, Va.

Kean, Thelma Leah (Prof. 1917)—Teacher, Copper Hill, Va.
Keeton, Bessie Reid (Prof. 1917)—Teacher, Suffolk, Va.
Keezell, Florence Arabelle (R. N. 1914)—Keezeltown, Va.
Kelley, Elizabeth Montgomery (Kgn. 1913)—Mrs. L. L. Davis, Bedford, Va.
Kendig, Mabel Long (Prof. 1917)—Teacher, Sandidges, Va.
Keys, Ruth Isabelle (Prof. 1913)—Grade Teacher, Hampton, Va.
Kinnear, Margaret (H. A. 1915)—Teacher, Lexington, Va.
Kiracofe, Mabel Ruth (Prof. 1917)—Teacher, Barcroft, Va.
Koogler, Evelyn Margaret (Kgn. 1915)—Primary Teacher, Newport News, Va.

Lacy, Edith Juliette (Kgn. 1914)—Teacher, Richmond, Va.
Lacy, Rowena Julia (Prof. 1915)—Primary Teacher, Oak Park, Va.
Lake, Agnes Martin (Prof. 1914)—Grade Teacher, Lakota, Va.
Lam, Grace Elizabeth (Prof. 1917)—Teacher, Glasgow, Va.
Lancaster, Louise Ely (Kgn. 1912)—Grade Teacher, Florence, S. C.
Lauck, Audrey Wilhoit (Prof. 1915)—Teacher, Shenandoah, Va.
Law, Aure 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.
Lee, Clara Elizabeth (Prof. 1918)—Stony Creek, Va.
Leftwich, Bessie Marie (Prof. 1913)—Mrs. Preston H. Bailey, Lynchburg, Va.
Lewis, Mary Gertrude (Prof. 1913)—Mrs. Harry Sanford, Orange, Va.
Liggett, Mary Coffman (Kgn. 1912)—New York, N. Y.
Livick, Mamie Olive (H. A. 1914)—High School Teacher, Basic, Va.
Lockard, Marion Caroline (Prof. 1915)—Grade Teacher, Elkton, Va.
Lockstampfer, Bessie Alma (Prof. 1917)—Teacher, Strasburg, Va.
Loving, Jennie Perkins (Prof. 1916)—Teacher, Wilmington, Va.
Lowman, Blanche Elizabeth (Prof. 1916)—Teacher, Back Creek, Va.
Lyle, Mary Lacy (H. A. 1912)—Student Assistant, Peabody College, Nashville, Tenn.

MacCorkle, Ruth Bouldin (Prof. 1911)—Specialist in Sunday School work, Harrisonburg, Va.
McCown, Agnes Stuart (Prof. 1914)—Mrs. Charles A. Berry, Lexington, Va., R. 1.
McCown, Mary Wilson (Prof. 1914)—Grade Teacher, Lexington, Va., R. F. D.
McLeod, Mary Lucile (R. N. 1913)—Teacher, Greenville, N. C.
Macmullan, Mamie Evelyn (R. N. 1912)—Mrs. W. J. Macmullan, Mouth of Wilson, Va.
Madison, Lucy Hiden (Prof. 1912)—Teacher, Center Cross, Va.
Madison, Susie Daniel (H. A. 1912)—Mrs. C. C. Richardson, Paris Island, S. C.
Magruder, Margaret (Prof. 1916)—Primary Teacher, Roanoke, Va.
Maloy, Mary Virginia (R. N. 1915)—Grade Teacher, Richlands, Va.
Maloy, Susie Lavinia (R. N. 1915)—High School Teacher, Beaver Dam, Va.
Markham, Eddy Christine (Kgn. 1914)—Primary Teacher, Chesterfield Co., Va.
Marshall, Leila Guy (R. N. 1914)—Teacher, Elizabeth City, N. C.
Marshall, Mary Elizabeth (R. N. 1914)—Primary Teacher, Bristol, Va.
Marshall, Ruth (Prof. 1917)—Postgraduate, Normal School, Harrisonburg, 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, Mary Stella (Prof. 1911)—Government Service, Washington, D. C.
Milly, Edna Lavina (Prof. 1915)—Primary Teacher, Chuckatuck, Va.
Miller, Annie (Prof. 1914)—Harrisonburg, Va.
Miller, Elsie Rebecca (Prof. 1917)—Kindergarten Teacher, Harrisonburg, Va.
Miller, Janet (Kgn. 1911)—Mrs. James J. King, Staunton, Va.
Miller, Martha (I. A. 1913)—Teacher of Drawing, Richmond, Va.
Millner, Bessie Price (Prof. 1913)—Grade Teacher, Schoolfield, 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. Walters, Virginia Heights, Roanoke, Va.
Monroe, Sara Agnes (R. N. 1915)—Primary Teacher, Round Hill, Va.
Moore, Geneva Gertrude (Prof. 1916)—Teacher, Rectorstown, Va.
Morris, Marcia Wade (Prof. 1915)—Grade Teacher, Charlottesville, Va.
Mowbray, Ann Elizabeth (Prof. 1917)—Teacher, Coeburn, Va.
Murphy, Maria Catherine Cecilia (H. A. 1915)—Dietitian, City Hospital, New York, N. Y.
Nash, Mary Hall (Prof. 1917)—Postgraduate, Normal School, Harrisonburg, Va.
Noell, Pearl (Prof. 1912)—Grade Teacher, Bedford, Va.
Oldaker, Hazel Leota (Prof. 1915)—Grade Teacher, Female Orphan Asylum, Lynchburg, Va.
Orndorff, Irene (Prof. 1911)—Grade Teacher, Glen Allen, Va.
Orndorff, Rachel (Prof. 1916)—High School Teacher, Stephens City, Va.
Otley, Orra Lenora (R. N. 1912)—Teacher, Oakhurst School, Asheville, N. C.
Pace, Nellie (H. A. 1917)—Teacher, Ridgeway, Va.
Parrish, Lucy Anderson (Prof. 1916)—Grade Teacher, Charlottesville, Va.
Patterson, Maurine (Kgn. 1912)—Mrs. Horace Patterson, Harriston, Va.
Payne, Nellie Scott (H. A. 1917)—Dietitian and Cooking Teacher, Richmond, Va.
Perry, Kathleen Dickinson (H. A. 1917)—Teacher, Victoria, Va.
Pettus, Elizabeth Chambers (Kgn. 1915)—Teacher, Portsmouth, Va.
Phaup, Patty Goode (R. N. 1914)—Primary Teacher, N. Tazewell, Va.
Phillips, Eva Lillian (Prof. 1917)—Teacher, McGaheysville, Va.
Proctor, Mary Wilma (R. N. 1914)—Mrs. J. B. Roberts, Colfax, La.
Pruden, Sarah Katherine (Prof. 1917)—Teacher, McKenney, Va.
Pugh, Virginia Edith (Prof. 1916)—Grade Teacher, Charlottesville, Va.
Puller, Patty Leigh (R. N. 1913)—Grade Teacher, Richmond, Va.
Pullaham, 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.
Rankin, Lillian (Prof. 1917)—Teacher, Pearisburg, Va.
Reaves, Leone Irene (I. A. 1914)—Household Arts Teacher, Turbeville, Va.
Reid, Emma Idell (Prof. 1913)—Teacher, Marshall, Va.
Reiter, Alma Lucretia (R. N. 1913)—Teacher, Harrisonburg, Va.
Rhodes, Emma Grace (Prof. 1912)—Government Service, Washington D. C.
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, Hopewell, Va.
Roane, Richie Avice (Prof. 1914)—Teacher, Beverley Manor Academy, Staunton, Va.
Rolston, Frances (Prof. 1917)—Postgraduate, Normal School, Harrisonburg, Va.
Rome, Sallie Florence (Prof. 1914)—Teacher, Newport News, Va.
Ropp, Margaret Vance (H. A. 1916)—Teacher, Charlie Hope, Va.
Round, Ruth Althea (Kgn. 1912)—Mrs. Allison A. Hooff, Manassas, Va.
Rowbotham, Margaret May (Prof. 1916)—Grade Teacher, Richmond, Va.
Royce, Katherine (Prof. 1911)—Mrs. N. G. Payne, Madison, Va.
Ruan, Carolyn Rebecca (Prof. 1914)—Grade Teacher, Petersburg, Va.
Ruebush, Margaret Virginia (Prof. 1914)—Mrs. W. H. Shirley, Buena Vista, Va.
Rucker, Bessie Katherine (Prof. 1912)—Teacher, Floyd, Va.
Ruebush, Mary Virginia (Kgn. 1913)—Mrs. Hubert W. Estes, Coeburn, Va.
Runciman, Olivine Virginia (Kgn. 1913)—Primary Teacher, Waynesboro, Va.
Ryals, Elise Emogen (Prof. 1915)—Teacher, Wilmington, Va.
Sadler, Mary Emma (R. N. 1912)—Mrs. E. D. Pollard, Pagosa Springs, Col.
Sadler, Vergilia Pendleton (Prof. 1911)—Principal High School, Antioch, Va.
Sale, Annie Elizabeth (H. A. 1913)—Home Demonstration Agent, Warwick and York Counties, Denbigh, Va.
Sale, Susan Estaline (Prof. 1914)—Mrs. A. L. Monteith, Low Moor, Va.
Saunders, Luna Elizabeth (H. A. 1917)—Teacher, High Point, N. C.
Saville, Elizabeth Frances (Prof. 1914)—Teacher, Etlan, Va.
Scates, Carrie Lena (I. A. 1913)—Teacher, Sandy River, Va.
Scates, Fannie Hundley (Prof. 1911)—Mrs. O. Hairfield, Martinsville, Va.

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Scoggin, Bessie Wilson (Prof. 1914)—Grade Teacher, Stony Creek, Va.
Scott, Mary Emma (Prof. 1916)—Teacher, Shenandoah, Va.
Selby, Frances Parlette (I. A. 1915)—Drawing Supervisor, Bristol, Va.
Selby, Katherine Kemp (Prof. 1913)—Teacher, Somerset, Va.
Settle, Mary Beckham (R. N. 1913)—Mrs. C. P. Amory, Flint Hill, Va.
Shafer, Lillian Dunfield (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, Marion, Va.
Shenk, Marguerite Spitter (Prof. 1917)—Teacher, Lynchburg, Va.
Shepperson, Edmonia Blair (M. A. 1912)—Supervisor of Industrial Arts, Richmond, Va.
Sherman, Louise (Prof. 1916)—Grade Teacher, Waynesboro, Va.
Shickel, Elsie Naomi (Prof. 1911 and I. A. 1914)—Domestic Science and Arts Teacher, Daleville College, Daleville, Va.
Shields, Sarah Humphries (Prof. 1911 and H. A. 1912)—Missionary to India.
Shiflett, Nettie Lee (Prof. 1917)—Teacher, Richlands, Va.
Shumadine, Florence May (Prof. 1917)—Teacher, Norfolk, Va., R. 3.
Sibert, Irene (H. A. 1916)—Teacher, Stuart, Va.
Silvey, Mary Lewis (R. N. 1914)—Grade Teacher, Ashburn, Va.
Smith, Ann Elizabeth (Prof. 1917)—Teacher, Sutherland, Va.
Smith, Mary Lancaster (H. A. 1914)—Educational Secretary and Domestic Science Teacher, Y. W. C. A., Richmond, Va.
Spitzer, Atha May (Prof. 1914)—Teacher, Broadway, Va.
Spitzer, Lucy Elton (Prof. 1917)—Music Student, Pueblo, Col.
Spitzer, Nora Lelia (I. A. 1917)—Grade Teacher, Timberville, Va.
Sprinkel, Ethel Katherine (Kgn. 1911)—Harrisonburg, Va.
Stanton, Christine (H. A. 1917)—Government Service, Washington, D. C.
Stanton, Louise (H. A. 1917)—Domestic Science Teacher, Claremont, Va.
Staples, Julia Tapscott (Prof. 1913)—Teacher, Elkins, West Va.
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, Richmond, Va.
Stribling, Agness Browne (Prof. 1913)—Mrs. R. C. Dingley, Harrisonburg, Va.
Suter, Edith Virginia (Kgn. 1913)—Kindergarten Teacher, Dayton, Va.
Taliaferro, Ruth (Prof. 1915)—Teacher, Wittens Mill, Va.
Tardy, Margaret Virginia (Prof. 1914)—Teacher, Marion, Va.
Tardy, Mary Elizabeth (Prof. 1915)—Teacher, Lexington, Va., R. 3.
Taylor, Kate Hanger (Prof. 1912)—Critic Teacher, Harrisonburg, Va.
Tench, Anne Ferris (Prof. 1912)—Grade Teacher, Petersburg, Va.
Thom, Mary Sheldon (Kgn. 1912)—Mrs. Edward H. Monroe, Miami, Fla.
Thompson, Clara May (Prof. 1914)—Grade Teacher, Natural Bridge, Va.
Thompson, Margaret (Prof. 1916)—Primary Teacher, Tazewell Co., Va.
Thompson, Stella Mae (H. A. 1917)—Teacher, Purcellville, Va.
Turner, Bessie Sue (Kgn. 1914)—Grade Teacher, Harrisonburg, Va.
Vaiden, Ruth Gale (Prof. 1917)—Teacher, Norfolk, Va.
Wachsman, Otelia Beatrice (H. A. 1916)—Grade Teacher, Mt. Solon, Va.
Ward, Anna Howard (R. N. 1913)—High School Teacher, Gate City, Va.
Warren, Joe Beam (Prof. 1915)—Teacher, School, Va.
Warren, Mary Jarman (H. A. 1917)—Domestic Science Teacher, Crane's Nest, Va.
Weems, Rachel Fletcher (H. A. 1917)—Teacher, Crewe, Va.
Werner, Janie Katherine (Prof. 1913)—Grade Teacher, Charlottesville, Va.
Westcott, 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.
Wilson, Mary Gamble (I. A. 1913)—Mrs. R. C. 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)—Postgraduate, Normal School, Harrisonburg, Va.
Worley, Ruby Alma (Prof. 1916)—Teacher, Bridgewater, Va.
Yancey, Lois (Prof. 1917)—Grade Teacher, Roanoke, Va.
Yancey, Mary Virginia (Prof. 1917)—Grade Teacher, Harrisonburg, Va.
Yowell, Mary Almira (R. N. 1914)—Teacher, Madison, Va.

Note: It is very difficult to make up an accurate list of the addresses and occupations of graduates, and more so as the number increases from year to year. For this reason anyone noticing any error in the above list is urged to notify the Committee on Alumna Relations, or the President of the school, who will be duly grateful for the help thus given.
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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 ......................................
   (or City)

4. Age ...........................................

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?

13. Have you taught?  

14. Where?

15. How long?

16. When do you expect to enter?

17. What course do you expect to take?

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

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

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

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

22. 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.)